From the class photos of the 1910 Alcalde the students of the Sam Houston Normal Institute gaze back serenely, frozen in time, their passion for life condensed beside their portraits into pithy verses as impenetrable as their stolid expressions. In one respect, the idealism of their youth and the college experience then shaping their views and values were not so different from the average undergraduate of the present generation. Yet, as products of an age, they walked a wholly separate path on their departure from adolescence.

Surely no more than a handful had ever witnessed an airplane in flight; no doubt there were others still looking forward to their first ride in an automobile. Radio, “talking pictures,” and even the Great War that would be fought and won before the decade ended, lay unanticipated beyond the horizon. Splitting the atom was the stuff of science fiction. Given the attitudes of the day, many in the class of 1910 could also have rolled their eyes and condescended that African Americans would sit in classrooms beside later generations of students about the same time that man reached the moon.

Despite the epochal gulf that lay ahead in the new century, as Harry Estill’s administration unfolded, so too did the life of the campus awaken to a routine that students today would recognize, even if embryonic in form. Within two years of his taking office, students produced that first Alcalde. Shortly afterward they were enrolled in a four-year program and selected classes out of a catalog that featured courses numbered by level of complexity. In 1913 they began reading the campus news from the pages of the Houstonian. Students were already accustomed to the annual invasion of alumni at Homecoming, but in 1910 an ex-students association formed officially. Early in Estill’s tenure, groups of the musically inclined organized a sparsely outfitted orchestra and a band that often accompanied the new Glee Club’s choral arrangements. Likewise, athletics made its raw debut in the form of track and field, baseball, basketball, tennis, and football.
Between 1912 and 1937 the Training School on the Sam Houston campus provided students in the final year of their studies an opportunity to teach and observe local schoolchildren under genuine classroom conditions. The program’s solid reputation and the long waiting list of applicants testifying to the progress Sam Houston had made since the days of the short-lived model school run by Principal H. H. Smith. Until 1919 the children and their student teachers met at Austin Hall, just as they had in 1880. As junior high classes and special instruction in the manual sciences, music, and art were added, the program outgrew the venerable hall, convincing state legislators to fund the construction of a facility beside the new science building, adjoining the playground. The rooms were sufficiently spacious and the classes small enough so that the training students could easily observe the children as they worked at their desks. By 1920 Sam Houston’s student-teachers were instructing grades K-11, the full range then offered in the public schools. Shortly after President Estill retired, his successor Charles Norton Shaver ended the Training School, and the Huntsville ISD absorbed the student population. After temporarily housing the community’s junior high, the building itself provided much needed classroom and office space for the ever-growing education program. In one respect, the very success of the Training School provided its own undoing. Small class sizes, the students’ acknowledgment of privilege, and their ready exposure to campus amenities convinced Shaver that the classroom conditions were not as genuine as they appeared. He also pointed to the national trend of normal students going into the public schools to observe and teach under the direction of experienced mentors. While concepts regarding student-teaching grew more refined over time, the fundamental exercises of classroom observation and practice teaching for education majors remains today one of the chief requirements for preparedness and preserves in spirit the objectives of the Training School.

particular noteworthy volumes include the golden anniversary edition of 1929, featuring artful drawings that imagined key scenes of campus history; the 1937 yearbook acknowledging President Estill’s long term of service on the occasion of his retirement; the 1945 volume that reappeared after a year’s hiatus, presented by the staff as a “portrayal of campus life in wartime”; and the centennial Alcalde of 1979 with its brief pictorial retrospective conveying a sweep of those countless pleasures of our College life.” Twenty-five editors representing each class, society, and athletic team compiled a record of the academic year, adding such personal touches as jokes and poems and various writings that revealed something of the students’ collective character. Through the years the Alcalde grew more sophisticated, owing mostly to technology and the proficieny of its editors. At the same time, the cherished reminders of fun, friendships, and academic and extracurricular pursuits remained central for each successive class, just as it did for those who appeared in the pages of the inaugural yearbook.

The sudden burst of so many student activities signaled the enlightened philosophy of education that Harry Estill brought to his new office. As a protege and confidant of the two previous principals, he had learned above all else that the school’s executive must be his own man. Many of the social customs that Baldwin and Pritchett had cultivated belonged to another age, and Estill proved quite willing to sever the frayed cords of Victorian traditions to bring Sam Houston fully into the twentieth century. He was equally prepared for the task of implementing the sweeping curriculum changes that Pritchett had championed as a member of the Conference on Education. With progressive governor Tom Campbell pushing a popular mandate to revolutionize the state’s education system, the biennial legislature that worked through the winter and spring of 1909 passed a series of bills that Estill eagerly anticipated. In particular, he reorganized the academic program to embrace the instruction of agriculture, manual arts, and domestic science. His work was made easier by an act that provided sufficient funds to build and equip a facility to house the new subjects, and another that added three faculty members to teach and develop the new training curriculum. At the same time, the legislature tightened its purse strings by ceasing to fund scholarships. If the move proved unpopular with those students so rewarded, the act was made more palatable by releasing everyone from the obligation of having to teach in Texas after graduating.

During a special session in 1911 the state board of education itself, which administered the normal schools, experienced an overhaul. The opening of a fourth institution at Canyon—the West Texas State Normal College—demanded a measure of uniformity that could not be coordinated efficiently among the system of local trustees. The solution, worked into a bill passed by the Thirty-Second Legislature, replaced them with a governor-appointed State Normal School Board of Regents, headed by the superintendent of public instruction. The new body quickly standardized the programs, practices, instructors’ salaries, and entrance requirements of the teacher training institutions. It also added a fourth year of study to the curriculum—introducing to the normals the term “sophomore”—designed to accustom true freshmen to the rigors of higher education. A final act of the legislature, which took effect at the beginning of the 1912 academic year, gave the principals a new title befitting their weighty jobs as chief executive officers. In that way, President Harry F. Estill became the first man so designated to preside formally over the Sam Houston Normal Institute.

By 1914 the new president found himself in charge of a four-year institution organized into six academic divisions. Freshman and sophomore courses, referred to as sub-college work, exposed the students to a core curriculum within the fields of language, science, primary school training, and the three new manual arts subjects. The expanded program helped close the gap
between the largely rural normal students and those from urban schools who had enjoyed more advanced instruction. As the rural schools caught up, the enhanced content offered during those first two years began blurring the lines between teacher training and a classical college education.

Even before the end of the decade the Board of Regents officially acknowledged that the foundation of course work at the normals compared favorably to that of the state's colleges and universities. Students transferring to the University of Texas, for example, could also take with them the credit hours they had earned at the teacher training schools. Moreover, as the education of grade school children grew more sophisticated, the public came to embrace the idea that classroom instruction was a true profession worthy of a degree, rather than a mere diploma. When the regents bestowed upon Sam Houston and its sister schools the privilege of awarding that distinction to its graduates, teaching became the equal of such scholastic endeavors as business, science, and engineering. In May 1919 the first class of SHNI students to receive the bachelor degree in the fields of arts and sciences—the former distinguished by the successful completion of work in a foreign language—walked proudly across the stage as the vanguard of a new class of deserving professionals.

Despite the board-mandated regimentation of system practices, the new regents allowed each institution to deal with administrative details and the routine of campus life as it saw fit, allowing the normals to develop traditions that shaped their distinct identities. The evolution of extracurricular activities certainly encouraged experiences unique to each school. Perceptively, President Estill encouraged student participation in the kinds of faculty-sponsored pursuits that contributed to a vigorous, well-rounded education. He even authorized academic credit for those who worked on the *Houstonian*, or participated in debate and drama, and for members of the orchestra, the band, and the choral club.

Yet it was athletics, for which no credit hours were awarded, that swiftly became the students’ most popular pastime. Baseball already enjoyed official recognition before Estill’s tenure began, even though Principal Pritchett forbade the team from leaving Huntsville to play. N. C. Belk, Sam Houston’s centerfielder and 1906 valedictorian, recalled in later years there was no shortage of challengers for contests that unfolded almost every Monday on a fallow cotton field west of the campus. As Belk remembered it, “all the towns around here used to have ball teams, and everyone would come out and watch.” With little else to do and the young men on their way to an undefeated season that spring, the weekly games grew into Sam Houston’s first significant spectator sport.

Other athletic groups clamored for recognition and even individuals importuned the school to provide adequate facilities where they could pass some idle time. Fortunately they found an enthusiastic supporter in Harry Estill. With the same resolve by which he had restructured the academic program, the new principal in 1909 appointed a faculty athletic committee to help the students organize their sports programs and oversee the building and maintenance of recreational facilities. On that same cotton patch where the 1906 team recorded its perfect season, laborers carved out a baseball diamond encircled by a hard-packed dirt track for runners. The facility was named Pritchett Field, honoring Joe Pritchett, dean of men and brother of the late principal. Next to it a crew shaved off the trees and high spots for a utility field where intramural teams competed. Between that location and the Main hall, students at Houston Field thumped basketballs on a hard, but natural surface, while upwards of a hundred tennis enthusiasts fanned their rackets on eight adjoining courts. The new emphasis on physical education enjoyed its most spectacular manifestation
with the opening in 1914 of a three-story gymnasium, complete with shower facilities, classrooms, and the first natatorium in East Texas.

It was football, however, that seized the fascination of Sam Houston students at a time when sports-minded people all over the land were embracing this rough-and-tumble game. Scarcely a few autumns had passed before the Alcalde was devoting several pages to commemorate the football season, featuring individual portraits of each player along with brief bios recounting their gridiron contributions. By comparison, coverage of the baseball team shrank to a single team photograph. By 1922 the annual made it clear that football was foremost in the students’ minds, reflecting: “Again it was September. All hearts turned toward college and the chief trend of thought…was toward the prospects for a Team.”

Football made its inglorious debut in 1911, when two intramural teams formed and engaged in an occasional sparring match. The returning veterans recruited biology professor S. R. Warner to supervise their combined squad for a four-game season the following year. In a meeting that was the inaugural contest for both schools, the “Normals,” as the Sam Houston eleven was called, played a pugnacious Rice team before an excited throng that crowded shoulder-to-shoulder along the lime-lined boundary that marked off the converted gridiron at Pritchett Field. In the first half, with the Normals smelling paydirt, Len Baldwin took the snap at the five and “ploughed through the center of the line,” earning the distinction of scoring the game’s first touchdown. The Rooters’ Club—a student cheering section that boasted “we’re the boys that make the noise”—certainly “woke the echoes of the Huntsville hills with a college yell,” but by the end of the game there was little to celebrate. It was Sam Houston’s opponent that rolled off the next twenty points and rode the victory train back to the Bayou City.

During the 1912 and 1913 campaigns Dr. Warner guided his gridders to more victories than losses. Granted, a schedule rounded out by the likes of Rusk Baptist Academy and Conroe High pales in comparison to the teams Sam Houston later faced. Nevertheless, five other football coaches would come and go before Paul Pierce arrived on campus in 1952 and registered a higher percentage of victories in his sixteen-year career than the gaunt, but determined-looking professor who choreographed his stratagem out of a published playbook as if he were conducting biology experiments in his laboratory.

With the 1914 season approaching, Huntsville attorney and UT graduate Eugene Berry joined the faculty as its first full-
time physical education instructor. While he and gymnastics teacher Cornelia McKinney administered the credit-hour sports and leisure programs for the young men and women, respectively, it was Berry alone, and without a single assistant coach, who bore the weight of high expectations for building a winning football program. Although he won a 1916 Texas Junior College Championship during a seven-game season in which Sam Houston pounded Blinn College 78-0 and recorded its first-ever victory over archrival Southwest Texas 31-0, he more often found himself on the other end of such lopsided scores.

Returning to the field in 1919 after the previous season had been cancelled because of the Great War, Berry's team lost all seven games. Opponents, including the A. and M. College, Houston High, and Southwest Texas, hung six "goose eggs" on the Normals; a single touchdown against a local American Legion team followed by a failed extra point attempt represented the team's entire production. On that low note, the Berry era came to an inglorious end.

The Normals continued to struggle, yet the program at least managed to keep up with the times. Bleachers, erected on the west side of Pritchett Field, got the fans off the sidelines and into the stands where they belonged. After the 1920 season, the team enjoyed its first annual banquet, and the next year Berry's successor, F. D. Ashcraft, set up a training camp on Robinson Creek. "It was a great lark for the men," reported the Alcalde, "despite the grind and grill which the coaches had laid up for them." Above all, the program remained true to its most important mission—"that of cultivating a "sound mind and strong body through clean and wholesome athletics," as the Alcalde expressed. Sam Houston might not have won every game, the annual continued, "but we know always that our own brand of play is above criticism."

Athletics, of course, provided just one conduit among many outlets for young men and women to become involved in activities outside the classroom. The student publications, music and religious groups, and the literary and debate societies revealed a convivial campus in which any outgoing student could find a sense of belonging. The Corn Club, sponsored by agricultural professor S. C. Wilson, represented a particularly trend-setting association. By cultivating pride among the ag students for their chosen major, he was also able to convince them that their vocation could also be something of a hobby. "We assemble bi-weekly on the dirtiest piece of dirt to be found on our six-acre farm," boasted one of the group's representatives. "We study everything in the plant kingdom from the bacteria...to the lofty pecan, and everything in the animal kingdom, from the Texas chicken mite to the Missouri mule."

A movement for student self-government in 1916 provided a unique opportunity for the young men and women of SHNI to cultivate their leadership skills. As yet no other group of normal students in Texas had approached its administration with such a proposition. President Estill, however, agreed it was high time. With his full support, students elected representatives to correspond with working bodies at distant schools and develop a constitution and bylaws, the latter conceived separately for the men and women. When the committee submitted its work to the student body, the measure passed by an overwhelming majority. The first slate of campus leaders did not provide for a president or other offices, but for the first time a representative council composed of three girls and three boys from each of the four classes enjoyed a formal voice in the administrative decisions that affected their welfare.

In other areas of campus life, the student body convened three times a week for chapel services en masse, and new activities came to complement some long-established observances and open-invitation festivities. Every March 2nd, for example, the
procession that snaked from College Hill to Sam Houston’s grave for the commemoration of his birth and Texas Independence Day grew longer, until the Great War for a while cut short the line and commanded a somber observance of its own. Over time the students established a routine that included Halloween, Thanksgiving, and Christmas functions in the fall, and Valentine’s Day and Washington’s Birthday in the spring. Unquestionably, the most anticipated event of the year was a trip to Galveston that became an annual rite of the 1910s.

B. E. Ramsey, an agricultural major from Mayflower, about seventy miles north of Beaumont, composed a reminiscence of an April 1914 trip that captured the moment and the times quite vividly. It began at three o’clock in the morning with the familiar bellow of Engineer Tilley’s: “Board!” By the time the sun broke the horizon, eight crowded coaches carrying some six-hundred-odd undergraduates and faculty crept over the causeway, giving most of the new students their first glimpse of the ocean. A boat tour of Galveston brought Transatlantic steamers, the Immigrant Station, and the seawall seemingly within reach, the last stirring unexpected emotions over the still recent tragedy that necessitated its construction. If the sudden appearance of two “air ships” had left the students dumbstruck, a forceful thud beneath the hull just as quickly diverted them to the railing. “To our surprise,” Ramsey marveled, “the long, rough body of a shark rose slowly out of the water.” As it swayed onto one side, exposing “several rows of compressed, sharp-edged teeth,” the monster seemed to regain its senses and then, snapping its jaws shut, “turned its head downward…and disappeared into the water.”

A streetcar tour of the Island City abounding with “picturesque parks, oleander-lined driveways, [and] magnificent buildings” did no less to “fill our simple hearts with wonder,” glowed the writer. The experience, especially for the rural students, must have seemed otherworldly. Ramsey, in fact, poked fun at “one Rueben” who, upon spotting a lush garden, smiled and pointed: “‘Likely place for bears in that brash.’”

After eating dinner at the opulent Hotel Galvez—where “many a country boy paled at the sight of the menu”—the group migrated toward the beach and open water, where President Estill himself led the more venturesome students well beyond the shore. Some others, perhaps remembering the shark, got no closer than the foam left behind by the lapping waves. A final tour of Fort Crockett began with a monotonous hike past long lines of tents, and the sight of soldiers performing their drills seemed hardly worth the effort. But their mood changed in an instant when the
students caught the attention of a military band that struck up The Star-Spangled Banner for their benefit. In return, a chorus of cheers rang out from the students; the boys tossing their hats into the air, the girls waving handkerchiefs. On that perfect note, the field trip came to an end.

A convoy of streetcars at last delivered everyone back to the station, where “a happier crowd never took the train,” insisted Ramsey. On the ride home, sighs and snores replaced the “light laughter” and rousing renditions of “our splendid school song” that punctuated the night air on the way down. Once in Huntsville, teachers and students alike climbed out of the coaches and “stumbled across town,” tired, but high “in their praises of the trip to Galveston.”

Such episodes of carefree innocence all too soon gave way to the sober realization that events on the other side of that great ocean were gradually pulling America into the European maelstrom. When Congress at last declared war on Germany in April 1917, people on campus and around town openly wondered how the conflict would affect the school and community. Many of the young men at the Sam Houston Normal Institute did not wait to find out. The enrollment, which had climbed to 779 the previous school year, suddenly registered 165 fewer students—almost all of them men—after the rush to the recruiters’ office subsided. By war’s end, a school official estimated that at least eight hundred current and former students as well as English Professor Dr. Charles O. Stewart had responded to the patriotic call of their country.

One SHNI graduate, John W. Thompson, Jr., became a celebrated author and illustrator. He furthered both careers even while rising to the rank of colonel in the U.S. Marine Corps. The Thompson Room at the Newton Gresham Library preserves his legacy.

Befitting his position as chief executive officer, President Estill threw the weight of his office behind a petition asking the regents to allow Sam Houston to organize a unit of the Students’ Army Training Corps (S.A.T.C.). Expressing his belief that the “measure will relieve the restlessness and uncertainty which pervades our present student body,” his endorsement added that it would also allow “our men students to accomplish the two-fold purpose of continuing their education and serving their country.” Once the regents gave their approval, the Army assigned four officers to the institute who arrived shortly after the fall semester began in 1918. The martial atmosphere, attended by endless drills and exercises, pervaded the campus among the “tin soldiers” who had washed out, but continued to demonstrate their support by maintaining a strict physical regimen. By the time the 65 men of Company “A” completed their training, however, the war had ended and all were issued honorable discharges.

In the meantime, virtually every branch of the curriculum offered subject matter refitted to the task at hand. The sciences held classes in military hygiene and sanitation; the math department offered practical surveying; in history, students selected among courses titled “War Aims” and “Nation at the Peace Table.” They also learned to relate the lessons of the past to current events through such periodicals as the Literary Digest and Review of Reviews. Professors in the English department emphasized the common cultural heritage of the U.S., England, and France. Their students produced term papers that resonated patriotic themes with titles like “How Each of Us May Help Win the War.” In the agriculture department, efficient food production and conservation were emphasized. Students in art and music made posters for shop windows in town, assembled booklets out of old magazines for the Red Cross to distribute, and arranged programs that featured patriotic songs and music for rallies, services, and farewells.

About the time students were walking to their first classes on the morning of November 11, 1918, news reached campus that
“I have fought for life since daylight... There have been hours, dark hot ones, but I have made peace with my God for the last time.”

the Great War had ended. Before long everyone was gathering at the base of College Hill, where it was decided they should form a parade and march into town. With the members of the S.A.T.C. out in front, waves of students and teachers, Boy Scouts and children of the training school, and even janitors brandishing their brooms like rifles converged with other groups on the square, where they melted into a single teeming mass of ebullience.

A sense of gravity, however, soon replaced the initial burst of gaiety when it came time to acknowledge the human costs the Great War had extracted. The number of commemorations honoring the deaths of former students was thankfully short, but no less heart rending. “Since the founding of this institution it has been customary for her students to set aside memorial days in honor of the great men who have given their lives for their country,” began the February program just three months after the armistice. “But never before in the history of this school has there been a student body assembled on an occasion like this.”

The solemn ceremony opened with a mournful bugle call, followed by some formal remarks and the respectful music of an A Cappella quartet.

Next came the testimonies “to honor our fellow students who have nobly and freely given their lives for the great cause of humanity.” Among them was Jesse Palmer, killed in action at Chateau Thierry. The twenty-year-old Marine had endured gas attacks, shrapnel wounds, and the anxious monotony of occupying the trench, knowing that any moment could be his last. Four months before the end of hostilities, an enemy shell provided that fatal instance. “Somewhere in the sunny fields of battle-scarred France,” read his memorial, “rests this brave young man that we are proud to call friend.”

There was also Ira South, victim of the Spanish influenza that actually claimed more American lives—soldiers and civilians combined—than the war itself. In the weeks following the ceremony, in fact, the pandemic cut down several other former students serving in distant camps at home and abroad, including Dora Gustavason, of the Hospital Corps. But it was South who spoke most poignantly to posterity for the sacrifice of so promising a young man. “I have fought for life since daylight,” he imparted. “There have been hours, dark hot ones, but I have made peace with my God for the last time.” And so a tree, a living thing dedicated to his memory, as well as one for each of his fallen comrades, provided the ceremony’s parting gesture of remembrance.

America, and the Sam Houston Normal Institute for that matter, would never quite be the same, especially with regard to the broadening of social morés. The war and technology had produced a synergy that made the world a more tangible place. Yet the reality sank in slowly to a faculty committed to the concept of in loco parentis. Automobile rides, silent movies, radio, and the proliferation of popular magazines exposed students to ways and ideas that would have failed to turn their heads just a few years earlier.

After the Great War, just as before, a darkened theater provided a chosen spot where couples could hold hands. Watching to see who could reach the few loveseats first remained an amusing spectacle as well. On the other hand, finding a place where they could go to second base no longer presented much of a challenge. Before the war it usually involved the expense of hailing a jinny for the “scenic route” back to the boarding houses. Only the cab driver was there to witness what was going on in the back seat, and thanks to the poor condition of Huntsville’s streets, he was typically too busy dodging potholes to care.

Then, as the ownership of automobiles grew common, so too did the temptation to steal away to places where prying eyes could not see. When they did, President Estill would end up expressing his regrets in letters to parents, informing them that their sons and daughters had suffered suspensions for lapses of judgment. The headlines of a passing car caught one “Miss Winnie,” for example, in the embrace of man while the couple was pecking in a car parked on the curb outside her boarding house—and he, noted the president, “a total stranger to your daughter until the evening on which this instance occurred.” Even more salacious was the case of three girls who decided to extend their Armistice Day in 1921 into the wee hours of the morning with a private commoration that included a bottle of liquor and a trip to Trinity with some boys who took them to a dance at a hotel.
Instances of “gross imprudence” on the part of young women grew more common as the spirit of the age inspired them to demand some of the freedoms normally reserved for men. The students themselves, through their Council, petitioned the president “to take some action” upon several girls at the Mitchell House who had become accustomed to “the company of young men any time they choose,” even late at night when they could be seen blithely climbing into their boyfriends’ flivvers for joy rides. Even in cases where Estill could make no specific charges, he suspended girls for “attracting unfavorable attention” by the “conspicuous” way they dressed and the coarse language they used. Their attitudes conveyed to “other and younger students” an insouciance that was unbecoming of aspiring teachers. It was all the more alarming, he noted, when these young women in every other way “possess a bright mind and considerable maturity.”

When the East Texas Radio and Electric Company opened at 1103 ½ Main Street (now University Avenue) just before the fall semester began in 1922, a new concern came to preoccupy the administration. On the day of its ballyhooed debut, the Huntsville Item reported that “all day the room was filled with a crowd of interested people.” Among them, the college students were well represented. There was nothing particularly bad about radio, but the fact that music, news, and commentary could invade the town via the airwaves certainly furrowed many a conservative brow. President Estill and his deans of students had a hard enough time controlling the social affairs on campus and in the board ing houses without worrying what some dance band in St. Louis might be inspiring in the minds of their impressionable boys and girls.

The institute tried to circumscribe the new social boundaries in any number of ways. During the 1919 fall semester, Miss Caroline Belvin, Dean of Women, and her men’s counterpart, Joe Pritchett, endorsed a program of silent films tilted toward “educational” films, which they believed made you have higher thoughts and nobler ideals.”

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Another wholesome boost to campus life came that same year with the rededication of Austin Hall as the school’s first Social Center. It immediately earned its name. Students found the place...
character of their company.” The dictates left little room for social experimentation and no room at all for “loafing in the stores or on the streets” in town. Maintaining “a good character,” moreover, was not enough to satisfy the institute’s expectations; “a good reputation” was required as well. “Persons who do not govern their conduct in accordance with this principle,” the guidelines warned, “are unfit to be normal students, and their connection with the Normal School will be discontinued.”

The disposition of the faculty was certainly understandable. In the face of so many rapid changes, here, in their code of conduct, was a touchstone that lay immutable, as valid for the present generation as the past one. At least in their estimation—and it was the only one that counted. Not only was the institute responsible to the parents of their own students, but also to every parent whose child would study under the direction of a degree graduate of the normal school.

In almost every other respect, the Sam Houston of 1923 little resembled the institution Estill had taken charge of in 1908. He had inherited 549 young scholars and sixteen instructors from H. Carr Pritchett. By the 1922-1923 school year the campus population had ratcheted upward in uneven gains until 1,089 young men and women were taking classes from among 56 professors atop College Hill. The Sam Houston Normal Institute that Estill had called home for so long was no more, yet his hand in advancing its mission and importance was everywhere to be seen.