With most of America geared up to roar into the Twenties, the smart set at Sam Houston State Teachers College—in appearance, if not in fact—reflected the prosperity of the coming age. Dapper young men walked the campus sporting dress shirts with ties knotted under detachable collars firmly starched, their short-brimmed straw boaters slightly cocked for effect. Increasingly more of the girls, too, looked saucier than Dean Belvin was willing to tolerate. New fashions demanded dresses that were shorter and tighter than any previous generation had ever worn—but, at least in the estimation of the boys, they surely looked good with a “bob.” Many of the girls who wore the new hairstyle covered their heads with head-hugging cloches from which they would dangle a single curl in front or maybe a couple on the sides.

Not everyone, however, was so enamored of the new styles. Most students could not afford to be. Early in the decade, in fact, some of the young men organized a short-lived “overall movement,” as they called it, “to protest against the high cost of clothing.” Concerned that many prospective students would not come to college if they felt “embarrassed by their singleness,” the insurgents gathered at the chapel to air their grievances. No boy would be required to buy overalls who did not already possess them, their spokesman insisted. “He can wear his old left over clothes with as much distinction as the one who necessarily has to wear overalls.” A motion binding the young men to the agreement passed without opposition. On the same day that the Houstonian ran its article announcing the fashion upheaval, Huntsville clothier J. E. Allen ran an advertisement on the next page that read: “If You want a Real SUIT We Have It…If you want OVERALLS we have them too.”

As a general rule the students who attended Sam Houston were never a prosperous lot. At the onset of the Great Depression, a Houstonian article in 1931 citing a nationwide increase in enrollment...
started out: “What! No money? Well, let’s go to college.” Even though enrollment would decline to 580 two years later, astronomical unemployment at first made higher education an attractive alternative for young men and women who might otherwise have given little thought to attending college. Common knowledge, then as now, reckoned that if teaching were not a lucrative profession, it at least promised security—a commodity then in short supply. “If one can get a job, he takes it,” the paper speculated. “But if not, he might as well go to college because everybody there is broke anyway and the lack of cash will not be noticed.”

Coming up like two sides in consecutive flips of a coin, the Twenties and Thirties are normally portrayed as decades when everybody won, only to lose it all on the next toss. Such was not the case in Texas—especially for farmers—nor was it true for SHSTC. Many a student who came to Sam Houston in the Twenties, such as William Gulley of DeBerry, near Carthage, wrote seeking part-time work to help pay his expenses. “I wish to ask the aid of you to secure a position for me,” Gulley wrote President Estill in 1924. He preferred to work in the lab, but made it clear that he would help in the cafeteria or take “any other work that you could assign me…to enable me to attend your college.” Estill, with the help of the faculty Student-Aid Committee, came through.

Conditions for students who remained in school did not really change in the Thirties so much as they simply grew tighter—much tighter. Nevertheless, the president remained optimistic that if there were not enough campus jobs to go around, the good citizens of Huntsville would join the cause. Nell Tucker, a Houston girl from the Class of ’32, later reflected on coming school carrying with her “whatever worldly goods I had in a carton box.” Confessing to Estill that she was broke, he told her not to worry. “In his unforgettable way he assured me that the community would help see me through somehow.”

During the second half of Estill’s administration, Huntsville’s population topped 5,000. As always the intimate association between town and school formed a common bond, cemented by commerce and locally run boarding houses on one hand, and on the other by the cultural opportunities and athletic contests the college offered. Because the fortunes of the school so closely determined the prosperity of the town, even citizens with no firm ties to Sam Houston looked to the man at the top for reassurance in difficult times.

From the beginning of his administration Harry F. Estill had demonstrated a sense of purpose, all while projecting the image of a benign, self-effacing common man. For common people it was reassuring to see one of their own succeed. Because so many powerful men shared Estill’s early vision for the normal school at Huntsville, few beyond his circle of intimates knew that beneath his placid exterior lay a dogged tenacity. As the president grew into his office, so too, did Sam Houston grow. At the same time, new teachers colleges opened at Alpine, Commerce, Kountze, and Nacogdoches, inviting competition among all the state’s institutions of higher education for the scarce resources often doled out in spoonfuls by a miserly legislature. With each success he enjoyed, it became increasingly evident that Estill had become a seasoned gamer in the political arena, unafraid to meet head on those who would stand between Sam Houston State Teachers College and the destiny he visualized for it. Fellow college presidents, state representatives, and even governors came to realize that Harry F. Estill was anything but common.

In 1927, a time when the governor was talking budget cuts, Estill not only argued for holding the line, but also battled the state legislature over funds to construct a new library. Five years earlier Professor W. S. Sutton, Dean of the School of Education, sounded the campus’s physical plant and cited the need for a new administration building, but concluded more pointedly: “The library …has served its purpose admirably, but the building now is entirely too small and as the years go by the embarrassment occasioned thereby will become greater and greater.” After his respectful entreaties failed
in 1925 to convince the legislature of the school's needs, Estill laid out a bold course of action for dealing with the Finance Committee in a letter to William Z. Hayes, a Sam Houston graduate and member of the Board of Regents. Alarmèd, the powerful alumnus admonished: “I do not believe we will do much good with the committee by argument. It is best to address them as the first paragraph of your letter, and ask them to do as much as possible for us.”

Ever polite, but just as surely unrelenting, Estill knew how far that deferential approach had taken him earlier. This time, he resolved, he would bring these legislators around by force of will. Many of them, he knew, were University of Texas and Texas A. and M. College alumni who had proven quick to subordinate the needs of the teachers colleges for the benefit of the more prestigious institutions. Estill made clear to Hayes that he was not going to approach the Finance Committee hat-in-hand. “If we meekly accept third class classification, we can never hope for any higher rank,” he lectured. “I do believe that any injustice to the Teachers Colleges should be met promptly with the strong but courteous protest.”

When Estill swung into action, the members of the committee fell into line, just as he had hoped. Nevertheless, it was a restrained chief executive who informed Hayes that the full legislature had passed an appropriations bill with his “wish list” intact. Conceding only that “I feel Sam Houston Teachers College was treated as fairly as the finances of the State justified,” he reminded his former student that Governor Dan Moody’s signature was still required to pass the bill and asked that he intercede with “all the influence you can bear.” Estill's final appeal to Hayes was as bold as his pitch to the Finance Committee: “I realize that you are now responsible for all of the Teachers Colleges, but at the same time I submit that it will be entirely appropriate for you to emphasize the needs of the old mother school.”

For good measure the president convinced Moody to “invite” him to the Governor’s Mansion. Afterward Estill reported to Hayes, “His Excellency—agreed to approve everything in our budget.” The fight was over. Sam Houston got its new library and a host of miscellaneous items while also extracting a promise that the school would survive any budget cuts while the legislature met during that session. Thanking the regent for all his help, Estill signed off: “We are rejoicing here in Huntsville.”

Soon the party spread to Houston, where five hundred alumni of the old Normal gathered at the Rice Hotel to honor Harry F. Estill, ostensibly for thirty-five years of service to his alma mater. At the conclusion of the banquet, they followed their champion through the lobby and outside the hotel. There, parked in front of him, sat a 1927 Studebaker President Sedan. Along with a set of keys, the group presented him a salutation whose sincerity would endure long after the car’s pounding pistons fell silent: “The Measure of a Life is Its Service; To H. F. Estill from the Ex-Students.”

Another skirmish grew out of the president’s earlier success in convincing the legislature in 1921 to grant appropriations for enhancing the vocational agricultural program. On the strength of a superior curriculum, as well as acquiring up-to-date equipment and adding 105 acres of “the best type of farming land in Walker County” the Federal Vocational Board in 1922 certified SHSTC as a teacher training institution in vocational agriculture. From Washington the government announced that Sam Houston “is the only normal school in the United States which enjoys this distinction and is a tribute to the excellent work which Texas through this institution is accomplishing.” It added that with the passage of the Smith-Hughes Act in 1918 imposing strict federal guidelines, the qualifications “are so high that only land grant colleges heretofore have been able to qualify.”

With the program’s continued success, the land grant school at College Station—the state’s only other institution that qualified for the special fund—appealed to the federal government in 1930 to discontinue its aid to Sam Houston. The Agricultural and Mechanical College declared that the upset teachers college
The American Association of Teachers Colleges accepted the school’s application for membership. Not until 1925, however, did Sam Houston and its sister institutions enjoy accreditation under the umbrella of the Southern Association of Colleges and Schools. That milestone inspired the Houstonian to glow that “teachers college graduates now rank with degree graduates of the best colleges and universities in America, and are recognized as such by the educational world.”

By that time SHSTC had expanded its mission in yet another direction. Through its Department of Public Service the school offered extension classes and correspondence courses, reviving the spirit of the old summer normals that welcomed those whose circumstances did not afford regular enrollment. The program began with a single education class in Conroe during the fall of 1922. Within ten years extension campuses spread in every direction, reaching as far as Palestine and Galveston north and south, and Beaumont and Brenham, east and west. The success of the program led up to his trenchant conclusion: “If these teacher training courses are to be restricted to one institution, every consideration of public policy, educational efficiency, and economy to the State requires that they be offered at Sam Houston State Teachers College rather than the A. and M. College.” Bizzell, beaten, wisely allowed the matter to drop.

Estill’s high-handed manner reflected in part the uncertainty that accompanied the growing national economic crisis that threatened to break the momentum that SHSTC had achieved over the preceding decade. Even though Huntsville’s college by then was issuing degrees, many of the best jobs in urban schools were already tipped in federal agencies that were able to afford regular enrollment. The program began with a single education class in Conroe during the fall of 1922. Within ten years extension campuses spread in every direction, reaching as far as Palestine and Galveston north and south, and Beaumont and Brenham, east and west. The success of the program exceeded by over two hundred the 936 students taking classes at the Huntsville campus.

The concept of “public service,” moreover, was reflected in action as well as words. “The College is always ready to lend its aid to the citizens, the schools, or other organizations…to help promote the good of a community,” read the Forty-Fifth Annual Catalog. Students in the glee and drama clubs and the band and orchestra were always delighted when called upon to perform, and a stable of professors, although perhaps with less alacrity, stood ready to deliver speeches and lectures in communities throughout the region.

Another activity that the school began to export was athletics. Reflecting on its record of building sports programs, the 1923 Alcalde asserted that Sam Houston had been “a pioneer in the cause for...
that day, at least, they certainly had a lot to cheer about. Just a few minutes before the half Sam Houston broke a scoreless deadlock with a 20-yard touchdown pass. That old “here we go again” feeling, however, returned a few plays later when the Bearkats fumbled a punt on their own six. Yet the Kats held and went on to increase their margin of victory 20-0 in the second half. At last the Houstonian could revel in the ultimate victory: “It was a glorious ending for a glorious season and brought to Sam Houston the long-fought for and long-sought championship.” It was also the last one under the old TIAA banner.

The next season marked a new era. In 1931 Sam Houston joined the Lone Star Conference as a founding member along with traditional rivals SFA, North Texas State, East Texas State, and Southwest Texas. The renovation of Pritchett Field presented another welcome change, thanks in large measure to the championship symbolized by the pennant that flew above it. Contractors raised a steel-framed grandstand and put in box seats just in time for the first home game of the 1932 season. The most significant innovation, however, was floodlights mounted on creosoted poles that towered over a new carpet of grass. The game summary reported: “The people of Huntsville turned out en masse to witness the spectacle of seeing the Bearkats play football under the lights.” Sam Houston won the contest against Trinity University 13-0, playing with a white ball that made it easier for men fielding kickoffs and punts to spot the pigskin against the night sky.

The only other events outside of graduation that drew crowds comparable to the football games were days when the town helped Sam Houston celebrate its fiftieth anniversary, and then again when seemingly all of Huntsville gathered at the Sam Houston Museum for the state’s centennial. Certainly, by 1929, the erstwhile normal institute would have appeared unrecognizable to those who had matriculated in 1879. In a message to the “class of the Golden Jubilee” an ecstatic President Estill asked: “Can you not hear the inspiring summons of Alma Mater?” Waxing sublime, he exhorted further: “My sons and daughters! From the shining heights of splendid achievement fifty fruitful years are looking down upon you!” If anyone would know, it was certainly the chief executive—he had seen all but two of them come and go.

One of the highlights of the semi-centennial was a pageant that recreated scenes from the school’s history. It unfolded at the open-air Greek Theater on the gently sloping, oak-studded hill that trailed off from the Estill Library at the southwestern edge of campus. Set against the backdrop of the spring graduation, all
of Huntsville celebrated the day of commencement in a garish display of unabashed pride. The Houstonian caught the aura of the moment. The town, it proclaimed, had erupted in “a medley of colors.” Texas and American flags and Sam Houston banners of orange and white were everywhere—along the streets, atop buildings and in yards, and even on the radiators of automobiles. “The entrances of the business houses are almost without exception draped with various colored banners and pennants,” the report continued. From all four corners of the courthouse, strings of flags made lazy arcs to the buildings catty-cornered across the intersections. “All these decorations are proof of the loyalty of the students and business men of the city to the college.”

President Estill predicted: “The next fifty years of Sam Houston College will be filled with still finer and greater service than the past.” The years of depression that followed no doubt gave him pause to wonder, but in the “re”-rehabilitation of Sam Houston’s homestead, he must surely have found reassurance. In the years preceding the golden anniversary, the expanding agricultural program enlisted the museum grounds in its endeavors. Eventually experimental crops all but surrounded the cabin. Livestock pens, stables, and dipping vats accrued in the open spaces that remained. Once, upon gathering some hay just before a thunderstorm wetted the campus, the agricultural students sought refuge for their crop inside the Woodland Home. When no one complained, they simply appropriated the museum for what they considered a more utilitarian function. Compounding the ignominy, a fire damaged the home in 1925 at last stirring the present generation to recall the good fight that had delivered their namesake’s legacy to its rightful, if now negligent, owners.

Once again it was a member of the history department, this time Dr. Joe Clark, who in 1927 tapped the indignity of those stung by the attitude of complacency that had settled in. The grounds, “chosen by the old hero because of their natural beauty,” Clark lamented, were now scarred by erosion and misuse. “A ditch which a few years ago one could step across is now a cavern of forty or fifty feet in width at places.” Clark concluded his emotional broadside by submitting: “To permit it to remain as it is...will be a disgrace to Texas and a desecration to the memory of the great Houston whose fervent devotion to liberty and justice made Texas free.”

The sense of urgency the history professor conveyed in his appeal to the Finance Committee—delivered personally by President Estill—convinced the legislators of the 1927 session to make a trip to Huntsville and see for themselves the problem at hand. These same men whom the president was then seizing by the buttonholes saw fit to allocate $15,000 for the restoration of the Woodland Home and its grounds. The funds represented the most important of the miscellaneous expenses the president had won as part of that year’s appropriations bill. Nevertheless, he was quick to give Clark all the credit in this instance, especially for preparing the tedious details lost on everyone except the men who held the purse strings.

Yet, at the ceremony formally reopening the restored property two years later the gift horse smiled broadly, exposing a row of false teeth. Old-timers who had played with the Houston children were aghast at the massive stone chimneys and contrasting color scheme of the fresh siding that once again rendered the Woodland Home a stranger to their memories. Professor Clark was just as disappointed. Not wanting to appear ungrateful he maintained a public silence, but privately joined forces with kindred souls who drew up new plans and laid them away, waiting for an opportune moment. Men and women such as Mrs. W. A. Leigh, a friend of Houston’s daughter Nannie Elizabeth, and local contractor W. H. Randolph, who for a while had lived in the house as a child, helped Clark reconfigure on paper the floor plan of the main house, the location of the outbuildings, and even the layout of trees and plants that Sam Houston had lovingly cultivated in the yard.

As the Texas Centennial of 1936 neared, the time for action had arrived. As usual, local citizens were quick to seize the opportunity to promote their town as the chosen home of Sam Houston. Behind the chairmanship of Professor Clark, the Walker County Centennial Advisory Committee went to work enlisting
The support of influential backers to push their cause. Of course, none proved more effective than President Estill, who portrayed the old general’s grounds as the “Mount Vernon of Texas.”

The big pitch to the Texas Centennial Commission of Control succeeded beyond measure. Where Estill in 1929 had requested that legislators budget $3,500 annually for the property’s maintenance, he saw in 1935 ten times that amount pour into a renovation and building project that transformed the grounds completely. From across town a crew set Houston’s final residence—the Steamboat House—on logs and rolled the yellow hulk to the museum grounds where it awaited restoration. The family had rented it upon returning to Huntsville after Houston’s governorship crashed upon the shoals of the coming Civil War. The Woodland Home at last received a makeover that pleased the few remaining townspeople who remembered the old place in its prime. The crowning touch, however, was a rotunda of Jeffersonian design built to preserve and display documents and artifacts pertaining to the life of Sam Houston.

Just south of the site where the memorial building would soon arise, “Six thousand Texans were gathered before the old Houston home under a great grey dome of sky,” read the Huntsville Item’s account of the March 2 commemoration. Joining them were the governors of Tennessee and Wisconsin as well as Texas Governor James Allred and former Lone Star chief executives W. P. Hobby and Pat Neff. Thousands of others listened to the proceedings on the Texas Quality Network, which broadcast the event live. It would not have been a proper Texas Independence Day and Sam Houston’s birthday, however, without the annual march to the old general’s grave. There, student body president Francis Holzheuser and the senior class directed the program and led the assembly in singing “Old Lone Star.” In turn, the visiting dignitaries read remarks before yielding to Sam’s grandson, Temple Houston Morrow, his “right-hand man,” Joshua Houston, and Clem Fain, chief of the Alabama-Coushatta tribe, who affirmed the Indians’ amity for their champion of long ago.

If rededicating the grounds of the Sam Houston Museum assured it a secure future, the same could not be said about the

The First Lady pays a visit. “Before a crowd of 2000 thrilled and awed spectators, Mrs. Franklin D. Roosevelt, First Lady of the Land, spoke Sunday afternoon at the gym of Sam Houston State Teachers College.” So began the lead article that appeared in the Huntsville Item the day after the notable visit, March 10, 1937. The occasion was a first for any traditional normal school, and one that lifted the mood of the staff and student body as well as many depression-weary townspeople. Appropriately, Mrs. Roosevelt made the trip from Baton Rouge to the Bayou City on the Union Pacific’s Mountonian, where Dr. Charles O. Stewart of SIBTC met her on the platform. After taking breakfast at the Rice Hotel, the First Lady and her personal secretary climbed into the English professor’s car and made the trip to Huntsville behind a police escort. Reflecting later on her “unusual intelligence, quick wit and a lively interest in the world around her,” Stewart remarked: “The fact that she is the First Lady is the one which her companion first forgets.” He would be only the first of many to be disarmed by the winsome dignitary.

Between the time she arrived at eleven in the morning, until she delivered her speech on “The Problems of Youth” shortly after three in the afternoon, Mrs. Roosevelt’s schedule was packed. If the strain of the hectic itinerary tried her, it never showed. Hardly had she stepped from Dr. Stewart’s car, when the cheerful First Lady accepted a bouquet of yellow roses from the local Girl Scouts who formed two rows along the walkway leading to the house of her hostess, Mrs. Sam McKinney. After freshening up, Mrs. Roosevelt took a tour of the local Civilian Conservation Corps camp, where she marveled at the towering pines, and then visited the Sam Houston Museum that left her even more impressed and her hosts thoroughly pleased.

On her way to the gym, where the audience had already assembled, Mrs. Roosevelt, wearing a dignified “Eleanor blue” dress with red piping, stopped at the Estill Library to greet the Pennybacker Girls, the Home Economics Club named after her intimate friend and graduate of the Normal’s inaugural class. When the First Lady at last entered the gym, followed by President Estill and Mrs. Percy V. Pennybacker on the arm of Dr. Stewart, the crowd leaped to its feet and gave her a long, tumultuous applause. After restoring order, the chief executive had the pleasure of introducing his old classmate, who drew “a gasp of admiration” from the boys and girls who had heard so much about her. In turn, Mrs. Pennybacker presented the First Lady and her personal secretary climbed into the English professor’s car and made the trip to Huntsville behind a police escort. Reflecting later on her “unusual intelligence, quick wit and a lively interest in the world around her,” Stewart remarked: “The fact that she is the First Lady is the one which her companion first forgets.” He would be only the first of many to be disarmed by the winsome dignitary.

For the woman who served as the eyes and legs of her invalid husband, it had been a quite typical day, yet for the people of Huntsville and the staff and students atop College Hill, the visit by the First Lady would be a special event long remembered and often recalled.
prospects for the state's colleges. What would have been the most sweeping transformation in the Huntsville school's history—and indeed in all of higher education in Texas—faded from the drawing board of the Forty-Second Legislature's "Joint Legislative Committee on Organization" of 1931. In number ten of the fourteen volumes it issued, the public administration and finance consultants Griffenhagen and Associates expressed a startling conclusion: "There is little or no need for teachers colleges as such or if there is such need, the present teachers colleges are poorly located and so poorly equipped as not to be able properly to fill the need."

Their recommendations, affecting all of the state's institutions of higher learning, would have forced consolidations of some schools, made branch campuses or junior colleges of several, and edged others out of existence. The school at Huntsville, however, would have become Sam Houston State College. Along with the University of Texas, the A. and M. College, Prairie View A. and M., Texas Tech, and North Texas State, it would have survived as one of a half dozen flagship institutions controlled by a single chancellor. The historical footnote, along with the grand plan and the committee itself, exists as a forgotten signpost on a path not taken.

The truth be known, Sam Houston was ill prepared to make the leap. Certainly the college possessed a capable faculty, but it was composed in part of underpaid and undertrained classroom instructors. When it came time to compete with distant institutions for hiring men and women with impressive pedigrees, the school suffered a distinct disadvantage. Although Sam Houston in 1923 could boast that it had become a college, it could not point to a single faculty member with an earned doctorate. By the end of the decade President Estill's campaign to strengthen the staff resulted in four Ph.D.'s, but it failed to offset the fact that among 67 classroom instructors, twenty-three held only the baccalaureate, and three possessed no degree at all.

The uncertainty of the Depression years as well as talk of creating a graduate school motivated many faculty members to enhance their qualifications. During the mid-Twenties the regents had turned a deaf ear to cries for tenure, and by 1935 the Board formally resolved that "faculty members may expect the probability of not retaining their positions, who have failed to better prepare themselves to teach, by efforts…to obtain higher degrees in their profession." Already they had suffered salary cuts, and with rumors flying that the Efficiency and Economy Committee would recommend the closing of several state schools, many felt they would hedge their bets by taking summer school classes at Austin or College Station.

In the face of the gathering storm, the teachers college presidents joined the board of regents in fighting legislators who advocated a gutting of the system. A public appeal went out to the people of Texas, expressing the opinion that they would "never have an adequate system of education until there is a good teacher in every school room." Instead of rollbacks, they argued, the teachers colleges "must be enlarged; instead of weakening, they must be strengthened."

Whether the emotional pitch found its mark, or because of a temporary easing of adverse economic conditions, the fiscal situation suddenly brightened. Together, the presidents of the state's teachers colleges early in 1936 won approval to begin offering graduate degrees in education. The board, swayed by the argument that the most progressive public schools were then demanding teachers with masters degrees, agreed fully with the chief executives when they expressed that the teachers colleges would be guilty of "poor educational statesmanship" without the endorsement. Immediately, Estill assembled a graduate council among his faculty, and the next year the first three masters of arts candidates accepted their diplomas at the 1937 summer commencement.
Even more significant, measured in terms of blazing a trail that led Sam Houston on its long path to becoming a comprehensive institution, was the concurrent development of a school of business. In 1935, after the board of regents agreed to allow the West Texas State Teachers College to offer a bachelors degree in business administration, it began encouraging the other institutions to implement their own programs. Sam Houston was quick to act. At the same ceremony in which the first masters students graduated, there would be several chairs added alongside them, reserved for the first recipients of the bachelors of business administration. Even if at first it produced only a trickle, the new program marked a watershed in the fact that these students had come to Sam Houston with their sights set on careers outside the classrooms of public schools.

Taking Sam Houston from a pedagogical normal school to an accredited “Class A” institution, designated by the American Association of Teachers Colleges in the year prior to his retirement, Harry F. Estill guided his alma mater with a sure and steady hand for the better part of three decades. By 1937 he was seventy-five years old and had done about all he felt capable of doing. The time had come for him to retire.

The Board of Regents, meeting in August of that year, accepted Estill’s resignation, but gave him the title “President Emeritus and Professor of History.” Charles Norton Shaver, a Sam Houston graduate in the Class of 1908, succeeded him as sixth president. In his new role Estill seemed always busy performing some special duty at the request of the new chief executive. Otherwise he occupied his time researching and writing and corresponding with old friends until the day of his death on February 12, 1942.

Upon his passing many tearful eulogies were read, but perhaps a single line that completed the obituary in the Houston Post would have best pleased the man who patterned his life by the school’s motto. It read: “Everyone who ever came within his way must have become a better man or woman for the experience.”