

HISTORY OF THE TEXAS ASSOCIATION
OF COLLEGE AND UNIVERSITY STUDENT
PERSONNEL ADMINISTRATORS
1925-1989

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The Texas Association of College and University Student Personnel Administrators (TACUSPA) began as the Texas Association of Deans and Advisers of Men (TADAM). In 1925-26, Dean V. I. Moore of The University of Texas, Dean H. E. Speck of Southwest Texas State College, and Dean Oscar Ulrich of Southwestern University organized the association and modeled its activities and programs after the National Association of Deans and Advisers of Men. When the organization's name changed to Texas Association of Student Personnel Administrators (TASPA) in 1951, it was patterned after the national association's name (Holland, 1952). The organization consisted entirely of men until the late 1960s. The group elected Dean Moore the first president and held its first annual conference in 1926.

The University of Texas' Dean Arno Nowotny (A. Nowotny, personal communication, November 7, 1963) writes that the association's members, along with deans of men and deans of students, consisted of bursars, dorm directors, and others. Many of the colleges in Texas in

the 1920s and 1930s did not employ deans of men or deans of students. During this time, TADAM's president was the only officer. "He was a kind of factotum," Nowotny claims, "being the presiding officer, program chairman, secretary-treasurer, and very often the host dean for the conference" (p. 1).

The student personnel profession grew in the 20th Century from an effort to restore community to the American College and a revival of the college's concern for the affective aspect of the student. After World War I, the personnel movement developed rapidly. In the years following 1918, the student personnel movement in colleges had gained national recognition and professional stature (Brubaker & Rudy, 1976). "It was becoming self-conscious, confident, and widely influential" (p. 336). Each college generation, indeed, each decade, possesses its own distinguishing character and tone. This paper explores three decades of campus life, 1920 through 1949, and four subsequent decades of the history of the association. The character changes dramatically with the onset of each new decade.

The 1920s became the decade of the young, a stereotype that adhered to an entire generation of college students. Referring to the prevalence of hedonism among young people, Lee (1976) labelled this decade "mad, bad, and glad" (p 24). During this age of accelerating social

change, deans on the east coast banned student cars and cheek-to-cheek dancing. At Brown and Pembroke, students bare-knee kissed. College youth probably drank less than popular description depicts. Prohibition seemed to have greatly diminished drinking among students, especially in the South.

Student behavior may have seemed scandalous to those of an earlier age, but one can place it into perspective. Nation magazine (cited in Lee, 1976) conducted a poll at The University of Texas during the 1919-20 academic year. The magazine asked college students what, in their minds, was the worst offense or sin. The students ranked them as follows: (a) premarital sex, (b) stealing, (c) cheating, (d) lying, (e) drinking, (f) gambling, (g) vulgar speech, (h) breaking the Sabbath, (i) gossip, (j) selfishness, (k) idleness, (l) snobbishness, (m) extravagance (n) smoking, and (o) dancing.

TADAM began meeting as a rather loosely organized group with headquarters at The University of Texas. The Dean's office served as the center of the organization, an arrangement that continued through the 1950s. TADAM held its first recorded state meeting April 11, 1935, Room 3, of the Baker Hotel in Dallas. The program consisted of the following topics: "The Academic Dean and the Dean of Men," "The Dean of Men in Higher Educational Institutions of Texas," "Report of the

National Meeting of Deans and Advisers of Men," "The Problem of a Wholesome Intellectual Environment for College Students," "The Dean of Men and Student Health," "The Dean of Men and Student Morals," "The Dean of Men and Student Counseling," "Student Loan Funds and Their Effective Administration," "From the Standpoint of the Junior College," "From the Standpoint of the Agricultural College," and "From the Standpoint of the Denominational College" (Texas Association of Deans and Advisers of Men, 1935, pp. 1-2).

The stock market had crashed in 1929 and by 1932, 13 million Americans were unemployed. And in 1934, Lee (1976) estimates, 50% to 85% of male college graduates could not find jobs. The topic on student loan funds must have been very timely. College attendance became almost impossible during the depression, so any financial assistance would have proved crucial to students. In 1934, the Federal Government established the Federal Emergency Relief Administration which offered employment for students who in return received tuition, room, board, and \$15 a month allowance (Lee, 1976). Some colleges reduced their housing costs, but most dorms stood almost empty because economic necessity forced students to live at home. At Texas A & M in 1932, a sociology professor organized 12 students to repair and live in an old house. The men living there did most of their own housework and

cooking. By 1933, 130 students lived in 10 similar arrangements in College Station (Lee, 1976).

Campus activities suffered during this time. Students paid tuition in coal and farm produce. The mood on campus had changed and class spirit diminished. Prohibition had ended and students found drinking no longer tabu (or fun or affordable). Hitler's rising prominence produced world tension. Students spent their leisure time playing cards and monopoly, bicycling and roller skating, and listening to the radio. Some Ivy League schools actually allowed residence hall visitation of the opposite sex. Texas girls were never allowed in boys' rooms, for any reason. Talk about sex had decreased, but a national study revealed that 50% of college men and 25% of women had had premarital sex (Lee, 1976).

The G.I. stood as the pervasive symbol of the decade of the 1940s. World War II literally transformed higher education. Once the United States entered the war in 1941, colleges and universities responded rapidly. The government communicated its policy to young men: Education is a national resource of first importance. The government encouraged male students to remain in school until drafted. Colleges placed emphasis on accelerating the curriculum and offering courses important to the war effort. Once the war machine started moving at full

speed, the armed forces contracted with college campuses to train cadets. College life changed dramatically. In fact, normal college life practically disappeared. The number of full-time civilian students dropped by 38% in 1941, although the number of women students increased. But when the war ended, the GI Bill offered veterans the opportunity to go to college. Thus enrollment in 1946 increased 57% over that in 1939. Veterans constituted 57% of the total enrollment and at large universities, they comprised 78% of male students (Lee, 1976).

Except for lists of members for 1945 and 1949, no records exist of TADAM activity during the 1940s. If the deans were not consumed with adjusting to the war's effect on campus, they had become personally involved in the war themselves. But Arno Nowotny (A. Nowotny, personal communication, November 7, 1963) reveals that TADAM continued to function and met continuously every year from 1926. Of the 32 members in 1945, 27 were deans (Texas Association of Deans and Advisers of Men, 1945). By 1949, there were 50 members and several new titles appear on the list: Associate dean, assistant dean, assistant to the dean, counselor, adviser, and supervisor (Texas Association of Deans and Advisers of Men, 1949).

Lee (1976) describes the students of the 1950s as "the silent generation" (p. 88). He characterizes them as spiritless, foreeless, and lacking commitment in

political affairs. The academic motto for 1953 communicated, "Don't say, don't write, don't join" (p. 92). The "grey flannel" (p. 85) mentality had established itself. Graduates wanted to work for a company, under a manager, live in the suburbs with their wives and 3.2 children and drive a new car, maybe two. In 1949, only 10% graduated with degrees in the humanities. The investigation of communism oppressed students and caused them to fear joining political organizations or signing petitions (Lee, 1976).

Students may have seemed dull, but compared to today, Deans possessed bigger-than-life personalities. Nicknames of the deans listed as members of TASPAA in 1951 illustrate: Red Armin, Dock Beck, Brother John Black, Du Dubach, Mac McBride, Mac McLaughlin, Jitter Nolen, Shorty Nowotny, Penny Penberthy, Pip Pipkin, Dough Rollins, Woody Smith, Rev Turner, Heinie Weir, Butch Elliott, Scrub Kelton, De Chief Mitchell, Bos Murray, Spike White, Breazy Breazele, Bear Wolf, and Catfish Collins (Texas Association of Student Personnel Administrators, 1951). The nicknames depict the closeness and camaraderie among this group, but they also portray the hero status they enjoyed on campus and the humanness and personal touch they brought to the institution. One can just witness students calling them by their nicknames behind their backs. They would never call them anything but "Dean" to

their faces. The typical dean in the 1950s served as a deacon in the First Baptist Church; had begun his educational career as a coach and superintendent of schools; was a Mason, a Rotarian, a Boy Scout leader; a member of Texas State Teachers Association and the National Education Association; and a director of the Chamber of Commerce (Texas Association of Student Personnel Administrators, 1963; 1963, February; 1964, May). Great campus leaders, these men maintained a personal aspect to an educational experience that was growing more and more professional, scientific, and impersonal. And they held total discretionary power. They used personal ethics and moral standards for making decisions. Today we use protocol, policy, and recent court cases for making the same decisions.

TASPA charged \$1.00 per year dues. The 1951 conference, including food for 32 people, cost \$84.70 (Texas Association of Student Personnel Administrators, 1952, September). A conference attendee could procure a room at the Rice Hotel in Houston for \$4.00 a night for a single room or \$8.00 for a double (Texas Association of Student Personnel Administrators, 1952). TASPA conducted its annual meetings at various colleges and universities across the state where members worked. All conferences began with a welcome address from the President of the hosting institution with a response from the President of

TADAM/TASPA. Interestingly, the conference program for 1951-52 almost duplicates in format the one of 1934. The topics include the role of religion in student personnel work, student-faculty fellowship, scholastic integrity, problems of the new dean, and dormitory maintenance. One workshop in 1951 discussed "Stimulating More Sportsmanship at Athletic Contests" (Texas Association of Deans and Advisers of Men, 1951, p. 2) and included a dean and two male head cheerleaders from Stephen F. Austin. Annual meetings in the 1950s and 1960s always included a "bull session" (Texas Association of Student Personnel Administrators, 1953a, 1954a, 1955) as part of the program. And case studies proved popular methods of learning, although the records do not reveal the subjects of the case studies. The host campus never failed to provide student entertainment at the banquet, such as A&M's Singing Cadets, SMU's Bob Irby's Hilltop Ramblers, and the Longhorn Singers. A toastmaster from the membership, usually Dean Nowotny, kept things lively. Other conference traditions continued through the '60s: The "Question Box," (Texas Association of Student Personnel Administrators, 1955) where participants could write burning questions, place them in a box during the conference, and hear the experts answer them at the closing; and resolutions thanking the hosts, speakers,

hotel personnel, cooks, and bus drivers--anyone if they had a part in the conference.

The GI's appearance on campus brought democratization to higher education and a wider diversity in the student body. From the conference programs of the 1950s, one observes that deans were beginning to face a few new problems. Topics included those concerning campus security, the dean and the college psychiatrist, the dean and public relations (Texas Association of Student Personnel Administrators, 1953a), and problems from the athletic program (Texas Association of Student Personnel Administrators, 1954a). Other areas of difficulty during this decade surface in the conference programs, such as fraternity hazing, discipline, and alcohol, especially in the late 1950s (Texas Association of Student Personnel Administrators, 1957). Subjects of talks, sessions, and workshops focused on the individual student and dean, as did the profession during that time, in contrast to today's emphasis on the institution and process. Throughout the 1950s, deans studied their relationships with students and their scholastic integrity, religion, sportsmanship, and morals. The archives illustrate members' preoccupation with affirming the student affairs role in the institution. Since 1934 and continuing through the 1960s, conference sessions often addressed

the relationship with the academic dean or the student affairs officer's place in higher education.

The 1950s held some firsts for TASPAs. In 1952, the first women--at least on record--presented sessions at a conference. They were Miss Vickie Norstong, presenting "The Religious Implications of Counseling," and Miss Lou Russell, on "Student Employment, Graduate Placement, and Follow-Up" (Texas Association of Student Personnel Administrators, 1952, September, p. 3). The TASPAs Tattle (Texas Association of Student Personnel Administrators, 1952, September) was born in 1952. The Tattle, a newsletter mailed to the membership, contained general information about the organization's business, items about various members, and very informal, unofficial job placement notices. A typical entry reads, "Most of the schools report they are having a good year. There has been very little adverse publicity in the papers concerning Texas schools. Now that spring is here, and the 'sap is rising,' we may expect a few more disciplinary problems" (Texas Association of Student Personnel Administrators, 1956, March, p. 1). Minutes were similarly informal. The March 20, 1954 minutes of an executive committee meeting record that, "the meeting was adjourned and several of those who could, had lunch together in the cafeteria" (Texas Association of Student Personnel Administrators, 1954b, p. 1). In 1953, the

association's first official placement service began with about five announcements in the Tattle (Texas Association of Student Personnel Administrators, 1953, August).

The student personnel profession experienced change as well. Since the democratization of higher education by the GI Bill and the influx of a larger and more widely diverse student body, more student personnel jobs were created to handle the work. Titles in the membership lists reflect a beginning of specialization and a more definite student affairs hierarchy. The University of Houston hired a vice president of student services position in 1952-53 (Texas Association of Student Personnel Administrators, 1953b). That same year, the membership roster took in the following titles: Manager of student publications, director of student union, director of housing, coordinator of student activities, and civilian counselor (Texas Association of Student Personnel Administrators, 1952). By 1957, SMU, A&M, and Hardin Simmons employed vice presidents for student affairs, student services, or university life (Texas Association of Student Personnel Administrators, 1958).

Women entered the TASPAs scene in a small way in the early 1960s. In 1960, Dr. Bernice Moore of UT's Hogg Foundation for Mental Health became the first woman to give a keynote address at a conference (Texas Association of Student Personnel Administrators, 1960a), and Ruby Cox

of San Angelo College was listed as a conference attendee (Texas Association of Student Personnel Administrators, 1960b). Doris Ayers and Jesse Jai McNeil, Bishop College, the first two women members of TASPAA in 1965, remained the only female members until about 1969 (Texas Association of Student Personnel Administrators, 1965a, 1965b, 1970a). In 1964, TASPAA began recruiting black student personnel administrators and voted that year to include blacks as members. That same year, TASPAA invited representatives from junior colleges to join the association (Texas Association of Student Personnel Administrators, 1964a). TASPAA established its first commissions, approved institutional membership dues, and increased professional membership dues from \$1.00 per year. In 1968, they agreed upon a conference registration fee for the first time: \$10.00 plus the cost of meals. Hotels still charged only \$8.50 and \$12.50 (Texas Association of Student Personnel Administrators, 1968).

Members of TASPAA had engaged in a brainstorming session at the 1960 conference and identified concerns that future TASPAA meetings should address. Members identified issues as quiet dorms, suitcase colleges, parking, discipline, alcohol, hazing, salaries, staff development, fraternities, integration, research in the field, women TASPAA members, married and older students,

and again, how to relate to the academic dean (Texas Association of Student Personnel Administrators, 1961a). But until 1965, the same 1950s topics appeared on the conference agendas. Some of the early 1960s meetings explored, "An Academic Dean Looks at Personnel Programs, Personnel and Academics" (Texas Association of Student Personnel Administrators, 1960a, p. 1), "Personnel Enters the Academics", and "A Common Purpose for Faculty and Student Personnel Administrators" (Texas Association of Student Personnel Administrators, 1961b, p 1). Primary topics included housing, orientation, fraternities, parking, and safety. Others were discipline, student activities, emotionally disturbed students, and student morale (Texas Association of Student Personnel Administrators, 1960a, 1961b, 1963, 1964b). The 1965 conference addressed legal responsibilities as well as training for residence hall staff (Texas Association of Student Personnel Administrators, 1965b), indicating the student affairs profession was finding itself somewhat more complex.

Clark Kerr (cited in Lee, 1976), then President of the University of California, forecasted in 1959 about the students of the 1960s: "I can just see...that they are not going to press many grievances...they are going to do their jobs, they are going to be easy to handle. There aren't going to be riots. There aren't going to be

revolutions. There aren't going to be many strikes" (p. 108). Lee (1976) states that the 1960s brought "commitment, involvement, relevance, and pot" (p. 108). In came participatory democracy, student evaluation of professors, mass takeovers of buildings and offices, confrontations, arrests, violence, and finally, deaths. Students of the 1960s, the first of the baby-boomers, comprised bigger and smarter college populations. Enamoured by the idealism and style of the Kennedys, cynical and disgusted with war, the draft, and society, they possessed a much greater awareness of human alienation (Lee, 1976).

TASPA seems to have ignored the whole issue of student unrest. While the nation's colleges were reeling from demonstrations, sit-ins, teach-ins, love-ins, fires, vandalism, strikes, psychedelic drugs, and violence, TASPA concerned itself with orientation, fraternities, and the student affairs professional's relationships with the academic dean. The association continued to examine and re-examine its role in higher education through the 1960s. The 1966 conference program lists the role and function of student personnel, assumptions and beliefs, student freedom to learn, and the dean as educator as session subjects (Texas Association of Student Personnel Administrators, 1966). Again in 1967 and 1968, the association explored the purpose of TASPA, the philosophy

of the profession, student personnel services in contemporary education, research and writing, and governance in higher education (Texas Association of Student Personnel Administrators, 1967, 1968). Almost throughout the decade there continued a deep reflection on the role and purpose of the profession. Perhaps they anticipated or saw changes coming and needed to know how they fit in. At any rate, TASPAs spent the entire decade of the sixties mildly, slowly, reflectively looking at itself as a profession and addressing a few new problems as they cropped up. As if ^{an} gentleman's agreement decreed not to discuss it, absolutely no mention of the unrest plaguing campuses across the nation appears in conference programs, the Tattle or in any correspondence. Perhaps student unrest wasn't as widespread as some propose. As Levine (1980) asserts, "Like other periods, the sixties had their share of athletes, fraternity members, and vocationally oriented students" (p. 5) and nearly 50% of all students in 1969 went to college with the express purpose of increasing their earning power. Fewer than 30% had participated in any kind of demonstration (Levine, 1980). So the TASPAs records may have simply reflected life as usual in Texas institutions of higher learning.

Change came swiftly in the 1970s, for the profession, for colleges and universities, and for TASPAs. From one

year to the next, practically overnight, reality set in. The 1969 conference, held in Dallas and hosted by SMU, addressed the theme with every single session: "The Politics of Confrontation," "The Strategy and Tactics of Confrontation: The Deans Tell it Like it Is (or Was)," "Security's Role in Confrontation," "The Legal Implications of Confrontation" (Texas Association of Student Personnel Administrators, 1969, pp. 2-3). The 1970 conference examined the theme, "Student Personnel in the 70s--Evolution or Revolution," with three sessions: "Where Have We Been?" "Where Are We?" and "Where Are We Going?" (Texas Association of Student Personnel Administrators, 1970b, pp 1-3). TASPAs members had been launched into a new era. When reading about 1969 and 1970, one envisions the members holding on by their fingernails to a speeding, runaway space ship, crying, "Where are we going? Where are we going?" In 1971, conference planners named the meeting's theme, "Where Are We Going?" (Texas Association of Student Personnel Administrators, 1971b).

In 1970, TASPAs elected Ruth Crary and Margaret Berry second and third vice president, respectively, the first women officers of TASPAs (Texas Association of Student Personnel Administrators, 1970a). In 1974, TASPAs began cosponsoring a summer legal conference with The University of Texas School of Law. Held every year

since, it examines every legal aspect of the student affairs profession in an attempt to promote an understanding of legal issues and in truth, to keep student affairs administrators out of the courts. During the fall of 1974, TASPAA changed its name to The Texas Association of College and University Student Personnel Administrators (Texas Association of College and University Student Personnel Administrators, 1974). TACUSPA established a distinguished service award near the end of the decade (Texas Association of College and University Student Personnel Administrators, 1978a).

The 1970s also ushered in a legislative monitor to establish a clearinghouse and keep the membership informed of issues during the session (Texas Association of Student Personnel Administrators, 1971a). Bills sponsored during the 1973 legislative session created an immediate need for a legislative monitor. Proposed legislation covered the use and allocation of student fees, enrollment limits, financial aid applications, bond payments, tuition, penalties for drug possession and disruptive activities, immunizations, counselor-student communications and possible imminent danger, speakers advocating overthrow of the government, students on governing boards, grievance commissions, homosexual organizations, and residency requirements (Project COLD, 1973).

The 1972 conference theme, "Response to Change" (Texas Association of Student Personnel Administrators, 1972), identified change as still a big issue. Nevertheless, the sessions covered the traditional housing, student organizations, activities, and financial aid topics. New issues appeared during the decade, however: Cultural revolution, living-learning programs, student development centers, and minorities (Texas Association of Student Personnel Administrators, 1972). An examination of the conference program subjects reveals a shift to a much more legal perspective, a direct result of the changes the sixties brought about. Those in higher education spent the entire decade of the seventies reacting to the sixties. More specializations, such as financial aid, counseling, housing, student unions, graduate student centers, and special opportunity programs appear in the conference programs of the seventies. Changes in society and in universities resulted in the need for learning about organizations and management of staff and resources. Growing institutions' professionals needed organization and management skills. Accountability enters the picture, as do politics and legislation, legal issues (Texas Association of Student Personnel Administrators, 1973), open records, student attorneys, collective bargaining, student rights and censorship, and Title IX (Texas Association of College

and University Student Personnel Administrators, 1974). In 1975, the entire conference was dedicated to accountability and management by objectives (Texas Association of College and University Student Personnel Administrators, 1975). Once again, reflection on the essence and purpose of the student personnel profession and an attempt to take control of the profession and gain power on campus prevailed as themes throughout the 1970s conferences. The 1977 conference program (Texas Association of College and University Student Personnel Administrators, 1977) states:

The student personnel division is a vital and necessary component of higher education. However, some say the student personnel profession faces a crisis not unlike that of the last decade. Today the crisis centers not upon student activism, but the very necessity of our existence (p. 2).

The significance of the 1960s manifests itself in the dramatic changes in the student affairs profession that took place in the 1970s. Students discovered their right to question how institutions made decisions, what teachers taught, and how they delivered the subject matter. Students appeared on committees and dean selection councils. They evaluated their professors. Student government assumed an activist role. The campus activities of the sixties drew in the community, parents, legislatures, lawyers, the courts, state and federal governments, coordinating boards, commissions, and regulatory agencies (Lee, 1976). The institution, in

defense, withdrew. The academy became bigger and more important than the student. As a result, conference topics oriented toward the institution rather than the individual. The purpose of the 1976 annual conference reads in part:

Like so many other aspects of today's society, the job of the Student Personnel Administrator has become a complex and challenging task. Budgets, programs, legislations, innovations, evaluations, planning, services, and the crises that accompany these functions are the day-to-day concerns of the Student Personnel Administrator (Texas Association of College and University Student Personnel Administrators, 1976, p. 2).

Today, the student affairs worker's primary job has become that of protecting the institution.

The 1970s brought jargon and buzzwords. These words appear frequently in the records: Meaningful, living-learning, student development, model, input, data, interpersonal relations, behavior modification, accountability, competency, agents of change, environmental mapping, barriers, values, and stress. Programs also began to address upward mobility (Texas Association of College and University Student Personnel Administrators, 1979), that student affairs workers want to climb the professional hierarchy. The end of the 1970s discovered planning (Texas Association of College and University Student Personnel Administrators, 1978b), looking ahead to a new decade and more change, and planning in a logical, systematic way for change. Power, removed from

the dean and distributed elsewhere, deserts the bigger-than-life personalities of the 1920s, 1930s, 1940s, and 1950s. The dean assumed a low profile. The power now belonged to students, news media, the community, the legislature, the federal government, and attorneys. TACUSPA geared most professional activities toward the invisible but accountable dean and litigation-free programs and activities. Deans based their decisions on legislation and anticipated legal action rather than moral standards. It took only about 10 years for this to happen.

TACUSPA became sophisticated during the 1980s. The association designed its first membership card during the first year of the decade. That year the membership voted to endorse and support a resolution in regard to legislative issues: A new formula devised for the funding of university police operations, state licensure of psychologists who work in college counseling centers, a regional approach to the organization and operation of higher education authorities in Texas, and an amendment to the line item scholarship legislation that would provide each institution a more adequate opportunity to use allocated funds (Texas Association of College and University Student Personnel Administrators, 1980). TACUSPA awarded a research grant to The University of Texas at Arlington to start a Student Affairs Research

Clearinghouse. The summer legal conference of 1982 included a placement exchange (Texas Association of College and University Student Personnel Administrators, 1982a). The executive committee established guidelines for sponsored research and the Research and Graduate Education Commission designed a research development grant to promote and generate current, relevant, and topical research related to student affairs administration (Texas Association of College and University Student Personnel Administrators, 1986). Two former presidents founded the Council of Student Services Vice Presidents, Texas Public Universities. The Placement Commission installed a telephone placement hotline and the Multicultural Commission drew TACUSPA into a cosponsorship of a drive-in conference on multicultural issues at the University of North Texas (Texas Association of College and University Student Personnel Administrators, 1987).

TACUSPA started having fun again in the '80s. The 1982 annual conference featured the theme "Pioneering New Frontiers" (Texas Association of College and University Student Personnel Administrators, 1982b), and took place at Wood Creek Resort in Wimberly. This conference reflected a new optimism. Many of the conference topics of the 1980s sound positive: The quality of life, planning for success, idealism, career ladders, the

future, the challenge of technology and computers, personal and organizational renewal, maintaining trust in times of reduction, mixing humor and professionalism. And the 1986 conference theme was "Healthy Systems in a Challenging Future" (Texas Association of College and University Student Personnel Administrators, 1986).

Members still experienced stress, but they definitely knew how to deal with it. Early morning fun runs began every conference day and Monday night dancing capped the activities. Student affairs professionals learned during the 1980s how to plan and anticipate the future. Conference attendance entailed learning about planning for success, how to use the university's news media, and student leadership programs. Professionals began taking a proactive approach to tasks on campus. The 1982 conference chair's report to the executive committee reads:

I think our theme ("TACUSPA: '82: Pioneering New Frontiers") reflects a moving forward. A search for new horizons. It seems to me that for years now we have participated in a super critical self-study. We have examined every fault and explored all of the ramifications of cut backs and retrenchment. This, I think, has been necessary. I would, however, like to see this conference represent the beginning of a new point of view. It is time to "get on with it." Having recognized our limitations and the practical realities which constrain us, it is time to move forward, to maximize our effect, to plan for the future. It is, indeed, time to pioneer new frontiers (Ludewig, 1982, p. 1).

Even the legal conference subjects emerge positive. Legal issues updates continued to appear on the programs, but members also studied preventive law, facility management, and an administrator's guide to higher education, spicing up the usual tort reform, risk management, and hazing problems. TACUPSA recognized diversity and non-traditional students on campuses and eagerly learned how to celebrate multiculturalism and serve older, female, handicapped, returning, and minority students. The organization embraced the computer as an enhancement to daily work. Members became confident and comfortable in their jobs.

A glance at the activities of the 1980s affords an optimistic view of the future of this organization and the student affairs profession. TACUSPA has laid firm groundwork through the efforts of some very remarkable professionals in the field. Because of them, their hard work, their insight and foresight, their abiding love of students, their humor and wit, their intelligence and competence, their diligence and perseverance through even the roughest times, Texas higher education enjoys a lively association, a respected profession, and a promising future.

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