

NEH APPLICATION COVER SHEET

OMB No. 3136-0059

Expires: 8/31/96

1. Individual applicant or project director

a. Name and mailing address

Name Tangum Marion M.
(last) (first) (initial)
Address Southwest Texas State University
601 University Drive
San Marcos Texas 78666-4616
(city) (state) (zip code)

2. Type of applicant

a. by an individual b. X through an org./institution
If a, indicate an institutional affiliation, if applicable, on line 11a.
If b, complete block 11 below and indicate here:
c. Type
d. Status

3. Type of application a. X new b. supplementIf b, indicate previous grant number

4. Program to which application is being made

Challenge Grants

Lowment Initiatives: n/a
(code)

e. Citizenship: X U.S.
 Other
(specify)

7. Field of project GF
(code)

8. Descriptive title of pr.

Endowing The Center for the Study of the Southwest

9. Description of project (do not exceed space provided)

Southwest Texas State University (SWT) seeks a NEH Challenge Grant to endow permanently our Center for the Study of the Southwest, an integrated, interdisciplinary humanities program of scholarly research, course curricula, and public programs. The Center's purpose is to enhance our knowledge of the rich cultural legacy of the American Southwest—and its connection to all of the regions which comprise America—through ongoing research applied to 34 undergraduate and graduate-level courses. We request \$450,000 from the NEH, which we will build to \$1.8 million with matching funds from private sources over the next five years.

10. Will this proposal be submitted to another government agency or private entity for funding? (If yes, indicate where and when):

No

11. Institutional data

a. Institution or organization:

Southwest Texas State University
(name)
San Marcos Texas
(city) (state)

b. Employer identification number: 746002248

c. Name of authorizing official:

Cavendish Robert J.
(last) (first) (initial)
Manager, Grants Accounting
(title)

d. Name and mailing address of institutional grant administrator:

Cavendish Robert J.
(last) (first) (initial)
Manager, Grants Accounting
Southwest Texas State University
San Marcos, Texas 78666
(city) (state) (zip code)
Telephone: 512 / 245-2102 Form of address 1
(area code)

12. Certification. By signing and submitting this application, the individual applicant or the authorizing official of the applicant institution (Block 11c) is providing the applicable certifications regarding the nondiscrimination statutes and implementing regulations, federal debt status, debarment and suspension, drug-free workplace, and lobbying activities, as set forth in the appendix to these guidelines.

Robert J. Cavendish [Signature] 1/5/1/96
(printed name) (signature) (date)

NOTE: Federal law provides criminal penalties of up to \$10,000 or imprisonment of up to five years, or both, for knowingly providing false information to an agency of the U.S. government. 18 U.S.C. Section 1001.

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Date received
Application #
Initials

ENDOWING THE
CENTER FOR THE STUDY OF THE SOUTHWEST

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ENDOWING
THE CENTER FOR THE STUDY OF THE SOUTHWEST
Southwest Texas State University

Abstract

Southwest Texas State University (SWT) seeks a NEH Challenge Grant to endow permanently our Center for the Study of the Southwest, an integrated, interdisciplinary humanities program of scholarly research, course curricula, and public programs. The Center's purpose is to enhance our knowledge of the rich cultural legacy of the American Southwest—and its connection to all of the regions which comprise America—through ongoing research applied to 34 undergraduate and graduate-level courses. We request \$450,000 from the NEH, which we will build to \$1.8 million with matching funds from private sources over the next five years.

Specifically, the endowment will enable us to (a) make permanent the directorship of the Center (b) permit the Center to expand the existing faculty by creating a three-year rotating Professorship in Southwestern Studies; and (c) provide permanent support to seven humanities departments and more than 34 faculty who currently do research and teach courses in the Center's curriculum by providing a discretionary fund to be used for faculty development opportunities; curriculum development needs; competitive replacement costs; for graduate research assistantships, for a symposium keyed to a course in Southwestern Studies; or for new acquisitions for the Southwestern Writers Collection.

The Center of the Study of the Southwest Endowment will have a major effect on SWT's ability to fulfill its mission as a comprehensive state university and will have a permanent impact on our faculty and students. By creating this endowment, we will create a fertile intellectual environment that we believe will indelibly mark the study of the Southwest and understanding of our region's connections with the nation.

ENDOWING THE CENTER FOR THE STUDY OF THE SOUTHWEST

1. OUR REQUEST

Southwest Texas State University (SWT) seeks an NEH Challenge Grant to endow permanently our Center for the Study of the Southwest, an integrated, interdisciplinary humanities program of scholarly research, curricula, and public programs. The Center's purpose is to enhance our knowledge of the rich cultural legacy of the American Southwest—and its connection to all of the regions which comprise America—through ongoing research applied to 34 undergraduate and graduate-level courses. We request \$450,000 from the NEH, which we will build to \$1.8 million with matching funds from private sources over the next five years.

2. WHAT THE ENDOWMENT WILL MAKE POSSIBLE

Specifically, the endowment will enable us to (a) make permanent the directorship of the Center (which will continue to be supported more than 50% by the University); (b) permit the Center to expand the existing faculty by creating a three-year rotating Professorship in Southwestern Studies; and (c) provide permanent support to seven humanities departments and more than 22 faculty who do research and teach courses in the Center's curriculum. It will therefore ensure that the Center's objectives, which Director Mark Busby has achieved through partial university support and short-term grants for the past five years, continue to be attained and to flourish, into perpetuity:

Objectives:

- Explore the richness and diversity of the Southwest and give focus to interdisciplinary studies through examination of the region's people, institutions, history, and physical and cultural ecology.

- Analyze selected historical/literary/scientific texts that examine issues directly relevant to understanding the Southwest.

- Develop an in-depth understanding of the historically changing concept of the Southwest, especially as it has been altered physically by human beings.

- Explore ways to use the concept of region to break down traditional disciplinary limits and to lead teachers and scholars with similar interests in region to understand the similarities and differences among humanists', social scientists', and natural scientists' approaches to regional study.

As SWT President Jerome H. Supple said when he established the Center in 1990, "Through the Center, we will collect and examine the forms of art and thought which have over the centuries shaped this region of the world. My hope is that the Center will ultimately receive international recognition for its understanding, promotion and celebration of this unique culture we call the Southwest."

Mark Busby became the Center's first Director in August 1991. In just five short years, he has led the Center to develop a strong minor in Southwestern Studies, taken by both undergraduate and graduate students across the University's broad curriculum. The minor is comprised of two interdisciplinary core courses created through a grant from the NEH/NSF/FIPSE joint competition in 1992, and four disciplinary courses selected from a group of 32 taught by the faculty housed in traditional departments across the university. Interested faculty in those departments (see Appendix V for a complete list of those faculty) have developed their individual and collective expertise and engaged in some team teaching through a start-up grant from the Meadows Foundation,

development grants from the NEH, and a faculty exchange grant with other regional studies faculty from FIPSE. Dr. Busby has also led the faculty in developing and presenting public programs on the American Southwest, including a current joint project with the Witte Museum in San Antonio, funded by a small NEH planning grant and entitled "Windows to the Unknown: Cabeza de Vaca's Journey to the Southwest." The Center now publishes two scholarly journals, with subscribers across the United States and the world, and regularly sponsors lectures by and symposia for eminent scholars on a variety of topics regarding regional studies and the American Southwest.

As William Ferris, Director of the Center for the Study of Southern Culture, said in his letter of support, "The Center for the Study of the Southwest has established its importance in regional studies through its journals, *Southwestern American Literature* and *Texas Books in Review*, through its public programs, through its curriculum, and through its NEH summer institute for college teachers. It is now time to establish an endowment that will ensure the continuation of your successful programs." (Section 4 contains details of what the endowment will provide.)

3. RATIONALE

The Importance of Comparative Regional Study

The power of regional studies is derived from the profound importance of place, which D. H. Lawrence pointed out in 1925 in *Studies in Classic American Literature*:

Every continent has its own great spirit of place. Every people is polarized in some particular locality, which is home, the homeland. Different places on the face of the earth have different vital effluence, different vibration, different chemical exhalation, different

polarity with different stars: call it what you like. But the spirit of place is a great reality.

Lawrence reflected the growing emphasis on regional studies of the time-- Van Wyck Brooks in *Dial* (April 11, 1918) had urged artists and writers to draw from their community in "On Creating a Usable Past." Two years later the philosopher John Dewey responded similarly in *Dial* in "Americanism and Localism" (June 20, 1920), urging Americans to explore "the localities of America as they are." Henry Nash Smith moved these ideas southwesterly in several articles in *Southwest Review*, pointing out in "A Note on the Southwest" (Spring 1929), "The secret of culture is an awareness of the immediate environment and a sense for the value of everyday things," and he called for the creation of regional scholarly centers.

SWT is an ideal place for such a center. We are a comprehensive university dedicated to excellence in the teaching of undergraduate and graduate students, to the advancement of knowledge and artistic expression, and to service as a resource for the state of Texas. Located in San Marcos, a city of 30,000, SWT situated between two major metropolitan areas: San Antonio, 50 miles south, and Austin, 30 miles north. Our undergraduate population is undergoing dramatic change. Enrollment at SWT has increased from 12,000 to 21,000 since 1974. In 1964, one year before the signing of the Higher Education Act on our campus by our most famous alumnus Lyndon B. Johnson, three African American and 126 Hispanic students were enrolled, constituting less than 3% of the total student body at SWT. For the Fall 1995 semester, ethnic minorities represented 23% of the enrollment, and SWT's goal is to have one in every three students to be a member of a minority group before the

year 2000. Regional understanding is particularly important to our students, since 98% of them come from Texas, and 95% stay in the region after graduation. Studying regions as they compare to other regions throughout the nation is vitally important, as well, so that students are enlightened rather than provincialized by that study. Central to the study of region in each of the Center's courses is the comparative aspect that enables us to understand our part of the national and global community. Through the faculty exchange grant from FIPSE, for example, a historian from Southern Maine spent a semester at SWT, teaching and lecturing about the similarities and differences between New England and the Southwest.

The Need To Expand The Ways We Study:

At a meeting sponsored by the Pew Higher Education Roundtable in late 1993, university presidents agreed that a fundamental restructuring of higher education is underway, made necessary by rising costs, new technology, and, more important, the need to rethink fundamental assumptions about knowledge. As universities throughout the country search for new ways to examine and impart knowledge, interdisciplinary programs such as those in regional studies are becoming increasingly important. In *Interdisciplinarity: History, Theory, & Practice* Julie Thompson Klein writes:

There is a subtle restructuring of knowledge in the late twentieth century. New divisions of intellectual labor, collaborative research, team teaching, hybrid fields, comparative studies, increased borrowing across disciplines, and a variety of "unified," "holistic" perspectives have created pressures upon traditional divisions of knowledge. There is talk of a growing "permeability of boundaries," a blurring and mixing of genres, a postmodern return to grand

theory and cosmology, even a "profound epistemological crisis."
(Wayne State UP, 1990, p. 11)

Similarly, as Glen Lich points out in *Regional Studies: The Interplay of Land and People* (Texas A&M UP, 1992), one fertile approach to interdisciplinary studies is regional studies: "Amid arguments about cultural literacy and the holistic development of students, regional studies afford concrete yet *interdisciplinary* approaches to the ideal education Students, teachers, and universities can benefit from this organizing model" (p. 166). And Howard Lamar, distinguished professor of history and former president of Yale, agrees: "If we approach regional history using many disciplines and many techniques, probe layer by layer and state by state, and seek meaningful comparisons, I believe that regional studies can become one of the most effective means of understanding both ourselves and our extraordinarily pluralistic nation that we have yet attempted" (*Regional Studies*, p. 38).

Regional studies centers have grown out of this understanding of the importance of place and have explored the elements that define Lawrence's "different vital effluence" that characterizes different places. Students in regional studies programs study the history, the physical and natural details of the place, and the cultural aspects of the people of their place—and the ways in which their place connects with those others that comprise a nation—in order to establish the powerful sense of identity that knowing place provides. John Graves points to the dual vision of regional studies, which requires valuing and criticizing place simultaneously, and he also calls for needing universal and specific knowledge simultaneously: "The provincial who cultivates only his roots is in peril, potato-like, of becoming more root than plant. The man who cuts his roots away and

denies that they were ever connected with him withers into half a man" (*Goodbye to a River*, 1959).

The Center for the Study of the Southwest makes comprehending the fundamental connection to one's own sense of place, of being in the world, its central pursuit; but it also addresses several major problems facing American education: 1) the need for coordinated interdisciplinary courses of study that reduce the fragmentation produced by rigid academic disciplines; 2) the need for programs that promote collaboration among faculty from varied disciplines; 3) and the need for programs that strengthen understanding among various racial and cultural divisions in distinct regions of the country.

Critical to the Southwest is a comprehensive knowledge of how the various cultures in the Southwest—Native American, Mexican American, African American, and Anglo American—have altered and been altered by the natural environment: in the case of the Southwest, a physical region that runs from the verdant piney woods of East Texas to the Gulf Coast across the rolling Texas Hill Country to the dry desert of Trans-Pecos West Texas, western New Mexico, southern Arizona, and southern California. The Greater Southwest includes the several states of Northern Mexico and the mountains of Colorado and Arizona.

The harsh Southwestern landscape has historically led Southwesterners to glorify an American individualism long celebrated in our national documents; frontier attitudes have often characterized Southwestern culture. Many of our historical and literary texts demonstrate how Anglo-American settlers entered an unknown world and saw nature as a resource for their singular use. But many minority cultures question the emphasis placed on individuality instead of

community. Their response to the hot, arid land of scorpions and rattlesnakes has been to band together in communal societies that were part of a larger natural world. Clearly, to understand the region requires understanding not simply one group's perspective but a mix of cultures determined by geographical, geological, and biological forces; shaped through historical development and literature; altered by various languages. And it also requires recognizing the relationship between the region and the broader national identity.

4. DETAILS OF THE PROGRAM

A. Making the Directorship Permanent

One of the most important elements of this endowment will be to establish permanent funding for the Center's director and administrative assistant, made possible originally by start-up funds from the Meadows Foundation. In 1993 the University made a short-term commitment to support the Center's administrative needs for five years, to give the Center the opportunity to seek program funds and longer-term funding opportunities. But, as explained below in Section 6, University resources from the State are diminishing, even as the University's enrollment and need for additional resources are growing. The University simply does not have the means to support the Center in full; and without some assurance of permanent assistance for the Center, the University cannot continue to subsidize it, even in part.

But with the assurance of permanency and the ongoing source of resources which an endowment will bring, the University can commit permanently to fund 75% of the Center Director's salary for 9 months annually (with 25% of that amount coming from the Director's home

department)¹ , and 50% of the Director's salary for the 3 summer months. The University will also commit to support 50% of the administrative assistant's salary for 12 months per year. To retain, or attract in the future, a director of Busby's caliber, it is clearly vital to provide a permanent funding base.

B. Expanding the Faculty

To ensure faculty commitment to the Center for the Southwest, we will create a Southwestern Studies Professorship with \$20,000 of the interest from the endowment. Currently, except for the Center Director, faculty members who guest lecture in the interdisciplinary core courses do so through volunteering their time to lecture on their disciplinary perspective. They have received small financial rewards for their participation, in the form of stipends available occasionally through the short-term grants the Center has received. The primary incentive to participate, however, has been the collegiality generated by the Center as it brings together faculty from other disciplines. The Center's long-term development, however, depends upon being able to seal a professional relationship with these faculty and to contribute regularly to their development, in ways that are not detrimental to the work of their home departments.

The creation of this position will secure a relationship between the Center and a faculty member selected for the Professorship, allow time for the development of new disciplinary and interdisciplinary Southwestern Studies courses, and provide special recognition for the faculty member,

¹ Vice President Robert D. Gratz and Dean of Liberal Arts G. Jack Gravitt have agreed to reserve a portion of salary savings, when a full professor retires in the next five years, for the director's home department to use as compensation for 25% teaching responsibility.

who will be designated a Southwestern Studies professor for a period of three years based on the recommendation from an advisory committee consisting of the Liberal Arts Council and the Associate Vice President for Academic Affairs (project director). The Southwestern Studies professor will teach half time in a home department and half time in the Center for the Study of the Southwest during the appointment and guarantee the interdisciplinary basis of the Center. This position will ensure that the faculty member selected has strong commitment to Southwestern Studies, and it will provide a long-term faculty connection with Southwestern Studies that the current voluntary, guest lecture system does not encourage.

Under current teaching loads of six courses per year, the Southwestern Studies professor would teach three disciplinary courses in the home department and three interdisciplinary ones through the Center. A historian with a specialty in American Indian history, for example (an important current need since neither the History Department nor the Center has such a specialist) would develop courses in his or her specialty for the history department and teach interdisciplinary Southwestern Studies courses. Currently, five interdisciplinary Southwestern Studies courses have been approved--the two undergraduate required core courses in Southwestern Studies, two companion courses for graduate students, and an interdisciplinary film course. The development of new interdisciplinary courses has been limited because the Center now includes only one full-time faculty member, the Director, whose administrative duties limit his teaching load; the new faculty member will greatly expand the possibility for new courses.

At a meeting of the Liberal Arts Council in April 1996, chairs of humanities departments were enthusiastic about creating a "Southwestern Studies Professorship," a position for which both current and future faculty may be considered. With this flexibility chairs will be able to examine their needs when the program goes into effect and the endowment is established. Many departments have current faculty with interests in Southwestern Studies who will no doubt wish to be considered for the Southwestern Studies professorship, but it may prove that the needs of the Center, the School, and the University will be better served by hiring a new faculty member to be half time in a home department and half time in the Center. The decision to designate either a new or current faculty member will be made by the advisory committee during the academic year immediately before the first year's appointment.

C. Providing Resources for Faculty Research, Strengthening and Building of the Curriculum, and Meeting Humanities Departments' Needs

(1) Support for 22 Faculty and Seven Humanities Departments

Faculty with research and teaching interests concerning the Southwest in seven humanities-based departments, as well as faculty from the sciences who team-teach courses related to the Southwest, will be encouraged to continue strengthening their courses and developing their scholarship because of the permanence of the Center and the resources its permanence will afford. Faculty affiliated with the Center beyond the designated professor will be able to apply for the money designated for course reduction and research in the Center's Program Development Fund. Consequently, more than 25 disciplinary courses in at least seven different departments ("The Folk Art of America," "Archaeology of the Southwest," and "Literature of the Southwest," for example) will be strengthened in the

Southwestern Studies minor. (All SWT graduate students must take a minor). Strengthening those courses for graduate-level credit could lead to a graduate-level major in Southwestern studies, similar to that which exists at the University of Southern Maine in New England studies. Such courses include "Latin American Cultures" (anthropology); "History of Mexico"; Language Problems in a Multicultural Environment" (English); "Chicano/a Narrative" (English); "Minority Groups" (sociology); "The Spanish Dialects of Texas" (modern languages); and "Minority Politics" (political science), to mention just a few of the diverse possibilities.

(2) Support for the Departments

Interdisciplinary programs work best when they are team-taught by faculty from different disciplines who are in the classroom at the same time throughout the semester, because they can offer their different perspectives in creative dialogue. Through grants, the Center has been able to support some team-teaching, but without resources to provide course reduction for faculty, department chairs are reluctant to release faculty to participate. Consequently, each year the advisory committee will designate some of the Program Development Funds to support course reductions for faculty to team-teach interdisciplinary Southwestern Studies courses. As a result, department chairs will receive funds to hire satisfactory replacement faculty during those semesters.

(3) Support for Occasional On-Campus Symposia

In some years the funds will support a symposium and will be used to pay small stipends for national visiting scholars, advertising, and publication of the proceedings. The theme of the symposium and all of the papers brought to it would directly relate to some aspect of courses currently being taught in that relate to the Southwest (either disciplinary

or interdisciplinary). The focus of each symposium will result from the advisory council's decision about the most appropriate topic in light of the most current scholarship, the accessibility of national and international scholars to be invited, and upon achieving variety. The symposium will offer broad topics such as "Borderlands History," "Southwestern Architecture," "The Sixties: Schism between Rural and Urban Southwest," "The American Indian Southwest," "Mexican-American Culture in the Southwest," "African-American Culture in the Southwest," "Southwestern Grasslands," and "Northern Mexico and the American Southwest: A Symbiotic Relationship."

(4) Support for the Southwestern Writers Library Collection

Another element of the endowment to be decided yearly by the Advisory Council will be library acquisitions for the Southwestern Writers Collection that will strengthen the future work of SWT faculty and students in the study the Southwest. To assure that possible additions to the collection are correlated with identified needs and that they result in integrated cumulative growth, the Director and Richard Holland, the Curator of the Southwestern Writers Collection, will regularly meet to stay aware of available and needed materials. One identified need is that of both primary and secondary materials on the precolonial Southwest. Busby and Holland will compile an annual report of the collection's cumulative growth for the faculty in Southwestern Studies, so that they may use their expertise to influence its integrated growth.

Our Implementation Plan:

Hiring/Spending Decisions Via a Liberal Arts Advisory Council

The Liberal Arts Council will serve as the Center's advisory committee for selecting the Southwestern Studies professor and for

deciding upon the proper use for the Center's program development fund for the next year. The Director of the Center for the Study of the Southwest is a member of the Liberal Arts Council, which includes the chairs of eleven departments or programs: Anthropology, English, Geography, History, International Studies, Modern Languages, Multicultural and Gender Studies, Philosophy, Political Science, Psychology, Sociology. The Center's interdisciplinary approach at SWT has been successful because the chairs and the dean have been committed to promoting the program by encouraging their faculty to develop disciplinary courses about the Southwest and have been instrumental in enlarging the interdisciplinary program along the way. The idea for the Center was originally conceived by members of this Council in 1988, and they have helped promote it as it moved from idea to implementation. The Center has maintained goodwill across the campus by both promoting interdisciplinary approaches to understanding the region and by acknowledging the integrity of the disciplines. Each guest lecturer in the core Southwestern Studies courses begins by explaining how his or her discipline approaches the understanding of the region. The geographer, for example, begins by pointing out that while historians are concerned with studying people in *time*, geographers examine people in *space*, and then proceeds to discuss the push/pull factors that influenced the settlement of the Southwest. It therefore makes sense to continue to use the wisdom of the Council to decide upon how to spend the funds that will be available yearly for different projects. (The amount is now estimated to be \$17,265 yearly; see budget below.) The Associate Vice President for Academic Affairs in charge of research (and project director for this grant), Dr.

Marion Tangum, will convene a special meeting of the LAC each spring to solicit recommendations about the Center for the coming fiscal year.

5. WHY SWT IS THE IDEAL PLACE FOR AN ENDOWED CENTER:

The Uniqueness of Our Center

Although some other programs in the country now also deal with some aspect of Southwestern Studies, our program differs from them because it is comprehensive. Other programs focus on a particular aspect of regional study rather than taking an extensive approach: the newly created William Clements Center for the Study of the Southwest at SMU places particular emphasis on the history of the Southwest, especially through a Ph.D. in Southwestern history that will be available soon. SMU's program does not include a publication. The Center for Southwestern Studies and Cartography at the University of Texas at Arlington, as its name indicates, concentrates on the analysis of maps for historical understanding of region. The Center for the Southwest at the University of Arizona does not offer a curriculum at all. The Center of the Southwest at Colorado College does offer a curriculum, but it does not produce research through a scholarly journal. Our Center engages in regional study in a comprehensive and therefore unique way through all of the following:

- ongoing research associated with the region, particularly through a strong connection to the Southwestern Writers Collection and a publication of reviews--*Texas Books in Review*--and a scholarly journal--*Southwestern American Literature*--that encourages creative and critical work.

- an inclusive curriculum with a minor for undergraduate students and a cognate for graduate students that is fully interdisciplinary

with joint participation by faculty from the humanities and the sciences;

- programming designed for students, faculty, and the general public, as well a continuing education approach through elderhostels.

As Frederick E. Hoxie, Director of the D'Arcy McNickle Center for the History of the American Indian at the Newberry Library in Chicago, said, "New scholarship does not emanate naturally from existing disciplines and departments. It needs new structures and the formation of new relationships among students and writers. Your Center will surely have a major impact on the development of Southwestern Studies."

Our Proven Success:

The Director

Dr. Busby has developed the Center remarkably in only five years, as we have explained above. At the same time, he has been an active scholar, having published widely on Southwestern literature, having written on J. Frank Dobie, John Graves, Rolando Hinojosa, Robert Flynn, Cormac McCarthy, and Sam Shepard, and is author of *Preston Jones* (1983), *Lanford Wilson* (1987), and *Ralph Ellison* (1991). His most recent book is *Larry McMurtry and the West: An Ambivalent Relationship* (1995). Since 1992 he has coedited *Southwestern American Literature* (which he brought to the Center for publication), and beginning in fall 1996 he will take over editing and publishing *Texas Books in Review*. Dr. Busby's scholarship is both nationally and internationally recognized; in spring 1995, he was invited to lecture on Southwestern American culture at two Slovakian universities, and in October 1996 he has been invited to lecture at the International Conference "The Unfolding of America's National Identity" at Eichstätt, Germany. In April 1996 Busby became one of only a

very select group of scholars inducted in to the prestigious Texas Institute of Letters.

The Curriculum in Southwestern Studies--and Its Faculty

In 1992 the Center's proposal was one of nine (of 104 submitted) selected for a program jointly funded by the NEH, the NSF, and FIPSE for projects that integrate the sciences and the humanities. Through this opportunity (as mentioned above), the Center has developed two courses in Southwestern Studies, which have been offered for three consecutive years. These courses now constitute a minor, which may be taken for either undergraduate or graduate credit (with appropriate additional requirements for graduate credit). Students take two required courses: "Southwestern Studies I: Defining the Region," and "Southwestern Studies II: Consequences of Region." These team-taught, interdisciplinary courses include guest presentations from faculty across the university: from biology professor David Lemke discussing native flora and fauna, to art historian Francine Carraro tracing the image of the Native American in painting, to textile expert Judith Lopez examining the Anasazi use of native fibers. Among our faculty who teach these required courses are several whose publications are nationally recognized: history professor Frank de la Teja, whose work on Mexican land grants, Juan Seguin, and *San Antonio de Bexar* (his newest book) has had a major impact on historians' understanding of the Southwest; sociology professor Ramona Ford who has produced a three-hour video of her interviews with 24 contemporary Native American women writers; former English professor Scott Slovic, president of the American Society for the Study of Literature and the Environment and author of *Seeking Awareness in American Nature Writing*, U. of Utah Press, 1992, created a nature writing section that

continues. Besides the two required interdisciplinary courses, students take an additional 12 hours from such disciplinary options as "The Mexican American in Texas," "Spanish Borderlands," "Pre-Columbian Art," "Folkways and Folklore," "The Geography of Texas," or "Texas History." (See appendices for Southwestern Studies requirements, faculty, and courses.)

Fifteen English graduate students have taken or are now taking these courses for their graduate minor, and by Fall 96 we will have at least 35 undergraduate students minoring in Southwestern Studies, with approximately 1500 students enrolled in courses listed for the Southwestern Studies minor, based on current pre-registration data. In addition, students in our fast-growing Master of Fine Arts program in creative writing are required to receive an emphasis on the Southwest, and many take their minor in Southwestern Studies. The MFA program has grown from seven students in 1992 to 50 in 1996. In spring 1996 the Texas Higher Education Coordinating Board approved a proposal to offer a Ph.D. in geography (with an emphasis on cultural geography), which will significantly increase the number of minors in Southwestern Studies. Therefore, the greatest growth of the curriculum is expected to be at the graduate level.

Editorship of Scholarly Journals

A scholarly journal that includes articles, fiction, poetry, and reviews about the greater Southwest, *Southwestern American Literature* is published by the Center twice yearly, with important recent articles on Cormac McCarthy, Larry McMurtry, and Willa Cather. Regular contributors include Don Graham, J. Frank Dobie Professor of English at the University of Texas at Austin, and Robert Gish, Director of Ethnic Studies at California State University, San Luis Obispo. With more than 300 subscribers

including scholars in Germany and at Princeton, Harvard, and Yale (as well as throughout in the Southwest), the journal is flourishing.

Beginning in fall 1996 the Center will begin publishing *Texas Books in Review*, a quarterly review of the Texas literary scene. First published at Tarleton State University in 1980, TBR has been published by the Center for Texas Studies at the University of North Texas since 1987. With the retirement of James Ward Lee, the University of North Texas has selected the Center for the Study of the Southwest to take over the publication, which has a current circulation of 400 and which plays an important role in reviewing books about the history, literature, and culture of Texas.

Programs for the Public

During the past two years, the Center for the Study of the Southwest has sponsored over fifty readings, lectures, discussions, and media presentations. (See appendix for a complete list.) As part of the NEH-funded series "The American Indian Southwest: Abiding Earth/Restless Sky," that lasted from September 1993-November 1994, the Center hosted presentations by and discussions with Howard Lamar, Sterling Professor of History at Yale University; N. Scott Momaday, winner of the Pulitzer prize for *House Made of Dawn*; Elizabeth A. H. John, author of *Storms Brewed in Other Men's Worlds: The Confrontation of Indians, Spanish, and French in the Southwest, 1540-1795*; Barbara Babcock, director of the graduate program in comparative cultures at the University of Arizona; Gary Anderson, professor of history at the University of Oklahoma and author of the forthcoming study of the southern plains, *Cycle of Change*; Dan Flores, Hammond Professor of Western History at the University of Montana whose current scholarship concerns the interaction between Plains Indians and the buffalo; Frederick A. Hoxie, Director of the D'Arcy McNickle Center

for the History of the American Indian at the Newberry Library in Chicago; Louis Owens, professor of English at the University of New Mexico and author of *Other Destinies: Understanding the American Indian Novel* and such fictional works as *Bone Game*; and Rayna Green, Director of the American Indian Project of the National Museum of American History in the Smithsonian Institution. These are just a few examples of the rich opportunities for intellectual enrichment and interaction which the Center has provided.

The Center has also sponsored presentations by notable Southwestern writers such as Rudolfo Anaya, Robert Gish, Rolando Hinojosa, Dagoberto Gilb, Elmer Kelton, Marian Winik, Sarah Bird, Benjamin Sáenz, and Stephen Harrigan, and by such scholars as historians David Weber of SMU, Antonia Casteneda of the University of Texas, Robert Calvert of Texas A&M University, John Wunder of the University of Nebraska, Robert Reid of the University of Southern Indiana, and Patricia Limerick of the University of Colorado; anthropologist William Ferris of the University of Mississippi; and literary critic Tom Pilkington of Tarleton State University, and American and New England Studies scholar Joseph Conforti of the University of Southern Maine.

The Center collaborates on events with several other other institutions, as well as with other University entities such as the Southwestern Writers Collection, on projects like the Collection's exhibit "No Traveller Remains Untouched," an exhibit of materials that includes Cabeza de Vaca's rare *La Relacion*, the first book by a European traveler in the Southwest. In 1996 the Collection added a photography gallery (\$268,000) to display the growing photographic collection which includes

work of notable photographers from Mexico. Both the Center and the Collection are planning programs to use this rich photographic resource.

Collaborations with other Centers have resulted from a faculty exchange program funded in 1994 by Fund for the Improvement of Postsecondary Education (FIPSE), which includes a three-year exchange of faculty who teach in five other regional studies centers: The Center for Great Plains Studies (U. of Nebraska), the Center for the Study of Southern Culture (U. of Mississippi), the Center for American and New England Studies (U. of Southern Maine), the Program in Comparative Culture and Literature (U. of Arizona), and the Mountain West Center for Regional Studies (Utah State). The exchange enables faculty to develop comparative components of regional studies curricula and to define theoretical methodologies for understanding and teaching regional studies. Another collaboration is underway with the Witte Museum on the Cabeza de Vaca project mentioned earlier. And this summer the Center will conduct SWT's first ever NEH summer institute for college teachers, another indication of the numerous collaborations outside the University.

The Center's Existing Resources

Aquarena Springs

The Center for the Study of the Southwest is housed at Aquarena Springs, an environmentally sensitive area at the headwaters of the San Marcos River which the University has recently purchased. The 90.4-acre Aquarena Springs Complex includes Spring Lake, the source of the river that meanders through the campus on its way to the Gulf of Mexico, some two hundred miles away. The fresh water from the springs attracted native hunter-gatherers as they traveled across the Southwest many centuries ago, and it was equally appealing to the early Spanish explorers

who established a mission near the springs. Its history, therefore, highlights the cultural diversity of the region, since the site is considered to be the longest continually inhabited area in the Western Hemisphere, and near the site of a Spanish mission and a Spanish settlement, San Marcos de Neve, where artifacts were discovered from 1809-1812 by an archeological excavation in April 1996. As part of the university campus, Aquarena Springs is dedicated to students and scholars for research, observation of native plants and animals, including endangered species, and of archaeological excavations.

The Center's space at Aquarena Springs currently includes archival storage of all of the Center's publications, and a seminar/conference area where classes may begin meeting in Fall 1996.

The Southwestern Writers Collection

The Southwestern Writers Collection, begun only a few years ago, now contains rare holdings which support research in literature, linguistics, film, history, music, women's studies, Chicano studies, art history, and photography. The Collection includes manuscripts or other unique works (diaries, journals, annotations, for example) by J. Frank Dobie, Larry McMurtry, Cormac McCarthy, John Graves, Rolando Hinojosa, Billy Brammer, R. G. Vliet, Larry L. King, Bill Wittliff, Sarah Bird, Katherine Anne Porter, Dagoberto Gilb, Carolyn Osborn, Sam Shepard, Steve Harrigan, Robert Flynn, and Preston Jones. The rapidly growing photography collection includes images by Russell Lee, Mariana Yampolsky, Geoff Winningham, Bill Wittliff, Edward Curtis, Laura Wilson, and Laura Gilpin.

In addition, one of only four extant copies of Cabeza de Vaca's *Relación y Comentarios* (Mario, 1555) is held in the Collection. It has already played a key role in furthering scholarship on campus; it was

featured in the week-long focus on Hispanic culture mentioned above sponsored by the Ford Foundation in 1990, it is the central text in our traveling exhibit on journeys in the Southwest, funded by NEH and currently under way, and it is the focus of a current ambitious project between the Center for the Study of the Southwest and the Witte Museum in San Antonio described earlier.

Bill and Sally Wittliff, founders of the Collection who have been principally responsible for its becoming an asset already valued at \$3 million, have wholeheartedly endorsed our proposal. As they said to the Collection Curator Richard Holland, "We wanted it to be a place for university students to come, be introduced to and be inspired by what their fellow southwesterners had accomplished; but we also wanted it to be a place that would draw scholars from all over the world by presenting the unique creative production of the southwestern United States housed in a library that fosters reflection and study."

The Freeman Ranch

In 1981, Harry Freeman named SWT as "beneficial owner" and "legal co-owner with Frost National Bank" of 3500 acres of ranch land just a few miles west of San Marcos. The view of the ranchland spans the rocky terrain of Texas limestone and mesquite; stock tanks; bluebonnets, Indian paintbrushes, and buttercups under live oak trees; and turkeys and white-tail deer. Since then, the University has maintained the property as a working ranch where students from a variety of disciplines—history, archeology, cultural geography, agriculture, plant ecology—are afforded, as Mr. Freeman wanted, "a glimpse of this American tradition." In 1993, the University renovated the original ranch house so that it can be used by faculty and students across the university for receptions and symposia.

Qualifications of Key Personnel:

The project co-directors bring complementary experience and expertise to this project, which will guarantee its long-term success.

Marion Tangum, who will serve as project director, is Associate Vice President for Academic Affairs and Director of the Office of Research and Sponsored Programs for Southwest Texas State University, as well as Associate Professor of English. In her first two years as Director of Research, grants to the University doubled, from \$11 million in 1991 to \$21.8 million at the end of 1993. (Under her leadership, SWT had 35% of its proposals funded in FY 94, and 32% in FY 95, with many proposals still pending from that year.) Dr. Tangum is currently responsible for approximately \$2 million in operating budgets and matching funds. She has directed four federal and state grants since 1987. She will work actively with the Vice President for University Advancement to assure that the challenge grant is met through private funding sources, and, once funded, she will serve as fiscal agent for this Challenge Grant.

Drawing upon her knowledge of the humanities gleaned from her scholarship in both American literature and language, she will work closely with Co-Director Busby (see page 16 for his qualifications) to assure that the project's principal aim of significantly enhancing our knowledge of and building upon the legacy of the Southwest—from its history, literature, political background, anthropological heritage, and art—will be permanently realized. To this aim, she will lead the Liberal Arts Advisory Council, working with each of its members to assure smooth relationships between the Center and the departments, and will serve as chair of that group. Dr. Busby will provide his leadership to build the strength of the

faculty, the curriculum, and, eventually, develop a graduate major in Southwestern Studies.

6. WHY PERMANENT FUNDING IS NECESSARY

The long-term success of the Center, as we stated above, depends upon permanent funding and, thereby, permanent recognition of a Southwestern Studies faculty. The personal rewards that faculty get from working and learning from faculty outside their own discipline are important and stimulating, but for the Center to move beyond being an interesting peripheral campus element to occupying a clearly recognized, highly visible and *continuing* campus position, it needs a permanent financial basis and a formal relationship to the professional development of the faculty through the Southwestern Studies Professor and through the funds available to departments for faculty to have course reductions and to conduct research.

For six years, the Center and the University, have worked hard to compete successfully for enough state and federal funds (through grants from the Meadows Foundation, the U.S. Department of Education, the NSF, and the NEH) to subsidize the support of the Center which the University has provided (100% of the Director's and salary, and 100% of the administrative assistant's salary). It is now clear that state and federal funding for higher education—particularly higher education in the humanities—is not only uncertain but, even worse, certainly diminishing. The Center receives nothing from State of Texas resources, except for facilities and the support of those facilities by University custodial staff. Neither does the Center receive funding from tuition which is charged on semester credit hours generated by the Center's minor in Southwestern

Studies: those funds go to the various home departments of the faculty members who teach the minor courses.

The University will continue to support the Center by providing 75% of the Director's salary and 50% of the administrative's salary and fringe benefits for both. But SWT cannot expect new resources to come from the State of Texas for this important effort; in fact, state resources are dwindling as are national ones. SWT does not participate in the Permanent University Funds, available to the University of Texas and Texas A&M system schools. The State of Texas supports only 38% of the expenditures of SWT's budget overall.

7. THE BUDGET AND FUND-RAISING PLAN

The Budget

Based on our current, conservative investments, we are confident that we will earn at least 7% yearly on our \$1.8 Million endowment, of which we will spend 5%: \$90,000 annually. These funds will pay 25% of the Director's and 50% of an administrative assistant's yearly salary. It will also fund a Southwestern Studies Professor to teach 50% in the Center, and provide a program development fund (for faculty development opportunities; curriculum development needs; competitive replacement costs; for graduate research assistantships, for a symposium keyed to a course in Southwestern Studies, or for new acquisitions for the Southwestern Writers Collection, as explained earlier).

Director (25% of salary 9 months, 50% for 3 months)	\$ 23,450
Administrative Assistant (50% of salary for 12 months)	12,500
Fringe Benefits (30% of salary as required by law)	10,785

Southwestern Studies Professorship	20,000
Fringe Benefits (30% of salary as required by law)	6,000
Center Program Development Fund*	<u>17,265</u>
Total	\$90,000

*course reductions, graduate assistantship, symposium, or publications as explained above.

NOTE: Reinvestment will be made each year in the amount of at least 2% of the amount that the endowment earns. When interest income exceeds 7%, 1% of the exceeded amount will be applied to indirect costs of the University, including some operating expenditures of the Center.

FUND-RAISING PLAN

We are confident that we can raise \$1.35 Million to match an NEH \$450,000 challenge grant. SWT has profited from the dynamic leadership of President Jerome Supple, who, prior to coming to us six years ago, was instrumental in the successful campaign to meet a three-to-one match requirement for an \$840,000 NEH challenge grant at SUNY Potsdam. One of President Supple's first accomplishments here was to bring Gerald Hill to SWT as our Vice President for University Advancement, to lead us as we launch in 1996 a multi-million-dollar capital campaign. Since Mr. Hill's arrival in 1991, faculty/staff fund-raising efforts have increased to 46%. Grants from private foundations almost doubled in the first two years of his work.

Now in the silent phase of the centennial campaign, we have begun the family campaign (including faculty and staff), with an established goal of \$5 Million. Both President Supple and Mr. Hill have personally met with foundation board members, executive directors, and alumni about how the centennial campaign will advance the goals of the university. Arthur Temple, III, Board Member of the T. L. L. Temple Foundation, after visiting campus,

expressed enthusiasm for the campaign, and we expect a gift from Temple as a result. The Hobby Foundation and the Summerlee Foundation have already agreed to support the Centennial Campaign, in whatever way we deem most important to the University. The NEH Challenge Grant will be given priority with those two important foundations.

Mr. Hill has approached several foundation directors and alumni about the opportunity that this grant will give us to enhance the study of the Southwest. These include the Moody Foundation, the Meadows Foundation, the Rockwell Fund, the RGK Foundation, the Hobby Foundation, and the Cullen Foundation. Board representatives expressed strong interest in our project: Martha Vogt, Program Officer at the Rockwell Fund, indicated that a proposal for endowing the Center is certainly something they would consider; Sue Alexander, the Cullen Foundation, told Mr. Hill that they have supported NEH Challenge Grants in the past and would be very interested in a proposal to endow the Center; and Doug McLeod, the Moody Foundation, said, "Clearly we support Challenge Grants," and he added that the foundation is very supportive of the challenge grant concept. In addition, the RGK Foundation has consistently supported our scholarly activities on campus, including major gifts to endow our Distinguished Teaching Professorship in the Humanities and our honors summer math camp for high school students. And the Meadows Foundation has a special interest in the Southwest and provided a \$125,000 start-up grant for the Center for the Study of the Southwest. Board Member Sally Lancaster has indicated that they would consider a \$100,000-150,000 endowment gift.

Assets for the above-named foundations are as follows: the Cullen Foundation, \$173,625,698; The Meadows Foundation, \$559,077,594; the Moody Foundation, \$562,514,558; RGK Foundation, \$52,895,545; the Rockwell Fund,

\$64,231,122; the T. L. L. Temple Foundation, \$254,754,670 ; and the Summerlee Foundation, \$31,000,591.

8. CONCLUSION

An endowment for the Center for the Study of the Southwest will have a major impact on SWT's ability to fulfill its mission as a comprehensive state university and will have a permanent impact on our faculty and students. By creating an endowment that establishes a stable directorship, funds a Southwestern Studies professor, and makes funds available for a symposium keyed to the Center's curriculum, material for the Southwestern Writers Collection, or for faculty course reductions or research, we will both broaden our campus community and create a fertile intellectual environment that we believe will indelibly mark the study of the Southwest and understanding of our region's connections with the nation.

9. RECENT GRANTS AND PENDING APPLICATIONS

•*NEH: Four Week Summer Institute (pending):* Dr. Nancy Grayson and SWT's Department of English will host a four-week summer institute for 35 elementary teachers and librarians to explore the traditional materials that are the foundation of children's literature.

•*NEH: Fellowships for College Teachers and Independent Scholars (funded for academic year 96-97):* Susan Morrison, assistant professor of English, will complete an interdisciplinary book entitled, The Milky Way: Women Pilgrims in Late Medieval England, which uncovers the role women pilgrims played in the imagination of late medieval England.

•*NEH: Institute for College Teachers on Southwestern Studies (funded for summer 1996):* This four-week summer institute for 25 college teachers will investigate how to break down the

compartmentalization of traditional university disciplines through regional studies, specifically that of the greater Southwest.

•*NEH: Summer Seminar for College Teachers (funded for summer 1996)*: Mark Hansen, Assistant Professor of English, will attend the 1996 NEH Summer Seminar at Princeton University on the topic of the individual in contemporary French thought.

•*NEH: Humanities Projects in Libraries and Archives (funded spring 1996)*: In collaboration with the Witte Museum of San Antonio, Texas, SWT is designing a joint program to piece together the still puzzling story of the first account of a European in the new world, Alvar Núñez Cabeza de Vaca.

•*TCH: The Civitas Project (funded for 1996)*: With funding from TCH, SWT faculty are determining what SWT might do in partnership with three communities (San Marcos, Lockhart, and Wimberley) to promote civic development.

•*NEH: Texts and Contexts (funded for summer 1995)*: This four-week Summer Institute for humanities teachers explored definitions of ethical citizenship in America and its historical roots, focusing on the problem of outsider status and its implications in a pluralistic republic.

•*TCH: Civic Responsibility and Higher Education (funded 1995)*: On February 4, 1995, SWT co-sponsored with the Texas Committee for the Humanities (TCH) a public symposium exploring the issue of civic responsibility and higher education. Approximately 300 citizens explored the moral role of the public university in developing the character of students and the role of the university in fostering civic responsibility in its students.