

A PETITION
TO THE
INTERNATIONAL FRATERNITY
OF
DELTA SIGMA PI
BY
DELTA SIGMA FRATERNITY
UNIVERSITY OF HOUSTON
HOUSTON, TEXAS

TO THE GRAND COUNCIL OF THE INTERNATIONAL
FRATERNITY OF DELTA SIGMA PI

Gentlemen:

We, the undersigned members of Delta Sigma Fraternity, hereby petition for a charter to establish a chapter of the International Fraternity of Delta Sigma Pi on the campus of University of Houston, Houston, Texas.

Having been organized for the sole pupose of petitioning The International Fraternity of Delta Sigma Pi, we are fully aware of the high ideals, the purposes, the aims, and the requirements of the Fraternity.

In seeking this affiliation, we pledge ourselves to uphold the Constitution and By-Laws of The International Fraternity of Delta Sigma Pi, to adhere to the traditions of the organization, and to observe faithfully the rules and regulations set forth by the Fraternity.

Witness our signatures:

Robert G. Roe, Jr. - Pres.
Guy Runnels Sr. V-Pres.
Bill J. Ford V. Pres.
William N. Mabey Secretary
W. J. [unclear] Treas.
Richard Earl Walla, Hist.
Harold C. Johnson, Chan.
J. E. Champagne, Advise

Terry Nickel
Ronald W. Seaw
Roger Broderick
Vincent Lino
Joe BURCHAGA Jr.

Ken Benerly
Ernest L. Hogue
Ron Scott
Roland C. Kinney
Paul E. Bice
Daniel L. Lassiter, Jr.
Timothy Jay Turner
Rudy Rivers
John Cahill
Martin Sizemore
Richard A. Teague
Anthony J. DeLoake
Steve A. Arnold
Douglas Blood
Michael Mitter
Arturo P. Garcia Jr.
Michael T. Stemmer
Richard Holder
Jerry L. Bice

HISTORY OF HOUSTON

At the turn of the century, the Southwestern states were sparsely populated and oriented to an agricultural economy. In this rural setting with metropolitan centers yet to emerge, much could then be said in favor of a distribution point geographically centered in the region. However, industrialization and population shifts from rural to urban environments have drastically altered the economics of distribution as existed 50 years ago.

Today Houston has established itself as the leader in every conceivable economic index. Houston is located in the most densely populated section of the Southwest -- and the most rapidly developing industrially and commercially.

Houston is now the economic heart of the Southwest. And like most great population centers, Houston has a seaport (third largest in the nation) providing access to world markets.

While growth is the dominant characteristic of the entire Southwest -- Houston outstrips the rest of the five states that comprise the region. For example, Metropolitan Houston alone grew more in actual population during the most recent U. S. Census period than did the combined states of New Mexico, Oklahoma, and Arkansas.

Most significantly, the centers of population-density in both Texas and the Southwest continue to swing steadily toward the industrialized Gulf Coast region. Accompanying the population shift is a comparable increase in Houston's concentration of purchasing power.

Centered in a concentration of economic activity, Houston registers an annual rate of growth of 5% in population. The Standard Metropolitan Statistical Area has a net increase of some 5,600 people per month.

For the most recent census report, Houston surpassed all of the nation's major cities with an increase of 57.4% during the decade.

Houston led all Texas and Southwest cities in the attraction of new industry during 1967, according to figures released by the University of Texas Bureau of Business Research. The total of 99 new plants announced for Houston exceeded the aggregate announced for the next 3 ranking metropolitan areas.

In addition to the new plants, 98 expansions were announced for Houston. The total new plants and expansion projects exceeded the combined number reported for Louisiana, Arkansas, Oklahoma and New Mexico.

The impressive rate of industrial development in the Houston-Gulf Coast region has been accelerated by an abundance of natural resources. Oil, gas, salt, sulphur and water provide a solid raw materials foundation for the nation's largest concentration of interrelated petroleum, gas, chemical, primary and fabricated metals and allied industries.

A rapid expansion of retail, wholesale, financial and service businesses has resulted from these job-creating, resource-oriented industries. Industrial markets of considerable size have resulted. Consumer markets are emerging.

Measured in terms of money and people -- the basic purchasing power components of any market -- Houston is large enough to justify many types of consumer goods manufacturing. In an analysis of the Houston economy, the research staff of the Eleventh District Reserve Bank reported that "...a new horizon is the trend toward local production, procession, assembling, and distribution of consumer goods."

Houston is the fastest growing wholesale distribution center in the South and Southwest, according to the most recent figures available from the Census of Business.

Since World War II, Houston's wholesale distributing facilities have expanded rapidly in scope of service and variety of inventory. Manufacturing and distributing operations have become increasingly diverse, broadening the area's economic base and developing greater market maturity.

Houston ranks as the most diversified manufacturing center in the Southwest. Specifically, Houston is first in 10 of the 15 major manufacturing categories reported in the Census of Manufacturers on the basis of Standard Industrial Classifications.

Markets are circumscribed not by distances but by transportation costs. A decisive competitive advantage is Houston's through its port: water-competitive freight rates.

Consumer goods shipments from the East move by water and truck water routes in Sea-Land containerships to Houston. Overnight distribution is made to most of Texas' interior metropolitan markets at freight costs lower than by all-surface routes. Freight savings to the immediate Houston area are even more substantial.

Heavy tonnages of locally produced goods, food products, and raw and intermediate materials enjoy this same low cost water transportation route to Eastern markets. Rail-water and truck-water rate benefits extend inland to attract additional tonnages. Transshipment of trailers into the offshore and foreign trade routes is available.

Low cost barge transportation on the 1,100 mile Gulf Intracoastal Waterway links Houston with the 10,000 mile inland waterways system. Nine common carrier barge lines and scores of contract, specialized and exempt carriers handled a total of 22 million tons in 1967. Equally important to Houston's freight savings are the low rates maintained by surface carriers on the hundreds of thousands of tons of competitive goods hauled by barge.

Huge volumes of port generated tonnages, in turn, command lower bases of rates than normally apply at interior points.

A prime asset is Houston's position as the hub of a complete transportation complex offering truck and train, ship and plane, bus and barge services.

Through the Port of Houston, Houston based operations enjoy direct access to markets around the world. And the Port serves as gateway to the world for the vast 23 state heartland of mid-America which stretches from the Mississippi River to the Rocky Mountains and from Canada to Mexico.

More than 4,200 ships from 120 steamship lines moved 58 million tons of cargo through the Port in 1967. For the first six months of 1968, almost 35 million tons of cargo were moved.

Houston can ship and receive cargos by barge along protected inland waterways to and from such far-flung points as Pittsburgh, Chicago, St. Paul and Sioux City.

Six major railway systems operate 14 separate lines radiating from the city; 34 other railroads maintain off-line sales offices in Houston.

Thirty-four common carrier truck lines operate daily schedules in serving this Southwest distribution center and provide direct routes to the East, Midwest and Pacific Coast. In addition to these general commodities carriers, Houston's regulated trucking services include 41 oil field equipment haulers, 14 tank-truck lines, 17 household carriers and 20 other specialized carriers. For local delivery trucking, 125 firms operate in the 30-city local delivery zone.

Houston's Intercontinental Airport is an international gateway to Central and South America as well as Europe. Ten airlines provide direct, single-plane service between Houston and 95 domestic and foreign cities, with a daily average of more than 330 scheduled arrivals and departures.

Houston is also one of the leading business-aircraft centers in the country. The business-jet fleet numbers more than 60 and includes Jet-Stars, Sabreliners, Lears, Falcons, Jet commanders, and even one BAC-111. The business-turboprop fleet numbers more than 30.

Within a ten-year period, Houston vaulted from fourteenth to sixth place among the nation's largest cities. Today, Houston leads the Southwest in population, industrial markets, payroll, retail sales, bank deposits, oil, gas, chemicals, per capita income and construction. One need only look at the changing Houston landscape to know that the city sets the pace in building. Since 1961, more than nine million square feet of office space has been built or put into construction. Among the current projects is the 52-story Number One Shell Plaza in downtown Houston. Meanwhile, air-conditioned shopping centers, high-rise apartment buildings, more than 20 industrial parks and whole new towns are springing up in Houston's outlying areas.

Houstonians back their dreams with their dollars. The action usually pays off handsomely. For a showcase in point, take the Astrodome or Jesse H. Jones Hall of the Performing Arts. In 1958 and 1961, Harris County voters endorsed bond issues totaling \$35.5 million, the Astrodome is worth an estimated \$80 million annually to the economy of the Houston area.

To accommodate exhibits and cattle shows, the Houston Livestock Show and Rodeo Association has supplied an exhibit hall located next to the Astrodome.

What "the Dome" is to sports buffs, "the Hall" is to lovers of the performing arts. Jones Hall is the newest wonderland in the city's rapidly expanding cultural environment. The glittering temple of the arts is the stage for ballets, operas, symphony concerts, musical comedies and dramas. Funds for construction of the \$7.4 million building were contributed by Houston Endowment, Inc.

a foundation established by the civic leader, Jesse H. Jones, and his wife.

What has been called the "in-migration" of new residents to Houston brings large numbers of scientists, educators and other professional people to the city each year. Their credentials are impressive, and the reasons for their interest in Houston are obvious. The city is blessed with an abundance of fine schools; it also is preoccupied with a huge variety of medical, scientific and educational research projects.

Houston is the site of the Texas Medical Center. This teaching, research and treatment complex covers 175 acres and includes 16 major institutions. World celebrities enter its doors to seek the services of its staff. It was here that success in implanting an artificial heart in a human being was first realized. The operation, in which a plastic pump was used to replace the function of the left ventricle, was an epic step in the direction of an even more dramatic medical goal: development of a man-made human heart.

Founded in 1946, the Texas Medical Center includes about twenty buildings with several more under construction. Much of the building has been financed by private capital. The value of facilities within the medical complex is estimated at \$150 million. Institutions in the center employ 11,000 persons and have an annual budget of almost \$80 million. While it was designed for humanitarian purposes, the center has brought Houston to the fore as a capital of medical training and research.

Houston also is the home of the University of Houston, Rice University, Baylor University School of Medicine, University of Texas School of Dentistry, University of St. Thomas, Texas Southern University, Houston Baptist College and Sacred Heart Dominican College.

Creation of the Manned Spacecraft Center on a saltgrass ranch south of the city heated the already steaming Houston economy. Aerospace companies and other firms reacted predictably by moving quickly into the MSC area around Clear Lake. Supporting NASA (National Aeronautics and Space Administration) today are about 170 space-related industries, and more are anticipated. Houston's payroll has flowered amidst the flurry of man's efforts to reach the stars. According to a recent estimate, NASA has created 6,900 new jobs in Houston. Count MSC employees, their families, plus jobs that are created, and it adds up to 63,000 people who are supporting the Houston economy with their dollars. The impact of NASA on the Clear Lake area is equally astonishing. In addition to stimulating growth in existing towns, the space program has brought new communities and multi-million dollar office complexes into the area.

PORT OF HOUSTON

In 1915 an event occurred which has profoundly influenced the economic and social life of this community and its economic impact has been felt throughout the entire Gulf Southwest. In that year the Houston Ship Channel was completed, which transformed Houston from an inland to a port city, thus vastly expanding its economic potential.

Founded in 1836, Houston experienced comparatively slow but solid growth, gradually gaining momentum, and by 1915, what is now Metropolitan Houston (Harris County), had a population of approximately 150 thousand. This compares with its two leading contemporaries, 170 thousand in the Dallas Metropolitan area (Dallas County) and 160 thousand in the San Antonio Metropolitan area (Bexar County).

During this 80-year period, the economy of Houston was based primarily upon range livestock, agriculture, and forest product production. Such manufacturing as developed consisted of the processing and manufacturing of raw materials from these sources largely for the local and immediately surrounding market. Trade, both wholesale and retail, together with service occupations kept pace with population growth. Not until 1901 when Spindletop came in with a flourish (and almost as quickly subsided) did anything occur to disturb the serenity of the economic scene in what on the surface appeared to be a slumbering city along the sleepy bayou.

Beneath this seeming slumber, however, big ideas accompanied by appropriate action were rapidly taking shape after the turn of the century under a dynamic leadership supported by a responsive citizenry, and in 1915 the deed had been accomplished -- Houston had become a seaport and had acquired a widening economic

horizon and a broader spiritual outlook. Moreover, two developments of world-shaking magnitude were occurring during the decade in which the ship channel was under construction -- the one, international in scope, led to World War I; the other of national scope -- the introduction of the internal combustion engine which led to the motor age and which has revolutionized transportation in its multitudinous ramifications.

These events completely altered the major functions the ship channel was expected to perform when it was conceived by its founders; viz, to provide an avenue for conveying agricultural products, primarily cotton, to the high seas. It has become instead the magnet which has attracted three major groups of mass production manufacturing industries to this area -- the oil refining, chemical and metals industries -- all of which have come here because of availability of water transportation. Moreover, it is the force which had led to the construction of oil and gas pipe lines from all over the Gulf Southwest.

Oil production in Texas dropped sharply from its peak in 1905. Up until 1915 the main product of petroleum was kerosene. The simultaneous occurrence of World War I and the introduction of the motor car and airplane led to a tremendous increase in demand for motor fuel and lubricants. Stimulated by the rising price of oil upon the outbreak of World War I, exploration and oil production increased sharply all over Texas, Oklahoma, and Louisiana. Refineries were built wherever water transportation was available, and by 1928 Texas ranked first in oil production and in 1930 ranked first in refining with oil pipe lines converging and refineries concentrating along the Gulf ports.

Two decades later concentration and expansion of oil refineries on waterways was further augmented upon the outbreak of World War II with its stupendous demand for aviation gasoline and for chemicals for making explosives and synthetic

rubber. This development led to the establishment along the ship channel of a vast new industry whose raw materials initially were the waste gases from the oil refineries -- the organic chemical industry -- which continued to grow during the postwar years at an accelerated rate. This industry has been named the petro-chemical industry because of its use of hydro-carbons derived from oil and natural gas instead of from coal tar as was the case prior to World War I.

Auxilliary to the oil and natural gas production industries, together with oil refining and chemical plants, the primary metals and oil field equipment industries have grown rapidly, and being mass producers, require access to water transportation.

Thus the Houston Port, although still the medium for transporting farm products, has become primarily the agency through which chemicals, refinery products, oil field equipment and related products originate which are destined for ocean ports in this and foreign countries and through interior waterways to points within the United States.

It cannot be overemphasized that the industries producing basic chemicals, refinery products, primary metals, and oil field equipment would not be located in the Houston area if it were not for the Port. The same is true of wholesale establishments, major fabricating plants and manufacturers of paper and allied products handling bulk products and which are attracted here by water transportation facilities. Approximately 90,000 workers with an average income of \$5,000 per year are directly employed in these various types of manufacturing and wholesale type establishments, creating an annual payroll of \$450 million. Then, too, a considerable number of workers are employed in operating the Port facilities. The total annual payroll attributable directly to the Port is thus estimated at approximately \$500 million. The expenditure of this sum gives rise to innumerable

businesses -- large and small -- service occupations and professional groups whose incomes are therefore largely the indirect effect of the Port.

Finally, it should be pointed out that the favorable freight rates resulting from availability of water transportation may be expected to stimulate the establishment of end product industries for the purpose of upgrading a growing proportion of the mass produced products of the chemical and allied industries now being shipped to the north and east for further processing, compounding, fabricating or manufacturing. Such industries may ultimately be expected to supply at least local markets, and in some cases national markets, as, for example, the oil refining industry already does, as well as markets in foreign countries, especially Latin America. Such a development would contribute substantially to the maintenance of the annual rate of population increase (approximately 4.5 percent) which has prevailed in metropolitan Houston since 1940 and as a consequence would result in more than doubling the present population by 1975.

In conclusion, we should again be reminded that the construction of the Houston ship channel was conceived and consummated at a stage of Houston's growth when the economic horizon of this region was much narrower than it is today. The knowledge of Texas' natural resources was in its infancy.

Yet, in spite of these limitations, this vast project was undertaken and completed on the basis of known facts and projections thereof. The results more than justified the fondest hopes of the builders. During the entire epochal period since 1915, the Port has been a dominant factor in promoting the economy of this region both in its peacetime growth and in meeting the crises engendered by two World Wars. The Houston Port has thus contributed greatly in shaping the Metropolitan Houston of today. To contribute proportionally to the Houston of Tomorrow will require a careful reappraisal of the adequacy of the channel

adequacy of the channel itself as well as the necessary growth in port facilities which will be required to implement this waterway.

Although our economic horizons have been broadened spectacularly by the experience of the past 40 years and this fact enables us to see quite clearly the probable economic trends for some distance into the future, yet there are many aspects of the economic potentials of this region which will require the best thought that can be given to the subject by the leadership of this community as well as by that of the State and the Nation. It will then be incumbent upon this leadership to find practical means of keeping the public accurately informed upon issues which may be presented from time to time for public action and which may have far reaching consequences upon their present welfare as well as that of the generations to come.

HISTORY
UNIVERSITY OF HOUSTON

The University of Houston was established in 1927 under the temporary title of Houston Junior College. The primary enrollment of 220 students first attended classes at San Jacinto High School, which served as a temporary base until funds and location could be established for the formal dedication of the school. Seven years after this inaugural event, the University of Houston was established on April 30, 1934.

The increased interest in university education was evident in the spirit in which the university was founded and upon the principles which undergird the purpose and tradition to which the school continually aspires:

1. To provide practical education for employed adults in cooperation with local business and industrial concerns.
2. To provide opportunities for higher education for those who must go to work immediately after finishing high school.
3. To provide opportunities for cultural advancement and general self-improvement desired by many persons who because of technical prerequisites are frequently debarred from such opportunities.
4. To provide higher education for high school graduates who for various reasons can not leave home to go to colleges.

Despite the fact that the University of Houston had been established as a formal institution, classes were still being held at the San Jacinto High School and at two new locations, the South Main Baptist Church and the Second Baptist Church of Houston.

In 1939, the University of Houston finally moved to its present location consisting of 110 acres. The land was donated by two men who were instrumental in the founding of the school. Ben Taub and J. J. Settegast worked tirelessly and feverishly toward the establishment of a center of higher learning in Houston, and through their efforts and participation, a fund drive resulted in the acquisition of \$800,000.

The University of Houston had indeed grown rapidly. In the same year, the first permanent building, the Roy Gustav Cullen building was erected and which still remains as a constant reminder of the dedication and efforts of the early founders. The enrollment had amassed to 3,084 students. The actual administration and faculty had grown consequently and the University of Houston consisted of the General College, the College of Arts and Sciences, and the College of Community Service. The colleges offered degrees of Bachelor of Science and Bachelor of Arts. Graduate studies were inaugurated and the University was able to process and graduate its first doctoral candidate in 1947.

The school continued in a rapid mood of progress in other fields than academic life. The establishment and licensing of the first educational television network was formulated at the University of Houston in 1953. Today, the network of KUHT-TV maintains active and interesting programs guided to the culture and education of the community as well as the student and teacher. In 1954, the University of Houston received formal accreditation from the Southern Association of Colleges and Secondary Schools. The following three years were spent in the formulation of greater facilities on campus and in 1957 marked the completion of the Fred J. Heyne building, the present home of the College of Business Admin-

istration. Finally, on May, 1961, the University of Houston was admitted to be the twentieth member of the Texas State System of Higher Education, and on September 1, 1963, the school became an authorized member of the system able to function according to the conditions of admittance.

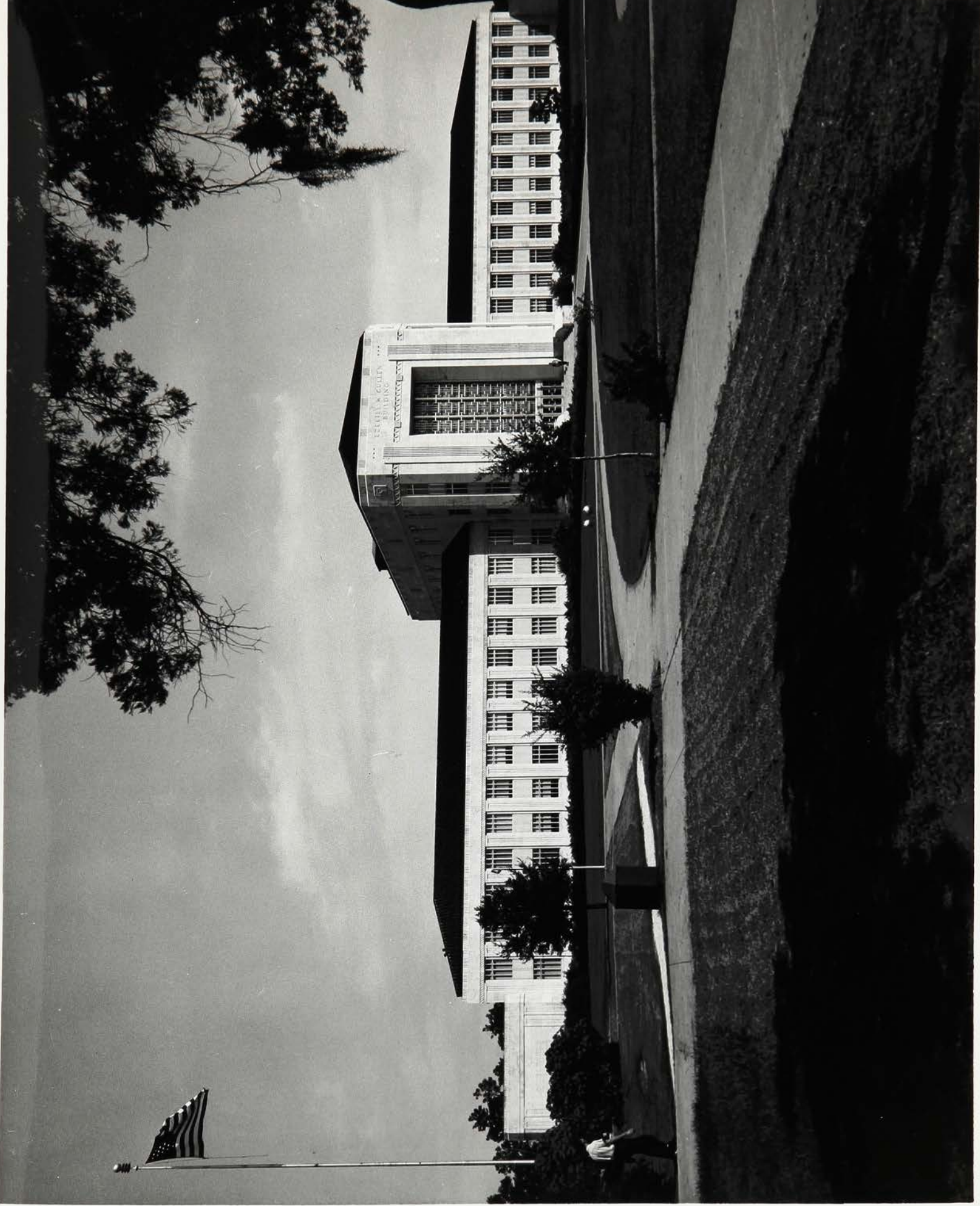
Recent history has shown that the University of Houston is continuing in maintaining its role in the community as a valuable and necessary institution. There is a current reconstruction project being completed and new facilities are near completion for the establishment of a new addition to the M. D. Anderson Library, a field house for sports activities, and a spacious twin high-rise dormitory which will house 1,200 students. Plans have been formulated for a new College of Education and a School of Continuing Education.

Currently, the University of Houston can boast of an enrollment of 23,000 students and the figure is increasing annually. The students are offered in excess of 80 major areas of concentration and are instructed by no less than 600 faculty members, many of whom have reached terminal qualifications in their representative fields. The University of Houston has been named as one of the national leaders in education and in payment of faculty salaries. It has received attention from the American Association of University Professors by seeking to provide the faculty member with the best area and salary benefits it has to offer.

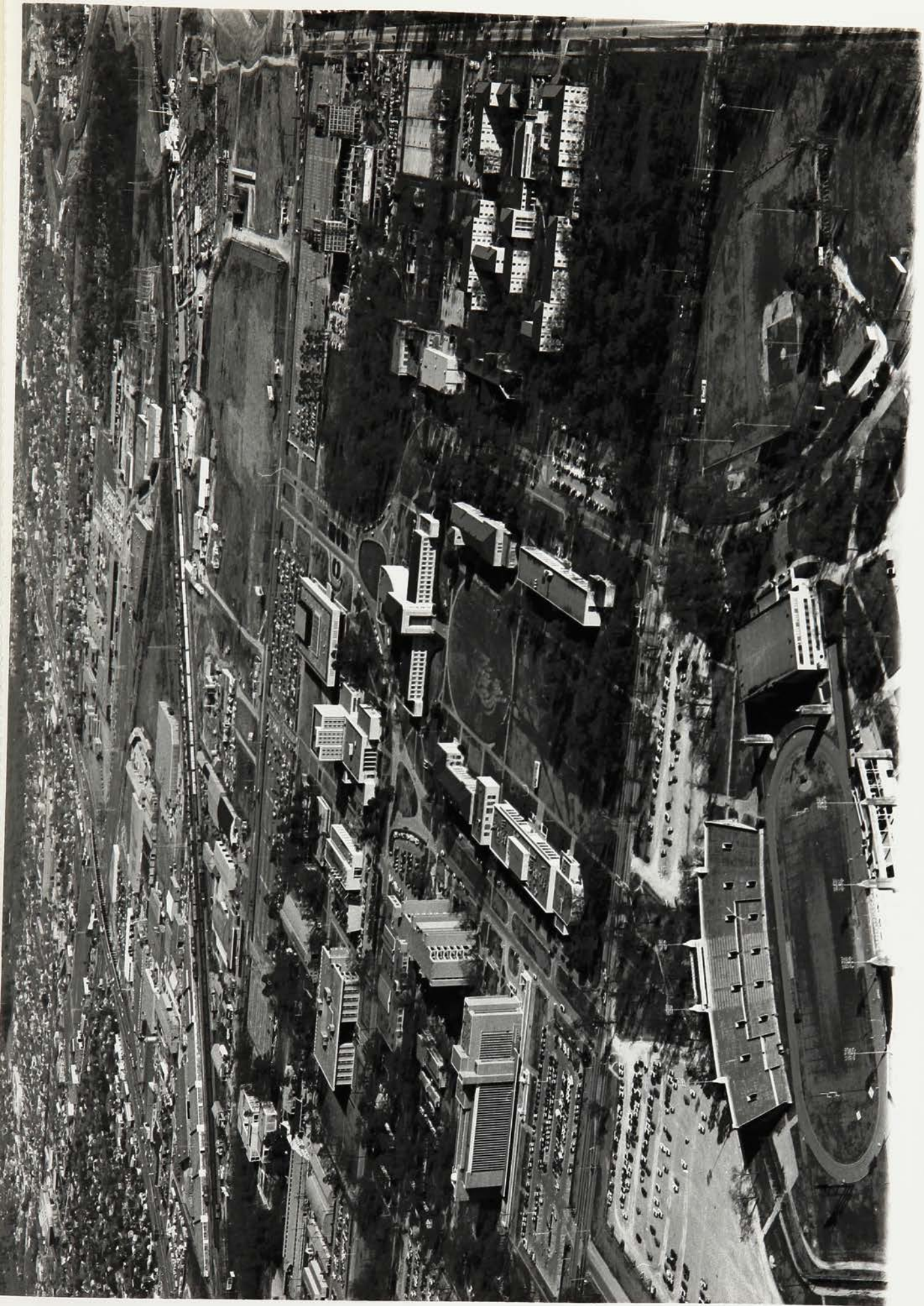
In the final result, the University of Houston interacts in many beneficial ways with the community. It offers many services, active participation in scholastic and vocational learning, and seeks to maintain its role as a leader in higher education. It draws from what the community has to offer and offers qualified and authoritative information on culture and society.



University Center, Hub of Student Activities



Ezekiel Cullen Building, Administration
-17-



University of Houston, Main Campus

COLLEGES OF THE UNIVERSITY OF HOUSTON

The University of Houston is composed of the College of Architecture, Arts and Sciences, Business Administration, Cullen College of Engineering, Education, Bates College of Law, Optometry, Pharmacy, and Technology, plus the Graduate School, Downtown School, Graduate School of Social Work, and the Institute for Urban Studies.

The faculty of the University of Houston numbers over one thousand persons from a wide range of the leading educational institutions of the United States and abroad. Scholars of established renown and those of marked potential are increasingly attracted to the campus and to the formidable industrial, scientific, and cultural advantage in being able to recruit part-time staff from the many professional fields represented in the community.

Among the special facilities of the University is its educational television station, KUHT-TV, which was the first ETV station established within the United States. Now operating with maximum power over an 80-mile radius the station offers expanded services for a potential 2.2 million viewers. The Management Development Center, with excellently designed facilities in the Fred J. Heyne Building, is one of a number of University of Houston agencies offering valuable training and services to the community and state. Other University agencies include the Center for Research in Business and Economics, the Personnel Psychology Services Center, the Gulf School Research Development Association, and the Public Affairs Research Center. The University is the site of many important training institutes. An important new component, the Clear Lake City Center, serves primarily the NASA Manned Spacecraft Center and supporting industries.

College of Architecture

The University of Houston College of Architecture provides the student with the broad and comprehensive education necessary for a professional career. This is accomplished in a five-year program leading to the professional degree of Bachelor of Architecture. As a professional in the field, the architect in today's society must be well-versed in many fields -- principally, coordination, planning, and economics, as well as the traditional fields of the arts, aesthetics, technology of materials, and professional practice. This calls for a diversified program incorporating the curriculum of the College of Architecture, as well as selected courses from the overall University curriculum to further broaden the student's scope. A City Planning option is offered in the fifth year. This option allows the student to spend this final year focusing his efforts on urban problems. Special courses are also provided for the student wishing to do research in a particular subject.

The student is encouraged to take advantage of the significant program of all the arts in the Houston and Southwest Community. This community also provides exciting opportunities in the professional field in which the student may gain valuable experience.

The University of Houston is a member of the Southern Association of Colleges and Schools, and of the Association of Texas Colleges and Universities. In addition, the University and its various colleges hold membership in other organizations and accrediting agencies. Specific information may be found in the General Information Catalog.

The College of Architecture is a member of the Association of Collegiate Schools of Architecture and the National Council of Architectural Registration Board. The Bachelor of Architecture Degree meets the educational requirements of

the Texas Board of Architectural Examiners for registration as an architect in the state of Texas.

College of Arts and Sciences

The College of Arts and Sciences is the central instructional unit of the University. Its primary purpose is the development of each student's interests and abilities to the end that he may lead a happy and useful life, taking his place in our society, sharing in its leadership in intellectual, ethical, economic, and social activities.

Each student in the University participates in the course work of the College of Arts and Sciences by taking a core of subjects representing the common background necessary for all fields. Those majoring in the departments of the College of Arts and Sciences are seeking a liberal education, preparing themselves for one of the professions, laying the groundwork for graduate study, gathering the information necessary to enable them to become teachers, or improving their specific aptitudes so that they may take their place in business and industry.

The curricula of the College of Arts and Sciences are designed to acquaint each student with the main fields of intellectual interest, while allowing at the same time as deep a knowledge as possible of one special field. Emphasis is placed upon broad information as well as the skills of solving problems and developing habits of initiative, judgment, self-reliance, and self-discipline. The faculty members are selected for their knowledge, teaching skills, and research ability, to enable them to instruct and to counsel students in all phases of their special province.

The University Honors Program is intended primarily for the student with strong intellectual motivation and leadership potential. While the program

purposefully emphasizes superior preparation for graduate and professional training, there are no formal restrictions on the particular field of study. Eligible students majoring in any field may participate. Interdisciplinary studies are encouraged and are arranged to meet individual needs.

The four-year University Honors Program provides special classes and interdisciplinary seminars emphasizing discussion and individual study for selected small groups of students working closely with honors faculty. The freshman and sophomore, or lower division, part of this four-year program stresses intense study of a wide spectrum of basic academic disciplines. The junior and senior, or upper division, part of this program emphasizes a greater than usual development of a major discipline. A senior honors thesis is required. Students interested in the four-year program should apply as entering freshmen or, at the latest, before the end of their third full semester.

A second plan, the Senior Honors Thesis Program, is open to students who have demonstrated exceptional ability in their first three years. The student is required in his senior year to prepare and defend a thesis.

The third plan provides Honors in courses offered in a number of different departments. These are small classes which give an opportunity for honors-level achievement to students who have special interests and superior ability in a particular field of study.

College of Education

Well-qualified and professionally educated teachers, counselors, and administrators are essential to our society. The College intends that its graduates, taking their places in the educational system, shall be well-trained in teaching skills and competent within their area of specialization. Both the pre-professional

and the in-service education of teachers are considered as essential responsibilities of the College.

The College has as its primary purpose the preparation of teachers for public and private schools. Graduate work in education is primarily for experienced teachers, counselors, and administrators.

The Bachelor of Science in Education, Master of Education, and Doctor of Education Degrees are offered.

The University of Houston offers degree programs designed, in keeping with the regulations of the State Board of Education, to meet the requirements for certification to teach in the State of Texas.

The College of Education offers the programs for certification in art education, business education, elementary education, health and physical education, industrial education, and special education. The College of Arts and Sciences offers academic programs leading to teacher certification on the secondary school level. The College of Education is the recommending college for teacher certification.

If a student changes his field of teaching specialization, he may be required to take additional courses to meet certification requirements. A post-baccalaureate student who wishes to earn a teaching certificate, or who holds a certificate and wishes to change his teaching field, may be required to take undergraduate-level courses in order to meet certification requirements.

Cullen College of Engineering

The goal of the Cullen College of Engineering is to prepare each student for a career, not a job. Because of the diversity of engineering careers, this means that the student will be called upon to master, first, the scientific principles upon which his practice is based, and, secondly, the industrial and sociological structure which regulates the application of science to community life.

The curriculum is designed so that students may enter industry directly at the end of the four-year program, or may continue study at the graduate level. Over half of the engineers completing four-year programs go on to graduate school.

The College of Engineering has five departments:

Chemical and Petroleum Engineering
Civil Engineering
Electrical Engineering
Industrial Engineering
Mechanical Engineering

In addition to programs of study leading to specialization in these five fields, there are interdepartmental programs in areas such as computer applications, environmental engineering, oceanographic engineering, operations research, and systems engineering.

The student should, during his first year, investigate the different programs of study so that he can choose his specific field before entering the second year, where the curriculum begins to diversify. Even at the end of the second year, the student can change his educational objective without undue difficulty. About three-fourths of the curriculum is the same for all departments.

Graduate School

The great expansion of knowledge in the twentieth century and the introduction of many specialized techniques in business, industry, and the professions have increased immeasurably the importance of studies beyond the bachelor's degree in the arts and sciences, and in professional fields such as engineering and education, as well as in many others.

An increasing number of men and women are finding study and research leading to a master's or a doctor's degree necessary not only in the development of their cultural life but also to keep them abreast of current trends in their businesses

and professions. At the University of Houston they may pursue graduate studies while employed full-time or part-time; or they may, if circumstances permit, become full-time graduate students and shorten the time required to obtain the desired degree.

The University of Houston offers a master's degree in most of the areas of the arts and sciences, business administration, education, engineering, and pharmacy.

Professional degrees are gained with stress on basic academic preparation upon admission, and an increasing trend toward thesis and dissertation requirements.

The development of scholarship and the achievement of a critical attitude toward the literature of the field, as well as the contribution of original work competently presented in the form of a thesis or dissertation, are objectives of the traditional graduate degrees.

Graduate work on the master's level was first offered at the University of Houston in 1939. A program leading to the doctorate in education was established in 1945, and doctoral programs were initiated in psychology in 1948, chemistry, chemical engineering, and economics in 1959, biological sciences and biophysical sciences in 1960, physics in 1961, mechanical engineering in 1962, electrical engineering in 1963, mathematics in 1965, and English and history in 1967.

In addition to these programs, which are administered through the Graduate School, a new program leading to the Master of Social Work is being initiated.

Bates College of Law

Because the true measure of a law school's success is the service rendered by its graduates, the goal of the Bates College of Law is to develop in each

student the professional competence, coupled with a realization of the human condition, that will enable him to assume the responsibility of decision-making in a space-age society's legal problems.

To meet current standards in legal education, most law schools today require that the student complete a four-year college program to give him the breadth of a general education before beginning professional training. He then is introduced to the study of law -- long hours of intensive study, learning the language and techniques of the profession, mastering a collection of reported cases, and learning to reason with legal concepts. Through study of the past, the student comes to recognize the basic and continuing problems of maintaining order in society by means of laws and the evolution of legal thought in solving these problems.

In his second and third years, the student sharpens his professional skills through such activities as practice in courtroom situations and writing legal papers, continues his study of the law and legal problems of today, and looks to the future to study the problems of tomorrow and the means by which, through his practice of law, he may work to achieve desirable goals.

College of Optometry

The College of Optometry was opened in 1952 as the direct result of a request from the Texas Optometric Association. The professional program offered by the College consists of four years of study leading to graduation with the Doctor of Optometry Degree. The entire optometric curriculum includes two years of pre-optometry and four years of professional courses, with one summer session of attendance between the second and third professional years.

The two-year pre-professional program includes the basic science subjects required for the study of optometry and, combined with the next two years of the

curriculum, forms the program for the Bachelor of Science Degree offered by the College.

The primary objective of the College is the graduation of highly educated, thoroughly qualified Doctors of Optometry who are prepared for excellence in the services they provide. In addition, the College seeks to implant in its students the ethical and moral attitudes of the professional person and to make them cognizant of their responsibilities to society and the community. A creative environment of instruction and inquiry is provided in order to produce the highest level of understanding of visual science and an interest in graduate education.

Recent advances in the field of visual care are made available to the practicing optometrist by means of postgraduate courses. The clinical faculty and facilities are available for consultation and diagnostic assistance.

College of Pharmacy

The science of pharmacy has long been recognized as important for fulfilling functions closely related to the field of medicine -- the pharmacist prepares medicines prescribed by physicians, advises on physical-chemical properties of drugs, and, often, serves as health information specialist to the community. The explosive increase in development of new drugs and the broad expansion of medical services promise an exciting future for pharmacists.

Although occupational opportunities are many and varied, sound academic ability, particularly in the sciences, is basic to the profession of pharmacy. The program offered by the College of Pharmacy is a five-year curriculum leading to the Bachelor of Science in Pharmacy Degree. The College also offers graduate courses in various specialities leading to the Master of Science in Pharmacy Degree.

College of Technology

Technical Institutes offer college-level programs in a number of areas, but the offerings of this College are restricted to curricula in engineering technology. Such curricula emphasize the understanding of basic principles of mathematics and science rather than the acquisition of manual skills. The programs of instruction are similar in nature to, but briefer and more completely technical in content than, professional engineering curricula. The major purpose of these curricula is to provide engineering and scientific technicians who function as production and construction supervisors, aides to professional engineers and architects, or who operate their own technical businesses. The primary purpose of each curriculum is to produce practical production and construction men who are available for employment immediately after graduation. These men have acquired the vocabulary of the engineer, understand the basic principles of the fundamental sciences, and are able to supervise and assist the skilled craftsman in the production and construction of engineering works.

Graduates of this College are qualified for employment in a great variety of technical occupations such as architectural, civil, and mechanical drafting; structural and highway design; mechanical, electrical, and building inspection; technical sales; and for other positions in the manufacture, operation, and maintenance of mechanical, electrical, and electronic equipment. Many are operating their own technical businesses.

COLLEGE OF BUSINESS ADMINISTRATION
UNIVERSITY OF HOUSTON

The University of Houston was founded as a private, four-year institution in 1934. A separate College of Business Administration was organized in 1942. In 1963 the University of Houston became the twentieth unit to join the state system of higher education. The offices, classrooms, and laboratories of the College of Business Administration are located in the Fred J. Heyne Building, a modern, air-conditioned structure made possible by a gift from Houston Endowment Incorporated, established by the late Jesse H. Jones. The College consists of eight academic departments and three special centers. The departments include Accounting, Behavioral Management Science, Economics, Finance, General Business Administration, Marketing, Production-Logistics Management, and Quantitative Management Science. The Centers in the College include the Management Development Center, the Center for Research in Business and Economics, and the Center for Human Resources. In 1969 or 1970 the graduate division of the College will move into a new three-story Graduate Studies Building.

The degree programs and areas of concentration of the College of Business Administration have the following major goals: (1) to provide a solid foundation of knowledge in quantitative methods and the behavioral sciences; (2) to build on this dual foundation a program that develops competence for the complete administrative process and yet allows a reasonable degree of skill intensification in a selected area; and (3) to offer especially a program that will help the student to see managerial activity and the economic system in their most meaningful relation to the goals and values of other individuals, the national society, and the world community. The learning experience provided by the College seeks to produce minds that are sufficiently agile and innovative

to be able to contribute to the life-supporting and life-enriching process. The curriculum is designed to create a basis for the comparative analysis of value systems and to provide sensitivity to the humanities and natural sciences as well as to develop professional managerial skill.

The size and complexity of the modern economic enterprise precludes direct supervision of operations by management. As a basis for planning and control, management must rely on information obtained from various sources. Among the most vital sources of management information is the accounting function. Accounting, then, is an information science dealing with the collection and processing of data to measure such management phenomena as income, cost, and funds flow. These measurements are essential to management in making decisions in the major operating areas of marketing, production, and finance, and in controlling operations to assure that management objectives are actually accomplished.

A crucial aspect of the administrative or managerial process is an understanding of the human factors existing in the business enterprise. Behavioral Management Science, using the knowledges and understandings of the behavioral and social sciences, provides the bridge between organizational tasks and the people who perform them. The objective of the Department of Behavioral Management Science is to prepare the student to understand the behavioral dynamics of the administrative process and to help him meet effectively the human problems found in business and industry. The processes of learning, perception, communication, motivation and value formation as they exist in the work milieu are examined. The influences of organization behavior and the dynamics of interpersonal relations in the task situation are studied and experienced.

A thorough knowledge of economics is essential if one is to understand the dynamic and complex environment in which business and governmental decisions are made. The course of study in economics is designed to provide the student with a comprehensive understanding of the basic principles which explain how resources are allocated among alternative, competing uses; how the economy experiences recurring instability; and how the growth process of the economic system unfolds. Monetary, fiscal, antitrust, and other policies are examined in order to determine how they may improve the allocative system, minimize economic fluctuations, and enhance economic growth. A sound grasp of these principles and policies, and the institutions related to them, is fundamental to all important business and governmental decision-making activities. The curriculum also provides courses in international economics, the problems of lagging economies and regions, industrial organization and managerial decision-making within the firm, mathematical economics and econometrics, monetary and fiscal theory and policy, resources, and manpower and labor economics.

The main objective of the Department of Finance is to provide a framework for analyzing and interpreting the money decisions of individuals, business firms, and governmental bodies. Such decisions run the gamut from personal loans to corporate loans; from individual investment decisions to the portfolio investment decisions of giant investment companies; from decisions to lease an automobile to decisions to purchase the assets of an entire corporation; and from decisions on family budgetary matters to the capital budgeting programs of giant corporations. The three general areas of coverage in the finance curriculum are: (1) business finance, (2) investments, and (3) financial institutions. Business finance encompasses an analysis of both the day-to-day financial decisions of the firm as well as those decisions which are more episodic in nature, such as mergers, long-range investment planning of the

individual (stocks and bonds, real estate, etc.) as well as an analysis of the investment strategies of the institutional investors (mutual funds, pension funds, etc.). Financial institutions examine the nature and decision-making processes of financial institutions such as commercial banks, insurance companies, savings and loan associations, and others.

The Department of General Business Administration's broad objective is to help the student develop his abilities to perceive, reason, communicate, act, and react within problem-solving situations that influence his personal fulfillment, his professional advancement, and his social responsibility. The Department of General Business Administration's specific objective is to familiarize the student with modern business organizations, business career opportunities, legal aspects of business operations, business communications, and business research disciplines.

The purpose of a business firm is to find, develop, and profitably serve market opportunities. In a competitive economy, a given firm achieves success in the market by understanding what consumers need and want, and by continually adapting and improving its products to meet consumer demands. Our society is astir with rapidly changing living patterns, incomes, and values; the effective competitor takes into account these and other environmental changes in establishing his "marketing strategy," his particular approach to market opportunities. Marketing as a field of knowledge acquaints the student with the activities involved in anticipating and stimulating demand and in completing the transfer of ownership and possession of goods and services from product to consumer. The objective is the maximization of consumer satisfaction at minimum cost to society.

Production-Logistics Management relates to the production and distribution of goods and services. Production involves the creative process of converting inputs into a final form, while logistics incorporates physical movement activities.

The Production-Logistics Management Department's principle objective is designed to provide students with an understanding and application of the roles of production and logistics within the business environment. Emphasis is placed upon the interrelationships of these functions to each other and to the total system of the firm. Decision-oriented, the program employs quantitative analysis in resolving production and logistics problems.

The expansion of American companies abroad and the economic vitality of developing nations have intensified the demand for university graduates in international business operations. In response to new and increasingly complex international business opportunities, American firms have progressed beyond the comparatively simple stage of import-export operations. With the establishment of world-wide operating units, many companies once of only national scope are rapidly becoming multi-national. Therefore, students of international business must demonstrate competence in the core business subjects, selected courses in the humanities and political and social sciences providing a background for understanding international environments, and a foreign language.

Quantitative Management Science involves applications of sophisticated mathematical and statistical techniques to business problems. It provides a way for the businessman to approach many problems in a more scientific manner. The Department of Quantitative Management Science has two basic objectives. The first is the provision of basic education in the quantitative area for all undergraduate and graduate business administration students. The second objective is to provide undergraduate and graduate programs for those who wish to emphasize quantitative methods of analysis and decision-making. At the graduate level (and to some extent at the undergraduate level) the program in quantitative management science consists of two somewhat distinct subject matter areas -- one for those who wish to emphasize statistical analysis and another for those who wish to concentrate on operations research and systems analysis.

During the freshman and sophomore years, all students in the College will follow the general core program and are designated simply as Business Administration students. In the last semester of sophomore work, each student must select an area of concentration from those mentioned above. Once the area of concentration has been selected, the student must satisfy the requirements of the area as set forth by the appropriate department.

The College of Business Administration offers a 60-hour graduate program leading to the Master of Business Administration Degree, encompassing the following major goals: (1) to provide a solid foundation of knowledge in both quantitative methods and behavioral sciences; (2) to build on this foundation a program that is broad in nature and aimed at general competence for overall management; and (3) to provide especially a program that will let the student see managerial activity and the enterprise system in the most meaningful relation to their social setting and to the goals and values of society and the individual. Students with academic backgrounds in the liberal arts, the sciences and engineering, as well as those with undergraduate work in business administration are encouraged to apply. In addition to its behavioral and quantitative science foundations, the program emphasizes a third area: value conflict theory. Instructional methods vary with the subject matter of the courses, but heavy emphasis is placed upon business gaming and simulation, case analysis, seminar reports, and research assignments. The emphasis placed on quantitative analysis and decision theory requires that the student have certain basic mathematical skills with the elements of calculus, set theory, matrix theory, and algorithms.

At the master's level, the College of Business Administration offers a 36-hour Master of Science in Accountancy Degree. This intensive program of professional accounting study has been designed for individuals who wish to

satisfy the course requirements of the Certified Public Accountant laws of the State of Texas. The program draws heavily on courses in the quantitative and behavioral areas and provides a well-rounded background in business administration in addition to specific competence in the area of accounting.

On the doctoral level, the College provides a program leading to the Doctor of Philosophy Degree in Business Administration. The doctoral program is research-oriented and is designed to produce management scholars equipped to expand the limits of knowledge of the administrative and decision-making processes in business, government, and other complex organizations.

The Management Development Center, specifically designed for the development of mature executives, is located in a self-contained wing of the College of Business Administration building, offering some of the most modern facilities available on any American campus. The University was among the first ten schools in the United States to establish an executive development program. During the past fifteen years, more than 3,000 managers have participated in the special programs for management development. A number of interest top management executives from diversified industries function as a board of directors for the Center. The main objectives of the Center are: (1) to develop a manager's ability to understand and work with the newer planning and analytical concepts of diverse organizational functions; (2) apprising a manager of the economic, environmental, and technological changes which affect business; (3) helping a manager acquire fresh insight into his managerial approach, skills, and behavior; the program's unusual "feedback" method should lead to some attitude change and improved effectiveness in his present position; (4) providing managers with a more balanced, company-wide perspective which will equip them for future management responsibility at the senior decision

and policy levels; and (5) increasing understanding of other company/industry operations by exchanging management methods and ideas.

The Management Development Center offers business and industry a number of programs. Foremost is the Executive Development Program held in March and October. Also scheduled in the fall and spring are the Fundamentals of Management Programs. Small business programs are presented to meet special needs in specific management areas. Finally, "custom tailored" courses, designed for associations, industries and companies, are held either at the Center or in the respective company's facilities.

The University of Houston established the Center for Research in Business and Economics as an integral part of the College of Business Administration to encourage and facilitate significant faculty research. Support services are provided for faculty members engaged in research. Books, articles and research monographs are produced by the joint efforts of the faculty and the Center. The Center also sponsors research projects in cooperation with business, government, and private organizations.

Rapidly changing technology has been the major factor in the transition of our economy from one of scarcity to one of abundance, but the age of technology has also created a number of problems and has opened many new fields of inquiry. Increased attention must be given to the changing structure of the work force, the approach to education required in modern society, the rural-to-urban migration pattern, the development of urban ghettos, hard-core unemployment, poverty and changes in industrial and race relations. Increasingly, human welfare is perceived as a public responsibility and as a major challenge to the nation's universities. The University of Houston has responded to this challenge by establishing the Center for Human Resources in the College of Business Administration. The Center addresses itself to the application of

knowledge, research and skill-in-action programs to improve the development, conservation, allocation and utilization of human resources. The objective of the Center for Human Resources is to build a bridge between the theoretical world of academia and the pressing needs of society, and to contribute to the education of persons capable of assuming leadership in a cybercultural society. The Center's focus is people; its orientation is action.

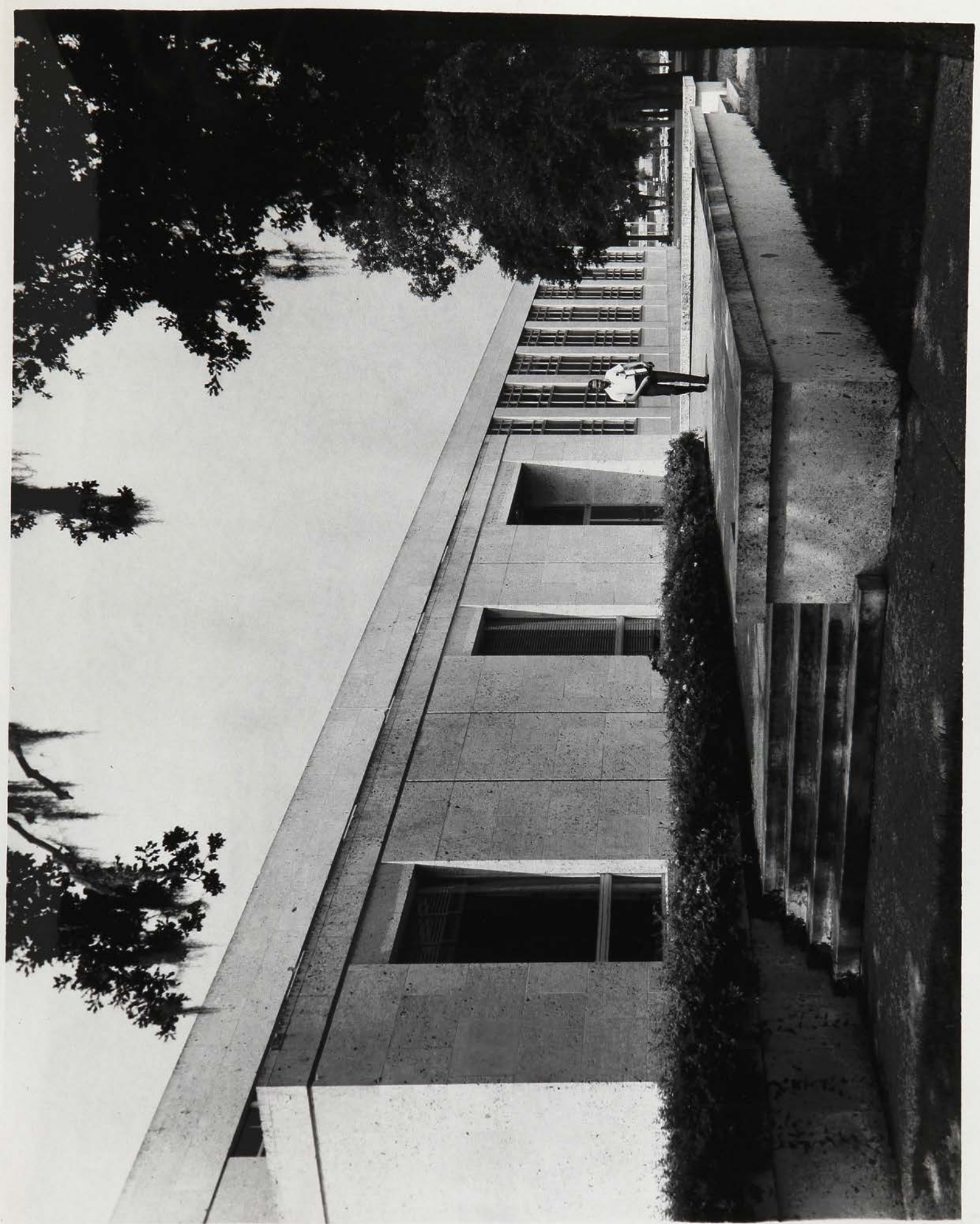
The academic role of the Center takes the form of faculty research support, graduate student assistantships, student internships in public service, research, publications and curriculum development. The Center's community service role is in the form of technical assistance; an active conference program; dissemination of information; and business, labor and government training seminars and projects. The fusion of academic and community experience contributes to a well-rounded education and prepares students for human resource-related positions in the public sector, as well as business, industry, labor, and a wide range of nonprofit organizations.

As an integral part of course work in the College of Business Administration, distinguished executives are invited into the classrooms to teach sessions which specifically deal with areas of interest to them and their companies. The executives' participation provides a valuable dialogue between the students and leading practitioners of management.

The College of Business Administration of the University of Houston offers programs of instruction leading to the following degrees: Bachelor of Business Administration (B.B.A.), Bachelor of Accountancy (B.Acc.), Master of Business Administration (M.B.A.), Master of Science in Accountancy (M.S.Acc.), and Doctor of Philosophy in Business Administration (Ph.D.). A student seeking the Bachelor of Business Administration or Master of Business Administration Degrees may choose an area of concentration from the following fields: accounting, behavioral

management science, economics, finance, international business, marketing, production-logistics management, and quantitative management science. Doctoral candidates must select a major field from accounting, behavioral management science, finance, marketing, production-logistics management, or quantitative management science, as well as a supporting field from a related discipline. Programs leading to the degrees of Master of Arts and Doctor of Philosophy in economics are offered by the Department of Economics through the Graduate School of the University.

In addition to the required courses in the student's area of concentration, the bachelor's degree program includes core curricula in the humanities and natural sciences and in basic managerial competence. The College also offers courses in business subjects which may be applied to the Bachelor of Science in Education Degree of the College of Education.



Fred J. Heyne Building, Business Administration
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SPORTS
UNIVERSITY OF HOUSTON

In 1945 Harry Fouke was selected as the University of Houston's first Director of Athletics and Physical Education. Fouke, a 1935 graduate of Rice University who had completed work on his Master's degree at Columbia in 1939, brought to the University of Houston experience which he had gained in San Antonio and Houston. He had served as a head football coach at two high schools in San Antonio, and later held the office of Director of Athletics for San Antonio Public Schools. In 1942 Fouke accepted the same job with the Houston Public School System. Three years later the University of Houston's Board of Regents selected Fouke to begin intercollegiate sports at Houston, and the results of his leadership are written in record books of all sports.

Houston certainly did not attract much attention or interest when it debuted in collegiate sports. Today Houston cannot be ignored for its football, basketball, track, golf, and tennis teams are annually among the nation's best. In golf, Houston is practically a dynasty, having won eleven of 13 of the last NCAA golf championships. In football and basketball Houston teams are always feared. This may be due, in some small way, to the name Houston has adopted for its teams, the Cougars.

The first coach at the University of Houston was John R. Bender, who came to Houston from Washington State. The nickname of that school was "Cougar" and Bender gave this name to Houston athletic teams in 1927 when Houston was still a junior college. The student newspaper chose the name, and when Houston entered intercollegiate athletics in 1946, it was adopted as the team's official nickname. In accordance with the nickname, the University of Houston has a live cougar for a mascot.

Shasta I, the first mascot, was brought to Houston from Mexico as a cub in 1947. A 110 pound cat, she was obtained for \$250 and retired in 1963. Her replacement, Shasta II was obtained from the Albuquerque Zoo as a cub, and served until she was five years old. Shasta III, the present mascot, lives in an air-conditioned, glassed-in cage near the center of the University campus. She has served four years and is a beautiful animal that has witnessed the emergence of her teams into national prominence.

The University of Houston played its first intercollegiate football game against the Southwestern Louisiana Bulldogs in Jeppesen Stadium adjacent to the present campus of Houston. Despite 11,000 fans rooting for the Cougars, the Bulldogs prevailed 13 to 7. Houston's first home win came on October 12, 1946 against Texas A. & I. The score was 34 to 0. The first victory ever was by the score of 14 to 12 over West Texas College in Canyon, Texas. Since these first few games, the Cougars have won 116 games, lost 105, and tied 9 under five different head coaches. These wins and losses have taken place while Houston has been in three different conferences. The Cougars were in the Lone Star Conference from 1946 until 1948, the Gulf Coast Conference from 1948 to 1951, and the Missouri Valley Conference from 1951 until 1959. Since 1959 Houston has been an independent.

There have been nine All-American football players at the University of Houston, although Paul Gipson and Warren McVea won the award twice each. In addition many Cougars have gone into the ranks of professional football. Among these players are Warren McVea, Paul Gipson, Dickie Post, Pat Studstill, Johnny Peacock, Royce Berry, and many others.

Houston's rise to prominence in football has been, to a high degree the result of Head Coach Bill Yeoman's imagination. Yeoman, who was an All-American

center at West Point in 1948, came to Houston from Michigan State, where he was an assistant to Duffy Daugherty. In his eight years at Houston Yeoman has initiated the widely-copied "Veer-T" or triple-option offense, and has seen his teams become statistical champions in many areas. In 1967, '68, and '69 Houston has led the nation in total offense, including the '68 record of a 562 yard average per game; an all-time NCAA record. In '67 and '68 Houston led the nation in rushing offense, and in '68 the Cougars were scoring champs. With this record behind them, and a nationally ranked defense, Houston feels that the best is yet to come, and with an NCAA probation lifted, they are battling for a major bowl bid.

The place where at least half of Houston's heroics take place is the Astrodome, the "Eighth Wonder of the World," a fabulous domed stadium 642 feet high and completely air-conditioned. Here 947,087 fans during the past four seasons have sat in theatre-type cushioned chairs and witnessed the Cougars play on the now-popular AstroTurf. The atmosphere is startlingly different than that of normal football stadiums, but it is just one more part of "Football's Greatest Show".

There are other sports at Houston, as Cougar competitors will readily tell anyone. One of these sports is basketball, in which the Cougars have established winning ways under the guidance of Guy Lewis, a home-grown coach who co-captioned the 1946 and 1947 Houston teams, both of which advanced to the national playoffs. After graduating in 1947 Lewis rejoined Houston in 1953 when he became Alden Pasche's varsity assistant coach, and when Pasche retired in 1956, he became the head coach. His all time coaching record, all at Houston, is 213 wins and 118 losses. In the past eight years his record is an impressive 169-0.

One of Lewis's 213 wins is especially memorable. It happened in 1968 when Houston met U.C.L.A. in the Astrodome before an NCAA attendance record crowd of 52,693 fans, and national television coverage. At the time U.C.L.A., with super-player Lew Alcindor, was the top-ranked team in the nation, but Elvin Hayes and the Cougars were determined to reverse the situation, and they did. In a down-to-the-wire game Houston beat the Bruins 71 to 69. As a result of this win Houston was ranked first in the nation by both major polls. The Cougar coach, Guy Lewis, was named "Coach of the Year" as his team finished with 31 wins and two losses. Unfortunately, though, the Cougars failed in their second attempt to up-end the Bruins in the national playoffs, and the Cougars finished fourth in the nation.

The 1968-1969 season hopes for the Cougars were not as high as they had been the previous years, because Elvin Hayes, the "Big E," was lost to the San Diego Rockets of the N.A.A. Ken Spain, a 6'9" center who played for the U. S. Olympic basketball team in Mexico City was not lost however, and Houston still had plenty of talent. In a disappointing season, Houston won the big ones but lost the little ones, and they finished the season without an invitation to the playoffs. At the present time the Cougars are rebuilding, but they should once again be a big threat.

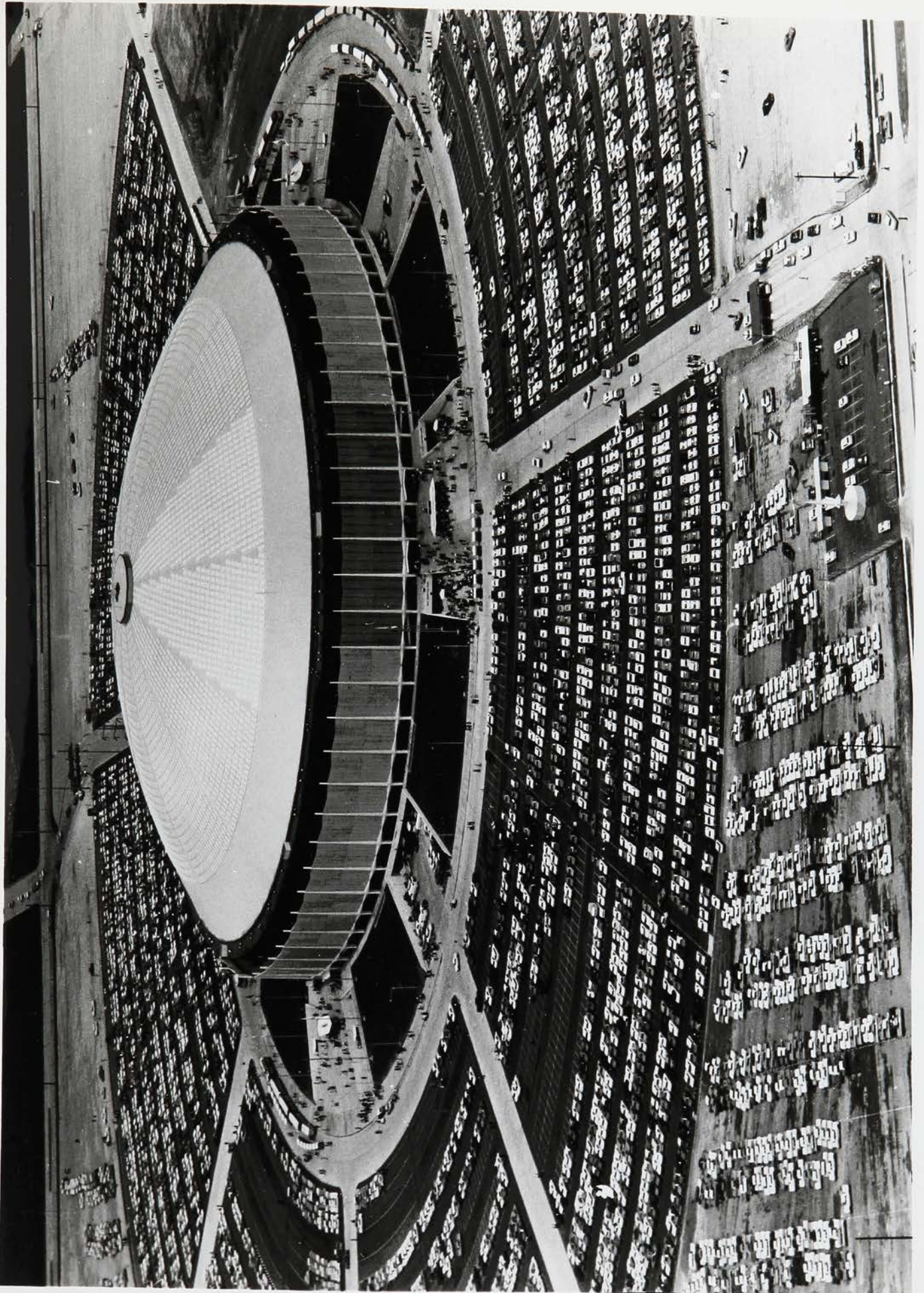
Seeking to equal the football team who play in the fabulous Astrodome, the Cougar basketball team will open their season in the new Hofheinz Pavilion, a 10,000 seat basketball stadium adjacent to the Houston campus. Its seats, like the Astrodome's have full cushioning and backs, and make a basketball fan a very pampered person. The new court, which has twelve practice courts in it, takes the Cougars out of high school gyms. The Cougars, in their short history, have never had a home of their own. Like orphans they have shuttled

from court to court for their practice sessions and games. Delmar Gym, where they played most of their games, held less than 5,000 fans. The 1969-1970 Cougars may not be the best team in Houston history, but they have the best accommodations by far.

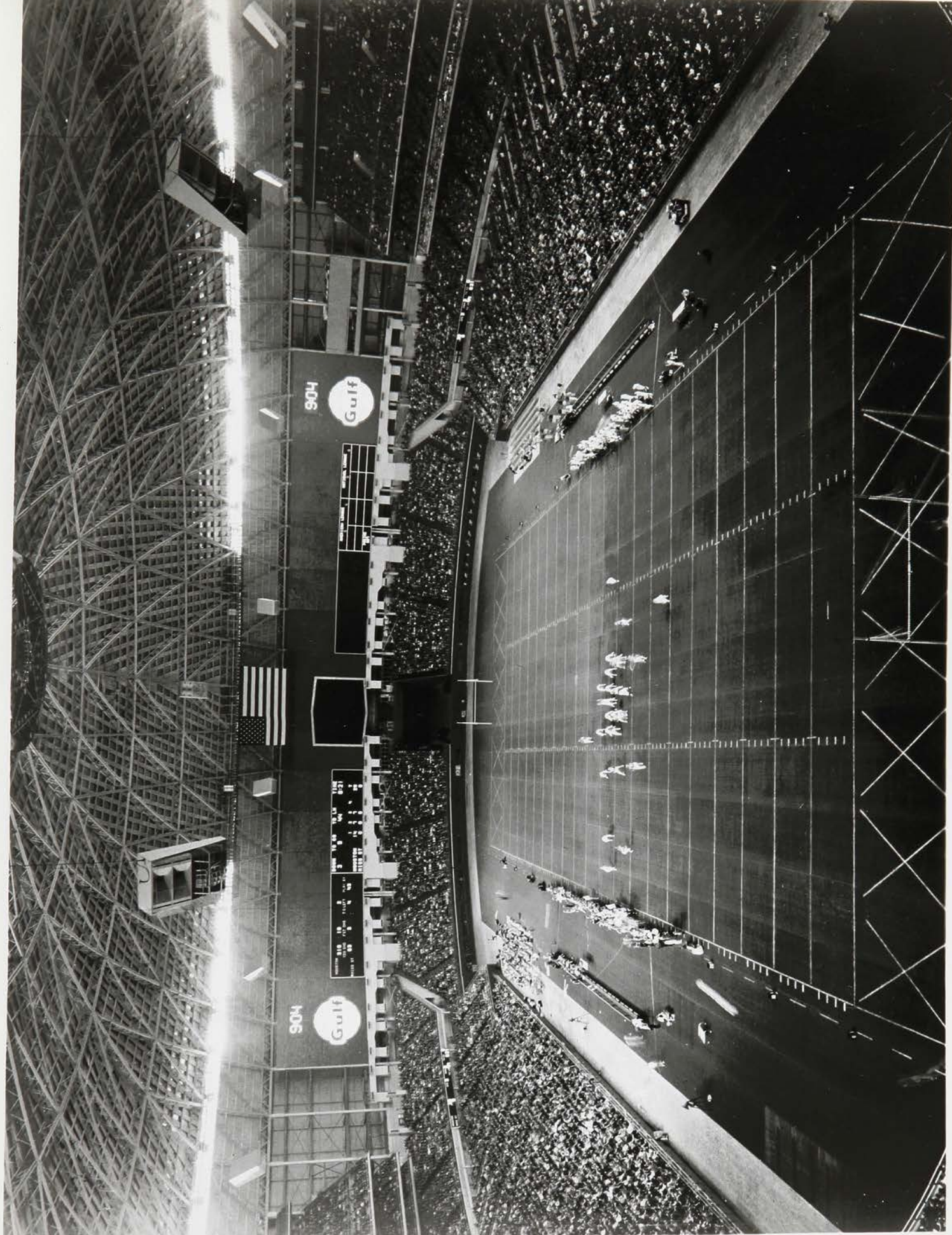
Another sport in which Houston ranks high in is Golf. This sport might be deemed to be Houston's property, for the Cougars have dominated this sport for the past 13 years. Since 1956 Houston has won eleven NCAA championships, including five in succession. The records Houston has set in doing this are too numerous to mention, but among them are the following: Teams winning all NCAA events the same year (1958, 1959, 1962, 1965); Most NCAA medalists, 5; and Total Tournament Championships, 93 (1955-1968). As a reflection of Houston's strength in Golf, the professional rosters are studded with Houston graduates, including Jacky Arpit and Kermit Zarley. Much of Houston's Golf success is the result of the golf coach Dave Williams who has also initiated and brought to prominence the National All-America Intercollegiate Golf Championship. This event has become one of the major collegiate golf events in the country.

Baseball is another strong point at Houston. The Cougars are the only team in Texas that has advanced to the finals of the NCAA World Series in the past fifteen years, when they were the runner-up in 1967. In tennis, Cougar teams are one of three in Texas that have finished as high as seventh nationally at least three times since 1956. In cross-country, Houston is the only Texas team that has ever won the NCAA championship, and they are also the only Texas team that has produced two NCAA individual champions. U.H.'s third place finish in track is the highest by a Texas team in the past 20 years. In overall records, since 1956, the University of Houston has produced 13 NCAA individual champions, more than any other Texas school. In addition,

Cougar teams have won 12 NCAA team titles, more than all of the other Texas-based schools combined. The record of sports at Houston is impressive, but the Cougars plan to make it even more impressive in the future, for Houston has rid itself of the reputation of being a second-rate university. With its current enrollment in excess of 23,000, Houston is moving forward in excellence athletically and academically. The world now has to pay attention to Houston.



Houston Astrodome, Site of UH Football



THE ASTRODOME - "HOME OF THE HOUSTON COUGARS"



SHASTA III

University of Houston Mascot

HISTORY OF DELTA SIGMA

In the fall of 1968, Bob Roe a Delta Sig from Lamar Tech, transferred to the University of Houston. During the semester, he sought out support for a local business fraternity that would seek affiliation with Delta Sigma Pi. The members of Delta Sigma Pi on the faculty, the associate dean of the School of Business and the Houston Alumni Club all offered support and gave it. Dr. J. Earl Williams was one of the faculty members who took a particular interest and thus agreed to be the chapter advisor.

On March 12, 1969 the first organizational meeting was held. There were twenty-two business students present and they voted to call their fraternity, Delta Sigma. For the rest of the semester Delta Sigma had an active program which included two professional meetings, a beach party and an end-of-school party. As well as increasing its membership to thirty-two, Delta Sigma also gained another chapter advisor, Dr. Joseph Champagne.

Coming back in the fall after having attended two social functions during the summer with the Houston Alumni Club, Delta Sigma began another productive semester by accepting eight pledges. They also are planning on at least four professional meetings and an assorted social activities. The alumni club is now in the process of handling the pledge education for the members of Delta Sigma. The members of Delta Sigma would like to thank Gerald Franklin, the president of the Alumni Club for the help he has given the fraternity. The Houston Alumni Club must also be thanked for their assistance. Delta Sigma is now hoping to get its chapter charter near the end of this fall semester, 1969.

J. Earl Williams



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Office Address: Center for Human Resources
University of Houston
Houston, Texas 77004

Telephone: Home: (713) HO. 5-1091
Office 748-6600 Ex. 1796

Present Position: Director, Center for
Human Resources
Professor of Economics
University of Houston

Education:

B. A. Carson-Newman College - Economics	1949
M. A. University of Tennessee-History-Economics	1950
Ph.D. University of Wisconsin-Labor-Economics	1961

Academic and Related Experience:

Teaching: Universities of Pennsylvania, Tennessee, and Wisconsin
 Government: Director, Division of Employment Programs, Office
 of Economic Opportunity, Washington, D.C.; Budget Analyst, General
 Manager's Office, Tennessee Valley Authority, 1951-1952.
 Private: Banking and marketing in the oil industry.

Other Experience and Interests:

Extensive experience in labor relations and manpower research in United States, Canada, and Latin America. Numerous publications in these fields. Extensive consultation experience with labor and management organization, state and local governments, and U. S. Departments of Labor; Health, Education and Welfare, and the Office of Economic Opportunity. Member of Labor Management Arbitration Panels of Federal Mediation and Conciliation Service and American Arbitration Association. Current and past membership on numerous national, state, and local advisory committees related to manpower.



Dr. Joseph E. Champagne
Delta Sigma Pi Advisor

Born: May 19, 1938
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Present Position: Associate Director
Center for Human Resources
University of Houston

Associate Professor
Behavioral Management Science
College of Business Administration
University of Houston

Education: A. B. St. Mary's University -- Philosophy 1960
M. A. Fordham University -- Experimental Psychology 1962
Ph.D. Purdue University -- Industrial Psychology 1965

Previous Major Employment: State Director of Research (1965-1967)
State Technical Education Commission
Columbia, South Carolina

Director of Occupational Education (1966-67)
Regional Education Laboratory of the Carolinas
and Virginia
Columbia, South Carolina

Summary Statement of Experience and Interests:

Extensive survey research in manpower in South Carolina for economic development and training program design. Numerous research projects related to the attitudes and motivation of low skill individuals. Studies in industrial desegregation and test validation on minorities. Project design and development in all phases of manpower. Major research on youth unemployment. Major interest and related activities in the broad field of occupational education. College instructor and student advisor.



UNIVERSITY OF HOUSTON

Center for Human Resources

November 26, 1969

College of Business Administration
Cullen Blvd., Houston, Texas 77004
Area Code 713, 748-6600, Ext. 1792

Mr. Charles Farrar
International Fraternity of Delta Sigma Pi
330 South Campus Avenue
Oxford, Ohio

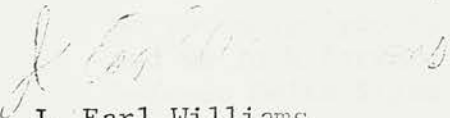
Dear Mr. Farrar:

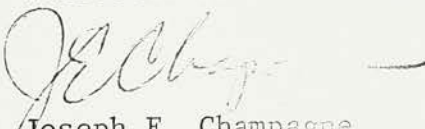
We are honored to serve as co-advisors to the Delta Sigma Pi Chapter at the University of Houston. We have worked with the members as they have prepared to petition for affiliation with the International Fraternity of Delta Sigma Pi. They constitute a very conscientious and well motivated group of young men. It gives us great satisfaction to work with these students.

We urge your favorable reaction to this petition as we pledge our support to their effort and to their continued good work in the future. We recognize the value of membership in this fraternity and we support its activities here at the University of Houston. We are looking forward to a satisfying and productive relationship with this chapter.

If we can be of any support to the International, we stand willing to do what we can.

Sincerely,


J. Earl Williams
Director
Professor of Economics


Joseph E. Champagne
Associate Director
Associate Professor of Behavioral
Management Science

JEW:JEC:ecd

UNIVERSITY OF HOUSTON
COLLEGE OF BUSINESS ADMINISTRATION
CULLEN BOULEVARD
HOUSTON, TEXAS 77004

November 21, 1969

OFFICE OF THE DEAN

Mr. Charles Farrar
Regional Director
The International Fraternity of Delta Sigma Pi
330 South Campus Avenue
Oxford, Ohio

Dear Mr. Farrar:

I am pleased to write in support of the University of Houston chapter's petition for formal affiliation with the International Fraternity of Delta Sigma Pi. I have had the opportunity in recent months to meet and to work with many of the members of the local chapter, and my impressions of them are strictly favorable.

The group has a highly developed esprit and seems to have generated considerable interest in its activities among fellow students. The officers and I have discussed a number of important projects which the group might undertake, and I understand that several of these are well under way at this point.

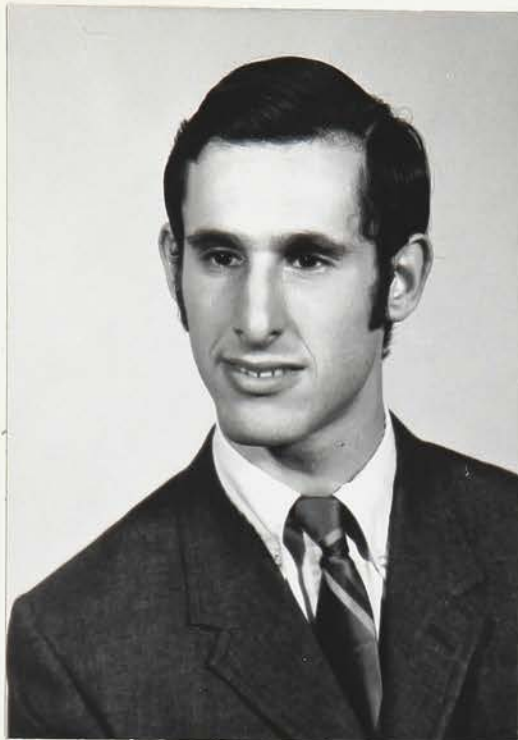
We encourage you to respond positively to their petition, and we look forward to a mutually productive relationship between Delta Sigma Pi and the College.

Sincerely,



R. H. Brien
Associate Dean

RHB:kt



Steven Lee Arnold

Queens Village, New York

Martin Van Buren High School, 1967

Classification: Junior

Major: Production Logistics Management



Kenneth Beverly

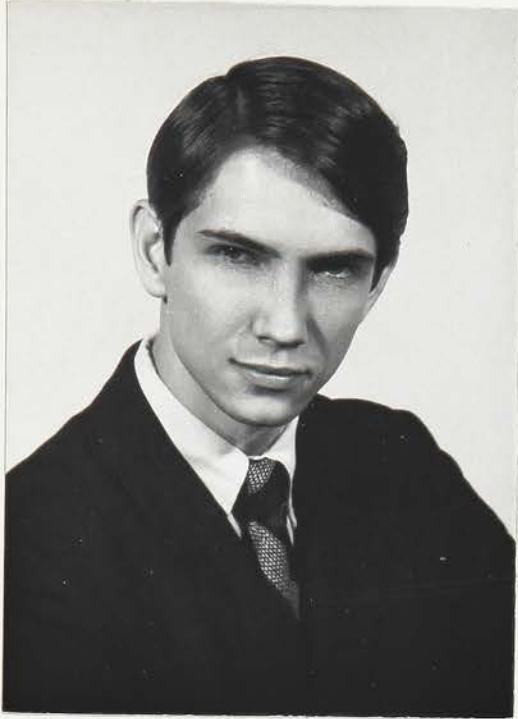
Houston, Texas

Galena Park High School, 1965

Other College Attended: San Jacinto College

Classification: Senior

Major: Accounting



Paul Edwin Bice

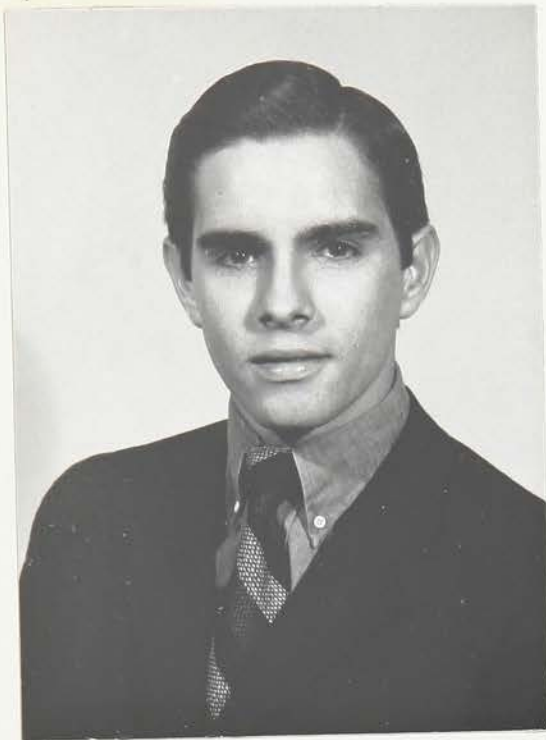
Houston, Texas

Sam Houston High School, 1966

Classification: Junior

Major: Behavioral Management Science

Membership: College of Business Student Association



Terry Lee Bice

Houston, Texas

Sam Houston Senior High School, 1968

Classification: Freshman

Major: Marketing



Douglas Black

Houston, Texas

Bellaire High School, 1967

Classification: Junior

Major: Accounting

Membership: Young Americans for Freedom, Young Republicans,
Society for Individual Liberty



Roger Broderick

Anderson, Indiana

St. Mary's High School, 1964

Other Colleges Attended: Ball State University
Indiana University
Sam Houston State College

Classification: Senior

Major: Behavioral Management Science



Joe Burciaga, Jr.

Corpus Christi, Texas

West Oso High School, 1965

Other College Attended: Del Mar Junior College

Classification: Senior

Major: Marketing



John Raymond Cahill

Angleton, Texas

Angleton High School, 1967

Classification: Junior

Major: Accounting

Membership: Young Republicans, Concert Choir



Anthony Joseph DeForke

Houston, Texas

John H. Reagan High School, 1960

Classification: Senior

Major: General Business Administration



Bill Jeff Ford

Longview, Texas

Longview High School, 1966

Other College Attended: East Texas State University

Classification: Junior

Major: Accounting



Arturo P. Garcia, Jr.

Harlingen, Texas

Harlingen High School, 1964

Other College Attended: Pan American College

Classification: Sophomore

Major: International Business and Resources



Ernest L. Hogue

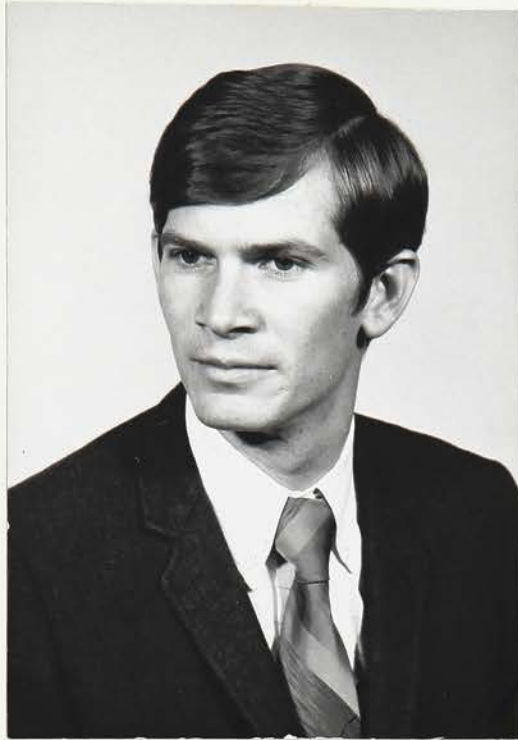
Pasadena, Texas

Pasadena High School, 1961

Other College Attended: Lamar State College of Technology

Classification: Junior

Major: Accounting



Harold E. Johnson

La Marque, Texas

La Marque High School, 1961

Other College Attended: Lamar State College of Technology

Classification: Senior

Major: Accounting



Walter Keith Kelley

Corpus Christi, Texas

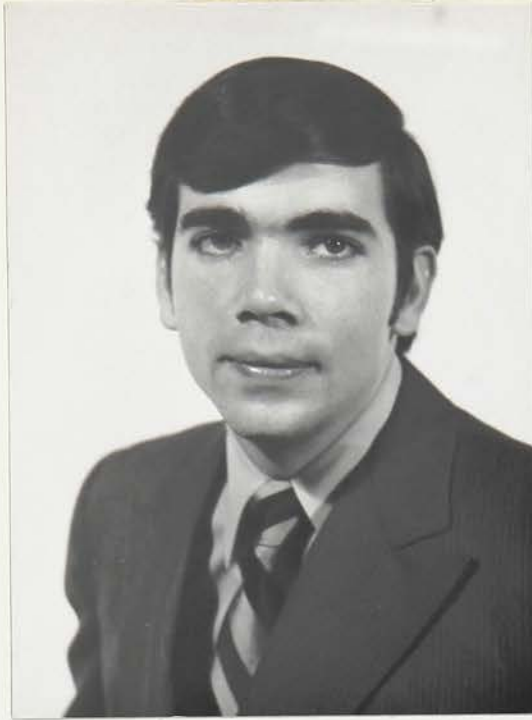
W. B. Ray High School, 1963

Other College Attended: Del Mar Junior College

Classification: Junior

Major: Accounting

Membership: Permanent Member of Dean's List (Del Mar),
Inactive Member of Jaycees



Roland Chester Kinney

Houston, Texas

South Houston High School, 1966

Other College Attended: San Jacinto College

Classification: Junior

Major: Finance



Daniel L. Lassiter, Jr.

Houston, Texas

Westbury High School, 1966

Classification: Junior

Major: Accounting



William N. Mabry

Houston, Texas

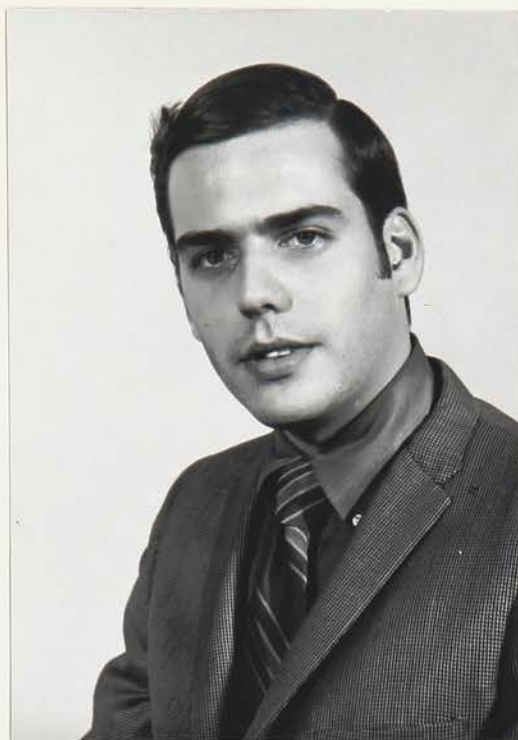
Nacogdoches High School, 1962

Other Colleges Attended: Louisiana State University
Louisiana College
Oklahoma

Classification: Senior

Major: Behavioral Management Science

Membership: Society for the Advancement of Management,
Economics Club



Michael Wayne Melton

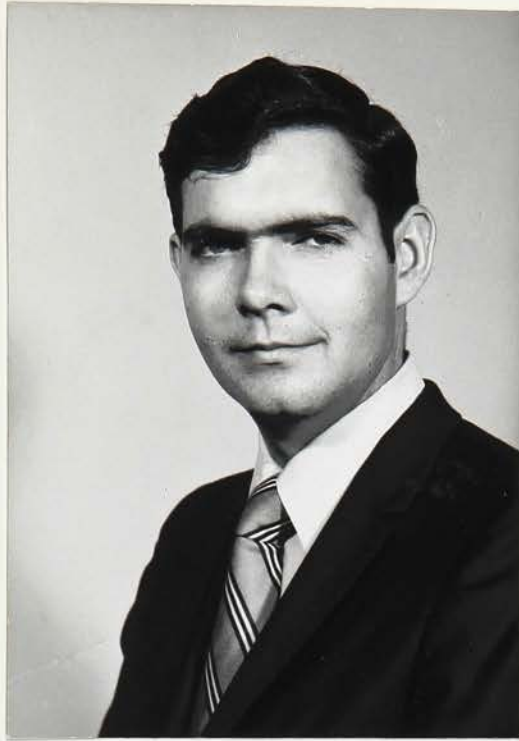
Midland, Texas

Midland High School, 1966

Other Colleges Attended: Tarrant County Junior College
Odessa College

Classification: Junior

Major: Accounting



Terry Bynum Nickel

San Antonio, Texas

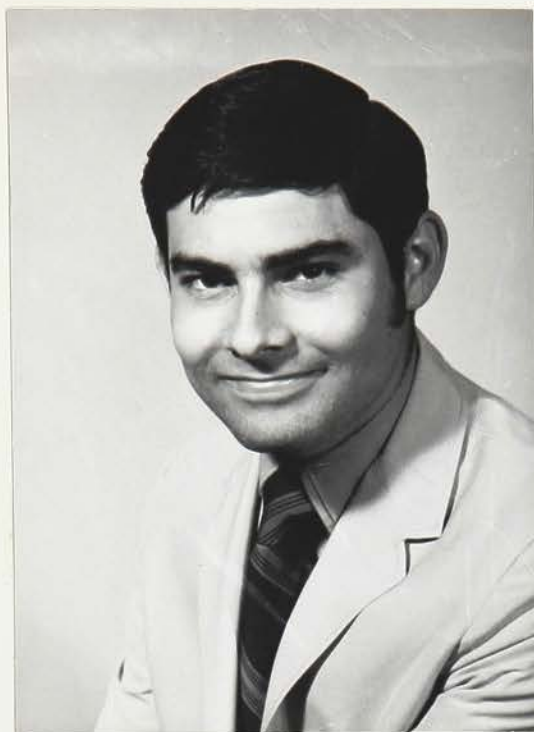
Harlandale High School, 1965

Other College Attended: San Antonio Junior College

Classification: Senior

Major: Finance

Membership: Propellor Club, Finance Club



Rudy Rivas

Corpus Christi, Texas

Mary Carroll High School, 1965

Other College Attended: Del Mar Junior College

Classification: Junior

Major: Accounting



Robert C. Roe, Jr.

Houston, Texas

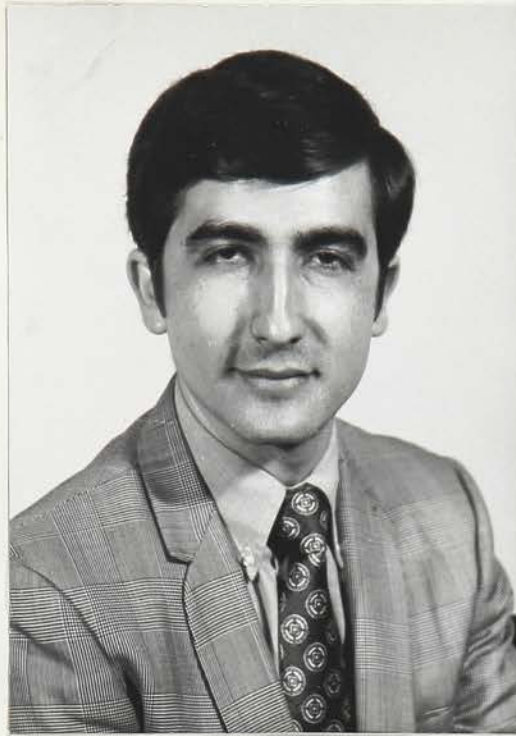
Spring Branch High School, 1966

Other College Attended: Lamar State College of Technology

Classification: Senior

Major: Behavioral Management Science

Membership: Society for the Advancement of Management



Vincent Ruiz

Victoria, Texas

St. Joseph High School, 1961

Other College Attended: Victoria College

Classification: Junior

Major: Marketing

Membership: Newman Club



Nolan Guy Runnels, II

Houston, Texas

Robert E. Lee High School, 1966

Other College Attended: Lee College

Classification: Senior

Major: Behavioral Management Science



Ronald Gilbert Scott

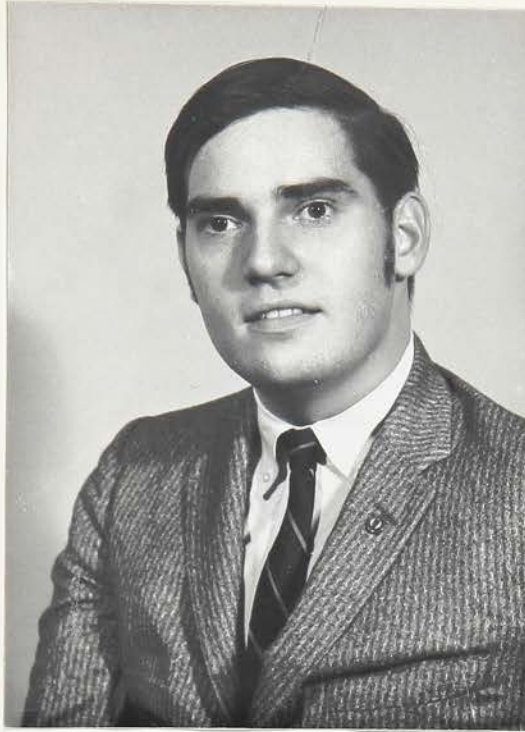
Galena Park, Texas

Galena Park Senior High School, 1966

Other College Attended: San Jacinto College

Classification: Junior

Major: Accounting



Martin Ed Sizemore

Lufkin, Texas

James Madison Senior High School, 1968

Other Colleges Attended: University of London (Westfield)
University of Paris

Classification: Junior

Major: Quantitative Management Science, International Business

Membership: Economics Club, College of Business Student
Association, International Association of Students
of Economics and Commerce, Economics Council,
College of Business Counseling Program, President
Hoffman's Committee on Handicapped Students,
Harvest (Student Literary Anthology)



Ronald W. Sears

Yazoo City, Mississippi

San Marcos Baptist Academy, 1963

Other College Attended: South Texas Junior College

Classification: Senior

Major: International Business



Michael T. Stemmer

Houston, Texas

Spring Branch High School, 1966

Other College Attended: Wharton County Junior College

Classification: Junior

Major: Marketing



Richard Albert Teague

Houston, Texas

Westbury High School, 1965

Other College Attended: Blinn Junior College
South Texas Junior College

Classification: Senior

Major: Behavioral Management Science



Timothy Jay Turner

San Antonio, Texas

Alamo Heights High School, 1968

Other College Attended: San Antonio College

Classification: Sophomore

Major: Economics

Membership: Young Americans for Freedom, Young Republicans,
Forum Committee, Program Council



Richard Earl Walla

Houston, Texas

Sam Houston High School, 1963

Other College Attended: Texas A & M University

Classification: Junior

Major: Behavioral Management Science

Richard Holdren

Houston, Texas

Milby High School, 1965

Other College Attended: Sam Houston State College

Classification: Junior

Major: Personnel Management



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