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AT MEMPHIS

A COLLEGE OF LIBERAL ARTS AND SCIENCES

FOUNDED IN 1848

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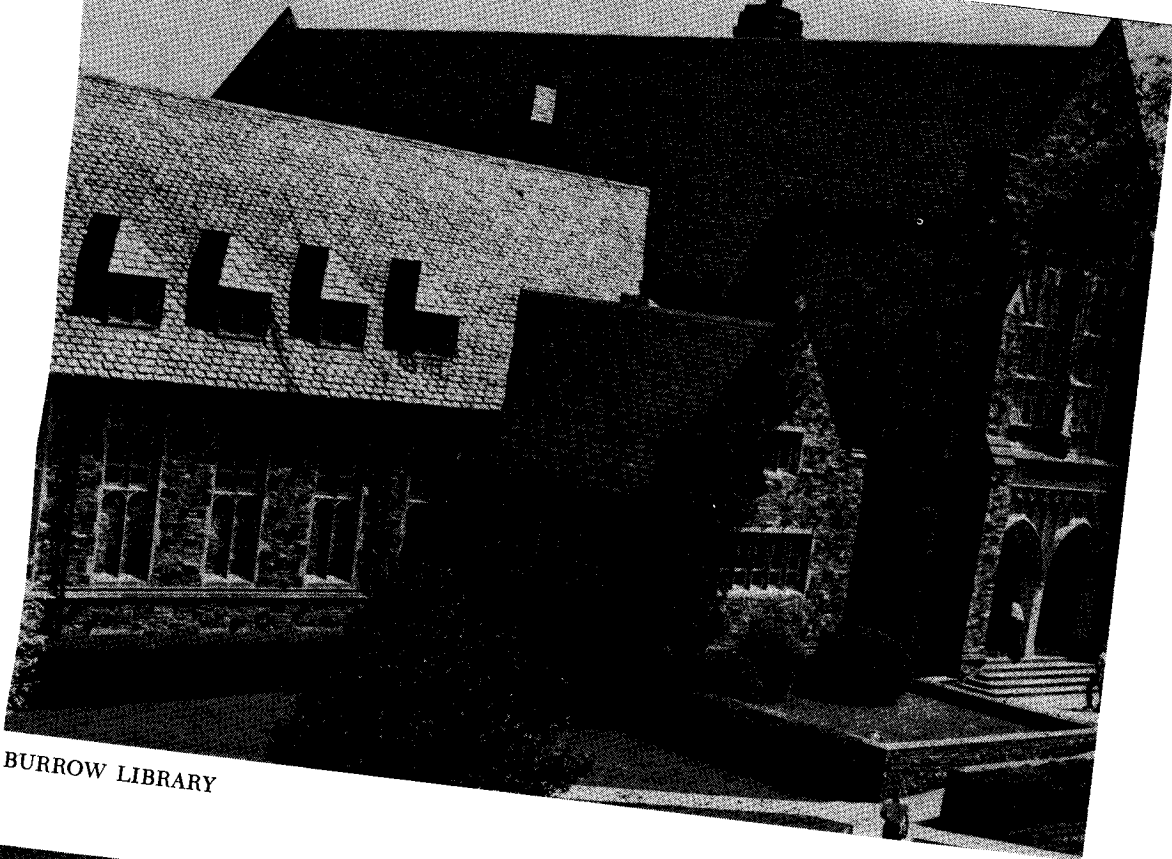
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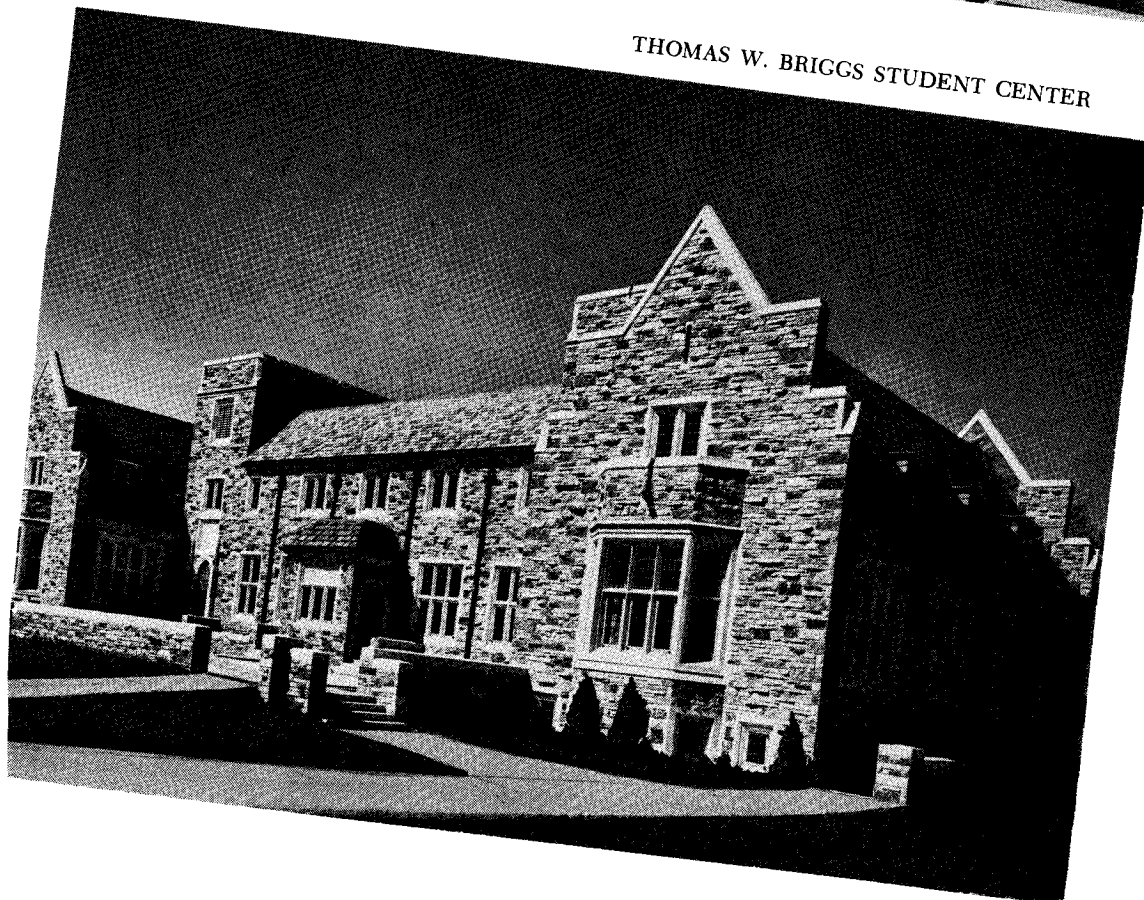
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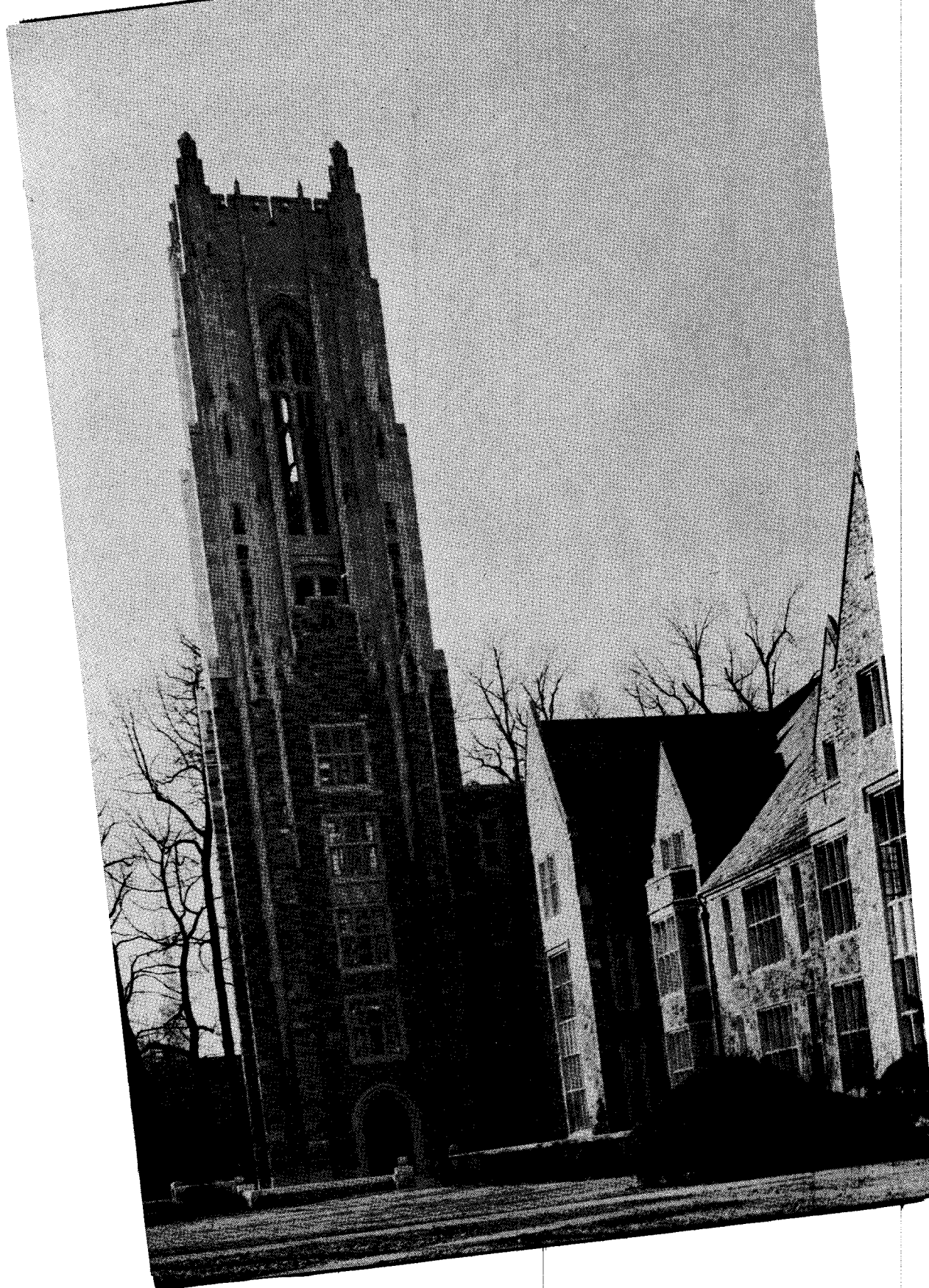
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TABLE OF CONTENTS

(For more detailed references see the Index)

Accreditation	2
College Calendar	9
Organization:	
The Academic Faculty	10
Administrative Officers and Staff	26
Corporation	32
Board of Directors	32
Executive Committee	34
Investment Committee	34
Committees of the Faculty	35
Origin and Objectives of SOUTHWESTERN	36
Information for Prospective Students:	
Admission	39
Expenses	45
The Educational Program	54
General College Regulations	64
Counseling and Health	71
Courses of Instruction	73
Activities and Organizations	131
The Physical Plant	139
Prizes, Gifts, Endowments, and Memorials	142
Annual Commencement, June 3, 1968	166

CALENDAR 1969

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COLLEGE CALENDAR

Session of 1969-70

TERM I

September 8-14.....Orientation and Registration of New Students
September 10, Wednesday, 2:00 P.M.....Reexaminations
September 12, Friday.....Registration of Returning Students
September 15, Monday, 8:00 A.M.....Classes Begin
September 15, Monday, 10:00 A.M.....**Opening Convocation
November 28, Wednesday, 12:00 Noon.....Thanksgiving Recess Begins
December 1, 8:00 A.M.....Thanksgiving Recess Ends
December 8, 10, 12.....Comprehensive Examinations
December 13-19.....Examinations
December 19, Friday, 5:00 P.M.....End of Term I

TERM II

January 5, Monday.....Registration
January 5, Monday, 8:00 A.M.....Classes Begin
January 9, Friday, 2:00 P.M.....Reexaminations
March 23, 25, 27.....Comprehensive Examinations
March 30-April 4.....Examinations
April 4, Saturday, 5:00 P.M.....End of Term II

TERM III

April 13, Monday.....Registration
April 13, Monday, 8:00 A.M.....Classes Begin
April 17, Friday, 2:00 P.M.....Reexamination
May 18, 20, 22.....Comprehensive Examinations
May 25-30.....Examinations
May 31, Sunday, 11:00 A.M.....**Baccalaureate Service
June 1, Monday, 10:00 A.M.....**Graduation Exercises

**Formal academic occasion

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*On Sabbatical Leave Term III 1969-70; Term I 1970-71

**On Sabbatical Leave Term III 1968-69; Term I 1969-70

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*On Sabbatical Leave Term III 1968-69; Term I 1969-70

**On Sabbatical Leave July 1, 1969-June 30, 1970

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*On leave, 1969-70

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Assistant in Conversational French

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TRUDY BRUCE ORPET

(Pupil of Myron Myers)

Piano

*Appointment effective February 1, 1969

**On leave 1968-69

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flute pupil of Ary van Leeuwen, Edwin Lennig, Laurent Torno,
and Georges Laurent; flute, Memphis Symphony Orchestra)

Flute

JAMES WILLIAMS RICHENS, M.M.

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Clarinet

JANE SOHM, B.M.

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Piano

GEORGE TONEY, M.M.

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French Horn

NICK VERGOS, B.S.

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Oboe

MAUDE WALKER

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College, Columbia University, and at Washington University;
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Piano

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Voice

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Southwestern At Memphis

Its Origin and Development

When the people and the Masonic Lodge of Clarksville Tennessee, founded Clarksville Academy in 1837, by erecting what they described as "a fine two-story brick house capable of accommodating at least a hundred students" and placing the Reverend Consider Parish in charge, they lighted a small lamp in a great darkness. The town was then a pioneer community of fewer than three hundred inhabitants, devoid of churches and surrounded by an area of rough and rowdy frontier. Its chief mark of distinction was the Masonic Hall.

In spite of the odds against it, the Academy had a modest success from the start. Professor Parish was disposed to take an earnest view of the learning process. Between floggings to loosen the skin, the boys were taught Latin and Greek, with reading, writing, and arithmetic added in the interest of a well-balanced curriculum.

This curriculum was further expanded on February 4, 1848, when the Academy conveyed its property to the Masonic Grand Lodge of Tennessee and was merged into the new Masonic University of Tennessee, a degree-granting institution of higher education. However, sufficient funds could not be found to support a university on the scale that had been planned, and the institution became Montgomery Masonic College in 1850. Its name was again changed in 1855, this time to Stewart College, in honor of its president and teacher, William M. Stewart. President Stewart was an elder in the Presbyterian Church, and it was under his leadership that operation of the college passed from the control of the Masonic Lodge to that of the Synod of Nashville. Some years later, in 1873, under what was called the "Plan of Union," the Synods of Alabama, Arkansas, Memphis, Mississippi, and Texas joined the Synod of Nashville in a cooperative effort to reorganize Stewart College after the Reconstruction Era and operate it as a single Presbyterian college for the entire area thus represented. The Synods of Arkansas and Texas subsequently withdrew in order to maintain colleges of the Church within their own boundaries. The Synod of Memphis later became the Synod of Tennessee. The Synod of Louisiana, formerly included in the Synod of Mississippi, became a separate entity in 1902.

In 1875 Stewart College became Southwestern Presbyterian University, combining a school of liberal arts with schools

of Biblical instruction and commercial science. Under its new name the institution grew slowly, and ten years later could report an enrollment of 146, plus 15 in the recently created School of Theology. The new name lasted until 1925, at which time the institution moved to Memphis and adopted the official title of SOUTHWESTERN AT MEMPHIS, denoting a college rather than a university since the School of Theology had been discontinued in 1917. SOUTHWESTERN's association with the Church has remained unbroken since 1855, and its Board of Directors is now elected by the four cooperating Synods of Alabama, Louisiana, Mississippi, and Tennessee of the Presbyterian Church in the United States.

Following the move to Memphis, many changes have taken place. Enrollment has more than doubled with over two thousand pursuing non-credit courses in the Department of Adult Education. Endowment and yearly support from the Church, alumni, and friends have grown substantially. As its ability to contribute to American higher education expands, SOUTHWESTERN has cause to look back to the stout-hearted men who faced the trials and frustrations of its past with increasing respect and gratitude. They were able to keep the small lamp burning, fueled largely by faith in better days to come.

Its Objectives and Ideals

One of the distinctive characteristics of SOUTHWESTERN has always been the prominence given to religion. Every candidate for a degree is required to take four courses in religion. Members of various denominations and creeds find here a friendly and congenial atmosphere. The faculty is composed of men and women who are concerned with the moral and spiritual, as well as the intellectual well-being of the students.

American higher education has been founded upon the liberal tradition, which is fundamental to a civilization of free men. From the Hebrew-Christian tradition have come the root principles of democracy, the dignity and worth of the human individual. But the individual can realize his highest capabilities only through the discipline of sound learning, a discipline which leads to self-discipline, a learning which, because it is rooted in the Christian philosophy of life, encourages breadth of vision, ability to weigh evidence, a sense of values, and a due respect for the opinions of others.

The basic purpose of a liberal education is to prepare one for full realization of life. The development of mental powers and the building of character are its most important purposes,

and it is, therefore, concerned with thorough scholarship, good manners, and good morals. Such an education develops men and women of integrity who readily accept their proper responsibilities to neighbor, state, and church.

One of the principal manifestations of the spirit at SOUTHWESTERN is the Honor System, wherein students, by long-established custom and tradition, assume responsibility for the honorable conduct of all academic tests and examinations, as well as other phases of student life. The Honor System, by showing the student that he is trusted to maintain integrity of character without petty policing, serves to foster his self-reliance and self-respect. The duty of upholding the system is exercised by the Honor Council, which is composed entirely of students, and which operates without interference by the college administration. The Council has the responsibility of acquainting new students with the essential provisions of the Honor System as well as of investigating and penalizing violations.

Though not a vocational or professional school, SOUTHWESTERN offers the liberal education which every professional man needs as the basis for specialization and, in addition, the courses of study preparatory to advanced professional training. Both breadth of knowledge and thorough acquaintance with a particular field are essential to intelligent living in the world of today.

The degrees of Bachelor of Arts, Bachelor of Science, and Bachelor of Music are offered. These degrees may be awarded "with distinction" for those who maintain a high level of scholarship; "with honors" for those who have satisfactorily completed honors courses in addition to the usual degree requirements.

Information for Prospective Students

Admission

A student who wishes to apply for admission to SOUTHWESTERN should write to the Admissions Counselor for an application blank. He should also arrange to take the *Scholastic Aptitude Test* given by the College Entrance Examination Board as explained in the following section.

The application blank should be filled out carefully and mailed to the Dean of Admissions, together with the photograph. An application fee of ten dollars, which is not refundable, must also accompany the application.

The Committee on Admissions and Student Aid will consider all completed applications and will send the applicant a report of its action as soon as possible during his senior year. For consideration by the Committee, the application must be complete in all details, including the fee, photograph, scores on the *Scholastic Aptitude Test*, and the high school transcript through at least the second semester of the junior year. The college will obtain the transcript; the other items mentioned must of course be supplied by the applicant. If he is in his senior year of high school, he may be accepted subject to satisfactory completion of the work being carried.

Applicants are expected to complete high school with sixteen or more credit units in a college preparatory program, with at least thirteen units in the academic fields of languages, mathematics, history, natural science, and social studies. Of these thirteen units, four should be in English, two in one foreign language (modern or classical), two in algebra, and one in geometry. (A fourth year of high school mathematics, to include trigonometry and advanced algebra, is strongly advised for students who plan to elect mathematics at SOUTHWESTERN.) Students with a slightly different pattern of subjects may be considered if their records in other respects indicate readiness for SOUTHWESTERN's program of study. Such students, however, may find certain fields of concentration closed to them.

Entrance Examinations

All applicants for admission to the freshman class are required to take the *Scholastic Aptitude Test* of the College Entrance Examination Board.

Application forms may be obtained from high schools or by writing directly to the College Entrance Examination Board, Box 592, Princeton, New Jersey. (Students from Western states should write to Box 1025, Los Angeles, California 94701; the Midwestern office address is Box 881, Evanston, Illinois 60201.)

Dates on which the test may be taken during the 1969-70 academic year are: November 1 and December 6, 1969; January 10, March 7, May 2, and July 11, 1970.

Applicants are expected normally to take the test not later than January, so that their scores will be available to the Committee on Admissions by February. When the application form has been filled out, the applicant should mail it directly to the Board which has arranged for the test to be administered at various centers throughout this country and abroad. The Bulletin of Information, which the Board will send to the student with his application form, contains a list of these centers. The student may select the one most convenient to him.

Advance Deposit

Upon notification that their applications for admission have been approved, a room deposit of one hundred dollars will be due from new students who are to reside on the campus. If the student has applied for financial aid from the college, this deposit is not due until notification of the decision of the Committee on Admissions and Student Aid. May 1 is the deadline for payment. The deposit is not an extra charge, but is credited to the student's account and deducted from the first term's expenses. It is not refundable in the event of the student's nonattendance. The balance of the room rent is payable on or before July 15. The college cannot guarantee that a room will be available unless this balance is paid.

Advanced Placement

SOUTHWESTERN participates in the Advanced Placement Program of the College Entrance Examination Board, and is prepared to give advanced placement and appropriate hours of credit to qualified Freshmen students. An entering student may receive advanced placement at SOUTHWESTERN in two ways:

1. By receiving a grade of 4 or 5 on the appropriate C.E.E.B. Advanced Placement Examination, in which case advanced placement is automatic, or by receiving a grade of 3 on the C.E.E.B. examination *and* having approval for such placement from the department concerned.

2. By performing satisfactorily, in the judgment of the department concerned, on a departmentally prescribed and administered placement examination.

College credit in the amount carried by the course from which an entering student is exempted by advanced placement will be awarded in these cases:

1. To students who score 4 or 5 on the appropriate C.E.E.B. Advanced Placement Examination. In this case the credit is automatic.
2. To students who score a 3 on the Advanced Placement Examination and for whom course credit is approved by both the department concerned and the Curriculum Committee.
3. To students who are given advanced placement by a department on the basis of a departmentally prescribed and administered test and for whom credit is approved by both the department concerned and the Curriculum Committee.

Early Decision

In order to reduce the necessity for students who are certain they want to attend SOUTHWESTERN to file applications at several colleges and to reduce their anxiety regarding acceptance, SOUTHWESTERN subscribes to the Southern College Uniform Early Decision Plan.

Under this plan, the student:

- (a) agrees to apply to SOUTHWESTERN only until a decision is reached under the Early Decision Plan (by December 1).
- (b) considers the deadline of receipt of credentials by SOUTHWESTERN, and agrees to have in the hands of SOUTHWESTERN his completed application for admission and his completed application for financial aid (if the latter is felt to be necessary) by that deadline (November 15).
- (c) if applying for financial aid, agrees to have his Parents' Confidential Statement in the office of the College Scholarship Service by November 1.
- (d) agrees to fulfill the admissions testing requirements of SOUTHWESTERN (Scholastic Aptitude Test) not later than November of his senior year.

- (e) if accepted, agrees to let SOUTHWESTERN know, within two weeks of his notification, his decision regarding matriculation and payment of deposit.

Under this plan, the college:

- (a) agrees to render a decision on admissions and on financial aid, if requested, by December 1.
- (b) if a specific decision of acceptance or rejection is not made by December 1, agrees to notify the candidate that his application will be guaranteed unbiased consideration under the college's regular admissions plan and agrees to free the candidate to apply to other colleges.
- (c) agrees not to require the accepted candidate who commits himself to matriculate and makes his deposit to take further admissions tests.

This plan is for applicants who, after consultation with school authorities and parents or guardians, judge that their grades, test scores, recommendations and extra-curricular records clearly qualify them for acceptance at SOUTHWESTERN, and who have made SOUTHWESTERN their clear-cut first choice.

Admission of Special Students

Special applicants over twenty years of age who give evidence of sufficient ability, may be admitted to a course of study not leading directly to a degree, but allowing them to pursue that work for which they are best prepared and which they particularly need. But a course of this kind is not open to a student who has just finished his preparatory work with insufficient credits to admit him as a regular candidate for a degree.

Special students are not regarded as candidates for a degree and are not eligible for intercollegiate athletics, fraternity or sorority membership, and other extra-curricular activities. Should the special student subsequently become a degree candidate, credits earned while a part-time student are applicable towards the degree sought.

Tutorial courses also are not ordinarily open to special students. In no case may a special student be enrolled in more than two classes, or for more than eight hours of credit. Application for admission as a special student must be made in writing, and must be approved by the Committee on Admis-

sions before the student may be enrolled. The request will be acted upon after the formal application and scholastic record of the student have been received. The request must be renewed each academic year.

Admission of Transfer Students

An applicant for admission as a transfer student should secure an application blank from the Admissions Counselor of SOUTHWESTERN and request the college from which he desires to transfer to send an official transcript showing terms of dismissal, entrance credits, collegiate credits and grades. Separate official transcripts from each college attended are required. A student accepted on transfer will be allowed tentative credit for any course suitable to SOUTHWESTERN's program in which his grade is C or better. Final credit for acceptable courses will be granted after the student has completed a year in residence at SOUTHWESTERN with a scholastic record satisfactory to the Committee on Curriculum. A course passed with a grade of D may be used by the student to meet a course requirement but it will not carry hour credit. The student will be given credit for quality points equal to but not greater than the number of hours transferred. SOUTHWESTERN's policy is to consider applications only from transfer students who are in good academic standing at the last institution attended. Since a minimum of two years attendance at SOUTHWESTERN is required for a degree, not more than two years of work (sixty hours) can be accepted from other institutions.

Room and Board

All students who are not residents of Memphis or its immediate vicinity are required to live in the college residence halls and to take their meals in the college dining halls. However, in some instances, a student may be given permission to live off-campus under conditions approved by the administration. Requests for such permission should be made by letter, addressed to the Dean of Men or the Dean of Women. Rooms in the residence halls are available to women students from the Memphis metropolitan area who apply and are accepted under the Early Decision Plan.

The rooms in the residence halls are equipped with all necessary furniture, but the students must have mattress pads, and supply bed sheets, blankets, pillows, towels, curtains, rugs. Where such service is desired, the Memphis Linen Sup-

ply Company will furnish sheets, towels, and pillow cases on a weekly basis at nominal cost.

The college reserves the right to use the residence halls for its own purposes during vacation periods. The dining halls will be closed during Thanksgiving and Christmas. The dormitories will be closed during the Christmas break between Terms I and II.

On or before March 1, current resident students are required to reserve space in the residence halls for the next session by paying a \$100.00 fee, which is applied to the cost of the room, and is refundable up to May 1. The balance of the room rent is payable on or before July 15. The college cannot guarantee that a room will be available unless this balance is paid.

Orientation and Registration

All students entering SOUTHWESTERN for the first time are expected to be present for orientation week, which immediately precedes the opening of college. The orientation period is designed to acquaint new students with the traditions, ideals, and regulations of SOUTHWESTERN and to afford them an opportunity to plan their courses of study in consultation with members of the faculty. During orientation week the new students, in addition to discussing their courses of study individually with a member of the faculty, meet with the representatives of various student organizations, take aptitude and classification tests, receive instruction in the use of the library, attend social events, and hear talks by administrative officers of the college. The dates of the orientation period are listed in the college calendar. New students who arrive when the orientation program is over or well under way, in addition to missing necessary instruction and information, will be subject to considerable inconvenience.

Expenses

Tuition charges of \$1500.00 for the regular session represent slightly more than half the actual cost of instruction, the remainder being provided from endowment income and gifts. Tuition includes out-patient care in the college infirmary, medical insurance with specified benefits for hospitalization, admission to athletic events, subscriptions and student publications and other student activities.

Charges are due and payable in advance. One half the fees for tuition, room rent and board will be due and payable not later than September 12, 1969, and the second half not later than January 5, 1970. Statements for these amounts will be mailed approximately two weeks in advance. If incurred, special fees for extra courses, practice teaching, and graduation will be billed separately after the beginning of the term. Parents wishing to use other payment options should read the regulations under "Payment Plan" fund on page 47.

Expenses

Tuition	\$1,500.00
Board	500.00
Room	350.00

Special Fees

Graduation fee, including rental of academic regalia.....	\$20.00
Removal of condition	2.50
Change of schedule (after first week).....	2.50
Participation fee, Education 412.....	20.00
Fee for extra course.....	Per hour 30.00
(For courses in excess of fourteen hours for Term I and Term II, or over two courses in Term III)	

Students living in the residence halls are required to take their meals in the dining halls. *There can be no exception to this regulation.* Other students and members of the college faculty and staff may also obtain meals in the dining halls.

A transfer student entering the college in January at the beginning of Term II will be charged \$1125.00 for tuition, and \$650.00 for room and board for the remainder of the session. These charges will be due and payable at the time of registration.

Special students pay \$225.00 per course plus an application fee of \$10.00. For special students and students enrolling for less than a term, the charges for private music instruction are \$5.00 or \$7.50 per half-hour lesson, depending on the instructor.

Candidates for degrees in music are charged the same tuition and fees as for all other majors. This includes two lessons a week in applied music. Additional lessons in a minor field are charged for at the rate of \$50.00 per term for one lesson a week.

Students majoring in other subjects who wish to add the study of applied music to their regular academic programs will be charged additionally the sum of \$60.00 to \$75.00 per term for one lesson per week; \$110.00 to \$135.00 per term for two lessons per week, depending on their choice of instructor.

REGULATIONS REGARDING PAYMENT OF FEES:

The following financial regulations, made by the Board of Directors, are not subject to change:

No student may be enrolled for a shorter period than an entire term.

No student will be certified for initiation into a fraternity or sorority, or receive honorable dismissal, or obtain a transcript of credit, or be admitted to graduation, until all college bills are paid.

All candidates for degrees are required to pay the graduation fee by the beginning of Term II of their last year.

REFUNDING OF TUITION:

In the event it is necessary for a student to withdraw from the college by reason of illness or other cause beyond his control, tuition will be refunded as follows:

Within one week.....	80%
Within two weeks.....	60%
Within three weeks.....	40%
Within four weeks.....	20%
After four weeks.....	No refund

The above schedule will apply when withdrawal is made in Term I or Term II. No refund will be made for withdrawal during Term III.

Room rent is not refundable in any case. Refund of unused board is on a pro rata basis for students who find it necessary to withdraw. No request for refund can be considered prior to

filing of formal written notice of withdrawal with the President or the Dean of the College.

Payment Plans

The college recognizes the fact that an increasing number of parents prefer to meet educational expenses on an installment basis and has arranged a plan by which payment may be made as follows:

	Tuition (Commuting Students)	Tuition /Room & Board (Resident Students)
July 15	\$ 450.00	\$ 675.00
September 15	450.00	650.00
December 15	350.00	575.00
February 15	250.00	450.00
	<hr/> \$1,500.00	<hr/> \$2,350.00

Parents who wish to take advantage of this option must make arrangements, *in writing*, with the treasurer of the college before July 15, for the following academic session. In addition to this program, the college has made available plans which permit monthly payment through Educational Funds, Inc., 10 Dorrance Street, Providence, Rhode Island 02901; and the Tuition Plan, Inc., 400 North Michigan Avenue, Chicago, Illinois 60611.

Both of these companies offer one, two, three, and four year plans. Most of their contracts include credit life insurance in their nominal fees. For further information contact either of these companies or the Business Office of the college.

If deferred payment plans are utilized, arrangements must be made prior to the date payment is due.

Scholarships and Student Aid

All forms of scholarships and financial aid at SOUTHWESTERN are administered by the Faculty Committee on Admissions and Student Aid. The Committee's concern is to award scholarships on the basis of merit alone, and to set the accompanying stipend for each recipient on the basis of his need, within the limits of available funds. Each student who applies for financial aid must file the appropriate form with SOUTHWESTERN and the Parents' Confidential Statement with the College Scholarship Service. Aid is subject to withdrawal from a student who fails to conform to SOUTHWESTERN's rules, traditions, and standards, both academic and ethical.

Southwestern Scholar

SOUTHWESTERN recognizes the encouragement of excellence as a primary obligation, and has established the Southwestern Scholar program to honor other outstanding students in each entering class. Each Southwestern Scholar must rank in the first quarter of his graduating class, have a composite College Board score of 1200 or better, and be well recommended by his high school principal or counselor with respect to character and usefulness as a school citizen.

The Southwestern Scholar will receive a certificate of award and will be considered a candidate for one of the competitive scholarships described below. Should he not receive a competitive award, he may be assigned a stipend up to half tuition, based on need as shown by his Parents' Confidential Statement. When need extends beyond this amount, additional assistance may be possible in terms of a National Defense Loan or some other form of student aid.

Competitive Awards

Two forms of aid extended on a competitive basis are Honor Scholarships and Leadership Awards. Each recipient will receive a certificate of award, and a one-year honorary grant of \$200 if he has no financial need.

In addition, two "Outstanding Freshman Honorary Awards" of \$1,000 each will be made to men in the freshman class. These honorary awards will not be based upon financial need and may be renewed for three additional years upon request of the recipients.

Honor Scholarships

Each year approximately 18 Honor Scholarships are offered

to high school seniors eligible to enter SOUTHWESTERN. These recipients are chosen from the top students in the Southwestern Scholar category. The amount of each stipend will be determined by the financial need of the individual shown by the Parents' Confidential Statement.

Applications for Honor Scholarships should be made by February 1. Candidates should arrange to take the Scholastic Aptitude Test not later than the January testing period.

Leadership Awards

Approximately fifteen Leadership Awards are offered each year to entering freshmen. To qualify a student must rank in the upper half of his graduating class and show exceptional qualities of leadership in extracurricular activities. This award offers financial aid extending up to full need, as shown by the Parents' Confidential Statement.

Financial Aid for Ministerial Candidates and Dependents of Ministers

SOUTHWESTERN, as a church college, feels a special concern that there be qualified candidates for the ministry. The college, therefore, stands ready to aid applicants for the ministry and children of church professionals with special financial consideration.

A pre-ministerial student who is certified by the responsible court or agency of his denomination, or a student who is a dependent of a Presbyterian Church professional in the supporting Synods of Alabama, Louisiana, Mississippi, and Tennessee, may receive, if needed and upon application, a grant up to one half of the tuition fee, plus campus employment, and/or a loan. The exact amount of aid is determined by an analysis of the Parents' Confidential Statement.

Other Student Aid

Other forms of student aid are grants, campus employment, and loans. The maximum stipend for either a grant (unless an Educational Opportunity Grant) or a combination grant-campus employment (unless under the Work-Study Program) is one half of the tuition for the year. Additional aid may be granted in the form of loans. Each of these forms of assistance is granted on the basis of merit and requires the filing of the Parents' Confidential Statement.

Student Aid Supported by Federal Funds

The "student assistance" section of the Higher Education Act of 1965 provided federal funds to aid students who have

financial need. This assistance, as it is applied at SOUTHWESTERN, is described as follows:

(1) *Guaranty Loans*—Under the low-cost guaranty loan program, made possible by the Higher Education Act of 1968, students from families with adjusted incomes (based on the size of the family) of less than \$15,000 are eligible to have a portion of loan interest charges paid by the Federal government. Loans up to \$1,500 a year may be obtained by the student from his bank or commercial lending agency which participates in either a state-guaranty loan plan, the United Student Aid Fund (a private, non-profit loan program), or the Federally insured loan program.

The Federal government will pay all of the interest charges while the student is in college. After graduation, the student pays the interest (usually 7%) during the repayment period. Loans have to be repaid within five to ten years after graduation, with payment beginning nine months after graduation. There is a three-year moratorium on payments while a borrower is serving as a member of the Armed Forces or the Peace Corps, although interest during this time will accrue and have to be paid. Minimum annual loan repayment will be \$360, but payment can be accelerated if the borrower wishes.

Students from families with adjusted incomes of more than \$15,000 may borrow under the guaranty loan program, but will receive no interest subsidies.

(2) *Work-Study Program*—The Southwestern Work-Study Program, made possible originally by the Economic Opportunity Act, has been broadened to make available part-time employment opportunities on and off the campus to all students (preferably those from low-income families) who are in need of the earnings from part-time employment in order to attend SOUTHWESTERN. A student may work for not less than the national minimum wage rate for as many as forty (40) hours per week during the summer and recess periods, and ten (10) hours per week while attending as a regular student.

(3) *Educational Opportunity Grants*—Educational opportunity grants are available to help SOUTHWESTERN students with exceptional financial needs. First-year grants range from \$200 to \$1,000, with an equal amount provided from SOUTHWESTERN's scholarship, work, or loan funds, including State or private (USAF) loan programs. To qualify, a student must be financially unable to attend without an opportunity grant. Once awarded, however, a grant will last for the duration of undergraduate study—up to four years—if the student con-

tinues to qualify for this assistance and maintains a 2.0 (C) grade point average.

(4) *National Defense Loans*—The National Defense Student Loan Program (Title II of NDEA) was established at SOUTHWESTERN in 1960 and each year has enabled students to borrow money to help finance their college expenses. The amount of each loan is not to exceed the actual need of the student, determined by the College Scholarship Service analysis of the Parents' Confidential Statement, and may not exceed \$1,000 per year. The loan bears simple interest at the rate of three per cent a year upon the unpaid balance. Interest does not begin until nine months after the borrower ceases to be a student at an institution of higher learning. Repayment is to be made, together with accrued interest, to SOUTHWESTERN over a ten-year period. Military or Peace Corps service up to three years is not to be included in this ten-year period. The loan and interest thereon of any borrower who serves as a full-time teacher in a school or college in the United States shall ordinarily be cancelled up to a maximum of fifty per cent, at the rate of ten per cent a year for each year of service up to five years. Persons who serve as teachers in "hardship" elementary or secondary schools will be forgiven fifteen per cent of their NDEA loan obligation annually (thus clearing all their obligations to the NDEA Loan program without repayment). Liability for repayment of a loan shall be cancelled upon the death of the borrower or in the event he becomes permanently and totally disabled.

All federally supported financial aid at SOUTHWESTERN is given on the basis of need and is determined through an analysis of the Parents' Confidential Statement made by the College Scholarship Service. Applications for this aid should be noted on the regular application forms sent to SOUTHWESTERN. Further information may be obtained by writing the Director of Financial Aid, Southwestern at Memphis.

Renewal of Financial Aid

Normally all forms of financial aid are awarded with the expectation of their being renewed on a yearly basis. It is necessary, however, for the student to apply in February of each preceding academic year for such renewal. Unless the award is honorary, it will be necessary for the student and his parents to file, by January 15, a Renewal Parents' Confidential Statement with the College Scholarship Service.

Renewal of aid is based not only on the financial need of the student and on his maintaining SOUTHWESTERN's standards

of character and conduct, but also on the following qualifications:

(1) No financial assistance may be awarded or continued to any student who falls below a 1.75 academic average for the freshman year, or below a 2.0 average in succeeding years. This yearly average will be computed on the best twenty-eight hours of academic work.

(2) The Southwestern Scholar must maintain a 2.5 grade point average. If the student's yearly average is below 2.5 at the end of the term, but 2.0 or better, other forms of aid are available.

(3) A Leadership Award may be renewed if the student is making satisfactory progress towards graduation (see number 1 above) and is continuing to show evidence of leadership in college activities. Otherwise, he must maintain a 3.0 grade point average. Holders of Leadership Awards must file an annual statement describing their participation in college activities during the current year and their proposed activities for the forthcoming year.

(4) An Honor Scholarship is renewable on the basis of a 3.0 average or better.

Parents' Confidential Statement

The forms for making this statement can be obtained from the secondary schools. All students who request financial aid must file the statement. This form should be submitted to the College Scholarship Service by January 15. If the applicant's school does not have the form, it may be obtained from the College Scholarship Service, Box 176, Princeton, New Jersey 08540; Box 881, Evanston, Illinois 60201; or Box 1025, Berkeley, California 94701.

All applications for scholarship or financial aid must be accompanied or preceded by a regular application for admission to SOUTHWESTERN.

Additional information and application forms will be supplied upon written request to the Admissions Counselor of SOUTHWESTERN.

The C. M. Gooch Foundation

This Foundation is prepared to give financial aid for vocational or college training to a limited number of outstanding young men and women of the Tri-States area of Memphis and vicinity. While these awards are loans, they are an expression of confidence in the recipient, for they are made without collateral and without interest, and are repayable in monthly installments after graduation (or after leaving college). Fresh-

men may receive outright grants if the need seems sufficiently great. Awards are based on scholarship, character, and promise of social responsibility, as well as need. The Applications Committee of the Foundation does not look with favor upon applicants with less than a B high school average. A few exceptions, however, may be made in the case of an outstanding talent. Acceptance of financial assistance entails upon the student an obligation to maintain a high standard of work and to use all funds economically, to keep a close relation with the Foundation, and to conform with its principles. Although awards are made for one year only, students who measure up to Foundation standards may re-apply and receive assistance during succeeding years. Additional information may be received by writing or calling the Foundation. After application has been made, an interview with a member of the Applications Committee is necessary before the application is complete. Applications should be made in the early spring. Call or write to Mrs. A. L. Turner, Secretary, The C. M. Gooch Foundation, 886-7 Shrine Building, Memphis, Tennessee 38103.

The Educational Program

The curriculum at SOUTHWESTERN provides a four-year program of liberal arts and sciences leading to the Bachelor of Arts, the Bachelor of Science, and the Bachelor of Music.

Degree Requirements

To obtain a Bachelor of Arts, Bachelor of Science, or Bachelor of Music degree from SOUTHWESTERN, a student must be in residence for a minimum of two years or for sixty term credits. A minimum of 120 term credits are required for graduation. In addition to the 120 term credits, the student must obtain a number of quality points equal to or greater than the number of term credits earned.

At the beginning of his sophomore year, the student may select the major subject in which to concentrate in the remaining three years. Major requirements are stated above the course descriptions for each department. (See Courses of Instruction.) *Students are responsible for acquainting themselves with the degree and major requirements and for arranging their courses of study accordingly.*

SOUTHWESTERN requires of all degree candidates a comprehensive examination in their major field of study, taken in the senior year at the end of their final term. Seniors completing all major requirements by the close of the third term, but having to take summer courses to complete other degree requirements, may take the comprehensive examinations at the end of the regular session.

The degree "with distinction" will be given to the student who has attained an average grade of B in all courses, an average grade of B in his major field, and a B or better average in the three final comprehensive examinations.

The degree "with honors" requires work in a restricted field during the senior year and a general examination over the entire field. The requirements for the degree "with honors" are described for each department under Courses of Instruction.

The Bachelor of Arts Program

The following subjects are required of all candidates for the Bachelor of Arts:

Biblical StudiesTwo courses
Theology/History of Religion.....Two courses

English 101-102Six credits
 English 201-202 or 203-204 or 205-206....Six credits

Foreign language proficiency, classical or modern*

HistoryTwo courses

Social ScienceTwo courses
 (Two courses in one department or two courses di-
 vided between anthropology, economics, international
 studies, political science, or sociology.)

Philosophy or Psychology.....Two courses
 (May not be divided between the two departments.)

A laboratory science.....Eight credits

Physical EducationFour terms

*Proficiency in a modern foreign language will be demonstrated by passing the Qualifying Examination, which is regularly given as the terminal examination in the second year language courses. Transfer students who have had two or more years of a modern foreign language elsewhere must also pass the Qualifying Examination and may take it at the beginning or end of any session. Proficiency in a classical language will be demonstrated by completion of Latin or Greek 201-202 or the equivalent, or by one course above 201-202.

The design of the curriculum intends that the degree requirements be completed as early as possible leaving specialization for the junior and senior years.

The Bachelor of Science Program

Note: Prospective majors in the program should acquaint themselves with the specific requirements of their department which in some instances will exceed the basic requirements outlined here.

For this degree the major must be in one of the following fields: biology, chemistry, mathematics, or physics. The requirements for the Bachelor of Science degree are identical to those for the Bachelor of Arts degree with the following exceptions:

Mathematics.....	Three or four courses as required by the major department.
Laboratory science.....	Three two-term courses or six one-term courses selected from biology chemistry, or physics.
Social Science.....	Exempted.
Philosophy or Psychology.....	Exempted.

The Bachelor of Music Program

The following subjects are required of all candidates for the Bachelor of Music:

Biblical Studies	Two courses
Theology/History of Religion.....	Two courses
English 101-102	Six credits
Basic Music Core.....	Twenty-Six credits
Physical Education	Four Terms

Attendance at the commencement exercises is required of all candidates for a degree, including those whose work was completed in the first term and those needing summer courses for completion.

The Honors Program

The honors program provides the principal means whereby a student may do more independent, intensive, and individual work than can be done in the regular degree programs. The honors work offers an excellent introduction to graduate study, as it employs the full resources of library and laboratory and promotes independence of thought and study.

All honors programs include a project of either a scholarly or creative nature. This project can be research culminating in a written report or thesis, or it can be a creative project as represented by an original production. A copy of the report or production is to be presented to the Committee on Curriculum, and will be placed in a permanent file or display in the library.

The candidate for honors may submit his application to read for honors to the chairman of his major department either at the end of the second term or by May 15, of his junior year. In general an average grade of not less than B is required for admission to the program; however, a student who has a B average in his major and an overall average of 2.75, on recommendation of his major professor, may apply.

At least four examinations of three to four hours each will be given in the candidate's final term. The candidate will be exempted from final examinations in his department, and in courses outside his department, if he has a daily average of at least B in those courses. The examinations will be judged by at least three examiners. Successful candidates will receive the degree with honors and the diploma will be so inscribed, as a permanent record of a significant achievement. If a student's honors work is not of the requisite excellence, but is of passing quality the regular degree will be granted.

The honors student will earn in his major field six to nine credits per term which may be distributed among class courses, tutorials, and the honors course. Normally, the honors course gives six credits per term.

The Tutorial Plan

The tutorial plan of instruction, like the honors program, has as its chief purposes the individualizing of instruction, the avoiding of mass production methods in education, and the provision of means whereby a student may go beyond the scope of a class course, both in the amount of work done and the kinds of interests pursued. The tutorial courses are an adaptation to American conditions of the tutorial plan as followed in the English universities of Oxford and Cambridge. The method is that of extensive reading under guidance, and individual conferences with the tutor on the material read. This plan was inaugurated in September, 1931, with the aid of a grant from the Carnegie Corporation.

Nine hours of directed reading and one hour or more of conference with the tutor each week give three credits each term. The course may be a broad survey of a field, or may involve intense specialization in some of its aspects. A wide variety of courses is listed, and the student has the privilege of requesting other courses in which he is interested, if a member of the faculty is available to direct his study in those fields.

Tutorial Courses for Juniors and Seniors

For a detailed description of these courses, the student should refer to the department in which he is interested, as outlined under "Courses of Instruction" in this catalogue. All courses numbered above 500 are junior-senior tutorials.

In a tutorial course for three term credits the minimum number of conferences should be twelve, and the record should show at least nine hours of reading or preparation for each conference. In cases of sickness or other unavoidable conditions, the absolute minimum is eleven conferences and ninety-nine hours of reading or other preparation.

Tutorial Courses for Sophomores

The sophomore tutorial courses give one hour of credit each term for a total of four hours of reading and individual conference each week with a professor. The chief purposes of the courses are to develop the student's ability to study

and think independently and to broaden his learning experience by providing library readings not ordinarily employed in class courses. The readings are selected cooperatively by the professor and the student in accordance with the student's abilities and interests, and the conferences should therefore prove to be stimulating and challenging. The sophomore tutorials serve to introduce the student to new fields of knowledge.

Each year some professors will offer sophomore tutorials which will appear on the registration schedule. Any sophomore desiring to take such a course must secure the permission of the professor offering the course either prior to or during the registration period.

The Freshman Program

The Freshman Program at Southwestern is designed to encourage students to take a more active part in developing their own educational program during their four years of college. The program includes academic orientation, inter-disciplinary colloquia, close student-faculty communications, and individual curriculum development.

Several colloquia are offered, each of which will include two professors and approximately ten students. The seminars are designed to range as widely as the knowledge and experiences of the students and professors will allow.

Each of these students will enroll in one of the colloquia as one of the four courses he will take the first term, and when the second term begins he will enroll in another colloquium as one of his four courses. Thus each of the students will participate in two colloquia out of the eight. Each one of the colloquia will continue for six to eight weeks, at the end of which time the students will move into an independent study of a topic or problem that has defined itself for them and that can enlist hard and detailed investigation. The purpose is to provide through the colloquia a chance to read and discuss ideas of the wide-ranging sort and then to balance that experience with an independent project in which the student can become involved in independent investigation or a research project.

The fifty students who are selected to participate in the program will be exempted from the stipulated degree requirements on the theory that each student, working closely with his tutor, will see the value in shaping his education towards breadth and coherence and towards real mastery in some skill or field of learning.

Directed Inquiry

The term *directed inquiry* indicates a type of independent study new to the Southwestern program and designed to give more flexibility than is presently provided by honors, tutorials, and seminars. *Directed inquiry* is a project agreed on by a student and professor; it may be a laboratory experiment, special readings on a given topic, some type of art work, a group of essays, etc. The specifications that follow establish the flexibility and the limitations considered appropriate.

- a. The number of conferences, the extent of the reading, the kind and amount of written exercises or tangible productions will depend on the professor's judgment, subject to the approval of his department.
- b. Each professor in charge of a directed inquiry will provide for the Curriculum Committee a written description of the project to be undertaken. The Committee may assign credit not to exceed six hours, to be awarded on successful completion of the project.
- c. Directed inquiry projects may be carried out during any of the three terms or during the summer period.
- d. Directed inquiry projects may be undertaken either on or off campus, but off-campus projects must have the approval of an appropriate sub-committee of the curriculum committee.
- e. A student may earn through directed inquiry a maximum of 12 hours credit in any one department and a maximum of 24 hours credit towards the 120 required for the degree. (These maxima do not include credits earned in honors, tutorials, and seminars.)
- f. At the end of each term, each department must submit to an appropriate sub-committee of the curriculum committee a descriptive and evaluative report of the directed inquiry undertaken that term in the department.

Basic and Pre-Professional Programs

The prerequisites for graduate and professional courses of study vary greatly not only among the various professions but also among individual institutions training students for the professions. The student is, therefore, urged strongly to consult with his faculty counselor as soon as he has decided upon his aims for the future, in order that the best course of study may be planned according to his individual purposes and needs.

Pre-professional programs are available in the following areas: Business Administration, Dentistry, Director of Christian Education, Foreign Service and International Business, Law, Library Science, Medical Technology, Medicine, Ministry, Pharmacy, Teaching (secondary level). Students interested in pursuing any of these programs should address their inquiries to the Admissions Counselor.

Basic Engineering Course

The "Three-Two Plan" of engineering education provides that the student spend three years at SOUTHWESTERN and complete a major in physics or basic engineering. He then attends the desired college of engineering for two years instead of the customary three, and at the end of the five-year period receives the B.A. degree from SOUTHWESTERN and the appropriate engineering degree from the college of engineering. In this way the prospective engineer receives a broad liberal education as well as the technical training required for his profession. If the prospective engineer discovers that he lacks the necessary mathematical or scientific aptitudes, he can readily change his program to one more suitable to his abilities. SOUTHWESTERN has completed arrangements for this "Three-Two Plan" with such colleges of engineering as Auburn University, Georgia Institute of Technology, the University of Tennessee, and Vanderbilt University.

Foreign Study

France: The Junior Year Abroad

SOUTHWESTERN is associated with the Institute for American Universities at Aix-en-Provence, France, and qualified students may obtain permission to spend their junior year at the Institute, pursuing a course of study previously worked out with professors in their major department and applicable toward their college degree.

The necessary forms for requesting admission to the program are available at the Modern Language Center of SOUTHWESTERN. The application must be approved by the chairman of the student's major department and by the Dean of the college. It must be accompanied by a transcript showing the student's courses and grades through the first semester of his sophomore year, a health certificate signed by his physician, and a statement of approval from his parents. The completed application should be mailed by the student to:

The Director,
Institute for American Universities,
2 bis, Rue du Bon-Pasteur,
Aix-en-Provence, France.

Well in advance of filing his application, the student should have prepared with his major department a course of study for both his junior and senior years. The only subjects required to be taken at the Institute are six hours of French each semester. Previous training in the French language is not required but will be found extremely helpful.

The group from SOUTHWESTERN usually sails from New York in the latter part of August and spends a few days in Paris before entraining for Aix. Requests from students at other colleges to join a travel group should reach the Language Center by July 1. Interested students can obtain full information regarding the program from the Modern Language Center, SOUTHWESTERN AT MEMPHIS.

Summer Study Program: France

Incoming Freshmen and students already in residence may participate in this two-month program for six credit hours toward their language requirement. Courses are taken at the Université de Paris. At the conclusion of the six-week study period, time is allotted for travel in Europe. Address inquiries to: Summer Study Program: France, Department of French, Southwestern at Memphis.

Mexico: The Summer Session in Monterrey

SOUTHWESTERN students and other college students recommended by their institutions may apply for admission to the summer session at the Instituto Tecnológico y de Estudios Superiores de Monterrey, in Monterrey, Mexico. With approval of parents and principal, high school students in the last two years may join the group for work toward their high school diplomas.

Six hours of college credit may be earned in Spanish (elementary through advanced courses), history, economics, sociology, art, literature (Spanish and Spanish American), and other liberal arts subjects. A member of the SOUTHWESTERN Spanish staff will accompany the group. The fee of \$360.00 includes tuition, room, board, and extracurricular activities. Dates for the 1969 session are July 30 to August 20.

Information and application forms for study in Mexico may be obtained from Dr. Gordon D. Southard, SOUTHWESTERN AT MEMPHIS.

Graduate Study

In many vocations the possession of a master's or doctor's degree is becoming more and more desirable. A student who plans to do graduate work leading to one of the higher degrees should consult his faculty counselor during his freshman year if possible, and certainly before entering his junior year. His undergraduate program, preferably leading to a bachelor's degree with honors, should be planned in such a way as to include a maximum of study in his chosen field and in related fields without lessening his general knowledge of other fields. As all good graduate schools require a reading knowledge of either French or German for all higher degrees, and some schools require a knowledge of both languages, the prospective graduate student is strongly urged to include courses in these languages in his undergraduate program.

Southwestern Research Institute

The Southwestern Research Institute has been established by SOUTHWESTERN AT MEMPHIS for the purpose of contributing to the industrial development and promotion of scientific education in the Mid-South.

In addition to carrying on sponsored industrial research, the Southwestern Research Institute is so organized that SOUTHWESTERN faculty members may use its facilities in pursuing fundamental research on problems relating to their particular fields of interest. Also, the opportunity is provided, wherever possible, for SOUTHWESTERN students to broaden their scientific education through active participation in the research programs of the Institute.

The Modern Language Center

The Emily Simpson Courtenay Modern Language Center, housed in the Thomas W. Briggs Student Center, consists of offices, classroom, and language laboratory.

The language laboratory contains booths equipped with especially adapted tape recorders which permit the student to listen to a recording made by native speakers and to record his own voice. He can stop, repeat, erase, and correct his own speech in comparison with the "master voice." All undergraduate students enrolled in modern foreign languages spend one hour or more each week with the recording devices, as well as one hour in a "live" situation with a native speaker.

In addition to the languages given as regular undergraduate

courses, fifteen other languages are available for individual study. A limited conversational ability may be achieved by spending a few hours each week in the Center, with credit being offered in the sophomore tutorial plan.

The Center also offers night classes for adults, afternoon classes for children, individual study for adults, and training programs for public school teachers.

Archaeological Field Studies

The Department of Anthropology and Sociology, in cooperation with the Tennessee Division of State Parks, has organized a summer field training program in modern archaeological techniques. The program provides for actual student participation in the excavation of pre-Columbian archaeological units at Chucalissa State Park. The proximity of this site to SOUTHWESTERN affords an opportunity for a student to work on a full-scale scientific excavation without the expense and inconvenience of the usual field situation.

Training in excavation techniques is under the direct supervision of the resident archaeologist at Chucalissa, and carries full college credit at SOUTHWESTERN. No prior archaeological experience is required.

The American School of Classical Studies at Athens

SOUTHWESTERN is one of the sixty institutions of higher learning in the United States that cooperate in supporting the American School of Classical Studies at Athens. Graduates of SOUTHWESTERN who are in a position to profit by postgraduate study in Greece are admitted to this school without entrance examination, and are exempt from payment of fees. Summer sessions of the school are open to juniors and seniors from SOUTHWESTERN.

Career Guidance and Off-Campus Placement

In a liberal arts college where few studies are of direct occupational significance, many students find career planning difficult. To help solve this problem the college has a combined career guidance and placement service. This program assists students to appraise their interests and aptitudes and to explore the world of work. The placement office serves as a clearing house for information on openings in business, industry, government service, and social agencies as well as for those desiring to enter educational work. Also handled through this office are arrangements involving part-time off-campus and summer jobs.

General College Regulations

Students are expected to conduct themselves as responsible citizens and members of a Christian community. Persistent departures from this standard will lead to restrictions and may result in suspension. The college reserves the right to exclude at any time students whose conduct it regards as undesirable. In such cases, no refunds of tuition, fees, board or room will be made and neither the college nor its officers shall be under any liability therefor.

Registration

Qualification as a regular student requires registration in four courses (12 credits) in Term I and Term II and two courses (6 credits) in Term III. Registration for additional or fewer courses must be approved by the Curriculum Committee. A year's residence with satisfactory grades is the usual prerequisite for taking more than the maximum number of courses.

No student may carry more than 16 credit hours in Terms I and II or more than 8 credit hours in Term III. Not more than three courses in the same department, or two under the same instructor may be taken for credit without special permission from the Dean of the College, except for those students enrolled in the honors program.

Freshman courses, other than foreign languages taken in addition to those required for the degree, normally are not open to seniors.

Regular students may obtain permission to audit a course, without payment of fee, by agreement with the professor concerned. Audited courses are not included in the number of hours carried, nor are they recorded on the permanent record.

Class Standing

A minimum of 30 term hours of credit are required for admission to the sophomore class; 60 for admission to the junior class; 90 for admission to the senior class.

Class Attendance

The student who is absent from class because of illness or for other excusable reason should present to his instructors a written explanation of the absence. When excessive absences

from class jeopardize the student's work in the course, the instructor will inform the Dean of Men or the Dean of Women. Notice will be sent to the student, the parents, and the instructor as a warning that further absences may lead to failure in or suspension from the course.

If, in the opinion of an instructor, a student's absences have made him unfit to continue in a course, the instructor will make a written recommendation to the Dean of Men or the Dean of Women that the student be dropped from the course with a grade of F. If a student is recommended for exclusion from as many as two classes, his parents will be urged to withdraw him from the college. If he is recommended for exclusion from as many as three classes, he will be required to withdraw from the college.

Chapel and Convocation

College convocations are held at stated times throughout the week. Convocations for worship usually are held in the sanctuary of Evergreen Presbyterian Church, adjacent to the campus. Lectures on world issues, musical performances and other offerings of this nature are held in Hardie Auditorium. Convocations pertaining to student body activities are held in the gymnasium.

Schedule Changes

During the first week of classes, the student may make an approved change of schedule. After the first week, no changes may be made without approval of the Curriculum Committee.

Withdrawal From Class

Should a student find it necessary to discontinue a course after the fourth week, his record will be marked WP (Withdrew Passing) or WF (Withdrew Failing). Unauthorized withdrawal from any class constitutes a failure in the course. Courses dropped after the eighth week during Terms I and II will carry the grade of F except in cases of prolonged illness. No course may be dropped during Term III.

Examinations

All tests and examinations are conducted under the Honor System. Written examinations normally are held in courses at the close of each term and are to be taken at the regularly scheduled hours. If a student has failed in his class work, he

will be excluded from the final examination. If he has passed his class work but failed in the final examination, he may be permitted by his instructor to take a reexamination at the time specified in the college calendar. His record will be marked with a grade of E. (See Removal of Conditional Grades.)

Unexcused absence from a final examination automatically results in failure in the course. Students prevented by illness or other necessity from taking the final examination at the scheduled time must present a written excuse or doctor's certificate and will be given a grade of X. (See Removal of Conditional Grades.)

Grades and Quality Points

In official grading of academic work, the following symbols are employed: A, excellent; B, good; C, average; D, passing; P, pass; E, reexamination; X, incomplete; F, failure; S, satisfactory; WP, withdrew passing; WF, withdrew failing. E and X grades are conditional and may be removed. Grades S or F are given for physical education. The S grade carries no credit and no quality points.

Three quality points are given for each hour of A, two quality points for each hour of B and one quality point for each hour of C. No quality points are given for the D grade. In order to maintain the required C average, each grade of D must be counterbalanced by a grade of B in courses carrying the same number of hours credit. Any student who has received a grade of D in a course may repeat the course for quality points with permission of the department concerned. However, no additional hours of credit can be earned in this way.

Students may enroll in a class on a pass-fail basis for one course per term, or two courses per year. No more than a total of six courses are permitted under this program. Daily class work, tests, etc., will be graded on a pass-fail basis. Passing work will count neither for nor against a student in the computation of quality points. Permission of the instructor is required.

Removal of Conditional Grades

Students with E grades (see Examinations) must notify the Registrar of their intention to take reexaminations at least one week in advance of the scheduled time and must pay the required fee of \$2.50. A penalty of \$1.00 will be charged in addition to the fee if application is made after the specified time, and no assurance can be given the student that it will be pos-

sible to arrange a reexamination at the last moment. If the student passes the reexamination he will receive a term grade of D. Seniors in the final term of attendance are eligible for reexamination without delay if they fail a final examination.

The grade of X will be given to the student who is unable to complete his course work, including the final examination, because of illness or other emergency. Upon completion of the unfinished work, the student will receive whatever final grade is merited. A fee of \$2.50 is charged for removal of an X grade.

All conditional grades must be removed within the following term unless illness or other extraordinary circumstances justify an extension by the Curriculum Committee. Seniors are required to remove all conditions by the end of the first week in May.

Grade Reports

Reports of students' grades will be sent to the parents or guardians at the end of each term. At each mid-term, instructors will submit to the Dean of Men and the Dean of Women the names of those students whose work is failing or near failing at that time. Students who make unsatisfactory grades at mid-term will be warned that continued lack of progress may result in academic probation or academic suspension for those already on probation.

Honor Roll and Dean's List

An Honor Roll and a Dean's List are compiled at the end of Term I and Term II. To qualify for the Honor Roll, a student must obtain an all A record in twelve or more credits of academic work. The Dean's List contains the names of those students, carrying twelve or more academic credits, whose grade point average is 3.600 or better for the preceding term.

Academic Failure and Probation

To maintain acceptable scholastic standing and to graduate, a student must have an average of C in all credit hours earned. The Curriculum Committee will review students' records at the end of each term and place on academic probation any student whose record falls significantly below the minimum standard. A student on academic probation will be subject to suspension at the end of the next term if his average is still below C. Continuance on probation may be permitted when the Committee

believes that improvement has been shown and that the student can reach acceptable scholastic standing.

Transcripts

Complete college records for each student are kept in the Office of Student Records. A student is entitled to one copy of his record without charge and additional copies at the rate of \$1.00 each. No transcript will be issued to a student whose financial account is delinquent.

Social Regulations

Conduct befitting a lady or gentleman is expected of all SOUTHWESTERN students. Rowdiness, drunkenness, and other improper conduct will result in disciplinary action. No intoxicants are to be served at dances, parties, or other functions given by college organizations on or off campus. No SOUTHWESTERN organization or group may buy or provide alcoholic beverages for its members or guests. The college attempts through courses of instruction and counselling to make known the effects of the use and misuse of alcohol. The college is subject to the laws of the State of Tennessee and the City of Memphis, which provide that it is illegal for minors to possess or use intoxicating beverages and that it is illegal to purchase such beverages for, serve, or give them to minors. Every member of the collegiate community has a personal responsibility in regard to these laws, and no member can assume SOUTHWESTERN provides immunity from the law.

Students are not permitted to have guns on the campus or to keep animals in their rooms or on the campus.

Marring and destruction of furnishings and defacement of walls, doors and woodwork, breakage of windows, etc., will not be tolerated. Compensatory damages will be assessed for any violation and disciplinary action taken with respect to those responsible.

Social Functions

Complete regulations governing student social functions may be obtained from the Student Council Handbook and should be examined before any social function is arranged. The calendar of social events for all student groups is prepared by the Student Commissioner of Social Activities, in cooperation with the office of the Dean of Women, and is presented to the Committee on Community Life at the beginning of each term for

study, amendment, approval or rejection. No social function of any kind may be held on Sunday, or extended past 1:00 A.M., Sunday.

Automobiles

Resident students receiving financial aid from the college are not permitted to maintain a car on the campus except under extraordinary circumstances specifically approved by the Committee on Admissions and Student Aid.

All automobiles to be used on campus or parked on campus must be registered with the Campus Safety Officer and have a Campus Safety Sticker affixed to the left rear bumper of the vehicle. The college has provided parking areas which are designated primarily for student use. Students are *not* permitted to park in visitors' or faculty parking areas.

Student Agreements

No agreement of students with individuals or organizations, such as students or officers of other institutions, or business concerns, will be recognized as binding upon the college unless and until approved by the Committee on Administration or the Business Manager. This provision does not apply to those matters concerning student publications which are properly safeguarded by the Publications Board.

New Organizations

Students desiring to form any new organization must apply for permission, in writing, to the Committee on Community Life. Aims and membership of the proposed group should be stated clearly. Any local campus group wishing to become affiliated with a national organization must make similar application. In order to be recognized as college organizations, all groups, whatever their purpose may be, must have the official sanction of this committee.

Disciplinary Probation

Students may be placed on disciplinary probation for a violation of college regulations. Parents will be notified by the Dean of Men or the Dean of Women.

Use of Campus Facilities

All campus facilities are for the use of the academic community of SOUTHWESTERN. Campus organizations or informal groups of students (minimum of five) may request the use

of a hall, classroom, or auditorium through the Dean of the College or the administrative official who has direct oversight of the facility.

The following statement of policy was framed by the faculty to express SOUTHWESTERN's traditional support of free dialogue and debate:

"We believe that the free exchange of ideas, including the right to express minority and unpopular opinions, is vital to the pursuit of knowledge. Indeed, we believe that the greatness of an institution of higher learning is, in significant ways, reflected in its willingness to provide a broad forum for differing attitudes and ideas."

Counseling and Health

Counseling

The college maintains a counseling and guidance service for its students. At registration each new student is assigned to a member of the faculty for help in planning his program of study. After registration the student is given a permanent faculty adviser, usually a member of the department in which the student expects to major, or, when the student has not yet selected a major, an instructor who has him in class. The student is expected to report to his adviser as soon as a permanent assignment has been made for him and to feel free to discuss any problem he has—educational, vocational, or personal. The Dean of the College, the Dean of Men, the Dean of Women, and the College Chaplain are also fully available for counseling and advice.

The Presbyterian Guidance Center, located on the campus and directed by a specialist in vocational counseling, is designed to help the student in planning his vocational objective. Psychological testing and counseling services are provided without cost, and a comprehensive file of occupational information is maintained. Any regularly enrolled student may request the services of the Center, which, although primarily emphasizing vocational guidance within the framework of Christian service, will assist with academic problems also.

For students whose tests indicate reading difficulties a remedial course is available to improve the student's rate of reading, his degree of comprehension, and his vocabulary.

Health and Physical Education

The physical well-being of the student body is carefully supervised by the college. Health-giving exercises, intramural sports, which give to all students the opportunity of acquiring skill in various games, and recreational activities are provided by the department of physical education. The college requires of each new student a pre-entrance medical report, to be prepared by the student's physician on a form which is mailed to the student in the summer preceding entrance. Any student unfit for strenuous activity is either exempted from the physical education program or directed into such exercises as are suitable for his condition. Unless entirely exempted, all students are automatically enrolled in physical education until

four terms in the subject have been satisfactorily completed. Such students will be given a grade of F (denoting failure) for any term not satisfactorily completed. Courses in physical education carry no academic credit.

Students with two or more years of service in the armed forces may upon request be exempted from physical education; those with six months of service may be exempted for one semester.

The physical education program for men includes basketball, badminton, bowling, tennis, golf, handball, tumbling, volleyball, physical conditioning, personal hygiene, and lectures concerning major sports. For women the program includes volleyball, basketball, softball, field hockey, archery, tennis, golf, badminton, fencing, modern dance, exercises, and physical conditioning. A full varsity program is conducted in football, basketball, cross-country, track, baseball, tennis, golf, wrestling, and swimming.

Ordinarily illnesses are treated by the college physician, who maintains daily office hours in the student infirmary on the campus, where a registered nurse is on duty at all hours. The doctor's services include treatment of those disorders which would be treated by the family physician in his office or at the patient's home. For unusual problems involving the eyes, skin, bones, etc., or in instances where special studies are needed, the student is referred by the college physician to appropriate specialists in the city. In case of serious illness or accidents, arrangement is made for hospitalization and emergency service in one of the several well-equipped local hospitals, and an appropriate specialist is asked to take charge. In all such unusual instances, the fees of the private physicians and the costs of X-rays, tests, hospitalization, and all other charges are obligations of the student except as covered by his group insurance policy. The college provides accident, sickness, and hospitalization insurance under a group plan. A folder indicating the benefits is furnished each student.

In the event of an acute emotional disorder, the college physician will refer the student to a psychiatrist for emergency care. The parents will then be notified and will take responsibility from this point. In the event of chronic emotional disorder, the parents will be notified and they will then assume responsibility for the student's treatment.

SOUTHWESTERN AT MEMPHIS

75

318. THE ARTS AND SOCIETY. (II) *1970-71
The nature and functions of the arts in society. Includes a study of primitive art, music, and dance of Africa, the Americas, and the South Pacific. 3

Social Systems and Dynamics

321. ENVIRONMENT AND CULTURE. (I) *1969-70
A study of man's interaction with his various environments: physical, social, and cultural. The approach is both historical and comparative, and includes an analysis of contemporary urban life. 3
325. RACE AND CULTURE. (I) *1970-71
Considers the role of race in the production of cultural differentials and the influence of culture on the development of racial potentials. Worldwide race relations are viewed against the larger backdrop of cultural variations. 3

332. MAN IN CONFLICT. (II) *1969-70
Analysis of several human problem areas: race relations, drug usage, ethnic centrism, individual versus society, crime, poverty, and mental health. May deal with any one or a combination of problems. 3

334. SOCIAL CHANGE. (II) *1970-71
Basic processes of cultural dynamics are discussed - innovation, cultural transmission, and cultural adaptation or readjustment. Social changes of sub-Saharan Africa studied intensively in the light of the above processes. 3

380. APPLIED ANTHROPOLOGY. (II) *1970-71
Historical and contemporary uses and abuses of anthropological knowledge. The science of man as it applies to war, race relations, underdeveloped areas, medicine, and education. 3

Area Studies

341. PEOPLES OF AFRICA. (I) *1970-71
An introduction to sub-Saharan Africa, covering environment, physical types, linguistics, archaeology, and history. Considers variations in social, political, and religious organizations. 3

345. PEOPLES OF NORTH AMERICA. (I) *1969-70
An analysis of contemporary racial and ethnic populations of North America. Their problems and relationships are considered in the light of variation in biology, geography, language, culture, and social structure. 3

346. PEOPLES OF LATIN AMERICA. (II) *1969-70
A study of the fundamental aspects of Latin American life: people, agriculture, economics, social organization, and world view. Explores the range of social processes and kinds of societies developing in the region today. 3

352. PEOPLES OF ASIA. (II) *1970-71 3
A survey of the major peoples of Asia in relation to their geographical environments, origins, and distinctive racial and cultural characteristics. These facts are then focused on the contemporary scene.

Methodology

- 361-362. RESEARCH METHODS. (I-II) 3-3
Basic concepts and methods of social science research. Includes research design, sampling, problems of measurement, methods of data collection, analysis, and interpretation. Field use of cameras and tape recorders.
- 365-366. ARCHAEOLOGICAL METHODS (I-II) 3-3
Study of the history and major systems of archaeological method. Principles of site surveying, excavation, and analysis. Includes field excavation and classification of artifacts.
369. STATISTICS. (I) 3
Basic statistical concepts and techniques. Includes sampling and probability theory; measures of central tendency, dispersion, and significance; correlation theory and interpretation. The same as Economics 303 and Psychology 337.

History and Theory

372. CULTURE HISTORY. (II) *1969-70 3
Basic features of contemporary culture traced through time. The emphasis is on innovation, culture contact, diffusion, and the social differentials which affect these processes.
375. HISTORY OF ANTHROPOLOGY. (I) *1969-70 3
History and development of the major theoretical schools of cultural anthropology in both Europe and America. Major proponents of each school discussed. Critical analysis of these theoretical positions and their influence on field work methodology.
378. CONTEMPORARY TRENDS. (II) *1969-70 3
Deals with recent and contemporary theoretical positions in anthropology. Current trends toward a wider synthesis with other related disciplines will be stressed. Prerequisite, Anthropology 375.

Directed Research

- 401-402. WORLD OF MAN. (I-II, III) 3-3
A wide ranging course designed to encourage senior or advanced junior majors to study intensively in an area of *their* special interest. The emphasis is on highly-motivated, creative, increasingly independent work.
- 451-452. RESEARCH. (I-II, III) 3-3
This course allows senior and advanced junior majors to become active participants in ongoing departmental research projects. Past and present research includes studies of creativity, of the aging, of speech and stress, and of theater audiences. Prerequisite: Anthropology 362 or 369.

525-526. SENIOR TUTORIAL. (I-II, III)**3-3**

Designed to afford graduating seniors a thorough review of all courses taken in the department and thereby prepare them for the comprehensive examinations. The superior student may elect to deepen an area of research interest rather than review.

Honors in Anthropology or Sociology

- (1) Courses required: fulfillment of the requirements for a major in the department.
- (2) Honors course: Anthropology 525-526, and a substantial research paper in an area of special interest to the candidate.
- (3) Examinations: Superior scores on examinations from four of the departmental course areas.

ART

Requirements for a major in Art:

- (1) Twenty-one hours of studio courses, with at least six hours each in three different media and including Art 405-406.
- (2) Art 203, 303-304.
- (3) 6 hours from: Classics 209, 210, English 302, Music 302, Oriental Humanities 311-312, Sociology 318, Speech 203, or any related course in Humanities taken with the approval of the department.

101-102. STUDIO. (I-II)	1-1
Three hours per week in media of choice: drawing, painting, sculpture or printmaking.	
201-202. DRAWING. (I-II)	3-3
A course to develop through studio problems and outside drawing, the ability to make a drawing on the basis of observation and analysis of natural structures. Outside drawing required.	
203. AESTHETICS. (III) *1969-70	3
Same as Philosophy 203.	
205-206. PAINTING. (I-II)	3-3
An introduction to materials and techniques of painting. Exploration of structural properties of color and tone.	
207-208. SCULPTURE. (I-II, III)	3-3
An introduction to the forms, materials, and techniques of sculpture. Studio problems in clay modeling, plaster construction, metal welding, fiberglass, wood and stone carving, bronze casting by the lost wax methods. Outside drawing required.	
209-210. PRINTMAKING. (I-II, III)	3-3
An introduction to intaglio and relief printmaking techniques. Outside drawing required.	
303-304. HISTORY AND ANALYSIS. (I-II)	3-3
An examination of the aesthetics and history of the major styles in the visual arts.	
305-306. ADVANCED PAINTING. (I-II)	3-3
Open only to those students who have demonstrated initiative for further exploration in the media of their choice. Outside drawing required.	
307-308. ADVANCED SCULPTURE. (I-II, III)	3-3
Open only to those students who have demonstrated initiative for further exploration in the media of their choice. Outside drawing required.	
309-310. ADVANCED PRINTMAKING. (I-II, III)	3-3
Open only to those students who have demonstrated initiative for further exploration in the media.	
405-406. STUDIO PROBLEMS. (I-II, III)	3-3
Individual creative projects undertaken with the approval of the art staff. Open only to senior art majors. Nine hours per week.	

TUTORIAL COURSES

525-526. STUDIO PROBLEMS. (O.D.) 3-3

A course for honor students only, and a necessary component of the honors program.

532. THE TEACHING OF ART. (O.D.) 3

(See Education 532.) A study of the methods and materials of classroom and studio instruction in art.

Honors in Art

- (1) Courses required: all major requirements and Art 525-526.
- (2) A special studio project.
- (3) Examinations: (a) Aesthetics; (b) Styles from Primitive to Baroque;
(c) Styles of the modern period; (d) Studio problems.

BIOLOGY

Major Requirements

A. Departmental Requirements for the B.A. or B.S. degree in biology:

- (1) Biology Core: 101-103L, 102-104L, 105-107L. These are prerequisite to advanced courses.
- (2) One course from each of the following alternatives:
 - a. Biology 203 or Biology 204.
 - b. Biology 205 or Biology 403.
 - c. Biology 301 or Biology 303, or Biology 304.
 - d. Biology 401 or Biology 402.
- (3) Biology 425-426.
- (4) Any additional course, tutorial, or directed inquiry in biology, or biochemistry (Chemistry 414).

*B. Other requirements for the B.A. degree in biology:

- (1) Two courses in chemistry.

*C. Other requirements for the B.S. degree in biology:

- (1) Four courses in another laboratory science or two courses in each of two other laboratory sciences.
- (2) Two calculus courses plus one other mathematics course approved by the department.

*Interdepartmental Natural Science Courses I or II may not be used to fulfill these requirements.

**101-103L. BIOLOGY OF THE CELL. (I) 3-1

A course designed to provide the student with a basic understanding of the structure and function of the living cell and its component organelles. Molecular constituents of the cell, metabolic phenomena, cytogenetics and cellular movement will be among the topics investigated. Three hours of lecture and not less than three hours of laboratory per week.

**(Primarily for declared or prospective science majors.)

102-104L. ANIMALS AS ORGANISMS. (II) 3-1

A course relating molecular and cellular biology to the organismal concept, emphasizing structural and functional aspects of organisms, their development, life histories, behavior, diversity, and evolution. Prerequisite: Biology 101-103 L. Three hours of lecture and not less than three hours of laboratory per week.

105-107L. PLANTS AS ORGANISMS. (I) 3-1

A course similar to Biology 102-104, emphasizing the organismal concept in relation to plants, with emphasis upon vascular plants. Prerequisite: Biology 101-103 L. Three hours of lecture and not less than three hours of laboratory per week.

203. BIOLOGY OF THE INVERTEBRATES. (I) 4

A survey of the invertebrate phyla, Protozoa through Protochordates, emphasizing evolutionary relationship as well as structure and function of representative examples. Parasitic forms and insects are included but not given extensive treatment. Prerequisite: Biology core. Two hours of lecture and not less than six hours of laboratory per week.

204. DEVELOPMENTAL BIOLOGY. (II)

4

A study of developmental processes in living organisms. Both descriptive and experimental aspects of the subject will be covered with particular emphasis on the animal embryo. Prerequisite: Biology core, or permission. Two hours of lecture and not less than six hours of laboratory per week.

205. ECOLOGY. (I) *1970-71

4

A course covering the basic principles of environmental biology as inter-relationships of plants, animals, and man in their physical and biological environments. Aquatic and terrestrial habitats, community successions, populations, evolution and behavior are emphasized. Laboratory work consists primarily of field studies. Prerequisite: Biology core. Three hours of lecture and not less than three hours of laboratory per week.

207. EVOLUTION. (III)

2

A study of the principles and mechanisms of evolution and a review of the fossil record. The course includes molecular, plant, and animal evolution, and the biological and cultural evolution of man. Prerequisites: Biology core courses, their equivalent, or departmental permission.

301. MICROBIOLOGY. (I)

4

A course acquainting the student with the basic principles of microbiology. Particular emphasis is placed on the growth, reproduction, metabolism and genetics of bacteria, fungi and viruses. Consideration is also given to medical, agricultural and industrial relationships and microorganisms. Prerequisite: Biology core. Three hours of lecture and not less than three hours of laboratory per week.

303. ADVANCED CYTOLOGY AND ULTRASTRUCTURE. (I)

4

An analysis of morphology, physiology and molecular nature of ultrastructures and cellular components in relation to metabolism, inheritance and evolution. The laboratory includes training and practice in the preparation of tissues for microscopy. Prerequisite: Biology core. Two hours of lecture and not less than six hours of laboratory per week.

304. GENETICS. (II)

4

A study of the transmission of genetic factors in microorganisms, plants and animals. The nature of the gene and its expression is a central theme in this study. Laboratory exercises include experimental genetic crosses and their analysis, as well as the use of techniques in biochemical genetics, human cytogenetics, and population genetics. Prerequisite: Biology core or permission. Three hours of lecture and not less than three hours of laboratory per week.

401. PLANT PHYSIOLOGY. (II) *1969-70

4

An introductory study of the physiological activities of plants. Particular emphasis will be placed on the physiological mechanisms controlling growth and development. Prerequisite: Biology core. A knowledge of organic chemistry is strongly recommended. Three hours of lecture and not less than three hours of laboratory per week.

402. ANIMAL PHYSIOLOGY. (II)

4

A study of the functional aspects of animal organisms as related to their physio-chemical structures at all levels of organization. Representative organisms will be studied but emphasis will be placed upon vital phenomena in higher animals. Prerequisite: Biology core. A knowledge of organic chemistry is recommended. Three hours of lecture and not less than three hours of laboratory per week.

403. FIELD BIOLOGY. (III)

3 to 6

Taxonomic, morphological, and/or ecological studies of a selected, limited ecological unit or group of organisms. Primarily presented as a research type of directed inquiry study. Prerequisites: Biology core and permission of instructor. Credit variable, depending upon project.

405. MOLECULAR BIOLOGY. (III)

2

A topical study of the principles governing the interactions of molecules in living systems. A central theme is an investigation of the relationships between nucleic acids, proteins, and cellular metabolism, especially their genetic and developmental implications. A knowledge of organic chemistry is strongly recommended.

407. RADIATION BIOLOGY. (I) *1969-70

4

A lecture-laboratory course stressing the principles underlying the effects produced by electromagnetic radiation in living organisms. Basic techniques for the study of such effects will be emphasized. Prerequisites: Biology core and organic chemistry. One course in physiology recommended. Two hours of lecture and not less than six hours of laboratory per week.

425-426. SENIOR SYMPOSIUM. (I-II)

1-1

A weekly departmental seminar in which advanced biological topics will be discussed. This course should be taken in the senior year, but with departmental permission, may be taken in the junior year. Designed to keep seniors abreast of developments in the rapidly changing field of biology, it will serve to integrate topics, and will afford students an opportunity to lead discussions. Required of all majors.

525-526. SENIOR TUTORIAL. (I-II, III)

3-3

Tutorial courses are offered in several areas of study. These courses are normally restricted to senior students majoring in the department, and may be taken only with permission of the instructor involved. Original laboratory research may be included. Prerequisite: Permission of instructor.

527-528. HONORS TUTORIAL. (I-II, III)

6 to 12

Open to candidates for honors in biology. Includes supervised honors research and instruction in a biological field of study. Prerequisite: Departmental permission.

532. THE TEACHING OF HIGH SCHOOL BIOLOGY. (II) *1969-70 3

(See Education 532.) A study of the methods and materials of classroom and laboratory instruction in high school biology. Prerequisites: Biology core and departmental permission.

Honors in Biology

Course requirements: All basic degree requirements, plus the honors course, which typically shall be six to twelve hours of supervised honors research and instruction. A thesis on the honors research is required, and an examination on the honors work is required in addition to the regular comprehensive examinations. Application should be made during junior year.

CHEMISTRY

The Chemistry Department is on the approved list of the American Chemical Society as complying with the requirements for the Professional Training of Chemists.

Requirements for certification by the American Chemical Society:

- (1) Complete all degree requirements for the B.S. degree.
- (2) The advanced courses selected to fulfill the degree requirements must include two of the following: Chemistry 414, 422, 432, 451, or an approved advanced course in physics or mathematics. No two of the advanced courses may be taken from the same instructor.

Requirements for a major in Chemistry leading to the B.A. degree:

- (1) Chemistry 111-112, 113-116, 201, 301-302, 303-304, 401, 403, and three additional approved one-term courses.
- (2) Physics 101-102, 103-104.
- (3) Mathematics 103, 104, 201.

Requirements for a major in Chemistry leading to the B. S. degree:

- (1) Chemistry 111-112, 113-116, 201, 301-302, 303-304, 316, 401-402, 403-404, 406, 408, and one additional approved one-term course.
- (2) Physics 101-102, 103-104.
- (3) Mathematics 201, 202.
- (4) A reading knowledge of German or Russian.

For students planning to continue their study in graduate school or to enter industrial work after graduation, the department offers the course prescribed and recommended for the professional training of chemists by the American Chemical Society.

NOTE: The laboratory periods referred to in the following courses indicate an afternoon period of at least three hours.

111-112. CHEMICAL PRINCIPLES

AND INORGANIC CHEMISTRY. (I-II)

3-3

A study of the fundamental principles of chemistry; the occurrence, preparation, properties, and uses of some of the elements and their compounds. Chemistry 113 and 116 must accompany this course. This sequence or its equivalent is the prerequisite to all advanced courses in the department. Prerequisite: One year of high school chemistry or consent of instructor.

113. QUALITATIVE ANALYSIS. (I)

1

A systematic scheme used in the separation and identification of the more common cations. One laboratory period a week.

114. ELEMENTARY ANALYTICAL

AND PHYSICAL CHEMISTRY. (II)

1

The use of the analytical balance; selected quantitative exercises in volumetric analysis and experiments in elementary physical chemistry. One laboratory period a week.

201. QUANTITATIVE ANALYSIS (III) 4
The application of chemical equilibria and stoichiometry to analytical problems. Gravimetric and volumetric methods. Redox titrations. Introduction to spectrophotometry.
- 301-302. INTRODUCTORY ORGANIC CHEMISTRY. (I-II) 3-3
A general survey of elementary theory, preparation, reactions, and properties of the compounds of carbon, both aliphatic and aromatic, containing the most important functional groups. The laboratory work which must accompany this course is offered in courses 303-304.
- 303-304. ORGANIC CHEMISTRY LABORATORY. (I-II) 1-1
This laboratory course must accompany Chemistry 301-302. Emphasis is placed upon synthesis and the common laboratory techniques encountered in organic chemistry. One laboratory period a week.
316. QUALITATIVE ORGANIC ANALYSIS. (III) 2
The systematic identification of organic compounds in the pure state and in mixtures, from a study of their properties and reactions. Modern instrumental techniques will be employed. Two laboratory periods a week. Prerequisite: Chemistry 301, 302.
320. CHEMISTRY SYMPOSIUM. 1
A departmental seminar in which advanced chemical topics will be discussed. Designed to keep students abreast of developments in chemistry, integrate topics, promote independent and original thinking, and give students an opportunity to lead discussions. This course will meet at least twelve times a year and must be taken by all junior and senior chemistry majors. Other students enrolled in chemistry are encouraged to attend.
- 401-402. PHYSICAL CHEMISTRY. (I-II) 3-3
The application of physical methods to the study of chemical phenomena. Prerequisites: Physics 101-102 and Mathematics 201.
- 403-404. PHYSICAL CHEMISTRY LABORATORY. (I-II) 1-1
Physico-chemical measurements applied to the fundamental principles and problems of chemistry. One laboratory period a week.
406. INSTRUMENTAL ANALYSIS. (II) 5
Principles and practice of chromatographic techniques, ultraviolet, visible and infrared spectrophotometry, nuclear magnetic resonance, mass spectrometry, electro-analytical chemistry, and radioactive tracer techniques. Two laboratory periods a week. Prerequisites: Chemistry 201, 302, and 401. Corequisite: Chemistry 402.
408. ADVANCED INORGANIC CHEMISTRY. (III) 3
A systematic course in inorganic chemistry with special emphasis on structures, properties, and preparations of various types of inorganic compounds. Prerequisites: Chemistry 201, 301, 401, and 403. Corequisites: Chemistry 402, 404.
414. BIOCHEMISTRY. (I) 4
A survey of the chemistry of carbohydrates, lipids, proteins, and nucleic acids, and their metabolism in living organisms. Bioenergetics and enzyme reactions and kinetics. One laboratory period a week. Prerequisites: Chemistry 301-302. Chemistry 201 recommended.
422. PHYSICAL ORGANIC CHEMISTRY. (II) 3
An introduction to the modern theories of organic chemistry with emphasis upon the methods employed in their development. Electronic structure, stereochemistry, and reaction mechanisms are stressed. Prerequisites: Chemistry 301-302 and 401-402.

432. ADVANCED PHYSICAL CHEMISTRY. (I) 3

Continuation of thermodynamics and chemical kinetics with an introduction to quantum chemistry and statistical mechanics. Prerequisites: Chemistry 401-402 and 403-404.

451-452. INTRODUCTION TO RESEARCH. (I-II, III) 3 to 6

Properly qualified students are encouraged to undertake an original investigation of some problem in chemistry, usually related to research being carried on by members of the department. A creditable thesis must be presented at the end of the year. Regular seminars are held for discussion of recent developments in the field of chemistry. Excellent library and laboratory facilities are available.

TUTORIAL COURSE

532. THE TEACHING OF PHYSICAL SCIENCES. (I) 3

(See Education 532.)

A study of the methods and materials of classroom and laboratory instruction in high school chemistry and physics.

Honors in Chemistry

- (1) Courses required: the completion of all regular major requirements and Chemistry 451-452.
- (2) An original investigation of some problem in chemistry, usually related to research being carried on by members of the department, is required. A creditable thesis must be presented at the end of the year.
- (3) An examination on the honors work is required in addition to the regular comprehensive examinations.

CLASSICS

Requirements for concentration in Classics:

- (1) At least 30 hours in Greek and Latin courses, with the majority of these hours in one of the two languages.
- (2) If the major emphasis is on Greek, at least 6 hours in Latin, preferably above Latin 201-202.
- (3) If the major emphasis is on Latin, at least 18 hours beyond the level of Latin 201-202 and 6 hours of Greek.
- (4) In addition to the language concentration, Classics 209-210.

Greek

101-102. ELEMENTARY GREEK. (I-II)	3-3
The essentials of forms and syntax; prose composition; elementary readings.	
201. INTERMEDIATE GREEK. (I)	3
Readings from Xenophon and Plato.	
202. HOMER. (II)	3
<i>Iliad</i> , Books I-IV.	
204. NEW TESTAMENT. (II)	3
The Greek New Testament.	
301-302-303. PROSE WRITERS. (I-III) *1970-71	3-3-3
Readings from the historians and Attic orators.	
401-402-403. DRAMA. (I-III) *1969-70	3-3-3
Selected plays of Aeschylus, Sophocles, Euripides, Aristophanes, Aristotle's <i>Poetics</i> . Reading in translation of other works of the dramatists.	

TUTORIAL COURSE

525-526. SENIOR TUTORIAL. (I-II)	3-3
For students majoring in Greek, adapted to their particular needs.	

Honors in Greek

- (1) Eight courses in Greek and two in Latin.
- (2) Greek 525-526.
- (3) Examinations: (a) Greek language; (b) Greek literature; (c) Greek history; (d) Greek art, architecture, and philosophy.
- (4) Written thesis.

Latin

101-102. ELEMENTARY LATIN. (I-II)	3-3
An introduction to the fundamentals of Latin grammar and to the reading of Latin authors. Not open to students with two units of high school Latin.	
201-202. INTERMEDIATE LATIN. (I-II)	3-3
Review of principles of syntax. Readings from Latin prose and poetry. Prerequisite, Latin 101-102 or two years high school Latin. Not open to students with three or more units of high school Latin.	

- 301-303. REPUBLICAN LITERATURE. (I-III) 1971-72 3-3
 Selected plays of Plautus and Terence. Beginnings of Latin literature. Philosophical essays of Cicero, Academic Eclecticism. Correspondence of Cicero. Collateral study of Republican history and institutions. Catullus. Lucretius' *De Rerum Natura*. Epicureanism.
- 401-403. AUGUSTAN LITERATURE. (I-III) *1969-70 3-3
 Vergil's *Eclogues*, *Georgics*, and *Aeneid*. The epic form. Horace's *Odes* and *Satires*. Livy's *Ab Urbe Condita*.
- 405-407. SILVER AGE LITERATURE. (I-III) *1970-71 3-3
 Tacitus' *Agricola*, *Germania*, and *Annals I*. Juvenal's *Satires*. A play and a philosophical essay of Seneca.

TUTORIAL COURSES

- 525-526. SENIOR TUTORIAL. (I-II) 3-3
 For students majoring in Latin, adapted to their particular needs.
532. THE TEACHING OF LATIN. (I) (O.D.) 3
 (See Education 532). Methods of presenting grammatical, literary, and historical materials.

Honors in Latin

- (1) Six courses above Latin 201-202 and two courses in Greek.
- (2) Latin 525-526.
- (3) Classics 209-210.
- (4) A written thesis.
- (5) Examinations: (a) Latin language; (b) Latin literature; (c) Roman history; (d) Roman art, architecture, and philosophy.

CLASSICS COURSES IN ENGLISH

- Classics 209. GREEK ART, HISTORY, AND LITERATURE. (I) *1969-70 3
- Classics 210. ROMAN ART, HISTORY, AND LITERATURE. (II) *1969-70 3

COMMUNICATION ARTS

Requirements for a major in Communication Arts:

- (1) A minimum of twenty four hours including Creative Communication and 201-202.

101. CREATIVE COMMUNICATION. (I) 3
An exploration of creativity in communication with emphasis on its oral aspects.
102. CREATIVE DISCUSSION. (II) 3
A laboratory in the uses of discussion.
105. DISCUSSION LEADERSHIP. (III) 3
Training and practical experience in discussion leadership.
- 201-202. AESTHETICS OF THE MASS MEDIA. (I-II) 3-3
A consideration of newspapers, magazines, radio, television, recordings, theatre, motion pictures and other popular entertainments as mass arts. First term will be primarily a survey history of the popular arts. Second term will concentrate on the aesthetics of contemporary popular arts.
203. THEATRE ARTS. (I) *1970-71 3
An introduction to the arts of the theatre including playwriting, acting, directing, scene design, costume, make-up, and lighting.
204. INTRODUCTORY ACTING. (III) 3
Basic acting techniques, character creating and development, and scene study will be the primary areas of concentration.
207. DANCE AND MIME. *1970-71 3
A study of the development of dance and pantomime from ancient times to the present. Topics to be investigated include the ritual aspects of dance, comparison of various ethnic dance forms and their significance, the craft of dance. A practical laboratory in dance and mime will be a part of the course.

TUTORIAL COURSES

501. HISTORY OF THE THEATRE. (II) *1970-71 3
A survey of world theatre from its beginnings in primitive ritual to the contemporary scene.
503. HISTORY OF THE CINEMA. (I) 3
A survey of world cinema from its beginnings to the present time.
505. STAGE DIRECTION (II) 3
A study will be made of various theories of stage direction and each student will direct scenes from full length plays and a one act play.
- 507-508. PLAYWRITING. (II-III) 3-3
The student will study playwriting by analyzing plays of past and present. The student will also write scenarios and one act plays.

The courses above are basic courses. Once the student has decided on a particular area of concentration within the major fields, he can concentrate on it through tutorial and directed inquiry courses including actual apprenticeship at local television, radio, and film companies.

ECONOMICS AND BUSINESS ADMINISTRATION

Requirements for a major:

- (1) Economics 103-104, 201, 202, 227, and 303.
- (2) Twelve hours of approved electives.

Economics

103-104. INTRODUCTION TO ECONOMICS. (I-II) 3-3

This course is designed to afford both a comprehensive survey for the general student and a foundation on which the student who is so inclined may build a major. It describes the organization of the economic system and analyzes the allocation of resources, the distribution of income, the tools used in the attempt to attain economic stability and international economic relations. Prerequisite to all advanced courses in the department. Primarily for sophomores but open to freshmen approved by the instructor.

201. MONEY AND BANKING. (I) 3

An analysis of the relationship between money and the volume of economic activity, commercial and non-commercial banking, credit control under the Federal Reserve and treasury instruments, objectives of monetary policy, and international financial relations.

202. PUBLIC FINANCE. (III) 3

A study of revenues, expenditures and debt operations of government units and their relationship to both business fluctuations and long-run behavior of the economy.

205. SOCIAL CONTROL OF BUSINESS. (I) *1969-70 3

A study in political economy, designed to introduce the student to the complex problems arising from interrelationships of government and economic life. The course is directed toward developing the necessary background for citizens and businessmen to evaluate matters of public policy.

209. COMPARATIVE ECONOMIC SYSTEMS. (II) *1968-69 3

Designed to develop an understanding of the basic theories underlying capitalism, communism, socialism, fascism, and the typical variants of these economic systems. This course treats the theories and evaluates the actual systems as they are exemplified by modern American capitalism, British socialism, Russian and Chinese communism and the hybrid systems of India and other developing countries. The latter part of the course will emphasize the cultural and institutional impact on economic systems particularly in the emerging oriental systems.

227. LABOR PROBLEMS. (I) 3

A survey of the position of labor in our modern economy. Employer approaches to labor relations. Union practices and tactics, collective bargaining, mediation and arbitration. Governmental control of labor relations.

303. STATISTICS. (I) 3

Classification, tabulation, and graphic representation of statistical data; averages, dispersion, correlation, spatial and time series, trends, increments and rates of change, periodic movements, index numbers, nature of statistical results. Prerequisite, Working knowledge of algebra.

311. INTERNATIONAL ECONOMICS:

THEORY AND PRACTICE. (I) *1969-70

3

The principles and practice of international trade; free trade and protection; international monetary problems; institutional means of international co-operation and stability. The same as International Studies 311.

312. INTERNATIONAL ECONOMICS:

UNITED STATES ECONOMIC FOREIGN POLICY. (II) *1969-70

3

Policy aspects of international trade; international economic policy in the inter-war period; United States economic foreign policy from 1922 to the present, including consideration of the Reciprocal Trade Program, economic planning for the peace; the Marshall Plan; the General Agreement on Tariffs and Trade; the problems of under-developed areas. The same as International Studies 312.

320. ECONOMIC DEVELOPMENT. (III) *1969-70

3

The problems of economic development and growth; interaction of economic and noneconomic factors, population and the labor force, capital requirements, market development, foreign investment and aid, and the role of government. Comparison of the growth of advanced and under-developed economies. Consideration of policy measures to promote development and growth.

405. ECONOMIC THEORY. (I) *1969-70

3

A detailed study of the theory of the price system as a regulator of economic activity. Sufficient attention is given to the tools of economic analysis to provide background for graduate study.

406. NATIONAL INCOME ANALYSIS AND THEORY. (II) *1969-70

3

A study of the determinants of national income, its fluctuation and growth. Contemporary theories are analyzed in connection with the causes and control of economic growth and fluctuations.

Business Administration

301-302. MANAGERIAL ACCOUNTING. (I-II) *1968-69

3-3

Designed primarily for people who will make use of accounting statements as managers and economists, but provides the equivalent of elementary accounting for those who wish further training in accounting.

310. BUSINESS LAW. (II) *1970-71

3

The legal rules governing the more familiar business transactions and relations. The course is built around the case method of study and is designed to aid in recognizing legally significant commitments. Prerequisite, Economics 103-104 or Political Science 201-202.

328. PERSONNEL ADMINISTRATION. (III) *1969-70

3

Basic elements of personnel administration; procuring, developing, utilizing and remunerating human resources. Human relations problems and methods of constructive solution. Emphasis on cases.

401. MARKETING MANAGEMENT. (II) *1969-70

3

Study of the marketing functions; product policy, pricing, advertising, selling, distribution, and marketing research. Analysis of marketing problems using appropriate tools and concepts from other disciplines. Extensive use of cases.

403-404. MANAGERIAL FINANCE. (I-II) *1969-70

3-3

Focuses on the problem of managing the funds of a business. Primary objectives of the course include: mastery of the techniques of financial analysis for estimating funds flows, determining the ability of a business to meet its commitments, and rationing available funds among competing alternatives;

acquaintance with sources and forms of short and long-term financing; and an understanding of the relation of financial decisions to those in other areas of administration and to over-all company objectives and policies. Case discussions and readings emphasizing short-term and long-term financing, in that order.

408. INVESTMENT ANALYSIS. (II) *1968-69 3

Distinction between investment and speculation, specific standards for bond investment, technique of selection of preferred stocks for investment, senior securities with speculative features, theory of common stock investment, the earnings factor in common-stock valuation, balance sheet analysis, comparative analysis of companies in the same field.

410. MANAGEMENT ORGANIZATION AND PRACTICE. (I) *1969-70 3

A study of the role of management, objectives, policies, decision-making, planning, control, delegation, line and staff relationships, organization structures and profit centers.

420. BUSINESS POLICY. (II) *1968-69 3

Covers the fields of policy making and administration, building upon and integrating previous study in economics and business administration. Viewpoint is at the higher levels of management. Emphasis is on appraisal of a company's situation in the light of general social, economic and competitive trends, and of conditions within the company itself; determining objectives; developing policies and plans; and developing, guiding, and maintaining an administrative organization to carry out the plans and meet objectives. Extensive use of cases.

TUTORIAL COURSES

510. HISTORY OF ECONOMIC THOUGHT AND THEORY. (I, II, or III) 3

A study of the basic concepts of economic thought, with emphasis upon the contributions of the classical school of British economists, the Austrian school, the neoclassical group, and the institutionalists. Review and appraisal of Keynesian economics.

515. ACCOUNTING PROBLEMS. (I, II, or III) 3

Selected problem areas in accounting considered at the intermediate level. Topics selected will depend upon student need. Prerequisite, Managerial Accounting 301-302.

525-526. SENIOR TUTORIAL. (I-II, or III) 3-3

For students majoring in the department. The content of this course will be fixed after consultation with each student and in accord with his particular needs.

Honors in Economics and Business Administration

- (1) Courses required: Economics 103-104, 201, 202, 227, 303, Business Administration 301-302, 525-526, and a substantial research paper in an area of special interest to the candidate.
- (2) Honors course: reading for the examination and special work in History of Economic Thought and in two additional fields chosen after consultation with the chairman of the department. The fields most frequently selected are Business Cycles, Money and Banking, Marketing, and Labor Problems.
- (3) Examinations: History of Economic Thought and each of the two special fields.
- (4) Oral examination on the thesis.

EDUCATION

No Major Offered

NOTE: In order to fulfill the Tennessee requirements for a secondary school teaching certificate, the student must possess the Bachelor's degree and comply with the following pattern of credits:

1. Three hours in each of:
 - a. General Psychology 201-202
 - b. Educational Psychology
 - c. Principles of Secondary Education
 - d. Curriculum and Materials of Secondary Education
 - e. History of Western Education or the Development of Educational Theory
 - f. A methods course in the subject he plans to teach (e.g., Biology 532, English 532, French 532, History 532, Latin 532, Mathematics 532, Physical Sciences 532, Spanish 532.)
2. Four or six hours in Student Teaching
3. A general education core of not less than 40 hours, with a recommended minimum credit distribution as follows:
 - a. Freshman English 6 hours
 - b. Health, Physical Education, Personal Development, and Home and Family Living 6 hours
 - c. Humanities 10 hours
 - d. Natural Sciences 8 hours
 - e. Social Sciences 8 hours
 - f. Fundamental Concepts of Mathematics 2 hours

204. EDUCATIONAL PSYCHOLOGY. (I & II) 3

The application of psychological principles to the technique and economy of the teaching-learning process. Emphasis is placed on the native equipment of the child, on individual differences of ability, growth, and development, and on demonstrations and experiments dealing with the learning process. Prerequisite, Psychology 201-202.

301. INTRODUCTION TO EDUCATION. (I) 3

A survey of current education practices, with emphasis on objectives, organization, finance, teacher education, guidance, and other problems related to the selection and preparation of teachers.

303. PRINCIPLES OF SECONDARY EDUCATION. (I) 3

The philosophy, principles, and objectives of secondary education as these relate to current teaching practices and problems, with emphasis on democratic educational theory as the basis of American secondary education.

304. THE CURRICULUM AND MATERIALS OF SECONDARY EDUCATION. (II) 3

The nature and content and the selection, organization, and presentation of subject matter and materials. Emphasis is given to the organization of course materials to meet both individual and group needs. The course logically follows Education 303.

403. HISTORY OF WESTERN EDUCATION. (I) 3

The history of education from the earliest times to the present, with emphasis on those ideas, institutions, and reform movements which have influenced American education. The social and intellectual foundations of education which reveal the school as an agency of social welfare.

404. THE DEVELOPMENT OF EDUCATIONAL THEORY. (II) 3

A study of the chief classics in educational theory, and the way in which educational ideas and reform movements have shaped American educational institutions.

412. STUDENT TEACHING. (II or III) 4 or 6

Through arrangement with schools in the vicinity, SOUTHWESTERN students are permitted to do practice teaching at either the elementary or secondary level. Each student selects the one or two subjects he is preparing to teach, observes the regular teacher for a few weeks, and then takes over the management of the class under supervision. Throughout the year, seminars are held at intervals to discuss special problems. Prerequisites: Psychology 201-202, Education 204 and 303, senior standing and permission of the instructor to enroll in the course. A participation fee of \$10.00 per credit hour.

TUTORIAL COURSE

532. TEACHING THE HIGH SCHOOL SUBJECTS. 3

(Art 532, Biology 532, Chemistry 532, English 532, French 532, German 532, History 532, Latin 532, Mathematics 532, Physics 532, Spanish 532.)

These courses in materials and methods are offered for students who are planning to teach. In the department of Music various courses of this kind are given. The courses are listed and described in the departments concerned and require course examinations, since this material is not included in the comprehensive examinations. Credit earned in one of these courses may be counted in its department or in the Department of Education.

ENGINEERING

(See page 60)

ENGLISH

Requirements for a major in English:

- (1) English 201-202 plus twenty-four hours from English courses numbered 300 or above.
- (2) Two years of high school Latin or Greek, or one year of Latin or Greek in college. (Latin 101-102 or Greek 101-102.)
- (3) Strongly recommended: History 301-302.

101-102. FRESHMAN WRITING AND READING. (I-II, III-III) 3-3
Study and practice in effective writing and literary interpretation. Emphasis on expository writing, the technique of the research paper, and critical analysis of fiction, poetry, and drama.

201-202. MASTERPIECES OF ENGLISH LITERATURE. (I-II, III-III) 3-3
A study of the chief periods and movements in English literature, and of the greatest authors, such as Chaucer, Spenser, Shakespeare, Milton. In addition, parallel readings are assigned.

203-204. ENGLISH AND AMERICAN MASTERPIECES (I-II) 3-3
Chief authors and literary masterpieces of England and America, with emphasis upon their contribution to our common Anglo-American literary heritage.

205-206. WORLD LITERATURE. (I-II) 3-3
A study of outstanding literary works of the Western World, from the classical Greeks to the modern age, with attention to the various literary movements and to the interrelationships of the different national literatures.

207. READINGS IN MODERN LITERATURE. (I) 1

211. CREATIVE WRITING. (III) 1
A workshop course for those interested in writing short stories, short plays, and informal essays. Prerequisite: freshman English.

213-214. FOLKLORE. (I-II) 1-1
The leading types of folk song and story.

301. TWENTIETH CENTURY POETRY. (I) 3
A study of American and British poetry from Robinson and Hopkins to the present, with emphasis on T. S. Eliot and W. B. Yeats.

302. MYTH AND SYMBOL. (II) 3
A study of myth and of the symbolic mode, using as materials the enduring and versatile myths of the Greco-Roman and the Christian world (Faust, Don Juan, and others). The approach is via world literature, with the aim of providing knowledge basic for the student of modern literature.

303-304. THE ENGLISH NOVEL. (I-II) 3-3
An interpretative study of the English novel with emphasis on the development of specific themes in historical context. Each student will be expected to produce a creative analysis of an assigned work. Required readings: standard selections from Richardson to the moderns.

305-306. THE ENGLISH DRAMA (I-II) 3-3
A study of the growth of the drama in England, of the development of the theatre, and of the major playwrights (excluding Shakespeare) from the Middle Ages to World War I.

- 307-308. THE MODERN NOVEL AND DRAMA. (I-II) 3-3
A detailed study of representative British, American, and continental novels and plays since 1850.
- 309-310. AMERICAN STUDIES.
(See Interdepartmental Courses.)
- 311-312. ORIENTAL HUMANITIES.
(See Interdepartmental Courses.)
- 313-314. AMERICAN LITERATURE. (I-II) 3-3
The chief literary movements and principal writers of America from Colonial times to the twentieth century. Parallel reading and written reports required.
401. POETRY AND PROSE OF THE RENAISSANCE. (I) 3
English poetry and prose of the sixteenth century, with emphasis on Italian origins and humanism. Sidney, Spenser, Shakespeare and other lyrists, and the development of verse and prose during the Elizabethan era.
402. JACOBEOAN LITERATURE. (II) 3
English poetry and prose of the Stuart period, 1603-1660: Cavalier and Metaphysical poetry; prose by Donne, Bacon, Browne, Burton, and Bunyan.
403. CLASSICISM TO ROMANTICISM. (I) 3
English literature from 1740 to 1798, with special emphasis on the life and writings of Johnson and on the trends in thought which brought about the Romantic Movement, through Burns and Blake.
404. THE AUGUSTAN AGE. (II) 3
A study of English literature from 1660 to 1740, with especial emphasis on Dryden, Swift, and Pope. Attention will be given to critical theories, intellectual and critical movements, and literary forms.
405. ROMANTIC POETRY. (I) 3
A study of the chief poets of the Romantic era, beginning with Wordsworth and concluding with Keats. Special attention is paid to theories of poetry and to the relation of literature to the thought of the period. Open only to juniors and seniors.
406. VICTORIAN PROSE AND POETRY. (II) 3
A study of English poetry and prose (exclusion of the novel) from 1830 to the end of the century. Especial emphasis is laid on the expression in literature of the intellectual and social problems of Victorian society.
451. CHAUCER AND THE MIDDLE AGES. (I) 3
A preliminary study of Chaucer's language followed by a careful reading of the *Canterbury Tales* and selected minor works.
452. MILTON AND HIS TIMES. (II) 3
A study of the principal works of Milton and some of his contemporaries. Both prose and verse will be included in the course; the main emphasis will be placed on the longer poems.
- 453-454. SHAKESPEARE. (I-II) 3-3
A study of representative plays of Shakespeare, with special reference to his development as a dramatist, the various types of his plays, and the ideas expressed in them. Open only to juniors and seniors.

455. STUDY OF LANGUAGE. (I)**3**

Structure and history of language. An examination of basic linguistic principles. Primary emphasis on the Indo-European family with special attention to the structure and development of English. Prerequisite: completion of the foreign language degree requirement, or permission of the instructor. Open to juniors and seniors.

TUTORIAL COURSES**525-526. TUTORIAL COURSES (I-II)****3-3**

Independent study of authors or areas of special interest to the student. These tutorials do not coincide with course offerings.

532. THE TEACHING OF ENGLISH. (III)**3**

(See Education 532.)

Practice in theme grading and methods of dealing with errors in composition are followed by a study of methods of presenting the variety of literature common at the secondary school level. This course does not count toward a major in English.

Honors in English

- (1) Courses required: fulfillment of the requirements for a major in English.
- (2) Intensive work in not less than two nor more than four areas, such as medieval literature, modern literature, Chaucer, and the like.
- (3) A substantial, in depth thesis in one or more of the areas studied.
- (4) Examinations: the whole field of English literature and the special fields studied.

FRENCH

Requirements for a major in French:

- (1) Minimum requirements: Eighteen hours above French 201-202, preferably from courses 401-402, 403-404, 411-412, or 413-414.
- (2) Recommended: A second or third modern language; two years of Latin; History, preferably Medieval or Modern Europe; related and approved courses in English, art, philosophy, classics.

101-102. ELEMENTARY FRENCH. (I-II) 4-4
Pronunciation, fundamentals of grammar, composition, and reading of texts of graded difficulty. Satisfactory work is required in all elements of the course, including grammar and reading classes, oral classes, and Language Center laboratory. Not open to students with two units of high school French.

105-106. ACCELERATED ELEMENTARY FRENCH. (I-II) 3-3
An intensive course, designed chiefly for students with one or two years of another modern language, Latin, or Greek. Fundamentals of grammar, conversation, composition, and reading skills are developed at greater speed and more thoroughly than in French 101-102.

201-202. INTERMEDIATE FRENCH. (I-II, III-III) 4-4
Review of grammar, reading of representative literary works, composition, conversation, and individual reading in the student's major field of interest. Satisfactory work is required in all elements of the course including grammar and reading classes, oral classes, and Language Center laboratory. Prerequisite, one year of French in college or two in high school. Not open to students with three or more units of high school French.

401-402. SURVEY OF FRENCH LITERATURE. (I-II) 3-3
A study of the chief periods and movements in French literature, and reading of representative masterpieces of the principal authors. Lectures, reading, discussion, and reports. Prerequisite, French 201-202 or the equivalent.

403-404. CONVERSATION AND COMPOSITION. (I-II) 3-3
Training to develop fluency of the student already proficient in reading, writing, speaking and understanding French. Intensive training in oral French; pronunciation, diction, and practical conversation. Advanced training in grammar and in formal and free composition, with emphasis on elements of French civilization. Prerequisite, French 201-202 or the equivalent.

411-412. THE SEVENTEENTH CENTURY. (I-II) 3-3
A study of the Golden Age of French literature. The rise and development of French Classicism. Emphasis on Molière, Corneille, Racine, Pascal, La Fontaine, La Rochefoucauld, and others. Prerequisite, French 201-202 or the equivalent.

413-414. THE NINETEENTH CENTURY. (I-II) 3-3
A study of Romanticism, Realism, Naturalism, and Symbolism. The development of the modern novel, drama, and poetry. Emphasis on Hugo, Stendhal, Balzac, Flaubert, Zola, and others. Prerequisite, French 201-202 or the equivalent.

TUTORIAL COURSES

509. MIDDLE AGES AND SIXTEENTH CENTURY. (I or II) 3
A study of typical forms of French medieval literature, such as the epic (*Chanson de Roland*), Arthurian romance, *ballade*, and of typical personalities of the French Renaissance, such as Marot, Ronsard, Rabelais, Montaigne.

510. THE EIGHTEENTH CENTURY. (I or II) 3

A study of the organization, development, and diffusion of philosophic thought from the time of the Revocation of the Edict of Nantes to the French Revolution. Emphasis on Montesquieu, Voltaire, Rousseau, Diderot, and other representatives of the chief currents of liberal ideas.

511-512. THE TWENTIETH CENTURY. (I-II) 3-3

A study of the French novel, drama, and poetry of the present century, divided roughly into the periods 1900-1940, emphasizing Proust, Claudel, Gide, Romain, Valéry, Saint-Exupéry, and 1940 to the present, emphasizing Malraux, Montherlant, Giono, Sartre, Camus.

525-526. SENIOR TUTORIAL. (I-II) 3-3

A study of French language, literature and civilization, designed to supplement the course work of the individual student in his preparation for the comprehensive examination.

532. THE TEACHING OF FRENCH. (II) 3
(See Education 532.)

A practical course for preparing the student to teach French. Study of teaching methods and materials, lesson planning, and organization of course.

Honors in French

- (1) Courses required: a minimum of 24 credits beyond French 201-202.
- (2) Honors course: reading for the examinations; a study and a paper on a specific literary topic.
- (3) Four final examinations, each covering in part the fields of French language (composition and translation), French literature, French history, geography, art, institutions.

GERMAN

Requirements for a major in German:

- (1) Minimum requirements: Eighteen hours in German courses above intermediate level.
- (2) Recommended: Eighteen hours of related and approved courses in one or more of the following fields: English language and literature; a Romance language, especially French; classical languages and literatures; European history; philosophy; art; music.

101-102. ELEMENTARY GERMAN. (I-II) 4-4

The foundation for speaking, writing, and reading German. Students will be required to spend one hour weekly in a conversation class conducted by a native speaker and one additional hour weekly in the language laboratory. Not open to students with two units of high school German.

105-106. ACCELERATED ELEMENTARY GERMAN. (III) 3-3

An introductory reading course in German for those students who have satisfied their language degree requirement in another language and desire a familiarization course in German. Emphasis of the course will be to enable the student to begin reading representative excerpts from German literature and to familiarize him with the German language with a minimum emphasis on grammar. Not open to students majoring in German, or to those taking German to satisfy their language degree requirements.

201-202. INTERMEDIATE GERMAN. (I-II, III-III) 4-4

A continuation of the training necessary to achieve the proficiency in reading, writing, speaking, and understanding a modern language required of candidates for the B.A. or B.S. degree; review of grammar, reading of representative literary works of graduated difficulty, composition, conversation, and individual reading in student's major field of interest. One hour weekly required in a conversation class conducted by a native speaker, and one hour weekly in the language laboratory. Prerequisite, one year of German in college or two in high school. Not open to students with three or more units of high school German.

301. ADVANCED COMPOSITION AND CONVERSATION. (1) 3

Training to develop fluency in reading, writing, speaking, and understanding the German language. Advanced training in grammar and in formal and free composition. Prerequisite, German 201-202 or the equivalent.

302. TWENTIETH CENTURY LITERATURE. (II) 3

Special emphasis on Rilke, Kafka, Hermann Hesse, and Thomas Mann. Prerequisite, German 201-202 or the equivalent.

401-402. SURVEY OF GERMAN LITERATURE AND CIVILIZATION (I-II) 3-3

A study of the chief periods and movements in German literature, and reading of representative masterpieces of the principal authors. Lectures, discussion and reports. Prerequisite, German 301-302 or the equivalent.

TUTORIAL COURSES

427. READINGS IN LITERATURE. (III) 3

A specialized course of German literature for German majors to supplement the course work of the individual student in his preparation for the comprehensive examination. Specialized reading of German literature. Material contemplated to be chosen from Novellen, Romanen or Drama, as deemed advisable by the instructor to meet the needs of the student.

- 503-504. CLASSICISM AND ROMANTICISM. (I-II) 3-3
A study of the Rationalistic, Classical, and Romantic movements in German literature, with reading of background material and some of the chief literary works of the time.
- 505-506. NINETEENTH CENTURY LITERATURE. (I-II) 3-3
German literature from Classicism through Naturalism.
- 525-526. SENIOR TUTORIAL. (I-II) 3-3
A study of the German language and literature to supplement the course work of the individual student in his preparation for the comprehensive examination.

Honors in German

- (1) Courses required: a minimum of 24 hours of credit beyond German 201-202.
- (2) Honors course: reading for the examinations, and a paper on a specific literary topic.
- (3) Examinations: (a) the German language; (b) German literature; (c) German culture; (d) German history.

GREEK, See under Classics

HISTORY

Requirements for a major in History:

- (1) History 201-202 and 301-302.
- (2) One of the following two-term sequences: (a) 311-312, or (b) 321-322, or (c) 331-332, or (d) 341-342.
- (3) Two additional terms of advanced history.
- (4) Two terms from the fields of Political Science, International Studies, Economics, or Anthropology-Sociology. Approval of the Department of History required for choice of courses.

101-102. WESTERN CIVILIZATION. (I-II) 3-3

First term: A general political and social survey of the Western World from Graeco-Roman times to the mid-seventeenth century. Second term: A study of the internal transformation and external expansion of the European World from the mid-seventeenth century to the end of the nineteenth century.

111-112. MAN IN THE LIGHT OF HISTORY AND RELIGION. (I-II) 3-3 (See under Interdepartmental courses)

119. CENTURY OF THE WORLD WARS. (III) 3 The decline of European hegemony and the emergence of the non-Western world.

201-202. UNITED STATES HISTORY. (I-II) 3-3 A survey course dealing with political, economic and social developments. First term: From the colonial period through 1877. Second term: From 1877 to the present.

301-302. HISTORY OF ENGLAND. (I-II) 3-3 The social, economic, and political development of the English people. First term: From the origins to 1603. Second term: 1603 to the present, with emphasis on constitutional and imperial affairs.

311-312. THE ANCIENT WORLD. (I-II) *1969-70 3-3 First term: An introduction to the ancient civilizations of the Near East and the Eastern Mediterranean, Classical Greece, and the Hellenistic states to the Roman Conquest. Second term: The history of Rome from its origins through the end of the fourth century A.D.

321-322. MEDIEVAL EUROPE. (I-II) *1970-71 3-3 First term: The growth of European civilization from the disintegration of the Western Roman Empire to the rise of feudal monarchies. Second term: France, England, the Holy Roman Empire and their borderlands from the Crusades to the end of the Hundred Years War.

331. RENAISSANCE AND REFORMATION. (I) 3 Europe in transition 1450-1660. Emphasizes political, social and religious changes, oceanic discoveries and the scientific revolution.

332. AGE OF ABSOLUTISM. (II) 3 Europe 1660-1789. The age of dynastic wars, overseas expansion of Europe, the Enlightenment and the Old Regime.

341. THE AGE OF REVOLUTIONS, 1789-1850. (I) 3 An examination of the last era of aristocratic domination and an analysis of the Liberal and Nationalist forces which came to challenge it.

342. THE AGE OF NATIONALISM, 1850-1940. (II) 3
How the triumph of Nationalism, Liberalism and Materialism in the late nineteenth century set the stage for total war and totalitarian politics in the twentieth century.
- History 361-362. HISTORY OF INDIA (I-II) 3-3
A survey of the political, economic and social history of India from the Mogul Empire to the present. Treats of India's exposure to European trade, the East India Company and British domination, the rise of nationalism, independence and partition. The same as International Studies 361-362.
- 401-402. INTELLECTUAL HISTORY OF THE UNITED STATES. (I-II) *1970-71 3-3
First term: An examination of American development with emphasis on the relationship between ideas and social and political action. Second term: A study of the origin and development of the principal intellectual currents since 1865.
411. COLONIAL AMERICA. (I) *1970-71 3
The settlement and development of the English Colonies in North America to 1763.
412. REVOLUTIONARY AMERICA. (II) 3
An examination of the causes of the American Revolution and of the political developments to 1789.
413. THE NEW REPUBLIC. (III) 3
The growth of the American Nation and the development of political parties 1789-1828.
421. THE REFORM TRADITION IN AMERICA. (I) 3
A study of social reform movements from the ante-bellum period to 1917. Both the techniques of organized pressure groups and the dynamics of the reform mentality will be examined.
423. THE UNITED STATES IN THE TWENTIETH CENTURY. (III) 3
Political, social, and cultural developments since 1914.
431. THE OLD SOUTH. (I) *1969-70 3
The South in colonial politics; its role in the Revolution and in the formation of the Union; social economic, and political development of the South prior to the Civil War.
432. CIVIL WAR AND RECONSTRUCTION. (II) *1969-70 3
The secession movement and the struggle for Southern independence; the period of reconstruction; and the restoration of home rule in the South.
- 461-462. EUROPEAN INTELLECTUAL AND CULTURAL HISTORY. (I-II) *1970-71 3-3
Readings in and criticism of the primary intellectual movements and cultural patterns of the eighteenth, nineteenth and twentieth centuries. Prerequisite: History 341-342 (307-308) or consent of the instructor.
- 471-472. HISTORY OF RUSSIA. (I-II) *1970-71 3-3
A seminar course. The first term will be devoted to projects covering the period from the Varangians to 1914. The second term treats of the Revolution of 1917 and the subsequent development of Soviet institutions.
- 481-482. MIDDLE EASTERN HISTORY. (I-II) 3-3
Select periods in Hellenistic, Byzantine and Islamic cultural and political development. Specific areas chosen in consultation with instructor.

491-492. THE WORLD IN THE TWENTIETH
CENTURY. (I-II) *1969-70

3-3

Examination of special problems arising from the era of total war, totalitarian politics, and the emergence of the non-Western World. Prerequisite: History 341-342 (307-308) or consent of the instructor.

532. THE TEACHING OF HISTORY. (III)

3

A seminar course. Standard books on the meaning and purpose of the study of history, and of methods of teaching it at the secondary school level, will be read and discussed. (See Education 532)

TUTORIAL COURSES

NOTE: Seminar and tutorial courses in history numbered in the 400s and 500s may be taken only after prior consultation with the instructor.

503. SELECT PERIODS OR TOPICS IN AMERICAN HISTORY. (III) 3

A detailed study of events and problems of a selected period or topic in American history. Choice will be suited to the needs and interests of the individual student.

513. SELECT PERIODS OR TOPICS IN EUROPEAN HISTORY. (III) 3

The following are fields currently offered. Detailed descriptions of these, or the possibility of study in others not listed below, may be determined through consultation with the department.

(a) German History, 1968-69 and alternate years; (b) European Diplomatic Problems, 1969-70 and alternate years; (c) Cultural Expansion of Europe in the Old Colonial period; (d) English Intellectual and Ecclesiastical History; (e) Spanish History.

Honors in History

- (1) Courses required: The same as for a history major, except that instead of requirement (3) above, (i.e. two additional terms of advanced history), an honors tutorial is required.
- (2) The honors tutorial is a double course which is taken after consultation with the department, in some special field within the general fields of either English, European, or American history. The candidate is expected to prepare a thesis on some phase of this special field.
- (3) Examinations: The candidate for honors must take three history comprehensives: (a) English and American; (b) Ancient World and Europe to 1450 or Europe 1450-1789 or Europe 1789-1940; (c) The Graduate Record Examination (advanced history test).

INTERNATIONAL STUDIES

Requirements for a major in International Studies:

- (1) International Studies 301-302, 307-308, 525-526.
- (2) International Studies 311-312, or 305-306, or 408-409, or 414-416.
- (3) International Studies 401 or 406 or History 423 or Political Science 306.
- (4) Economics 103-104.
- (5) History 201-202 or History 341-342.
- (6) Political Science 201-202, or 205-206, or I.S. 211-212.

211-212. COMPARATIVE GOVERNMENT AND POLITICS OF SOUTHERN ASIA. (I-II) 3-3

The government and politics of India, Pakistan, Ceylon, Burma, and Malayasia will be studied on a case-study basis. Relevant comparisons will be made with the developing nations of Africa and the Middle East. Particular attention will be given to constitutional development in India, Pakistan, and Ceylon. Consideration will be given to administrative reforms, the formulation of state policy and rural development.

301-302. INTERNATIONAL RELATIONS. (I-II) 3-3

The state system, the problem of war, nationalism and imperialism, geopolitics, America in the family of nations, the foreign policies of the Great Powers; lessons of World War I, Versailles and the League; diplomacy of World War II, the cold war, and the balance of power; integration of the West, the quest for peace. Same as Political Science 301-302.

305-306. THE NATIONAL SECURITY POLICY OF THE UNITED STATES. (I-II) 3-3

The problems of the United States national security. Particular emphasis will be given to contemporary world issues, the cold war, dynamics and mechanics of policy formation. There is also included a study of the decision making process, interaction of domestic and foreign policy, and a study and analysis of postwar policy developments in various geographical areas.

307-308. THE FOREIGN RELATIONS OF THE UNITED STATES. (I-II) 3-3

The evolution and conduct of the United States foreign policy from 1776 to the present, historical bases of foreign policy, criteria in policy determination, case studies in contemporary problems.

309-310. HISTORY OF THE MIDDLE EAST. (I-II) 3-3

Studies in the cultural and political history of the Middle East with particular emphasis on the Hellenistic, Byzantine, and Islamic periods.

311. INTERNATIONAL ECONOMICS: THEORY AND PRACTICE. (I) *1968-69 3

Principles and practices of international trade, free trade and protection, international monetary problems, institutional means of economic cooperation and stability. The same as Economics 311. Prerequisite, Economics 103-104.

312. INTERNATIONAL ECONOMICS: UNITED STATES ECONOMIC FOREIGN POLICY. (II) *1968-69 3

Policy aspects of international trade, international economic policy in the inter-war period, United States economic foreign policy from 1922 to the present, including the Reciprocal Trade Program, economic planning for the peace, the Marshall Plan, the International Trade Organization, the General Agreement on Tariffs and Trade, and the problems of under-developed areas. The same as Economics 312. Prerequisite, Economics 103-104.

- 361-362. HISTORY OF INDIA. (I-II) 3-3
The same as History 361-362.
401. INTERNATIONAL LAW. (III) 3
Historical survey, sources of international law, general problems of international law such as rights and duties of states, succession, recognition, settlement of disputes, international legislation, individual and collective responsibility, codification. Prerequisite, International Studies 301-302 or special permission of instructor.
406. INTERNATIONAL ORGANIZATION. (III) *1970-71 8
The growth of international organizations in the nation-state pattern, procedures of international cooperation through peaceful settlement and collective security; functional and universal organizations. Emphasis on the League of Nations experiment and the United Nations. Prerequisite, International Studies 301-302 or special permission of instructor.
407. MILITARY POWER IN INTERNATIONAL POLITICS. (III) 3
An investigation of the role of military strategy in present day international relations. Special emphasis will be placed on strategic (military) theory, the impact of armaments, the military-political problems of the United States, and NATO and other treaty organizations that affect our security interests. The problems of disarmament and arms control will also come under close scrutiny. Prerequisites: International Studies 301-302, 307-308, and Political Science 205-206.
408. UNITED STATES FOREIGN POLICY
IN THE MIDDLE EAST. (II) *1970-71 3
A study of the interests and forces which shape American policy in the Middle East. Problems and pending issues arising from United States-Middle East relations will be particularly emphasized.
409. THE MODERN ARAB WORLD. (I) *1970-71 3
This course is concerned with the problems that have arisen as a result of the fall of the Ottoman Empire and the emergence of the modern Arab States. The problems of nationalism and the inter-relationship of the Arab States and Israel will be particularly studied.
414. POLITICAL DEVELOPMENT IN THE NEW STATES. (I) 3
This course will deal with the internal problems of the new states of Africa and Asia; investigation will be undertaken on both an individual and comparative basis. The aspects and nature of modernization will be studied and analyzed on a case-study basis. The subject of nationalism and neutralism and problems stemming from these two phenomena are important components in the structuring of this exercise. The development of elite groups and the role of political parties are all important factors which must be examined in studying the internal political development of the emerging countries. Additionally, the character of the military and the bureaucracy are significant factors in this examination of nation building. This matriculation also includes the implications of economic growth and the impact of foreign aid on individual country development.
416. THE POLITICS OF THE EMERGING NATIONS. (II) 3
The foreign relations of the emerging nations will be given priority consideration. The structure of their alliance will be investigated. Membership in the United Nations, Organization for African Unity (OAU), the Central Treaty Organization (CENTO), the South East Asia Treaty Organization (SEATO), the British Commonwealth and the French Community will come under minute scrutiny. Relationships between the emerging nations and the United States, the United Kingdom, France, the Soviet Union and China will be undertaken singly and on a collective basis. Particular emphasis will be placed upon the East-West power struggle and its impact on the politics of the underdeveloped

countries. Attention will be given to the political and economic influence which economic and military aid have upon political position of the new nations. The case system will be used in teaching this course.

TUTORIAL COURSES

525-526. SENIOR SEMINAR. (I-II) 3-3

For majors in the program. Integration and elaboration of major courses, together with an advanced study of the foreign relations of the United States or international economics. This course may be substituted, with proper departmental permission, for Economics 525-526 or Political Science 525-526.

527-528. SENIOR HONORS SEMINAR. (I-II) 6-6

For candidates for honors in international studies. A comprehensive course involving a weekly minimum of sixteen hours of reading and two hours of tutorial conference. Broad study in the field and intensive review in preparation for the honors examination.

Honors in International Studies

- (1) Courses required: the requirements for a major less Senior Seminar 525-526.
- (2) Honors course: a double senior seminar, 527-528, to integrate, complete, and supplement subjects to be covered in the examinations, together with a substantial individual research project in a restricted area.
- (3) Examinations: (a) United States Foreign Relations, (b) National Security Policy and Defense Policy, (c) International Politics, (d) senior seminar and research project materials.

ITALIAN

No Major Offered

101-102. ELEMENTARY ITALIAN. (I-II) 4-4

Grammar, oral and written composition, conversation, dictation, and reading of Italian texts of graduated difficulty. Emphasis on aspects of Italian civilization, particularly music and art for majors in those fields.

201-202. INTERMEDIATE ITALIAN. (I-II) 4-4

Review of grammar; introduction to Italian literature; drill in conversation and composition; reading of plays, short stories, or novels. Prerequisite, Italian 101-102 or equivalent.

301-302. SURVEY OF ITALIAN LITERATURE. (O.D.) 3-3

Summary of the literature from its beginnings to the present time, stressing selections from the Golden Age (Dante, Petrarch, Boccaccio) and representative works of outstanding authors from Goldoni to Pirandello. Prerequisite, Italian 201-202 or equivalent.

LATIN, See under Classics

MATHEMATICS

Requirements for a B.A. or B.S. degree with a major in Mathematics:

- (1) Mathematics 302, 401.
- (2) At least 12 additional credits in approved courses above Mathematics 202.

Mathematics 103, Calculus A, is regarded by the department as the standard beginning course in mathematics. Successful work in this course depends on a strong background in algebra, geometry, and trigonometry. Four of five years of high school mathematics are strongly advised.

102. FINITE MATHEMATICS. (III) 3
An introduction to logic, sets, partitions and counting, and probability theory.

103. CALCULUS A. (I) 3
An introduction to analytic methods in geometry. A study of functions, limits, continuity, the derivative, and applications of the derivatives of algebraic functions.

104. CALCULUS B. (II) 3
A continuation of Mathematics 103. The conic sections, polar coordinates, parametric equations, the definite integral, applications of integration and differentiation of transcendental functions. Prerequisite: Mathematics 103.

201. CALCULUS C. (I, III) 3
A continuation of Mathematics 104. Formal integration, mean value theorem, indeterminate forms, analytic geometry of three dimensions, and further applications of the calculus. Prerequisite: Mathematics 104.

202. CALCULUS D. (II) 3
A continuation of Mathematics 201. Infinite series, vectors, partial differentiation, uniform continuity, multiple integration, and applications. Prerequisite: Mathematics 201.

203. DIFFERENTIAL EQUATIONS. (III) 3
A study of differential equations of the first and second order and linear equations of higher order, together with applications. Prerequisite or corequisite: Mathematics 202.

207. INTRODUCTORY PROBABILITY AND STATISTICS. (II) 3
Primarily intended for students of the biological and social sciences. Includes such topics as permutations and combinations, equally likely outcomes, finite sample spaces, conditional probability, Bayes' theorem, random variables, Chebychev's theorem, normal distribution, binomial distribution, estimation and testing of hypotheses, and confidence limits. No prerequisite. (A year of calculus is desirable.)

302. LINEAR ALGEBRA. (II) 3
A first course in abstract algebra. Includes a study of vector spaces, linear equations, linear transformations, determinants, and matrices. Prerequisite: Mathematics 202.

303. PROBABILITY. (O.D.) *1969-70 Offered Irregularly. 3
An introduction to the mathematical theory of probability, with emphasis on the theory of random variables and probability distributions. Applications to various fields are considered. Prerequisite: Mathematics 201.

304. MATHEMATICAL STATISTICS. *1969-70 Offered Irregularly. 3
A study of the basic notions of statistical analysis. Emphasis is placed upon the functional aspects of mathematical statistics. Prerequisite: Mathematics 303.
305. GRAPH THEORY. (I) 3
Includes topics selected from the following: directed and undirected graphs, connectivity, partitions and distances in graphs, matrix representations, network flows, planar graphs, coloring problems. Prerequisite: Mathematics 302.
306. NUMERICAL ANALYSIS. (II) 3
Includes topics selected from the following: number systems, non-linear equations, interpolation and approximation, differentiation and integration, matrices and systems of linear equations, the solution of differential equations, boundary-value problems in ordinary differential equations—all these from a numerical point of view. Prerequisites: Mathematics 203, 302 and a knowledge of Fortran.
- 401-402. ABSTRACT ALGEBRA. (I-II) 3-3
Includes a study of the algebraic structure of the real and complex number systems, groups, rings, integral domains, fields, and polynomial domains. Prerequisite: Prerequisite for 401: Four terms of college mathematics or consent of instructor. Prerequisites for 402: 302 and 401.
- 403-404. SURVEY OF GEOMETRY. (II-III) 3-3
A consideration of projective geometry as a deductive system and as a study of the properties that are invariant under projective transformations. The use of synthetic as well as algebraic methods is employed. Attention is given to affine geometry, euclidean geometry, and the noneuclidean geometries. Prerequisite: consent of instructor.
- 405-406-409. INTERMEDIATE ANALYSIS. (I-II-III) 3-3-3
Includes topics from the following collection: the real and complex number systems, metric spaces, sequences and series, continuity, differentiation, the Riemann and the Riemann-Stieltjes integrals, sequences of functions and series of functions, functions of several real variables, Lebesgue theory. Emphasis is placed on careful proof. Prerequisite: a thorough knowledge of elementary calculus and consent of instructor.
- 407-408. FOUNDATIONS OF MATHEMATICS. (I-II) 3-3
Includes a study of naive set theory, operations on sets, power sets, relations, products, equivalence relations, functions, partitions, partial ordering, lattices, filters, homomorphisms, Boolean algebras, the fundamental homomorphism theorem for Boolean algebras, chains, maximality conditions, the axiom of choice, Zorn's lemma, Tukey's lemma, well-ordering, ordinals and ordinal arithmetic, cardinals and cardinal arithmetic. This course is primarily designed for those students who intend to attempt graduate study in mathematics. Prerequisite: consent of the instructor.
410. INTRODUCTION TO TOPOLOGY. (I) 3
Includes such topics as sets and functions, metric spaces, topological spaces, separation properties, compactness, connectedness, the Stone-Weierstrass theorems, mapping theorems, metrization, plane topology. Prerequisite: consent of instructor.
412. INTRODUCTION TO COMPLEX ANALYSIS. (II) 3
Includes such topics as complex numbers, functions of a complex variable, analytic functions, the logarithm and related functions, power series, Laurent series and residues, conformal mapping, analytic continuation. This course is particularly appropriate for natural science students and for mathematics majors who plan to engage in graduate study. Prerequisite: Math 202.

423-424. TOPICS IN APPLIED MATHEMATICS. (I-II)**3-3**

Consideration is given to such topics as vector analysis, series solution of differential equations, Legendre and Bessel functions, boundary value problems and orthogonal functions, Fourier series, partial differential equations, complex variables, and mathematical physics. Prerequisite: Mathematics 202. Corequisite: Mathematics 203.

TUTORIAL COURSES**532. THE TEACHING OF MATHEMATICS. *1969-70****3**

(See Education 532.)

A study of the organization of subject matter and the methods of presenting it to students of high school age. Prerequisite: Mathematics 201.

533-534-535. READING IN MATHEMATICS. (I-II-III)**3-3-3**

For students who wish to do advanced work not provided for in the regular courses. The content of this course will be fixed after consultation with the student and in accord with his particular interests. Prerequisites: Junior or senior standing and permission of the instructor to enroll in the course.

Honors in Mathematics

- (1) Courses required: Fulfillment of the requirements for a major in mathematics.
- (2) Honors course: Readings and research in mathematics; a research and/or expository thesis.
- (3) Examinations: Three examinations in general mathematics and one in special subjects covered in the honors course and outside reading.

MUSIC

In addition to the degree requirements listed on page 56, Music core courses are required of all majors regardless of the degree sought.

Core requirements for all Music degrees: Music 111-112, 203-204, 301-302, 402 and 420, 411, and a minimum of 8 credits in applied music.

Requirements for the Bachelor of Arts degree with a major in Music:

- (1) Music core courses
- (2) Music 303-306 or 307-308

Requirements for the Bachelor of Music degree:

A. With a major in School Music

- (1) Music core courses
- (2) Music 411 and 415, 451-452, 453-454, 455-456
- (3) A laboratory science (8 credits)
- (4) Psychology 201-202
- (5) Sociology 311 or 318
- (6) Social science (3 credits) and a second field in a social science (6 credits)
- (7) Education 204 plus 6 credits in other education courses

Each student must elect a major field in applied music and pursue its study throughout the four-year course; the student must also study four minor fields, preferably one each year.

The student majoring in piano may substitute piano pedagogy and practice teaching (Music 441, 442, 443, 444) for the instrumental methods courses in the minor fields, but must study voice for at least one year.

B. With a major in Church Music

- (1) Music core courses
- (2) Music 221-222 or 223-224, 205 and 300, 207-208, 412
- (3) Academic electives (9 credits)
- (4) French, German or Latin (8 credits) or high school equivalent
- (5) Modern language (8 credits)
- (6) Organ or Voice (30 credits)

C. With an Instrumental Major

- (1) Music core courses
- (2) Academic electives (18 credits)
- (3) Music 441 (3 credits)
- (4) Applied music (44 credits)

All students not majoring in piano must study piano at least in the freshman and sophomore years and thereafter until the requirements of Piano A and B have been met.

NOTE: Majors who wish to concentrate on preparation for teaching rather than for performance may take the following curriculum during the junior and senior years. Other instrumental majors must substitute 497-498 for 443-444.

- (1) Psychology 201-202 (6 credits)
- (2) Education 204 (3 credits)
- (3) Academic electives (6 credits)
- (4) Music 441 or 445 or 447, 451-452, 443-444, 412
- (5) Applied music (40 credits)

- D. With a major in Voice
 - (1) Music core courses
 - (2) Italian (8 credits)
 - (3) French (8 credits)
 - (4) German (8 credits)
 - (5) Academic electives (6 credits)
 - (6) Applied music (Voice, 30 credits; Piano, 8 credits)
- E. With a major in Theory or Composition
 - (1) Music core courses
 - (2) Music 306, 307-308, 415, 417-418, 431-432, 423-424, 433-434, 412
 - (3) Academic electives (18 credits)
 - (4) Ensemble (2 credits)
 - (5) Applied music (Piano, 8 or 12 credits; Strings, 4 credits; Wind Instruments, 4 or 8 credits)

Honors in Music:

Note: Open to music majors in programs under the B.A. or B.M. degree.

- (1) Courses required: requirements for a major, Music 525-526.
- (2) Honors course: an original musical composition or an essay on an assigned topic in music history, music theory, music pedagogy or ethnomusicology.
- (3) Examinations: comprehensive examinations in music history and music theory; an examination in performance; an examination in the honors course.

101. MUSIC AS A MEDIUM OF EXPRESSION. (I or III) 3
The fundamentals and physical basis of music. The instruments of the orchestra.

102. THE LITERATURE OF MUSIC. (II or III) 3
A general survey of the different styles and types of musical literature, with reading assignments to aid the student in the approach to listening.

111-112. THE THEORY OF MUSIC. (I-II) 3-3
A combined course including ear training, dictation, sight singing, written and keyboard harmony.

201. MAN IN A MUSICAL UNIVERSE. (III) 2
An illustrated socio-cultural approach to music as a sounding art. Objectified musical styles considered in the light of their geographic, ethnic, and cultural occurrences. Open to music and non-music majors.

203-204. ADVANCED THEORY. (I-II) 4-4
A continuation of Music 111-112, including a survey of twentieth century usages.

205. HYMNODY. (I) 3
A chronological survey of hymn literature from the early Christian era to the present, with considerable performance in class. This course is designed for students going into the ministry or religious education or church music. No music prerequisite, but ability to read music is desirable.

207. LITURGICAL MUSIC. (II) 3
A survey of the liturgies of the various Christian faiths and the chants and responses appropriate to these, with considerable performance in class. No music prerequisite, but ability to read music is desirable.

208. CHURCH MUSIC REPERTORY. (II) 3
A survey of the repertory of anthems and organ music appropriate to the Protestant service, with considerable performance in class. No music prerequisite, but ability to read music is desirable.
221. CHORAL LITERATURE. (I) 2
A survey of literature for vocal organizations including sacred and secular repertory. Special attention given to oratorio, cantata, anthem, motet, madrigal, art song, and folk song performance materials. Some examination for miscellaneous ensemble works for voices and instruments is also included.
223. ORGAN LITERATURE. (II) 2
A survey of literature for the organ from earliest times to the present. Special attention is given to the interpretative registration for the various periods and national styles, plus exploration of certain aspects of service playing and accompanying. Prerequisites: proficiency at the organ in hymn playing and literature at sophomore level.
300. CHURCH MUSIC. (III) 3
A course stressing the practical application of the material surveyed in courses 205, 207, and 208. Designed to prepare the student for the ministry of music in both liturgical and non-liturgical churches. Open to non-music majors with the permission of the instructor.
- 301-302. HISTORY OF MUSIC. (I-II) 3-3
A survey of the history and literature of music from Graeco-Roman times to the present. Open to non-music majors with the permission of the instructor.
303. MUSIC BEFORE 1600. (I) 3
A survey of music from early Greek times through the sixteenth century. Open to non-music majors with the permission of the instructor.
306. MUSIC OF THE BAROQUE AND CLASSICAL PERIODS. (I, III) 3
A survey of music from Gabrieli to Haydn and Mozart. Open to non-music majors with the permission of the instructor.
307. ROMANTIC ERA. (II, III) 3
A survey of music from Beethoven to Dvorak. Open to non-music majors with the permission of the instructor.
308. MUSIC OF OUR TIMES. (II, III) 3
A survey of music from the late nineteenth century to the present time. Open to non-music majors with the permission of the instructor.
402. FORM AND ANALYSIS. (II or III) 2
A study of musical form through the analysis of homophonic and contrapuntal compositions.
- 411-412. COUNTERPOINT. (I-II) 2-2
Modal counterpoint. Tonal counterpoint in various forms.
415. CONDUCTING. (III) 2
The technique of the baton. Methods of rehearsal. The development of good choral and instrumental tone. Practice in directing chorus.
- 417-418. COUNTERPOINT: CANON AND FUGUE. (I-II) 2-2
A course for theory and composition majors. Private lessons only.
420. INSTRUMENTATION. (I) 2
The instruments of the orchestra and their technique. Period styles of orchestration through a study of scores.

- 423-424. ADVANCED ORCHESTRATION. (I-II) 2-2
Scoring of original compositions. Combining the orchestra with chorus and soloists. Private lessons only.
- 431-432. COMPOSITION. (I-II) 2-2
Practical original composition in the simpler forms up to and including sonatina form. Private lessons.
- 433-434. ADVANCED COMPOSITION. (I-II) 3-3
Variation and rondo forms. A complete sonata is written the second semester. Private lessons only.

Music Education

441. PIANO PEDAGOGY. (I) 3
A study of methods and materials of piano teaching, with special emphasis on a broad knowledge of piano literature.
- 443-444. PIANO PRACTICE TEACHING. (I-II) 1-1
For piano pedagogy majors.
445. STRING INSTRUMENT METHODS. (I) 3
Class instruction in the stringed instruments, such as violin, violoncello, and bass, and in class-teaching methods.
448. WIND INSTRUMENT METHODS. (II) 3
Class instruction in the wind instruments such as flute, oboe, clarinet, bassoon, French horn, trumpet, trombone, and tuba. A course designed to acquaint the Composition student or the School Music major with the essential functional and acoustical nature of wind instruments of both the wood wind and brass choirs of the band and orchestra. Instructional time to be divided approximately but not rigidly between the wood wind and brass choirs with a view to emphasizing one of these choirs each.
- 451-452. METHODS, PRIMARY GRADES. (I-II) 2-2
Aims and objectives of education; materials and methods for kindergarten and primary grades.
- 453-454. METHODS, JUNIOR AND SENIOR HIGH SCHOOL. (I-II) 2-2
Vocal music in the junior and senior high schools. The adolescent voice. The general supervision of the music program.
- 455-456. PRACTICE TEACHING. (I-II) 2-2
Observation and practice teaching in the primary grades — the first through the sixth — in the first term and in the high school in the second term. A total of 45 hours to be spent each term in the class room.
- 497-498. INSTRUMENTAL PRACTICE TEACHING. (I-II) 2-2
For instrument pedagogy majors.

TUTORIAL COURSE

- 525-526. SENIOR TUTORIAL. (I-II, III-III) 3-3
A course to be adapted to the needs of the individual student who is a candidate for the Bachelor of Arts or Bachelor of Music degrees with honors in music. It will include supplementary work for the departmental examinations, and the required essay or original composition.

APPLIED MUSIC

Credit in applied music is based on hours of practice, one hour being given for each fifty hours of practice during a term, plus the necessary instruction—one hour or more per week. *Not more than six hours in applied music may be earned in any one term.* Placement in applied music courses is assigned by the Department of Music by audition or proficiency.

Applied Music Courses: Music 600, PIANO; Music 610, VOICE; Music 620, ORGAN; Music 630, VIOLIN; Music 640, CELLO; Music 650, CLARINET; Music 660, TROMBONE; Music 670, TRUMPET.

Performing Groups

CHOIR, The SOUTHWESTERN Singers, an *a cappella* choir, averaging sixty voices. This organization appears at the regular convocation services of SOUTHWESTERN and on many occasions before the public of Memphis. An annual tour of three or five days is made. *No credit for the first year; one credit a term thereafter.*

ORCHESTRA. A symphonic orchestra composed of students assisted by members of the faculty and others, affording opportunity to study standard and modern orchestral music. Student soloists are featured. *Two credits a year.*

ENSEMBLE. Upon presentation of evidence of 50 hours of practice in preparation of ensemble music during a term a student may petition the Chairman for recommendation of one hour of credit in applied music. A maximum of two hours credit may be earned in this manner during any given term and may be counted in excess of the credit granted for private study.

THE MADRIGALS. A group, organized and directed by students, provides numerous programs for campus and city activities throughout the academic year. *No credit.*

PHILOSOPHY

Requirements for a major in Philosophy:

Philosophy 201, 202, 206 or 407-408, 304, and 15 additional hours in Philosophy.

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| 201. INTRODUCTION TO AND HISTORY OF PHILOSOPHY. (I) | 3 |
| An examination of philosophical methods, problems, and ideas from the early Greek thinkers through the medieval scholastics. Reading and discussion of philosophical classics. | |
| 202. INTRODUCTION TO AND HISTORY OF PHILOSOPHY. (II) | 3 |
| An examination of philosophical methods, problems, and ideas from the Renaissance to the present time. Reading and discussion of philosophical classics. | |
| 203. AESTHETICS. (III) *1969-70 | 3 |
| A consideration of some philosophical problems which arise in connection with the description, interpretation, and evaluation of works of art. | |
| 206. LOGIC. (II) | 3 |
| An introduction to deductive and inductive logic which studies the methods and principles of argument, proof, and inquiry, the classification of formal and material fallacies, and the problems of definition and meaning. | |
| 302. INDIAN AND CHINESE PHILOSOPHY. (II) *1969-70 | 3 |
| The contribution of reflective and speculative thinking to traditional Indian and Chinese culture. Indian philosophy from the Upanishads through the development of the major systems (13th century a.d.); Chinese philosophy from the classic period through neo-Confucianism (Sung Dynasty). | |
| 304. ETHICS. (III) | 3 |
| A study of some of the major systems of philosophical ethics. | |
| 310. PHILOSOPHY OF SCIENCE. (I) *1970-71 | 3 |
| An historical and philosophic examination of the methods, presuppositions, and principles of explanation in the natural and behavioral sciences. Prerequisites, two years of laboratory science or one year of science and one year of philosophy. | |
| 334. PHILOSOPHICAL THEOLOGY. (I) | 3 |
| A consideration of the philosophical basis and implications of religious belief and theological formulations. Such questions as the existence of God, human freedom, the problem of evil, and the meaning of God-talk are discussed. (Same as Religion 334.) May be taken for either Philosophy or Religion credit but not for both. | |
| 407-408. FOUNDATIONS OF MATHEMATICS. | 3-3 |
| The same as Mathematics 407-408. | |

TUTORIAL COURSES

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| 501. PLATO. (I) *1969-70 | 3 |
| The major methodological, ethical, and metaphysical issues in the Dialogues. | |
| 503. ARISTOTLE. (I) *1970-71 | 3 |
| Selections from Aristotle, with special emphasis on the unity of knowledge, natural knowledge, and the nature of man. | |
| 506. PHILOSOPHY OF RELIGION. (III) *1970-71 | 3 |
| An in depth exploration of one or two major problems in contemporary philosophy of religion. | |

510. MEDIEVAL PHILOSOPHY. (I) *1969-70	3
The articulation of the Christian faith from Augustine through Aquinas.	
512. EARLY MODERN PHILOSOPHY. (III) *1969-70	3
The development of European rationalism, idealism, and empiricism.	
515. CONTEMPORARY PHILOSOPHY. (II)	3
Existentialism.	
516. CONTEMPORARY PHILOSOPHY. (II)	3
Logical positivism and philosophical analysis.	
525-526. PROBLEMS IN PHILOSOPHY. (I-II)	3-3
A research course for senior students only.	

Honors in Philosophy

- (1) Courses required: fulfillment of the requirements for a major in Philosophy
- (2) Honors course: Philosophy 525-526.
- (3) Examinations: (a) and (b) the history of Philosophy; (c) logic; (d) the content of the special field.

PHYSICAL EDUCATION

100. PHYSICAL EDUCATION FOR MEN. (I-II)	0
Activity course covering team and recreational sports plus physical fitness.	
200. PHYSICAL EDUCATION FOR WOMEN. (I-II, III*)	0
Activity course in modern dance, recreational sports, and team sports. (Half-credit only in Term III.)	

PHYSICS

Requirements for a major in Physics leading to the B.A. degree:

- (1) Physics 101-102, 103-104, 201-202, 203-204, 205-206, 207-208, 401-402, 421-422.
- (2) Mathematics 103, 104, 201, 202, 203.

Requirements for a major in Physics leading to the B.S. degree:

- (1) Physics 101-102, 103-104, 105, 201-202, 203-204, 205-206, 207-208, 301, 303, 305, 401-402, 403-404, 421-422.
- (2) Mathematics 103, 104, 201, 202, 203, 302.
- (3) The modern language requirement must be met in German, French, or Russian.

NOTE: Students interested in a Physics major should take Physics 101-102 in the freshman year. The importance of mathematics in physics cannot be overemphasized, and prospective majors are urged to take 4 years of mathematics in high school. All prospective physics majors should consult with the Chairman before registration.

101-102. GENERAL PHYSICS. (I-II) 3-3

The elements of mechanics, heat, sound, electricity, magnetism, optics and modern physics. Prerequisite, a knowledge of algebra and trigonometry.

103-104. GENERAL PHYSICS LABORATORY. (I-II) 1-1

Basic experiments in the topics covered in Physics 101-102, designed to acquaint the students with typical experimental problems and to demonstrate many types of scientific apparatus.

105. SPECIAL TOPICS IN PHYSICS. (III) 3

A more intensive study of certain of the topics introduced in Physics 101-102; in particular, alternating-current circuit theory and geometrical and physical optics.

107-108. INTRODUCTORY PHYSICS. (I-II) 3-3

A general survey of the classical fields of physics. Satisfies the science sequence required for the liberal arts and science curriculum. Intended primarily for pre-medical and pre-dental students. Co-requisite Physics 103-104. Prerequisite: A working knowledge of high school algebra and trigonometry.

115-116. INTRODUCTION TO ASTRONOMY. (I-II) 3-3

An introduction to the methods and results of modern astronomy. The course deals with such topics as astronomical coordinates, the solar system, elementary astrophysics and the sun, types of stars, star clusters, nebulae, galaxies, and theories of the universe. Prerequisite: a good background in high school mathematics and physics.

201-202. ELECTROMAGNETIC THEORY: (I-II) 3-3

Maxwell's field theory of electromagnetic properties of matter: Maxwell's equations, the electric and magnetic fields *in vacuo*, phenomenological treatment of the electrodynamics of ponderable matter. Transient and steady-state currents, and the theory of linear circuits. Prerequisite: Physics 102. Co-requisite: Mathematics 201-202.

- 203-204. ELECTRICAL MEASUREMENTS LABORATORY. (I-II) 1-1
A laboratory course designed to teach the fundamentals of electrical measurements: AC bridge measurements, nonlinear devices, filters, measurements at audio and radio frequencies.
- 205-206. ELECTROMAGNETIC RADIATION. (I-II) 3-3
A study of the behaviour of electromagnetic waves, both in free space and in material bodies. Coherence, interference, diffraction, dispersion, and polarization. Modulation transfer functions. Absorption and emission of light, black-body radiation laws, electrooptical and magnetooptical effects. Prerequisites: Physics 202 and Mathematics 202, 203.
- 207-208. EXPERIMENTAL OPTICAL PHYSICS. (I-II) 1-1
A laboratory course designed to teach experimental techniques in optical physics. Lens and mirror systems, polarization, dispersion by prisms and diffraction gratings, radiation detectors and radiometry, interferometry, thin films and metallic reflection.
301. THERMODYNAMICS AND STATISTICAL MECHANICS. (III) 3
Classical thermodynamics: the first and second laws and their consequences. Kinetic theory of gases. Maxwell-Boltzmann statistics; introduction to Bose-Einstein and Fermi-Dirac statistics. Fluctuations. Prerequisites: Physics 102 and Mathematics 202.
303. ELECTRONICS. (III) 3
Theory and applications of the principal types of non-linear circuit elements: electron tubes and semiconductors. Prerequisites: Physics 204 and Mathematics 104.
305. ELECTRONICS LABORATORY. (III) 1
Design, construction, and testing of electronic circuits. Prerequisite: Physics 203.
- 319-320. ASTROPHYSICS. (I-II) 3-3
An introduction to the physics of celestial bodies, emphasizing the relationship between theoretical and observational methods. The course will include radiation laws, radiative transfer, the structure of stellar atmospheres, the formation of emergent stellar spectra, stellar interiors, and gaseous nebulae. Prerequisites: Physics 202 and Mathematics 202, 203.
- 401-402. MODERN PHYSICS. (I-II) 3-3
A course intended to familiarize the student with the fundamental advances made in physics during the twentieth, and the last decade of the nineteenth century. It includes an introduction to the special theory of relativity, quantum mechanics, atomic spectra and atomic structures, nuclear reactions and nuclear structure, fundamental particles, and cosmic radiation. Prerequisites: Physics 202 and Mathematics 203.
- 403-404. ATOMIC AND NUCLEAR PHYSICS LABORATORY. (I-II) 1-1
Experimental problems dealing with the crucial developments in modern physics. Corequisite: Physics 401-402.
- 421-422. CLASSICAL MECHANICS. (I-II) 3-3
A study of the statics, kinematics, and dynamics of material bodies, including motion in a central field, constrained motion, Lagrange's and Hamilton's equations, variational formulations, and rigid body motion. The course is designed to serve as an introduction to, and an aid in understanding, the more recent theories of the structure and behaviour of matter. Prerequisites: Physics 102 and Mathematics 203.

431-432. TOPICS IN THEORETICAL PHYSICS. (I-II) 3-3

A course in which subject matter to be treated on a relatively advanced level will be chosen to meet the needs of the individual students. Enrollment only after consultation with the instructor in charge. Prerequisites: Mathematics 203 and advanced standing in physics.

441-442. SPECTROSCOPY. (I-II) 3-3

Introduction to the quantum theory of atomic and molecular processes, and to the principal methods of investigation. Grating mountings and spectrograph design, high-resolution spectroscopy: wavelength and intensity measurements. Interferometric spectroscopy, Fourier spectroscopy. The special methods applicable to the ultraviolet, visible, and infrared regions of the spectrum. Two hours of lecture and not less than three of laboratory a week. Prerequisite: advanced standing in physics.

451-452. HONORS RESEARCH. (I-II) 3-3

Open to candidates for honors in Physics. Special laboratory research in a recognized branch of physics, usually related to research being carried on by members of the department.

Honors in Physics

- (1) Courses required: those listed for the B.S. degree with a major in physics, Physics 431-432.
- (2) Special laboratory research in a recognized branch of physics, usually related to research being carried on by members of the department. A creditable thesis must be presented at the end of the year.
- (3) Examinations: Mechanics and Thermodynamics; (b) Electricity, Magnetism, and Electronics; (c) Optics, Radiometry, and Modern Physics; (d) Theoretical Physics and the honors research.

POLITICAL SCIENCE

Requirements for a major in Political Science:

- (1) Political Science 201-202, 205, 206 or 306, one course from 413, 414, 422, and two courses elected from advanced courses in political science and/or from the following courses in International Studies: 301, 302, 307, 308, 401, 406; Senior Seminar 525-526.
- (2) History 201-202.
- (3) Economics 103-104.

110. POLITICS. (III) *1970-71

3

An introductory course for non-majors, with emphasis on political philosophy, comparative politics and international politics.

115-116. INTRODUCTION TO POLITICS. (I-II) *1970-71

3-3

A study of political philosophy, with emphasis on democracy and elitism, and of comparative politics and international politics. Open to freshmen and non-political science majors.

201-202. UNITED STATES GOVERNMENT AND POLITICS. (I-II).

3-3

A descriptive and critical survey of our national governmental system and current political problems. Structure and powers of Congress, Executive, Judiciary and other national agencies. Federalism. Organization and activities of political parties. The economic relationship of government to agriculture, business and labor, and welfare.

203. METHODS OF POLITICAL RESEARCH. (III)

3

Emphasis on techniques of survey research: questionnaire design, interviewing and data analysis. Prerequisite: 201-202 or consent of instructor.

205-206. EUROPEAN GOVERNMENTS. (I-II)

3-3

The governments and politics of the United Kingdom, France, Germany, Switzerland, Italy, the Soviet Union and other states.

301-302. INTERNATIONAL POLITICS. (I-II)

3-3

Same as International Studies 301-302.

306. GOVERNMENTS OF LATIN AMERICA STATES. (II) *1970-71

3

Government and politics of selected nations of Latin America.

309. POLITICAL BEHAVIOR. (I)

3

An introduction to political motivation and participation.

310. URBAN POLITICS. (II)

3

A study of social, economic and political forces in urbanism, with special attention to political structures and governmental organization, intergovernmental relations and urban problems.

402. THE CONSTITUTION OF THE UNITED STATES. (II)

3

The fundamental principles of the United States constitutional system as defined and developed through leading Supreme Court decisions.

404. THE JUDICIAL PROCESS. (I) *1970-71

3

A study and analysis of the judicial process in the United States at all levels of government.

411. POLITICAL PARTIES IN THE UNITED STATES. (I)

3

The history, organization and programs of political parties, and their relationship to government on national, state and local levels.

- 413-414. HISTORY OF POLITICAL PHILOSOPHY. (I-II) 3-3
An examination of theories of the state from the time of ancient Greece to the present day.
421. SELECTED TOPICS IN PUBLIC LAW. (III) 3
An advanced course in the study of the United States Constitution.
422. SELECTED TOPICS IN POLITICAL PHILOSOPHY. (III) 3
An advanced course in political philosophy. Such topics as: studies in Plato and Aristotle; medieval political thought; seventeenth century English thought; Marxism.
423. SELECTED TOPICS IN POLITICAL BEHAVIOR. (III) 3
An advanced course in political behavior. Such topics as: electoral behavior; public opinion; small group behavior; pressure groups.
424. SELECTED TOPICS IN COMPARATIVE POLITICS. (III) 3
An advanced course in comparative government and politics.
425. SELECTED TOPICS IN URBAN POLITICS AND
LOCAL GOVERNMENT. (III) 3
An intensive study of selected aspects of urban affairs. Special attention to urban problems.
- 525-526. SENIOR SEMINAR. (I-II) 3-3
For majors in the department. An examination of the various approaches to the study of politics. In depth studies in selected areas of the discipline.
- 527-528. SENIOR HONORS SEMINAR. (I-II) 3-3
For candidates for honors in Political Science. A research tutorial involving advanced independent study.

Honors in Political Science

- (1) Courses required: the requirements for a major.
- (2) Honors course: Political Science 527-528.
- (3) Examinations: superior performance on special comprehensive examinations.

PSYCHOLOGY

Requirements for a major in Psychology:

- (1) Psychology 201-202 and five additional courses.
- (2) One year of philosophy.
- (3) Track I, Pre-graduate school, for students intending graduate study in a Department of Psychology.
 - (a) Psychology 337-338 is required. It is recommended that such students complete as many psychology courses as practicable, especially from the courses numbered 403, 405, 409, 410.
- or
- (4) Track II, General, for students not intending graduate study in a Department of Psychology.
 - (b) Psychology 337-338 is not required, but such students are expected to select at least two terms from the courses numbered 337, 338, 403, 404, 405, 409, 410.

Note: Psychology 201-202 is prerequisite to all advanced courses.

201-202. GENERAL PSYCHOLOGY. (I-II)	3-3
Theories, principles, and data of general psychology.	
204. EDUCATIONAL PSYCHOLOGY. (I & II)	3
The application of psychological principles to the technique and economy of the teaching-learning process. Emphasis is placed on the native equipment of the child, on individual differences of ability, growth, and development, and on demonstrations and experiments dealing with the learning process. Prerequisite, Psychology 201-202.	
303. PERSONALITY PSYCHOLOGY. (I)	3
The theories, development, and correlates of personality.	
304. ABNORMAL PSYCHOLOGY. (II)	3
Symptoms, etiology, and therapies of personality deviations.	
305. CHILD PSYCHOLOGY. (I)	3
Principles of development and of child-adult relationships.	
306. ADOLESCENT PSYCHOLOGY. (II)	3
A continuation of developmental psychology through the adolescent years.	
307. GUIDANCE PSYCHOLOGY. (I)	3
Psychological principles of academic and vocational guidance.	
308. INDUSTRIAL PSYCHOLOGY. (II)	3
Selection, human relations, and human engineering in industry.	
337-338. QUANTITATIVE ASPECTS OF PSYCHOLOGY. (I-II)	4-4
An integration of statistics, psychometrics, and experimental psychology. Three hour laboratory each week.	
339. SOCIAL PSYCHOLOGY. (I)	3
The psychological examination of culture, class, caste, role, and group. Attitude and propaganda research methods.	
342. PSYCHOLOGY OF RELIGION. (II)	3
The role of religion in personality development and social behavior.	

403. PHYSIOLOGICAL PSYCHOLOGY. (I) 3
The physiological correlates of experience and behavior. Prerequisite, Biology 101-102.
404. SPECIAL PROCESSES. (II) 3
Current theory and research in the learning, perceptual, and motivational processes.
405. HISTORY AND SYSTEMS OF PSYCHOLOGY. (I) 3
A survey of the history of psychology with particular attention to the history of experimental psychology and the development of contemporary systems.
- 409-410. EXPERIMENTAL PSYCHOLOGY. (I-II) 4-4
An investigation and application of methodology in psychological research. Two lectures and four hours laboratory each week.

TUTORIAL COURSE

- 525-526. SENIOR TUTORIAL (III-III) 3-3
The content of this course will be fixed after consultation with the student and in accord with his particular needs.

Honors in Psychology

- (1) Courses required: fulfillment of the requirements for a major in psychology.
- (2) Honors course: Psychology 525-526.
- (3) Examinations: (a) General psychology; (b) quantitative aspects of psychology; (c) social psychology, history and systems of psychology; (d) personality and abnormal psychology.

RELIGION

The Edwin Summers Hilliard Department of Religion

Requirements for a major in Religion:

Students in the Department of Religion may major in Bible, Theology, History of Religion, or Religion and Culture. Programs of study will generally involve taking ten courses in the Department of Religion, chosen on an individual basis with the consultation and approval of the department.

- (1) Six courses or their equivalent will usually be required to acquire a basic foundation in the main areas of the Religion curriculum: Bible, Theology, History of Religion (ordinarily two courses in each area). Competence in these areas will be tested by the comprehensive examination in the senior year.
- (2) Four additional courses will be required in the chosen area of concentration.
- (3) All religion majors will be required to take Psychology 201-202, and two courses in Philosophy.
- (4) Religion and Culture majors, in addition to the above requirements, will choose at least three courses in another field of concentration in addition to the general degree requirements in that field, e.g., History, Philosophy, Literature, Sociology, etc. They will also register for Religion 525-526, arranged with the instructor so as to cover the bridge area.
- (5) Students seeking to qualify for accreditation as an Associate in Christian Education or Director of Christian Education will major in one of the four areas of concentration in the Department of Religion. They should also register for Religion 351-352 and 353-354 and Psychology 305-306. Their course in Religion 351-352 will be counted as fulfilling two courses of the requirement for advanced study in religion listed in (2) above.

BIBLE

101. THE HISTORY AND RELIGION OF THE HEBREWS. (I-III) 3
A study of the history and religion of the Hebrews, based on historical and literary investigation of Old Testament writings.

102. THE BEGINNINGS OF CHRISTIANITY. (II-III) 3
A study of the life and faith of primitive Christianity, based on a historical-critical investigation of the New Testament writings.

111-112. MAN IN THE LIGHT OF HISTORY AND RELIGION. (I-II) 3-3
A study of the origin and development of Christianity and its role in world affairs, integrated with a study of the history of Western civilization. A joint course given by professors from the departments of Religion, History, and Philosophy. Further details on page 110. *Students will concurrently register for History 111-112, making a total of 12 credits for the completed course, with 6 credits in religion and 6 credits in history. This course may be reckoned as Biblical studies, theological studies, or history of religion in fulfilling degree requirements in religion. Enrollment limited to freshmen and sophomores.*

301. OLD TESTAMENT STUDIES. (I-III) 3
Historical, literary, and theological studies of various writings of the Old Testament (e.g., The Pentateuch, Hebrew Prophets, Psalms and Wisdom Literature, and others).

302. NEW TESTAMENT STUDIES. (II, III) 3
Historical, literary, and theological studies of various writings in the New Testament (Synoptic Gospels, Pauline Epistles, Johannine Literature, and others).
305. THE QUESTION OF THE HISTORICAL JESUS. (III) 3
An investigation of the historical Jesus as He appears in the Gospel literature. Special attention will be given to current research concerning the significance of the historical Jesus for the Christian faith.
311. THEOLOGY OF THE OLD TESTAMENT. (I, III) 3
An investigation of decisive religious and theological themes in various writings of the Old Testament. Attention will be given to problems of comparative religion, religious phenomenology, and contemporary interpretation.
312. THEOLOGY OF THE NEW TESTAMENT. (II, III) 3
An investigation of decisive religious and theological themes in various writings of the New Testament. Attention will be given to problems of comparative religion, religious phenomenology, and contemporary interpretation.

RELIGION AND THEOLOGY

131. INTRODUCTION TO THEOLOGY. (II) 3
Introduction to theological reflection on such matters as belief in God, the meaning of revelation, the significance of Jesus for Christianity, the destiny of history. *Enrollment limited to Freshmen and Sophomores.*
231. MAN'S QUEST FOR MEANING. (I, III) 3
Wide-ranging readings from theology, philosophy, literature, and the social sciences, selected by the instructor, the intention being to engage reflection and stimulate discussion on the possibility and nature of meaningful or authentic life in the modern world.
232. THEOLOGICAL ETHICS. (II, III) 3
Theological reflection on the character of Christian life, including consideration of the chief categories of philosophical ethics as they relate to theological ethics.
233. SOCIAL ISSUES IN CHRISTIAN PERSPECTIVE. (II, III) 3
A study of one or more current social issues from the standpoint of Christian faith and ethical reflection.
331. RELIGION AND CULTURE. (I, II) 3
The relationship of religion and other aspects of culture, broadly understood. Specific topics, to be announced by instructors, may include religion and literature, religion and science, religion and the fine arts.
332. PHENOMENOLOGY OF RELIGION. (II, III) 3
The study of religious phenomena, manifestations of the divine, religious experiences, practices, and institutions, in Western and non-Western culture.
333. FORMATIVE PERIODS IN CHRISTIAN THEOLOGY. (I) 3
A study of theological reflection in particular periods of significance in the history of Christian thought.
334. CONTEMPORARY THEOLOGY. (I, II) 3
A consideration of several important figures and ideas of this century. The approach will vary between historical, philosophical, and topical emphases, according to announcement by the instructor.

351-352. CHRISTIAN EDUCATION. (I-II) *1968-69 3-3
 An introduction to the philosophy, principles, and methods of Christian Education. Recommended, along with 353-354, for majors in religion intending to engage in Christian Education work. *Does not fulfill degree requirements in religion.*

353-354. FIELD EXPERIENCE IN CHRISTIAN EDUCATION. (I-II) 1-1
 *1968-69
 A supervised program of participation in the life of a local congregation in order to understand more fully the life and mission of the church and the relations of the Director of Christian Education to it. Open only to students who have had or are taking Religion 351-352.

HISTORY

261. EARLY AND MEDIEVAL CHRISTIANITY. (I) *1969-70 3
 A study of Christianity in Western culture from the time of the apostles up to the Protestant Reformation.

262. CHRISTIANITY SINCE THE REFORMATION. (II) *1969-70 3
 A study of Christianity in Western culture from the beginning of the Protestant Reformation up to the present.

263. RELIGION IN AMERICA. (I) 3
 A historical analysis of American religion, its beliefs, institutions, and ideals. Such themes as Puritanism, Revivalism, the Social Gospel, and the Fundamentalist-Modernist controversy will be treated.

361. RELIGION IN THE ANCIENT NEAR EAST. (II) 3
 Man's search for meaning and self-understanding in religious mythology and literature of the ancient world. Studies will include religious literature of Greece, Egypt, Mesopotamia, and Palestine.

362. RELIGION IN THE HELLENISTIC WORLD. (II) 3
 Man's search for religious identity and community in the Hellenistic world (300 B.C. to 100 A.D.). Studies will include Hellenistic philosophies, the rise of oriental mystery religions, gnosticism, Judaism, and Christianity.

363. RELIGION IN THE FAR EAST. (I) 3
 Primarily a study of Hinduism and Buddhism, but with some consideration of other Indian religions and Chinese religious philosophies.

364. RELIGION IN THE MODERN NEAR EAST AND AFRICA. (II) 3
 Primarily a study of Judaism and Islam, including the movement of those religions beyond the Near East; may also include some consideration of religion in sub-Saharan Africa.

SEMINARS AND TUTORIALS

405. SEMINAR IN BIBLE OR RELIGION. (I, II, III) 3
 A biblical topic or a major problem or thinker in the field of religion will be given more intensive consideration than is possible in the courses listed above. Instructors will announce topics.

525-526. ADVANCED STUDY IN BIBLE OR RELIGION. (I-II) 3-3
 Intended for majors, in their senior year, the course will provide intensive study of topics chosen in consultation with individual students and relating to the development of their major studies. The second term will be concerned primarily with the writing of a senior paper.

RUSSIAN

No Major Offered

- 101-102. ELEMENTARY RUSSIAN. (I-II) O.D. 4-4
Elementary grammar, reading and conversation, supplemented by drill in Language Center laboratory. Prerequisite: departmental approval to enter the course. It is strongly urged that a student electing Russian have at least a year's work in another foreign language at college level.
- 201-202. INTERMEDIATE RUSSIAN. (I-II) O.D. 4-4
Review of grammar; continued training in conversation and composition; supplemented by drill in Language Center Laboratory; reading of Russian texts of graded difficulty. Prerequisite, Russian 101-102 or equivalent.
- 401-402. SURVEY OF RUSSIAN LITERATURE. (I-II) O.D. 3-3
Summary of the chief periods of Russian literature, with emphasis on and critical reading of classics of the nineteenth century. Prerequisite, Russian 201-202 or equivalent.

SPANISH

Requirements for a major in Spanish:

- (1) Minimum requirements: 18 hours above Spanish 201-202, to include Spanish 301, 302.
- (2) Recommended: another modern foreign language, Latin, Political Science 306, philosophy, literature.

- 101-102. ELEMENTARY SPANISH. (I-II) 4-4
Pronunciation, fundamentals of grammar, composition, and reading of texts of graded difficulty. Oral practice in the language laboratory and with a native informant.
- 105-106. ACCELERATED ELEMENTARY SPANISH. (I-II) 3-3
Training in the four basic skills of language proficiency with special emphasis on speaking and understanding. This course is designed for students who are already proficient in another foreign language.
- 201-202. INTERMEDIATE SPANISH. (I-II, III-III) 4-4
Review and continuation of grammar; composition; training for oral proficiency. Reading of modern literary works of Spain and Spanish America. Individual and group drill in the language laboratory and with a native informant. Enrollment in the third term intensive course only with departmental approval. Prerequisite: one year of Spanish in college or two years in high school.
301. ADVANCED COMPOSITION AND CONVERSATION. (I) 3
Advanced grammar; formal and free composition; introduction to stylistics. Reports and discussions in Spanish on selected aspects of Hispanic civilization. Prerequisite, Spanish 201-202 or the equivalent.
302. INTRODUCTION TO SPANISH LITERATURE. (II) 3
Reading and analysis of selected masterpieces of Spanish prose, drama, and poetry. Prerequisite, Spanish 201-202 or the equivalent.
- 411-412. THE GOLDEN AGE. (I-II) 3-3
Spanish literature of the sixteenth and seventeenth centuries, with particular emphasis on *Don Quixote* and the outstanding dramatists. Prerequisite, Spanish 302 or instructor's permission.

413-414. SPANISH AMERICAN
LITERATURE AND CIVILIZATION. (I-II) 3-3

Analysis of outstanding literary works from the Colonial Period to the present time. Introduction to the civilization of Spanish America. Prerequisite, Spanish 302 or instructor's permission.

420. BRAZILIAN PORTUGUESE. (III) 3

Intensive introductory course, with attention to the similarities to and the differences from Spanish. Enrollment with instructor's permission.

TUTORIAL COURSES

501-502. MODERN SPANISH LITERATURE. (I-II) 3-3

Poetry and drama of the Romantic Period; the nineteenth century regional novel; the Generation of '98; selected recent poets, dramatists, and novelists.

503-504. LATIN AMERICA. (I-II, III) 3-3

Survey of Latin American literature and civilization, or a detailed study of selected movements, authors, or types.

525-526. SENIOR TUTORIAL. (I-II, III) 3-3

Study of selected movements, authors, or types, to be determined by the student's individual needs.

532. THE TEACHING OF SPANISH. (III) 3

(See Education 532.)

Techniques of teaching elementary and intermediate Spanish. Methods and materials used in teaching pronunciation, grammar, composition, and conversation. Consideration of suitable reading.

Honors in Spanish

- (1) Courses required: a minimum of 24 hours beyond Spanish 201-202.
- (2) Honors course: reading in a field of specialization and preparation of a paper in this field.
- (3) Examinations: (a) Spanish literature; (b) Spanish American literature and civilization; (c) Spanish grammar and Spanish civilization; (d) the field of specialization.

INTERDEPARTMENTAL COURSES

111-112. MAN IN THE LIGHT OF HISTORY AND RELIGION. (I-II) 6-6

A study of the history of Western Civilization integrated with a study of the origin and development of Christianity and its role in world affairs. The first term begins with a consideration of recent scientific views of the origin of the universe and of man, relating these to the religious views of the Hebrews and other ancient peoples. The historical books of the Old Testament and selected passages from the prophets are correlated with materials from Egyptian and Mesopotamian cultures. The Gospels, Acts, and selected Epistles in the New Testament are studied against the background of Graeco-Roman life and thought. In the second term the material studied is selected to show the influence of Christianity and its place in the development of Medieval, Renaissance, Reformation and Modern thought. The aim of the course is twofold: (1) to train the student in handling primary sources by means of small discussion sections, and (2) to cut across departmental lines by having the lectures and discussions led by professors from the departments of Bible and Religion, History, and Philosophy. Three credits in Religion and three in History are given per term.

309-310. AMERICAN STUDIES. (I-II) 3-3

A study of the impact of Europe, the frontier, and the machine upon American experience, with the individual's own quest for meaning always kept in mind. Materials drawn from fiction and poetry, and to a lesser extent from philosophy, history, religion, the social sciences, and painting and architecture. No prerequisites but not open to freshmen. American Studies 309-310 may be counted toward the following majors:

- (1) English: as part of the 24 hours of advanced English.
- (2) History: as advanced history courses by majors particularly interested in American history.
- (3) Philosophy: as part of the 27 hours in philosophy.

311-312. ORIENTAL HUMANITIES. (I-II) *1969-70 3-3

An introduction to the literature, philosophy, and religion of the Far East, with some attention to the fine arts. Primarily to broaden the student's liberal education, these courses also offer a useful approach to non-Western culture for the citizen of today's world in which the East is playing an increasingly important role. Alternate years; not open to freshmen.

First term, India and Persia. *Second term*, China and Japan. Credits may be applied toward majors in Bible and Religion, or in English.

103-104. NATURAL SCIENCE ONE. (I-II) 4-4

A study of the physical sciences (physics, chemistry, and astronomy). This course is concerned with the principles, history, philosophy, and social implications of the physical sciences. Included are the vocabulary of the physical sciences, the reasoning behind definitions, the experimental and theoretical method, examination of the basic laws and postulates, and discussion of recent scientific discoveries and their social implications. Not open to premedical students or students who plan to major in one of the natural sciences.

107-108. NATURAL SCIENCE TWO. (I-II) 4-4

A study of the biological sciences with a chemical introduction and a brief survey of geology. This course is concerned with the principles, history, philosophy, and social implications of the biological sciences. Emphasis is upon the unity of structure and function at the molecular, cellular, organismal, and population levels. The diversity of life forms as revealed in the geological record is included. Not open to premedical students or students who plan to major in one of the natural sciences.

101. INTRODUCTION TO DIGITAL COMPUTER. (I, II, III) 2

An introduction to data processing, designed to acquaint the liberal arts student with some of the basic concepts and uses of modern digital computers. Four hours laboratory per week.

NON-WESTERN STUDIES

Students are encouraged to choose as electives some courses dealing with non-western topics. Below are listed courses of this nature. Fuller descriptions of these courses will be found in departmental listings.

1. DEPARTMENT OF ANTHROPOLOGY AND SOCIOLOGY

- 202. Cultural Anthropology
- 311. The Family
- 315. Arts and Society
- 334. Social Change
- 337. Applied Anthropology
- 341. Peoples of Africa
- 351. Peoples of Asia
- 355. Race and Culture

2. DEPARTMENT OF RELIGION

- 361. Religion in the Ancient Near East
- 363. Religion in the Far East
- 364. Religion in the Modern Near East and Africa

3. DEPARTMENT OF ECONOMICS AND BUSINESS ADMINISTRATION

- 209. Comparative Economic Systems

4. DEPARTMENT OF HISTORY

- 361-362. History of India
- 471-472. History of Russia
- 481-482. Middle Eastern History

5. DEPARTMENT OF INTERNATIONAL STUDIES

- 211-212. Comparative Government and Politics of Southern Asia
- 409. The Modern Arab World
- 414. Political Development in the New States
- 416. The Politics of the Emerging Nations

6. INTERDEPARTMENTAL COURSES

- 311-312. Oriental Humanities

Activities and Organizations

Student Government

The Student Government, the legislative body of the student government, operates under a constitution ratified by the student body. The executive branch of the Student Government, the President, Vice-President, Secretary-Treasurer, and seven Commissioners (Athletics, Religious Activities, Publications, Social Activities, Welfare, Education, and Intercollegiate Relations), all are elected by the entire student body. The class Presidents and Senators (usually four per class) comprise the legislative branch, the Student Senate. The third branch of student government is the constitutional commission which is composed of five students and one member from both the administration and the faculty.

The chief functions of the Student Government are to consider matters pertaining to the welfare of the student body, to promote student body projects; to serve as a liaison agency between faculty, administration, and students, and to conduct all student elections.

The Honor Council

The students of SOUTHWESTERN maintain the honor system and assume responsibility for the honorable conduct of all academic tests and examinations, and other phases of campus life. They elect an Honor Council, which is composed of representatives from each of the four classes. In cases of alleged dishonesty, this Council acts as a court, and a student found guilty by it is disciplined, the punishment being determined by the nature of the offense, but usually consisting of suspension from the college. Either the defendant, the accuser, or two or more members of the Council may appeal the Council's decision to a specially designated committee of the faculty. This faculty committee may, at its discretion, remand the case to the Council for retrial, after which the action of the Council is considered final. Every entering student is expected at the time of his matriculation to sign a pledge promising to uphold the honor system and accepting the jurisdiction of the Honor Council as described in the published honor code.

The Elections Commission

The function of this commission, composed of representatives of the fraternities and sororities and the non-fraternity

and non-sorority groups, is to ensure fair elections, to supervise balloting, and to penalize individuals or organizations detected in unfair practices in any matters pertaining to student elections.

Honor Societies

The SOUTHWESTERN Chapter of Phi Beta Kappa Society is the Gamma of Tennessee. Students are elected to Phi Beta Kappa by the faculty members of the chapter chiefly on the basis of outstanding academic achievement. Students are eligible for election at the middle of their senior year on the basis of ten terms' work at SOUTHWESTERN, or at the end of their senior year on the basis of twelve terms' work at SOUTHWESTERN. Students graduating from SOUTHWESTERN who have transferred from other colleges may be elected on the basis of at least six terms of residence and grades of comparable quality at the colleges previously attended.

Omicron Delta Kappa, Phi Chapter, was established at SOUTHWESTERN in 1927. The purpose of this national organization is to recognize leadership in college activities and to undertake various activities for the good of the college. Student members are chosen from the junior and senior classes, and not more than three per cent of the men students may be elected to membership. Members must have distinguished themselves in such activities as scholarship, athletics, and publications.

Mortar Board, a national honor society for senior women, was established at SOUTHWESTERN April 17, 1964, for the purpose of recognizing eminence in scholarship, leadership, and service.

The Stylus Club was organized in 1920 by a group of students and faculty members for the purpose of stimulating original literary composition and interest in contemporary literature. The Club is made up of both men and women who have shown ability in writing and criticism, and membership is by invitation. At stated meetings literary programs are presented.

The Alpha Psi Omega dramatic society, Kappa Iota Chapter, was established at SOUTHWESTERN in 1947, absorbing the Southwestern Players. This organization is interested in the various dramatic activities. Excellent training and experience are offered to the members in acting, costuming, staging, lighting, and make-up. Expert direction is provided by the department of speech and dramatics. A number of plays are staged each year.

The Chi Beta Phi scientific fraternity, Tau Chapter, was established at SOUTHWESTERN in 1935. Membership in this organization is limited to students majoring in laboratory science and mathematics who have completed not less than twenty term hours of work in these fields with a high average. At regular meetings, lectures and demonstrations by members of the group or by specially invited guests are presented, and interested visitors may attend. The chief purpose of the organization is to stimulate interest in the study of the sciences.

The Pi Kappa Lambda honorary music fraternity was established at SOUTHWESTERN in the spring of 1949. It recognizes outstanding achievement in music and may elect not over twenty per cent of the senior class.

Eta Sigma Phi, national classical languages fraternity, was established at SOUTHWESTERN in 1952. The purpose of this fraternity is to promote interest in all aspects of Greek and Roman literature, art, and life. Those who have at least a B average in advanced courses in either Greek or Latin are eligible for membership.

Psi Chi, the national honorary psychology fraternity, was established at SOUTHWESTERN in 1952. Its purpose is to stimulate further interest in psychology by affording its members contact with psychology as a profession. Membership in this fraternity, which is affiliated with the American Psychological Association, is by invitation and is limited to psychology majors with at least a B average.

SOUTHWESTERN's chapter of Sigma Pi Sigma, the only national physics honor society, was established May 27, 1963. The chapter receives into membership physics students and a limited number from closely related fields when such students attain high standards of scholarship, professional merit, and academic distinction.

The Social Fraternities and Sororities

Six national fraternities and five national sororities have active chapters at SOUTHWESTERN. The fraternities, listed in order of their establishment here, are as follows: Pi Kappa Alpha, Alpha Tau Omega, Sigma Alpha Epsilon, Kappa Sigma, Kappa Alpha, and Sigma Nu. The sororities, similarly listed in order of establishment at SOUTHWESTERN, include the following: Chi Omega, Kappa Delta, Alpha Omicron Pi, Zeta Tau Alpha, and Delta Delta Delta. These national fraternities and

sororities have attractive lodges on the campus, which are used for meetings and social events.

To be eligible for initiation a pledge must have passed a minimum of nine hours at SOUTHWESTERN with a grade-point average of 1.666 or better in the preceding term. Written certification by the Registrar and the Cashier that the student has met the scholarship requirements and has settled all college accounts is necessary for initiation.

The Interfraternity Council for the fraternities and the Panhellenic Council for the sororities, made up of two representatives from each of the groups, in cooperation with the Dean of Men and the Dean of Women, are in charge of the social activities of the groups and all matters of interfraternity relations.

Two honor societies, Pi and S.T.A.B., the purpose of which is to promote friendly relations among sororities, have chapters at SOUTHWESTERN.

Religious Activities

The student religious program at SOUTHWESTERN is designed to offer each student an opportunity for the fullest development of his religious faith through denominational as well as interdenominational activities. Although SOUTHWESTERN is a college of the Presbyterian Church, U.S., the program is projected on the conviction that it is wholesome for students of different religious affiliations to learn and to worship together. The Presbyterian Westminster Fellowship, the Baptist Student Union, the Episcopal Canterbury Club, and the Methodist Student Movement are campus organizations the individual activities of which are guided by adult advisers from each denomination. In addition to these separate activities of denominational groups a full campus-wide interdenominational program is directed by the Southwestern Interfaith Council, composed of representatives from the denominational groups. Such activities as the special periods of religious evaluation each term, formal vesper services, residence hall prayer services, forums, and selected service projects are among those sponsored by this Council.

Musical Activities

The Southwestern Singers compose an *a cappella* choir organized and directed by the Director of Music. It presents the highest type of choir music of all periods from the fifteenth to the twentieth centuries. Besides leading the singing for convocations and giving special programs at the four formal

vesper services of the session, the choir makes frequent appearances before various city groups and undertakes annual concert tours in Tennessee and neighboring states.

The Southwestern Orchestra serves to give the students ensemble practice and features student soloists. It also cooperates with the choir in presenting important choral works.

Music students may, with the permission of the director, become student members of local, state, and national organizations such as the American Guild of Organists, American Musicalological Society, American String Teachers Association, Music Educators National Conference, Music Teachers National Association, Society for Ethnomusicology, etc., by payment of student dues to the appropriate treasuries. Faculty advisors guide the student in special interests of this type, thereby helping to make student participation in activities of these professional music organizations more meaningful.

Departmental Clubs

The French Club at SOUTHWESTERN, named *Sans Souci*, consists of a group of students who meet regularly for the purpose of increasing their experience in spoken French and their knowledge of French civilization. Cultural and musical programs and social activities are featured. Membership in the Club is open to students in or above second year French.

The German Club (*Der Deutsche Verein*) endeavors to promote interest in German life and civilization, and offers experience outside the classroom in hearing and speaking the language. Cultural and musical programs and social activities are featured. Membership is open to students in or above second semester German.

The Spanish Club is maintained to promote interest in the life, art, and literature of the Spanish world, and to provide special occasions for hearing and speaking the language. Its programs include social activities, dramatic performances, lectures, and informal discussions. The Club is open for membership to all students in intermediate and advanced classes in Spanish.

The Psychology Club, organized in 1947, has as its purpose to stimulate interest in psychology and to organize and promote the giving of lectures and demonstrations in the field of psychology. Any student majoring in psychology may join, as well as others invited to membership by the group. Program talks are featured at the meetings, and field excursions

are made to various centers of psychological and psychiatric research in the Memphis vicinity.

Student Publications

All student publications are controlled by the Publications Board, which is composed of a president and representatives of each of the four classes, all elected by the student body, and three representatives from the faculty appointed by the president of the college. The Publications Board appoints editors and business managers of the various publications, who are responsible to the Board, not only in all financial matters, but also for the proper conduct of the publications. The Board has power to replace editors and business managers who fail to perform their duties properly. The *Sou'wester* is the student newspaper, and the *Lynx* is the college annual. *Ginger* is the college literary-feature magazine. No student may solicit advertising in the name of the college for any publication without the Board's approval.

Other Organizations

The Women's Athletic Association is composed of student representatives from the six athletic organizations for women on the campus. This association arranges and directs the intramural sports program for women and presents prizes to the winners in the tournaments. It also selects from the participants an all-star team for each activity, and when a woman student has achieved the required number of points she is made a member of PAN-OLYMPICS, the honorary organization for outstanding women athletes. As a member of PAN-OLYMPICS she is awarded a blazer.

The "S" Club is the athletic organization on the campus which serves the purpose of bringing together all men who have won letters in athletics at SOUTHWESTERN.

SOUTHWESTERN is a corporate member of the American Association of University Women. It is on the approved list of this organization, which qualifies its women graduates holding the B.A. or B.S. degree for A.A.U.W. membership.

The Laurence F. Kinney Program

A supervised program of community service activities is open to students on a volunteer basis. The purposes of this program are (1) to meet actual needs in the Memphis community, (2) to provide training for SOUTHWESTERN students to perform such service skillfully and in a spirit of sharing, and (3) to develop in students a willingness to make place in a

busy college schedule for activities which may carry beyond graduation in similar service in communities where they settle.

Initiated several years ago by a grant from the Danforth Foundation, these service programs have been continued by SOUTHWESTERN because of the enthusiasm of a large number of students who participate in them each year. The activities generally take about three hours a week, and include work with community and social agencies, hospital visitation, literacy education, teaching crippled children, Sunday School teaching and supervision of crafts and recreation at community centers.

Center For Continuing Education

Since 1946, SOUTHWESTERN has developed a program which is providing an unusual experience in adult liberal education for Memphis. Grants from the Fund for Adult Education have permitted a wide expansion of the program. Memphis was one of the Fund's "Test Cities", SOUTHWESTERN was one of the colleges in the "Selected Institutions" project, and in 1961 the Fund made a terminal grant of \$300,000, matched by an equal amount from the college, to stabilize and assist in carrying on this important work. Of major importance also was a gift of \$500,000 in June, 1968, half to be used as endowment and half for building purposes.

The staff personnel is as follows: Granville D. Davis, Ph.D., Dean of Continuing Education; Carl Franklin Walters, Jr., Associate in Continuing Education; Raymond S. Hill, M.F.A., Coordinator of Mass Media; Miss May Maury Harding, B.A., Director of Programs; Frank E. Faux, Associate in Continuing Education; Miss Vivian M. Wallis, Secretary.

In addition to the regular study-discussion programs, two special courses presented by the Center have attracted national attention. The "Institute for Executive Leadership" has as its purpose the development of leaders in the field of business. The Memphis Urban Policy Institute brings together public officials, civic leaders, and social scientists with visiting experts in an endeavour to understand the forces inherent in the urbanization process and to analyze their consequences for public policy.

The Center for Continuing Education is presently housed on the ground floor of the Burrow Library, but its study-discussion groups meet throughout Memphis and the Mid-South. During 1968-1969 more than two thousand participants registered in the programs sponsored by the Center.

Brochures describing the various programs will be mailed on request.

The Physical Plant

Residences for Men

Bellingrath Hall was dedicated October 18, 1961, in memory of Dr. Walter D. Bellingrath, Mobile, Alabama, a long-time friend and benefactor of the college.

Ellett Hall was dedicated December 18, 1956, in memory of Dr. E. C. Ellett, Memphis, an alumnus of SOUTHWESTERN.

Alfred C. Glassell Hall was dedicated May 2, 1968, in memory of Alfred C. Glassell of Shreveport, Louisiana, an alumnus of SOUTHWESTERN and a member of its Board of Directors 1929-1938 and 1943-1958.

Robb Hall was named in memory of Lt. Col. Albert Robb, attorney, who was a member of the Board of Directors of Stewart College at the time the Presbyterian Church assumed control of Montgomery Masonic College in 1855, and who in 1859 donated the land on which the first residence for men students was erected in Clarksville, Tennessee, where SOUTHWESTERN was located until 1925.

Gordon White Hall, a memorial to Dr. Gordon White, established by his sister, the late Mrs. Lizzie Gordon White Hood, Nashville, Tennessee, was dedicated November 13, 1947.

Residences for Women

Townsend Hall was dedicated June 3, 1961, in honor of Mrs. Margaret Huxtable Townsend, who was a member of the SOUTHWESTERN faculty from 1918 to 1954, and who was SOUTHWESTERN's first Dean of Women, serving in that capacity from 1925 to 1952.

Suzanne Trezevant Hall, given by Edward H. Little in memory of his beloved wife, Suzanne Trezevant Little, was dedicated on November 18, 1966.

Voorhies Hall, provided through the generosity of the late Mrs. Emma Denie Voorhies, Memphis, was dedicated April 10, 1948.

East Hall erected in 1968-69.

Administrative, Academic and Other Buildings

Palmer Hall, erected largely by contributions from the people of New Orleans in memory of Dr. Benjamin Morgan Palmer, for many years pastor of the First Presbyterian

Church, New Orleans, and considered the father of SOUTHWESTERN, was dedicated November 27, 1925.

The Berthold S. Kennedy Hall erected in 1925 to house the Department of Chemistry and remodeled in 1968, named in honor of Dr. Berthold S. Kennedy, of Anna Maria, Florida, an alumnus of SOUTHWESTERN, was dedicated October 19, 1968.

The Burrow Library, housing over 115,000 catalogued volumes, provided through the generosity of the late Mr. and Mrs. A. K. Burrow, Memphis, was dedicated October 8, 1953.

The Catherine Burrow Hall, a refectory, named in honor of the late Mrs. A. K. Burrow, Memphis, was dedicated October 16, 1958.

The Hugh M. Neely Hall, a dining hall, a memorial to a heroic soldier and a public spirited citizen, the late Hugh M. Neely, Memphis, provided through the generosity and affection of his wife, the late Mrs. Mary Sneed Neely, as a token of her interest in the development of youth to Christian manhood and womanhood, was dedicated November 13, 1928.

The Moore Moore Infirmary, made possible through a bequest of the late Dr. Moore Moore, Sr., beloved College Physician and Secretary of the Board of Directors from 1925 until his death June 28, 1957, was dedicated June 2, 1962, as a memorial to his wife, Ethel Sivley Moore.

The William Neely Mallory Memorial Gymnasium and Physical Education Building, was dedicated December 10, 1954, in memory of Major William Neely Mallory, Memphis, who was killed in an airplane crash in Italy on February 19, 1945. Major Mallory became a member of the Board of Directors of SOUTHWESTERN in 1937, and in 1938 became Treasurer of the college, which office he held at the time of his death.

The Richard Halliburton Memorial Tower, provided by the late Mr. and Mrs. Wesley Halliburton, Memphis, parents of the distinguished world traveler and author, was dedicated October 17, 1962. The first floor of the Tower contains a lounge in which there is maintained a display of books, papers, and memorabilia relating to the life and adventures of Richard Halliburton.

The Frank M. Harris Memorial Building, provided by the generosity of the late Mrs. Nannie P. Harris, Memphis, as a

perpetual memorial to her beloved son, Frank M. Harris, was dedicated June 6, 1938.

The Tower Building, erected in 1962, adjoins Palmer Hall and the Richard Halliburton Memorial Tower and houses the Office of Development, the office of the President, and the offices of the Academic Deans. The first floor reception area contains cases for exhibits selected from the Jessie L. Clough Art Memorial for Teaching. A portion of the funds required for its construction was provided by the late S. DeWitt Clough and his wife, Rachel Clough, of Chicago.

Tuthill Hall is a classroom and studio structure, named in honor of Dr. Burnet C. Tuthill, SOUTHWESTERN's first Professor of Music and Director of the Memphis College of Music.

The Thomas W. Briggs Student Center, provided through the generosity of the late Mr. Thomas W. Briggs and Mrs. Briggs, Memphis, augmented by gifts of parents and other friends, was dedicated May 2, 1966.

The Frazier Jelke Science Center, erected 1966-1968 and opened the second semester of the 1967-68 academic session, in memory of Frazier Jelke of New York, houses the Departments of Biology, Mathematics and Physics, was dedicated October 19, 1968.

The Buckman Library for Biology and Mathematics, given by Dr. Stanley J. Buckman, a member of SOUTHWESTERN's Board of Directors, and his associates of Buckman Laboratories, Inc., Memphis, is housed in the Science Center, and was dedicated October 19, 1968.

Prizes, Gifts, Endowments, and Memorials

The Spencer Prizes in Greek. These prizes, founded in memory of Mr. H. N. Spencer, Port Gibson, Mississippi, are awarded to those students in each class who attain the highest distinction. The prize in Greek 101-102 is \$10.00; in Greek 201-202 is \$20.00; in Greek 401-402 or Greek 403-404 is \$30.00. In addition, there is awarded to the student who has attained the highest absolute, not merely relative, grade during the four years of his Greek courses a prize of \$40.00.

The Belk Bible Medal. This medal, founded by Mrs. George W. Belk, Williamsburg, Virginia, in memory of her husband, the late Reverend George W. Belk, D.D., who was pastor of Evergreen Presbyterian Church, Memphis, from October 1, 1931, to the time of his death, March 19, 1934, is awarded annually to the first-year student who attains the highest distinction in Bible 101-102 or Bible 103-104.

The Chi Omega Prize. The Chi Omega sorority offers a prize of \$25.00 to the woman student who attains the highest scholastic standing in Political Science 201-202.

The Zeta Tau Alpha English Award is provided annually by the Zeta Tau Alpha sorority for a rising senior woman who is an English major. The recipient is chosen by the Department of English.

The Seidman Trophy. This plaque, donated by Mr. P. K. Seidman, Memphis, in memory of his nephew, Thomas Ehler Seidman, who died in March, 1937, is to be awarded each year to a member of the graduating class. The trophy is intended to recognize outstanding excellence in both scholarship and athletics, and the selection of the student is to be made by the Faculty Committee on Physical Education and Athletics, together with the President of the college and the Dean of Men.

The Seidman Awards in Economics and Political Science are provided annually by Mr. P. K. Seidman, Memphis.

The Memphis Panhellenic Association, in its desire to encourage scholarship, will present an award to the sorority woman of the graduating class at SOUTHWESTERN AT MEMPHIS having the highest scholastic average for her entire college course. This award, a silver platter, will be engraved with her name and the name of her sorority, and will remain in the possession of that sorority until time for its presentation the following year. At the conclusion of a ten-year period, the award will be the permanent property of the sorority whose

name appears most often in the inscription upon it. The first presentation was made at the end of the 1946-47 session.

The Algernon Sydney Sullivan Awards, a medallion and certificate, provided by the New York Southern Society of the City of New York, are awarded to the man and woman students of the graduating class and to one outstanding citizen of the community who best exemplify the ideals of Mr. Sullivan.

Scholarships

The endowed scholarships have a capital value of varying amounts, depending entirely upon the amount which the donor provides. The awards to students are made on the basis of the average annual returns on the college's invested funds.

Scholarships have been endowed wholly or in part as listed below.

In memory of Mr. and Mrs. James Affleck, established by Mrs. W. B. Bloomfield, New Orleans, Louisiana.

A Special Gift Scholarship is provided by the Women of the Church of the Synod of Alabama through the Blessing Box Fund.

The Synod of Alabama provides a scholarship fund. For information write the Chairman of the Synod's Committee on the SOUTHWESTERN Scholarship Fund.

The William McFaddin Alexander Memorial Scholarship was established by the Prytania Street Presbyterian Church, New Orleans, Louisiana. This scholarship is to be awarded preferably to a candidate for the Presbyterian ministry from the Synod of Louisiana, but may be given to one from Alabama, Mississippi, or Tennessee.

The Memphis Branch of the American Association of University Women gives in alternate years a scholarship of \$200.00 to an outstanding woman student in SOUTHWESTERN's graduating class who plans to enter a graduate school.

The Catherine D. Anderson Scholarships, established by the will of Mrs. Catherine D. Anderson, Hughes, Arkansas, are awarded to worthy and promising students upon the recommendation of the Faculty Committee on Admissions and Student Aid.

The Walter P. Armstrong Memorial Scholarship was established by Dr. Walter P. Armstrong, Jr., Mrs. Irma W. Arm-

strong, the late Mr. James F. Smithwick, Mr. and Mrs. George S. Miles, and the law firm of Armstrong, McCadden, Allen, Braden and Goodman, Memphis.

The Albert D. Banta Scholarships provide for SOUTHWESTERN one-third of the income from a trust created by the late Albert D. Banta, Shreveport, Louisiana, which trust is administered by the First National Bank, Shreveport, Louisiana.

The Frank G. Barton Scholarship Fund was established by his wife, the late Mrs. Pauline C. Barton, Memphis.

The Suzanne Bott Scholarship Fund was established by Chi Omega Sorority and others, in memory of Suzanne Alison Bott, '69, Brownsville, Tennessee.

The Lucile L. Bradshaw Scholarship Fund was established by Mr. and Mrs. H. A. Bradshaw, Florence, Alabama.

The Theodore Brent Scholarship was established by the late Mr. Theodore Brent, New Orleans, Louisiana.

The Enoch Brown Scholarship Fund was established by Mrs. Enoch Brown, Germantown, Tennessee, in memory of her husband. The recipients of this fund are selected by the Faculty Committee on Admissions and Student Aid, with preference given to students from either Shelby County or Williamson County, Tennessee.

The Burrow Scholarship Fund was established by the late Mrs. Catherine W. Burrow, Memphis. The income from this fund is used annually to provide a full or partial scholarship to one or more students, the selections being made by the Faculty Committee on Admissions and Student Aid.

The Samuel Craighead Caldwell Memorial Scholarship was established by the First Presbyterian Church, Hazlehurst, Mississippi.

The Wheeler Carleton Memorial Scholarship was established by the Women of the Church of the Synod of Alabama. This scholarship is awarded annually to a student from the Synod of Alabama to be nominated by the Women of the Church Scholarship Committee.

The Walter Chandler Scholarship Fund was established by the citizens of Memphis in honor of the late Mr. Walter Chandler, former Mayor of Memphis.

The Chapman Foundation Scholarship Fund to aid needy and deserving students.

The Jefferson K. Cole Scholarship Fund was established by the late Mrs. Anna P. Cole, Memphis, in memory of her hus-

band. The income from this fund is used to award whole or partial scholarships to worthy students.

The James Leonard Cooper Scholarship was established by his daughter, the late Miss Lula W. Cooper, Clarksdale, Mississippi.

The Mrs. John S. Cooper Memorial Scholarship Fund was established by the late Mr. Douglas Johnston, Memphis, in memory of his mother. The income from this fund is used to aid pre-theological students attending SOUTHWESTERN, such students to be selected by the Faculty Committee on Admissions and Student Aid, and the amount to be given or allotted to each student shall be left to the discretion of the Committee.

The Robert Emmet Craig Scholarship was established by his wife, Mrs. Robert E. Craig, and his daughters, Mrs. Amelia Craig Lane and Mrs. Samuel Sanders III, New Orleans, Louisiana.

In memory of Raymond L. Curtiss was established by the late Mr. and Mrs. L. L. Curtiss, Jackson, Tennessee.

The Davison Scholarship was established by Mr. W. F. Davison, Misses Ethel and Marjory Davison, and Mrs. J. D. Crosby in memory of their parents. Preference shall be given to qualified students from the Synod of Alabama, who are nominated by the officers of the Presbyterian Church, Brewton, Alabama.

The Mary Robertson Day Scholarship was established by the Watauga Chapter of the Daughters of the American Revolution, Memphis.

The Joseph Duglinson Scholarship Fund was established by the First Presbyterian Church, Selma, Alabama, in honor of its long-time and beloved minister, a 1901 graduate of Southwestern Presbyterian University, Clarksville, Tennessee.

The National Organization and The Memphis Alliance of Delta Delta Delta Sorority, in accordance with its national policy of encouraging a high quality of academic work, offer an annual scholarship to a qualified woman student at SOUTHWESTERN.

The Epsilon Chapter of Delta Kappa Gamma, a group of outstanding teachers of Memphis and Shelby County, offers from time to time a scholarship to a young woman in one of the Memphis colleges who is planning to enter the teaching profession. It is given to assist her in her senior year and is

awarded on the basis of her scholastic record, extra curricular activities, interests, personality, and financial need.

The Diehl Scholarship in Voice was established in memory of Mrs. Christiana Nolte Diehl and Mrs. Katherine Ireys Diehl by members of the Diehl family and friends. This scholarship is to be awarded to a student majoring in voice whose previous record indicates that he or she will be graduated with distinction. The award is to be announced at the end of the student's junior year.

The James Guthrie Dougherty, x'40, Scholarship Fund was established by his mother, Mrs. J. G. Dougherty, and other close relatives.

The Evergreen Club Scholarship Fund was established by The Evergreen Club of Memphis.

Evergreen Presbyterian Church of Memphis provides an annual scholarship fund, to be awarded to an able and worthy student upon the recommendation of the pastor or other authorized representative of the Church.

Mrs. C. S. Field, Calyx, Mississippi.

The Files Sisters Memorial Scholarship was established by the late Miss R. M. Files, Shreveport, Louisiana. The beneficiary of this scholarship is named by the pastor of the First Presbyterian Church, Shreveport, Louisiana.

The First Presbyterian Church, Baton Rouge, Louisiana, provides a fund to be awarded to a student of its selection who meets the requirements of the college.

The Woman's Auxiliary, First Presbyterian Church, Baton Rouge, Louisiana.

The Woman's Auxiliary, First Presbyterian Church, Meridian, Mississippi.

The Josie Millsaps Fitzhugh Scholarship was established by The Josephine Circle of Memphis, in honor of its founder, the late Mrs. Guston T. Fitzhugh, Memphis.

The Joseph Arthur Fowler Scholarship Fund was established by the Memphis Bodies of the Ancient and Accepted Scottish Rite of Freemasonry, in memory of Joseph Arthur Fowler, 33°, Memphis, one of the most active Masons in the Tennessee Consistory, especially in the field of education. The income from the principal sum will be awarded each session to a qualified and needy student.

The late Mr. John Glassell, Belcher, Louisiana.

The Abe Goodman Memorial Scholarship was established by his sons, Charles, Abe, and William Goodman, Memphis.

The Marianna Gracey Scholarship Fund is provided annually by the First Presbyterian Church, Covington, Tennessee, and other friends for summer study abroad by a sophomore or junior student. The award is granted in alternate years by a committee composed of the Dean of Admissions, Dean of Men, and Dean of Women.

Three scholarships, *in memory of Dr. Charles E. Guice*, '20, were established by the J. J. White Memorial Presbyterian Church, McComb, Mississippi, and the Presbytery of South Mississippi.

The A. Arthur Halle Memorial Scholarship was established by the Trustees of the A. Arthur Halle Memorial Foundation, Memphis. The recipients are limited to first-year students and the selections are made by the Faculty Committee on Admissions and Student Aid.

The Hammond-Moore Scholarships were established by Mark B. Hammond, '39, Memphis, in memory of his father, R. M. Hammond, and Dr. Moore Moore, Memphis.

The J. D. Henry Scholarship was established by Mr. J. D. Henry, Selma, Alabama, in grateful and loving memory of the family. The donor reserves the right to specify certain years when the interest on the scholarship will be accumulative in favor of a designated student.

The Dr. R. E. Herring Memorial Scholarship was established by the Arlington Presbyterian Church and other friends of Arlington, Tennessee.

The Houston Scholarship, established by the late Miss Mattie D. Houston, Oxford, Mississippi, is administered by the Faculty Committee on Admissions and Student Aid assisted by an Advisory Committee in accordance with the wishes of Miss Houston.

The Thomas Percy Howard, Jr. Memorial Scholarship was established by members of First Presbyterian Church, Tunica, Mississippi.

The Joanne E. Hunt Memorial Scholarship was established by Mr. and Mrs. George B. Jones in memory of Mrs. Jones' daughter, Joanne E. Hunt, '60.

Idlewild Presbyterian Church of Memphis provides an annual scholarship fund, to be awarded to an able and worthy student upon the recommendation of a Committee of the Session and Diaconate of that Church.

An annual scholarship of \$100.00 is provided by Mrs. Paul Jackson, Clinton, Louisiana, in memory of her parents, *Mr. and Mrs. Nolan McLean*. It is preferred that the recipient of this fund shall be a candidate for the Presbyterian ministry, but the decision is left to the Faculty Committee on Admissions and Student Aid.

In memory of the Reverend Mr. William Nathan Jenkins, established by Mrs. Pearl C. Jenkins, Crystal Springs, Mississippi.

The Deen Jones Scholarship Fund, provided by the Women of the Church of the Synod of Mississippi out of its Blessing Box Offerings, is in honor of the late Mrs. W. Everarde Jones, of Tchula, Mississippi, a former member of the Board of Directors of SOUTHWESTERN.

Two scholarships, in memory of their parents, established by the late Messrs. Paul T. Jones and Jameson C. Jones, Corinth, Mississippi, are known as the *Paul Tudor Jones, M.D., Scholarship* and the *Annie M. Smith Jones Scholarship*.

The Henry M. and Lena Meyer Kahn Scholarship Fund was established by the will of Mr. Jacob M. Meyer, Memphis, to be awarded to worthy and promising students upon the recommendation of the SOUTHWESTERN Faculty Committee on Admissions and Student Aid, with the approval of the Trustees of the Henry M. and Lena Meyer Kahn Trust Fund.

The Estes Kefauver Scholarship Fund is permanently endowed by Mr. and Mrs. Edmund Orgill, Memphis, in honor of the late Senator Estes Kefauver 1903-1963, Senator 1949-1963, and in appreciation of his service to his state, his nation, and to all mankind. The recipients of the income from this fund will be selected by the Faculty Committee on Admissions and Student Aid.

The Kober and Springfield Scholarship Fund, is being established by Mr. Marvin B. Kober, Memphis, in memory of his wife, Pauline Springfield Kober, and in honor of her brother and sister-in-law, Cecil Lomax Springfield and Mildred White Springfield. The income from this fund is used to provide full or partial scholarships at the discretion of the Faculty Committee on Admissions and Student Aid.

In memory of W. S. Lindamood, established by Mrs. W. S. Lindamood and family, Columbus, Mississippi.

The McCalla Scholarship, established by Mr. G. R. McCalla, x'30, Memphis, is awarded to a student from the Mid-South

trade area at the discretion of the Faculty Committee on Admissions and Student Aid.

The McGehee Scholarship Fund was established by James E. McGehee & Company, Memphis. The income on this Fund is to be awarded by the Faculty Committee on Admissions and Student Aid, with priority given to residents of Shelby County, and achievement, rather than need, the principal consideration.

The Frances M. McGregor, '62, Scholarship Fund was established by the Alumnae and Collegiate members of the Alpha Delta Chapter of Kappa Delta Sorority, and other friends.

The Donald Cameron MacGuire Scholarship Fund was established by the First Presbyterian Church, Montgomery, Alabama, in memory of its long-time and beloved minister, and is administered by the Trustees of the First Presbyterian Church in aiding worthy and needy students to attend SOUTHWESTERN AT MEMPHIS.

The J. J. Manson Memorial Scholarship Fund, established by the First Presbyterian Church, New Orleans, Louisiana, is awarded to a young man or a young woman in accordance with the resolutions adopted by the Session of the First Presbyterian Church and agreed upon by SOUTHWESTERN.

Merrill-Parrish Scholarship, established by the late Mrs. Merrill Parrish Hudson, Memphis.

The Minnesota Mining and Manufacturing Company Scholarships were established in 1962 under a program of support for selected liberal arts colleges.

Mr. Bruce Mitchell, Jackson, Tennessee.

The Lewis Matthew Moore Memorial Scholarship was established by his mother, Mrs. Ethel Dean Moore, Eufaula, Alabama.

The Mayo Moore Scholarship was established by the Tunica County Rotary Club, Tunica, Mississippi, the beneficiary of which is to be a student from Tunica County, Mississippi.

Three scholarships, *in memory of Hugh M. Neely*, were established by the late Mrs. Mary Sneed Neely, Memphis. The beneficiaries are chosen by a self-perpetuating committee.

The William Lucian Oates Memorial Scholarship was established by Dr. Hugo N. Dixon, Memphis.

The Edmund Orgill Scholarship was established by his friends in recognition of his outstanding church, civic, and educational services, and is awarded to students who have

given evidence of interest in and concern for governmental processes.

The Israel H. Peres Scholarships were established by the late Hardwig Peres, LL.D., Memphis, and friends of the late Chancellor Israel H. Peres, Yale University, '89. The beneficiaries are to be worthy and needy students from Memphis or Shelby County, Tennessee.

The Clarence E. Pigford Scholarship was established by Mrs. Clarence E. Pigford, Jackson, Tennessee, in memory of her husband, who, at the time of his death, was a member of the Board of Directors of SOUTHWESTERN AT MEMPHIS.

The Pi Kappa Alpha National Memorial Foundation Scholarship Award of \$300.00 annually is given in memory of Dr. George Summey, a great minister and church leader. The award is to be given to a worthy fraternity sophomore who is judged to have Christian character, leadership qualities, and financial need. This award is granted through SOUTHWESTERN AT MEMPHIS in appreciation of its contribution to the fraternity life of the nation, and the selection of recipients is made by the Faculty Committee on Admissions and Student Aid.

The Pi Kappa Alpha National Memorial Foundation Scholarship of \$300.00 annually is given in memory of Dr. Charles E. Diehl, former president of SOUTHWESTERN AT MEMPHIS, and in appreciation of his great contribution to education. This award is to be given to a worthy sorority sophomore who is judged to have Christian character, leadership qualities, and financial need. This award is granted through SOUTHWESTERN AT MEMPHIS in appreciation of its contribution to the sorority life of this nation, and the selection of recipients is made by the Faculty Committee on Admissions and Student Aid.

In memory of Olive Manson Pitcher, established by Mrs. Elizabeth O. Pagaud, New Orleans, Louisiana.

The William B. Powell Scholarship Fund was established by the Dixie Wax Paper Co., Memphis. In awarding the income on this fund, preference shall be given, first to any students connected with the Dixie Wax Paper Co., and second, to Canadian students enrolled at SOUTHWESTERN.

The Presser Foundation, Philadelphia, Pennsylvania, makes an annual grant to be divided between two or more students, at the discretion of the president of the college and the head of the music department, with preference given to those students who expect to become teachers of music.

The Schuyler Harris Pryor Memorial Ministerial Scholarship was established by his mother, the late Mrs. Lutie Patton Shaw, Tanner, Alabama.

The Lieutenant Russell E. Reeves, Jr., Scholarship was established by his parents, Mrs. Russell E. Reeves and the late Mr. Reeves, Memphis. The income from this fund is to be used to pay or assist in the payment of the tuition of a worthy male student from year to year.

The Lou Anna Robbins Scholarship was established by the late Jess H. Robbins, Dyersburg, Tennessee.

The Lucy W. Rowe Scholarship was provided by the late Mrs. Lucy W. Rowe and her daughter, Mrs. Carrington Jones, Memphis.

The Jules B. Rozier Scholarships established by the late Mr. Jules B. Rozier, Memphis.

The Couples Class of the Second Presbyterian Church of Memphis provides an annual scholarship fund, to be awarded, preferably, to a junior or a senior ministerial student in need of financial assistance, upon the recommendation of the Faculty Committee on Admissions and Student Aid and approval of the Scholarship Committee of the Couples Class.

Second Presbyterian Church of Memphis provides an annual scholarship fund, to be awarded to an able and worthy student upon the recommendation of a Committee of the Session and Diaconate of that Church.

The Wright, Lyde and Emily Smith Scholarship was established by the late Mrs. Floyd H. Smith, Crittenden County, Arkansas, in memory of her husband and daughters.

The Southwestern Woman's Club provides an annual scholarship, to be awarded at the discretion of the Faculty Committee on Admissions and Student Aid and with the approval of the Club on the basis of both need and ability.

The William Spandow Scholarship in Chemistry was established by the late Mrs. Florence Gage Spandow, Memphis. This scholarship is awarded to a senior majoring in chemistry whose previous record indicates that he or she will be graduated with distinction or with honors. The award is announced at the end of the student's junior year.

The William Spandow Scholarship in Mathematics was established by the late Mrs. Florence Gage Spandow, Mem-

phis. This scholarship is awarded to a senior majoring in mathematics who is a candidate for the degree with distinction or with honors. The award is announced at the end of the student's junior year.

The William Spandow Scholarship in Physics was established by the late Mrs. Florence Gage Spandow, Memphis. This scholarship is awarded to a senior majoring in physics who is a candidate for the degree with distinction or with honors. The award is announced at the end of the student's junior year.

The Stebbins Scholarship was established by the late Mr. W. J. Stebbins and Mrs. Stebbins, Garyville, Louisiana.

The Warren Ware Sullivan Memorial Scholarship was established by his father, Mr. H. P. Sullivan, Walls, Mississippi, and friends of the family.

In memory of James Murphy Summerville, established by Mrs. J. M. Summerville, Aliceville, Alabama. (Ministerial Scholarship.)

The Isaac Francis Swallow Memorial Scholarship was established by the First Presbyterian Church, Bessemer, Alabama.

The Synod of Tennessee provides a scholarship fund. For information write the Dean of Admissions, SOUTHWESTERN AT MEMPHIS.

The W. J. TeSelle Scholarship was established by the late Mr. and Mrs. W. J. TeSelle, New Orleans, Louisiana.

The Hermann von Richthofen Scholarship was established by the late Miss Marie von Richthofen, Independence, Kentucky.

The Emma Denie Voorhies Boys' Club Scholarship was established by the Boys' Club of Memphis, Inc.

The Harry B. Watkins, Jr. Memorial Scholarship was established by the First Presbyterian Church, Dyersburg, Tennessee.

Mr. John A. Weber and Mr. W. A. Weber, Hickory Withe, Tennessee.

The Gordon White Scholarship was established by his sister, the late Mrs. Lizzie Gordon White Hood, Nashville, Tennessee.

Mr. and Mrs. Hugh L. White, Columbia, Mississippi.

The Mary Kennedy Lane White Scholarship Fund was established by the late Mrs. Alice B. Buell, Birmingham, Ala-

bama, the beneficiaries of which shall be students from Giles County, Tennessee.

The Mary Lou Gordon White Scholarship was established by a friend, Nashville, Tennessee.

The S. Y. Wilson Scholarship was established by the late Mr. S. Y. Wilson, members of his family, and friends of Arlington, Tennessee.

The Wallace E. Wilson Scholarship was established by the late Wallace E. Wilson, Memphis.

Mr. Hoyt B. Wooten, Memphis, has established a scholarship in honor of his daughters, *Arabia Wooten Brakefield*, '42, and *Betty Mae Wooten Michael*.

The Lieutenant Jesse A. Wooten Memorial Scholarship was established by Mr. E. T. Woolfolk, Jr., Tunica, Mississippi, and associates. Preference shall be given to students of Tunica and Tate Counties, Mississippi. Information concerning definite qualifications and requirements for this scholarship will be furnished applicants by the Dean of Admissions of SOUTHWESTERN.

The Mrs. Grey S. Wurtsbaugh Scholarship. The beneficiary of this scholarship is to be designated by the pastor of the First Presbyterian Church, Shreveport, Louisiana.

The John Thomas Wurtsbaugh Scholarship was established by Mrs. John Thomas Wurtsbaugh, Shreveport, Louisiana, in memory of her husband.

The Thomas K. Young Bible Class of Idlewild Presbyterian Church, Memphis, provides an annual scholarship. The beneficiary will be appointed by the Faculty Committee on Admissions and Student Aid upon the nomination of the Scholarship Committee of the Thomas K. Young Bible Class.

Endowment Units

No student is charged the full cost of his collegiate instruction. At SOUTHWESTERN the student is charged about one half the actual cost, and therefore one half must be supplied from endowment income and contributions from churches, corporations, and individuals.

A number of endowment units of \$5,000 each have been established. The income from each one of these endowment units will, year after year, help to provide for a student the needed difference noted above. Endowment units furnish an ideal method of establishing a perpetual memorial.

The following endowment units have been established:

In loving memory of the Godly and useful lives of Leonard and Catherine Bellingrath, Atlanta, Georgia, established by their son, the late Dr. Walter D. Bellingrath, Mobile, Alabama.

In memory of Clara Conway, established by the Clara Conway Alumnae Association, Memphis.

In memory of Mrs. Albert Bruce Curry, established by the Women of the Church of the Second Presbyterian Church, Memphis.

The Katherine Ireys Diehl Endowment Unit, established by the SOUTHWESTERN Woman's Club.

The "Eli Blue" Endowment Unit, established by a friend, Memphis.

In memory of John P. Edmondson, established by his sister, the late Mrs. W. A. Rhea, Memphis.

In memory of Charles F. Farnsworth, established by the late Mrs. Katie C. Farnsworth, Memphis.

An endowment unit established by the Women of the Church of *First Presbyterian Church, Memphis*.

In memory of Mr. and Mrs. J. F. Frank, established by the late Misses Clara M. and Elizabeth G. Frank, Memphis.

Two endowment units, *in memory of Dr. Charles E. Guice*, '20, were established by the J. J. White Memorial Presbyterian Church, McComb, Mississippi, and the Presbytery of Mississippi.

In memory of C. W. Heiskell, established by the late Mrs. Eliza N. and Miss Effie Heiskell, and Miss Grace Heiskell, Memphis, and Mrs. Powell Smith, Knoxville, Tennessee.

Two endowment units, *in memory of Mrs. Elizabeth J. Howard*, established by her son, the late Mr. T. C. Howard, Covington, Tennessee.

An endowment unit established by the Women of the Church of *Idlewild Presbyterian Church, Memphis*.

Two endowment units, *in memory of their parents, Paul Tudor Jones, M.D., and Annie M. Smith Jones*, were established by the late Messrs. Paul T. Jones and Jameson C. Jones, Corinth, Mississippi.

An endowment unit in *Physics* established by the late Mr. Joseph E. Maury and Mrs. Maury, Memphis.

Two endowment units, *in memory of Samuel Finley McNutt and Anne Cowden McNutt*, were established by their children, the late Mrs. Florence McKinney and the late Mr. William C. McNutt, Memphis.

An endowment unit established by *The Memphis Power and Light Company*, Memphis.

In memory of Jesse Chambliss Norfleet, established by his daughter, Mrs. Ada Norfleet Fuller, Memphis.

Two endowment units established by *The Tennessee Consistory, Ancient Accepted Scottish Rite*, Memphis.

Two endowment units, *in memory of Mr. H. E. Westervelt*, were established by Mrs. H. E. Westervelt and Mr. and Mrs. H. D. Warner, Tuscaloosa, Alabama.

In memory of Robert Burns Williamson, established by the Women of the Church of the First Presbyterian Church, Memphis.

Special Gifts

Mrs. Mary E. Goodbar, St. Louis, Missouri.

The late Miss Selina B. Sommerville, Wilsonville, Alabama.

Class Gifts

The Class of 1924 presented to the college a bronze lantern. This has been placed on the left of the main entrance to Palmer Hall.

The Class of 1925 presented to the college a bronze lantern, similar to the one presented by the Class of 1924. This lantern has been placed at the entrance of Robb Hall.

The Classes of 1926, 1927, 1928, and 1929 presented to the college ten-year endowment life insurance policies which were unfortunately allowed to lapse. However, the college profited by the cash value of these policies.

The Student Body of 1927 presented to the college a life insurance policy for \$5,000.00.

The Student Body of 1930 presented to the college four "SOUTHWESTERN" campus markers.

The Class of 1930 presented to the college an attractive and permanent stone bulletin board with slate roof, which is located just north of Palmer Hall.

The Class of 1931 presented to the college a small sum to help provide a section of the stone wall which will eventually surround the campus.

Members of the Class of 1933 provided funds for the purchase of academic regalia. The rentals from the regalia are held in a reserve fund to augment the gift.

The Class of 1934 presented to the college a twenty-year endowment life insurance policy for \$5,000.00, and further premiums were to be paid annually by succeeding classes.

The Classes of 1935, 1936, and 1937 paid the premiums on the twenty-year endowment life insurance policy which was presented by the Class of 1934.

The Classes of 1938 and 1939 together paid the premium for one year on the twenty-year endowment life insurance policy which was presented by the Class of 1934.

The Class of 1940 made a contribution toward the payment of the premium for one year on the twenty-year endowment life insurance policy which was presented by the Class of 1934.

The Class of 1941 coöperated with the project of the Phi Circle, Omicron Delta Kappa, in fitting out the social room in Palmer Hall. The class provided the permanent seats, which are attractive, comfortable, and enduring.

The Class of 1942 made a contribution toward the payment of the premium for one year on the twenty-year endowment life insurance policy which was presented by the Class of 1934.

The Class of 1943 provided a fund to be used for making some needed improvements in the College Book Store.

The Classes of 1944, 1945, and 1946 each provided a small fund which was used for SOUTHWESTERN's Pre-Centennial Building and Endowment Fund.

The Class of 1947 purchased a glass wall case for the display of photographs of students chosen for the college Hall of Fame.

The Class of 1948 provided a permanent walkway from the south cloister entrance of Palmer Hall to the west main entrance of Voorhies Hall.

The Classes of 1949 and 1950 provided funds for all-weather surfaces on three campus tennis courts.

The Classes of 1951 and 1952 provided two large and beautifully designed wrought iron SOUTHWESTERN signs, one of which was placed near an entrance to the campus on North Parkway, and the other on the corner of the campus at North Parkway and University Street.

The Class of 1953 provided a permanent and attractive bronze bulletin board for the cloister of Palmer Hall.

The Class of 1954 purchased two glass wall cases for the display of photographs of students chosen for the college Hall of Fame.

The Class of 1955 provided funds for a handsome steel flag-pole in front of Palmer Hall, with a slate-topped base, and appropriate walkways.

The Class of 1956 purchased a lectern for Hardie Auditorium.

The Classes of 1957 and 1958 provided the funds necessary to construct a beautiful stone gateway at the southeast entrance to the campus.

The Class of 1959 provided a sum of money to furnish the game room in the Thomas W. Briggs Student Center.

The Class of 1960 made an investment for the college in National Security Series Growth Stocks (Mutual Fund).

The Class of 1961 made possible the fabrication in bronze and terrazzo of a replica of the ancient mariner's compass located in the central reception area of the Tower Building.

The Class of 1962 provided funds for announcement-bulletin boards in the Thomas W. Briggs Student Center and on the campus.

The Class of 1963 provided a sum of money as a memorial to its classmate, Janice Kay Doyle, who died April 19, 1963, as the result of an automobile accident. This gift provided the public address system in the Thomas W. Briggs Student Center.

The Class of 1964 provided a sum of money for a projector and to furnish the seminar and assembly room in the Thomas W. Briggs Student Center.

The Class of 1965 provided a sum of money to be held in trust for the purchase of a needed item for the Thomas W. Briggs Student Center.

The Class of 1966 provided a walnut-finished lectern, to be used in Neely Mallory Memorial Gymnasium and in the Thomas W. Briggs Student Center, in memory of Dr. Laurence F. Kinney, beloved Professor of Bible and Religion 1944-1966.

The Classes of 1967 and 1968 started a fund for the erection of a wrought iron gate at Ashner Gateway, which fund may possibly be augmented by other classes.

Additional Memorials and Recognitions

The Hardie Auditorium, in Palmer Hall, was given by the Wm. T. Hardie family, New Orleans, Louisiana, and was dedicated on November 13, 1928.

The Davidson Hill Memorial Directors Room, in Palmer Hall, was established by the late Colonel James D. Hill, New Orleans, Louisiana, in memory of his father and mother.

The Fargason Athletic Fields were given as a memorial to their father, John T. Fargason, by Mr. John T. Fargason and the late Mrs. Mary Fargason Falls, Memphis.

The Ashner Gateway is a memorial to I. W. and Sallie Ashner, established by Mrs. Julius Goodman and Mrs. Ike Gronauer, Memphis.

The Martha Stewart Barton Herbarium in the Science Center, provided by her son, Dr. Charles A. Barton, '37, Jamaica, New York.

The Stinson Memorial Lectern was given by Mrs. W. A. Stinson, Greenwood, Mississippi, in memory of her husband, William A. Stinson.

The Mack Biblical Literature Memorial. A carefully-selected collection of books of permanent value in the field of Biblical literature was given by his descendants as a memorial to the late Reverend William Mack, D.D.

The fund for the *R. A. Webb Chair of Philosophy* is a memorial to Dr. Robert A. Webb, alumnus of SOUTHWESTERN and long an honored professor in the college, and was created through gifts from his friends.

The Edwin Summers Hilliard Department of Bible, endowed by the late Mr. E. S. Hilliard, Grand Lake, Arkansas.

The Albert Bruce Curry Chair of Bible was established by the Second Presbyterian Church, Memphis, in memory of its former pastor, Dr. Albert Bruce Curry, who was a member of the Board of Directors of SOUTHWESTERN from 1925 to 1931.

The Thomas K. Young Chair of English Literature was established by Idlewild Presbyterian Church, Memphis, in memory of its former pastor, Dr. Thomas K. Young, who was a staunch friend and supporter of SOUTHWESTERN throughout his pastorate of twenty-four years in that church.

The W. J. Millard Chair of Bible and Humanities was established by Evergreen Presbyterian Church, Memphis, in honor of its former pastor, Dr. Millard, who is also a member of the Board of Directors of SOUTHWESTERN.

The E. C. Ellett Chair of Mathematics was provided by the late Dr. E. C. Ellett, Memphis, who was a student at this college from 1884 to 1886, and upon whom SOUTHWESTERN AT MEMPHIS conferred the honorary degree of LL.D. in 1942.

The First Presbyterian Church, Greenville, Mississippi, the Westminster Presbyterian Church, Nashville, Tennessee, and the First Presbyterian Church, Florence, Alabama, have initiated support for three additional chairs to be named at a later time by action of their respective sessions or congregations.

The Thorne Fund is a memorial to The Reverend Mr. William Thorne, an alumnus of SOUTHWESTERN and an outstanding home mission worker in what was formerly the Presbytery of Western District, Synod of Tennessee.

The Roland Bain Macon, '98, M.D., Balcony in Hugh M. Neely Hall was provided by his wife, the late Mrs. R. B. Macon, Clarksville, Tennessee.

The Annual Estes Kefauver Memorial Lectures were endowed by Mr. and Mrs. Edmund Orgill and their daughter, Mrs. Charles R. West, Jr., and other friends of Senator Kefauver. The purpose of the endowment is to present public lectures by an internationally distinguished person.

A permanent concrete tennis court in memory of the late Captain W. E. Lacy was provided by his son the late Reverend W. S. Lacy, D.D., Batesville, Arkansas.

A choice collection of books of permanent value from the library of the late Dr. Gordon White was given by his sister, the late Mrs. Lizzie Gordon White Hood, Nashville, Tennessee.

The Hubert F. Fisher Memorial Garden. In 1941 the late Mrs. Hubert F. Fisher, Memphis, provided on the campus a beautiful azalea garden as a memorial to her husband, Congressman Hubert F. Fisher. In this large garden, Mrs. Fisher had a permanent stone platform erected, and there the commencement exercises and other college functions are held.

The college has placed in the Hubert F. Fisher Memorial Garden the two fine bronze figures, "*Boy and Fish*" and "*Boy and Crane*," donated by the eminent sculptress Anna Hyatt Huntington, New York.

The Williams Prayer Room and the *Guest Room* in Voorhies Hall were provided by the late Misses Sallie P. and Susan Fletcher Williams, Nashville, Tennessee, in memory of their father, John Whorton Williams, and their mother, Anna Fletcher Williams.

The Hunt Gateway is a memorial to Captain William Ireys Hunt, M.D., who graduated from SOUTHWESTERN AT MEMPHIS in the Class of '34. This memorial was established by the First Presbyterian Church, Greenville, Mississippi, and dedicated on May 31, 1948.

The Thad Harrison Memorial was established by his daughter, the late Mrs. John B. Waterman, Mobile, Alabama.

The James Leonard Cooper Memorial was established by his daughter, the late Miss Lula W. Cooper, Clarksdale, Mississippi.

The William O. Shewmaker Memorial Fund was established by alumni and friends in memory of Dr. Wm. O. Shewmaker, beloved Professor of Bible at SOUTHWESTERN 1925-41. The income from this fund will be used annually to reward the student who attains the highest distinction in the integrated course on Man in the Light of History and Religion, in the teaching of which subjects Dr. Shewmaker excelled.

The Jessie L. Clough Art Memorial for Teaching was established by her friend, the late Miss Floy K. Hanson, Memphis. This memorial consists of a collection of pictures, manuscripts, textiles, and other rare items, largely from the Orient, as well as a substantial bequest. Selected portions of the collection will constitute the *Dorcas Hedden Art Loan* and the *Minnie L. Raines Art Loan*, available for instructional purposes to secondary schools.

SOUTHWESTERN AT MEMPHIS has been named the beneficiary of a trust fund by Mrs. Charles R. Glover, Evanston, Illinois, as a memorial to the late Mr. Glover. In Mr. Glover's memory there will be established at SOUTHWESTERN *The Charles R. Glover Chair of English Studies*.

The Hohenberg Chair of Economics was established by Dorothy and the late A. E. Hohenberg, Memphis, to promote the study of fundamental economics as it affects the lives of people in our democracy.

Suite 101, Robb Hall, in memory of Ann Ingram, was provided by Mrs. Thomas I. Taylor and W. D. Nelson, Jackson, Tennessee.

Suite No. 102, Robb Hall, in memory of Mary Amelia Ludlow and Alice Gordon Naime, was provided by Miss Mary A. Ludlow, New Orleans, Louisiana.

Suite No. 103, Robb Hall, in memory of Virgil Thomson, was provided by his mother, Mrs. Sarah J. Thomson, Amory, Mississippi.

Suite No. 104, Robb Hall, in memory of Charles Jordan Cox, was provided by his mother, Mrs. J. E. Cox, Columbus, Mississippi.

Suite No. 105, Robb Hall, in memory of Robert Quarterman Mallard, was provided by the Napoleon Avenue Woman's Auxiliary, New Orleans, Louisiana.

Suite No. 106, Robb Hall, in memory of Mrs. Clara Cunningham Hobson, was provided by Willing Workers, Presbyterian Church, Water Valley, Mississippi.

Suite No. 201, Robb Hall, in memory of Lieut. Albert G. Pendleton, was provided by Mr. and Mrs. J. W. Vanden, Jackson, Tennessee.

Suite No. 202, Robb Hall, in memory of James Gordon Gillespie, was provided by his parents, Mr. and Mrs. J. L. Gillespie, Greenwood, Mississippi.

Suite No. 203, Robb Hall, in memory of Mr. and Mrs. William Bloomfield, was provided by the late Mr. W. B. Bloomfield, New Orleans, Louisiana.

Suite No. 204, Robb Hall, in memory of Thomas Jefferson Alsworth, was provided by his son, W. C. Alsworth, Canton, Mississippi.

Suite No. 205, Robb Hall, in memory of Edwin P. Brandao, was provided by the Napoleon Avenue Presbyterian Church Sunday School, New Orleans, Louisiana.

Suite No. 206, Robb Hall was provided by H. B. Owen, Pontotoc, Mississippi.

Suite No. 302, Robb Hall was provided by the late Dr. J. F. Williamson, Pleasant Grove, Mississippi.

Suite No. 102, Gordon White Hall, in memory of Selwyn Marshall Jones, Jr., was provided by his mother, Mrs. Selwyn M. Jones, Oklahoma City, Oklahoma.

The Brantley Fireplace, a large wood and charcoal grill, located in the southeast part of the campus, was provided by the late Mr. P. Stenning Coate, Memphis, in memory of Lieutenant Hays Brantley, Jr., '41.

In memory of Professor Arthur C. Nute by the Evergreen Chautauqua Association, Memphis.

In memory of Julius Robb by his son, the late Dr. C. W. Robb, Goodlettsville, Tennessee.

In memory of James Eldon Carthel, '80, by his wife, the late Mrs. J. E. Carthel, Memphis.

In memory of Mr. and Mrs. M. Plough by the Plough family, Memphis.

In memory of Captain George William Underwood, Jr., by his parents, Mr. and Mrs. George William Underwood, Uniontown, Alabama.

In memory of John A. Edmiston, Jr., by his parents, Mr. and Mrs. J. A. Edmiston, Kellyville, Oklahoma.

In memory of the Reverend Joseph Rennie, D.D., and the Reverend Mr. Edwin William Ford, both of whom served as pastor of the Pickens Presbyterian Church, by Mr. E. Atkinson, Pickens, Mississippi.

In memory of Lottie Dunivant Nicholas and Jeff Thurston Nicholas by their son, Louis T. Nicholas, '34, Nashville, Tennessee.

In memory of Mrs. James Morton Spencer by Mrs. S. D. Knowlton, Perthshire, Mississippi.

In memory of Ensign Curtis B. Hurley, Jr., '42, by his parents, Mr. and Mrs. Curtis B. Hurley, Morrilton, Arkansas, and Mrs. Joe B. Hurley, El Dorado, Arkansas.

In memory of Lieutenant W. B. Bartels by Mr. and Mrs. Sidney W. Farnsworth, Memphis.

In memory of R. G. Henderson, M.D., by his wife, Mrs. Adah R. Henderson, Memphis.

In memory of Mr. and Mrs. H. C. Ramsey by their son, Mr. Lloyd Ramsey, Memphis.

In memory of Ensign Dolive Durant, '38, by his uncle, Mr. Thomas J. Taylor, Mobile, Alabama.

In memory of Hugh Stewart Hayley, x'85, by his son, George W. Hayley, Memphis.

Several churches in the Synod of Mississippi provided a fund, which has been added to the endowment of the college, as a *memorial to R. M. Buchanan, x'30.*

A group of churches in North Mississippi Presbytery provided a fund, which has been added to the endowment of the college, as a *memorial to the Reverend Fred R. Graves, D.D., '91, who was a member of the Board of Directors of SOUTHWESTERN.*

A group of churches in the Synod of Mississippi and Bastrop, Louisiana, provided a fund, which has been added to the endowment of the college, as a *memorial to the Reverend George M. Smiley, '16, who was a member of the Board of Directors of SOUTHWESTERN.*

In memory of Isabella Jordan Schwalmeyer by the Sarah Law Chapter of the United Daughters of the Confederacy.

The Brown Memorial Fund was established by the children of the late William Clark Brown, Sr., Stamps, Arkansas.

In memory of J. W. Canada by his wife, Mrs. J. W. Canada, Memphis.

In memory of Henry G. Duttlinger by his daughters, Mrs. R. B. Holden and Mrs. J. S. Williford, Memphis.

In memory of W. R. Wallace, M.D., by his wife, Mrs. W. R. Wallace, Memphis.

In memory of Mrs. C. R. Taylor by her daughter, Mrs. W. Chapman Dewey, Memphis.

The Gaylon Smith Memorial Gateway was erected in 1960 in memory of Gaylon Wesley Smith, a member of the Class of '39. This memorial, established by friends and admirers of Gaylon Smith and of the late Walter Stewart, Class of '30, whose tribute to Gaylon Smith is inscribed on the attached bronze plaque, was dedicated on October 22, 1960.

The Rick Mays Memorial Gateway was erected in 1962 in memory of Richard Christian Mays, '37. This memorial, provided by members of the Class of '37 and other friends, was dedicated on October 27, 1962.

The Emily Simpson Courtenay Modern Language Center, housed in The Thomas W. Briggs Student Center, was provided in honor of Mrs. Walter R. Courtenay, Nashville, Tennessee, by her friends Mrs. Justin Potter and Mrs. David K. Wilson, Nashville.

The Manson Court, Frazier Jelke Science Center, established by Miss Bertha H. Manson, New Orleans, in memory of her father and mother, Mr. and Mrs. Charles Manson.

Loan Funds

The Julia Margarite and Otis Marion Barry, Jr., Memorial Loan Fund was established by their parents, Mr. and Mrs. Otis M. Barry, Jackson, Mississippi.

The Jas. J. Chisolm Loan Fund was established by the late Dr. W. O. Shewmaker, Memphis, in memory of the Reverend Jas. J. Chisolm, D.D., Natchez, Mississippi, to be used for candidates for the ministry, preferably seniors.

The Lilian Gilfillan Loan Fund was established by the Zonta Club of Memphis, for women students.

The U. S. Gordon Loan Fund was established by the Gainesville Woman's Auxiliary, Gainesville, Florida.

The Henry M. and Lena Meyer Kahn Loan Fund was established by the will of Mr. Jacob M. Meyer, Memphis. Loans are to be awarded to worthy and promising students, upon the recommendation of the SOUTHWESTERN Faculty Committee on Admissions and Student Aid, with the approval of the Trustees of the Henry M. and Lena Meyer Kahn Trust Fund.

The Mary Lyon Loan Fund was established by Mrs. Jennie Lyon Murdock, Jackson, Tennessee.

The McKowen Loan Fund was established by the late Mrs. S. A. McKowen, Baton Rouge, Louisiana.

The Passie Fenton Ottley Loan Fund was founded in 1941 by the late John K. Ottley, '87, Atlanta, Georgia, as a memorial to his wife, Passie Fenton Ottley. The purpose of this fund is to provide a revolving loan fund for students of SOUTHWESTERN.

The Elizabeth Mitchell Patterson ('29) Loan Fund was established by her sister and brother, Mrs. Mary Gardner Phillips, '32, and Mr. Ham Patterson, Memphis.

The Sylvanus William Polk, Jr., Memorial Loan Fund was established by Mr. Charles Kenneth Sharpe, Memphis, to be used for students preparing for full-time Christian service.

The Savage Loan Fund was established in memory of Mich'l Savage, Clarksville, Tennessee.

The Helene Schulz Loan Scholarship for Voice Culture was provided by the late Sophie Helene Schulz, '29, Memphis.

The Senior Emergency Loan Fund was established by a member of the Class of 1934. This loan is to be available for a senior who may be faced with an emergency, with the understanding that the amount of the loan be later repaid, plus whatever amount that student may desire to add to the fund.

The Student Loan Fund, for candidates for the ministry or mission service, to be used preferably for seniors, was established by the Women's Service League, Memphis.

The United States Daughters of 1812 Loan Fund was established by Old Hickory Chapter of Tennessee.

The Mrs. Grey S. Wurtsbaugh Loan Fund was established by Mrs. Grey S. Wurtsbaugh, Shreveport, Louisiana, as a permanent student loan fund. U. S. Savings Bonds were provided, and only the income on these bonds is available for loans.

The Oma Reed Unit of the Women's Christian Temperance Union established a loan fund to be used principally by students studying for the ministry or mission service.

Student Aid Funds

The A. L. Aydelott Student Memorial Fund was established by his daughter, the late Mrs. Josephine A. Johnson, Memphis.

The Bardwell Student Aid Fund was established by the late Mrs. E. W. (LaNoyette Bardwell) Smith, Selma, Alabama, in memory of her parents, Mr. and Mrs. H. L. Bardwell, Meridian, Mississippi.

The Dunbar Hunt Ogden ('98) Memorial Fund was established by the members of the Napoleon Avenue Presbyterian Church, New Orleans, Louisiana.

Student Labor Fund

The Frank G. Barton Student Labor Fund was established by his wife, the late Mrs. Pauline C. Barton, Memphis.

The Bellingrath-Morse Foundation

The late Dr. Walter D. Bellingrath, Mobile, Alabama, established the BELLINGRATH-MORSE FOUNDATION in order to perpetuate the beautiful Bellingrath Gardens near Mobile, and to provide financial assistance to certain educational institutions and churches. The Bellingrath Gardens were created largely by the artistry of the late Mrs. Bellingrath and constitute "The Charm Spot of the Deep South." Net income from the Foundation is allocated to certain Alabama educational institutions, which are dedicated to the promotion of Dr. Bellingrath's ideal of human excellence. Since the Synod of Alabama is one of the four cooperating Synods related to SOUTHWESTERN, the latter shares in this income.

Annual Commencement

June 3, 1968

HONORARY DEGREES

DOCTOR OF DIVINITY

THOMAS ROBERT FULTON.....Greenville, Mississippi
Minister, First Presbyterian Church

ROBERT MALCOLM DICKSON, SR.....Bethel Springs, Tennessee
Minister, Presbyterian Church

DOCTOR OF LETTERS

ELIZABETH SPENCER.....Montreal, Canada
Author

DOCTOR OF SCIENCE

WALTER ORR ROBERTS.....Boulder, Colorado
Astronomer

DOCTOR OF CIVIL LAW

HOWARD H. BAKER, JR.....Washington, D.C.
United States Senator

DEGREES CONFERRED ON JUNE 3, 1968

BACHELOR OF ARTS

Dana Carpenter Adams (<i>Psychology</i>)	Birmingham, Alabama
Judith Kay Adams (<i>English</i>)	Memphis, Tennessee
Helen Wray Anderson (<i>French</i>)	Shreveport, Louisiana
Scott Allison Arnold III (<i>Psychology</i>)	Tunica, Mississippi
Elizabeth Ann Atkinson (<i>French</i>)	Clarksville, Tennessee
Mary Clay Baker (<i>Psychology</i>)	Texarkana, Texas
Nancy Aldinger Barnett (<i>English</i>)	Memphis, Tennessee
Mary Elizabeth Beall (<i>Bible and Religion</i>)	Houston, Texas
Dana Allen Bender (<i>Economics and Business Administration</i>)	Memphis, Tennessee
Mary Morris Berryhill (<i>English</i>)	Memphis, Tennessee
Jane Kelley Bishop (<i>English</i>)	Brownsville, Tennessee
Diane Ardenne Black (<i>Psychology</i>)	Memphis, Tennessee
Patricia Ann Black (<i>Psychology</i>)	Brookhaven, Mississippi
Patricia Kaylor Botsford (<i>English</i>)	Gadsden, Alabama
Rebecca Sue Bowden (<i>English</i>)	Little Rock, Arkansas
Kathleen Carol Braswell (<i>Latin</i>)	Nashville, Tennessee
Ann Lovell Bruce (<i>Spanish</i>)	Little Rock, Arkansas
Carolyn Marie Bruninga (<i>Spanish</i>)	Florence, Alabama
Mary Ellen Bryan (<i>Spanish</i>)	Memphis, Tennessee
Stephen Addison Caldwell (<i>Bible</i>)	Milan, Tennessee
David Victor Capes (<i>History</i>)	West Helena, Arkansas
Aaron Andrew Carland (<i>International Studies</i>)	Little Rock, Arkansas
Carol Sue Cato (<i>French</i>)	Memphis, Tennessee
William Dean Clark (<i>Mathematics</i>)	Millington, Tennessee
Stephen Harris Cole (<i>Psychology</i>)	Milan, Tennessee
Burnley Bruce Cook, Jr. (<i>Bible and Religion</i>)	No. Little Rock, Arkansas
Joseph Perry Cowden (<i>Psychology</i>)	Birmingham, Alabama
Olive Brooks Crudup (<i>French</i>)	Columbia, Tennessee
Margaret Louise Crull (<i>Psychology</i>)	Memphis, Tennessee
Mary Thach Currey (<i>Sociology</i>)	Nashville, Tennessee
Ann Lindley Darden (<i>Philosophy</i>)	New Albany, Mississippi
Sarah Spence Darden (<i>Biology</i>)	Jackson, Mississippi
Katherine Ireys Diehl (<i>English</i>)	Memphis, Tennessee
Donald Blaine Dillport (<i>Philosophy</i>)	Wynne, Arkansas
Margaret Lee Early (<i>English</i>)	Memphis, Tennessee
Danna Jeanne Edmonds (<i>History</i>)	Jackson, Tennessee
Richard Lyn Ennis (<i>Chemistry</i>)	Memphis, Tennessee
William Paul Ferguson, Jr. (<i>Psychology</i>)	Millington, Tennessee
Jennifer Fey (<i>Psychology</i>)	West Helena, Arkansas
Frank Richard Fletcher (<i>Biology</i>)	Memphis, Tennessee
Carol Ann Fong (<i>Mathematics</i>)	Marianna, Arkansas
Bonnie Beth Fort (<i>History</i>)	Little Rock, Arkansas
Gene Dianne Freeman (<i>English</i>)	West Memphis, Arkansas
Timothy Lee Gastineau (<i>French</i>)	Memphis, Tennessee

- Leroy Clifton Gaston III (*History*).....Memphis, Tennessee
 Jane Marie Glass (*Psychology*).....Covington, Tennessee
 Mackie Howard Cober (*Economics and Business Administration*).....Memphis, Tennessee
 Steven Castle Gould (*Psychology*).....Rye, New York
 Alexander Lawton Greene III (*Psychology*).....Pine Bluff, Arkansas
 Susan Margaret Grimley (*English*).....Birmingham, Alabama
 Leslie Tanis Hanna (*Spanish*).....Memphis, Tennessee
 Linda Harkrider (*English*).....Shreveport, Louisiana
 John Van Harrell (*Psychology*).....Memphis, Tennessee
 Thomas Phillips Hart (*Psychology and Economics and Business Administration*).....Mobile, Alabama
 Nora Jean Harvin (*Biology*).....Louisville, Kentucky
 Barbara Derrick Hawkes (*Economics and Business Administration*).....Memphis, Tennessee
 David Robert Hawkes (*Biology*).....Memphis, Tennessee
 George Stephenson Hazard, Jr. (*English*).....Columbus, Mississippi
 William Grover Hendrickson (*Biology*).....Conway, Arkansas
 Michael Eugene Hettinger (*Biology*).....Memphis, Tennessee
 Priscilla Weeks Hinkle (*Psychology*).....Huntsville, Alabama
 Hugh Henry Hogue, Jr. (*Economics and Business Administration*).....Memphis, Tennessee
 Mary Kathleen Hon (*Psychology*).....Chattanooga, Tennessee
 Mary Janelle Hood (*French*).....Nashville, Tennessee
 William Beesley Hubbard (*Psychology*).....Jackson, Tennessee
 Larry Wayne Inlow (*Psychology*).....Mexico, Missouri
 Jinger Anez Jackson (*Economics and Business Administration*).....No. Little Rock, Arkansas
 Jon Charles Jackson (*Economics and Business Administration*).....Memphis, Tennessee
 Mauria Klugh Jackson (*Anthropology*).....Hot Springs, Arkansas
 Ruth Madeleine Jappe (*Latin*).....Memphis, Tennessee
 Andrew James Johnson (*Mathematics*).....Memphis, Tennessee
 William Prescott Johnson (*English*).....Memphis, Tennessee
 John Bayless Judd (*Biology*).....Memphis, Tennessee
 David Mitchell Kilgore (*Religion and Culture*).....Norco, Louisiana
 Nathaniel Carrie Kirkland, Jr. (*Biology*).....Richmond, Virginia
 John Woodson Knox (*Philosophy*).....Hernando, Mississippi
 Linda McLeod Knox (*History*).....Clarksville, Tennessee
 Catharine Hinton Kosloski (*Psychology*).....Collierville, Tennessee
 Randall Edward Kyle (*Economics and Business Administration*).....Memphis, Tennessee
 Sharon Ann LaPlante (*Psychology*).....Memphis, Tennessee
 John William Larson (*Economics and Business Administration*).....Vicksburg, Mississippi
 David Albert Lehmann (*Psychology*).....Fayette, Mississippi
 Johanna Margarete Leichsenring (*Political Science*).....Berlin, Germany
 Chuan-Chiao Liu (*Mathematics*).....Taipei, Taiwan, China
 Susan Claire Lucas (*Sociology*).....Santa Rosa Beach, Florida
 Bruce Hayes McCarty (*Psychology*).....Knoxville, Tennessee
 Judith Carol McDonald (*History*).....Chattanooga, Tennessee
 Katherine Elise McKnight (*History*).....Murfreesboro, Tennessee

David Williams McMillan (<i>History</i>)	Arkadelphia, Arkansas
John Bradley McMillan (<i>English</i>)	Jackson, Tennessee
John Herbert McMinn III (<i>French</i>)	Chattanooga, Tennessee
Julia Coral Maddox (<i>Political Science</i>)	Memphis, Tennessee
Jane Ledford Mando (<i>English</i>)	Mocksville, No. Carolina
Anna McLean Mansfield (<i>Anthropology</i>)	Tupelo, Mississippi
Mary Edna Martin (<i>Psychology</i>)	Memphis, Tennessee
Marilyn Moeller Mason (<i>English</i>)	Memphis, Tennessee
Aurelia Jo Matthews (<i>Psychology</i>)	Athens, Georgia
William Neil May (<i>Biology</i>)	Memphis, Tennessee
James Byron Mitchell, Jr. (<i>Political Science</i>)	Memphis, Tennessee
Harry McClellan Moffett III (<i>Economics and Business Administration</i>)	Memphis, Tennessee
Paul Wilson Moore (<i>Philosophy</i>)	Memphis, Tennessee
Susan Aletha Moore (<i>Art</i>)	Ackerman, Mississippi
Thomas Benjamin Moore, Jr. (<i>Biology</i>)	Jackson, Mississippi
Mildred Rowlett Morgan (<i>French</i>)	Lexington, Kentucky
Suzanne Morgan (<i>English</i>)	Memphis, Tennessee
Robert Lee Morris II (<i>Political Science</i>)	Atlanta, Georgia
Sue Ellen Murdock (<i>International Studies</i>)	Mobile, Alabama
John Cowles Neiman (<i>Economics and Business Administration</i>)	Memphis, Tennessee
Luther James Nussbaum (<i>Economics and Business Administration</i>)	Cedar Rapids, Iowa
Mary Louise O'Kelly (<i>French</i>)	Mason, Tennessee
Annie Taylor Olson (<i>Art</i>)	Greenville, Mississippi
Marian Bernice Oonk (<i>English</i>)	Nashville, Tennessee
Barbara Jean Oswalt (<i>Spanish</i>)	Memphis, Tennessee
Judith Rose Owen (<i>Psychology</i>)	Memphis, Tennessee
Charlotte Parmelee (<i>Sociology</i>)	Springfield, Missouri
Nancy Walton Patton (<i>History</i>)	Memphis, Tennessee
Audrey Kennedy Phelps (<i>Sociology</i>)	Nashville, Tennessee
John Cyrus Pine (<i>History</i>)	Berryville, Virginia
Linda Boyd Pineo (<i>English</i>)	Memphis, Tennessee
Nancy McCeartney Pond (<i>Sociology and Anthropology</i>)	Bethesda, Maryland
Curtis Franklin Potter II (<i>English</i>)	Macon, Georgia
Louis Ruffin Pounders (<i>Sociology</i>)	Memphis, Tennessee
Catherine Harriet Prouty (<i>Sociology</i>)	Florence, Alabama
Martha Elaine Rhodes (<i>English</i>)	Davidson, No. Carolina
William Michael Richards (<i>Economics and Business Administration</i>)	Memphis, Tennessee
James Gordon Riggan, Jr. (<i>Psychology</i>)	Memphis, Tennessee
Samuel Donnell Gwin Robbins, Jr. (<i>English</i>)	Memphis, Tennessee
Edward Brett Robbs (<i>English</i>)	Pine Bluff, Arkansas
Jon Hobson Robertson (<i>Biology</i>)	Memphis, Tennessee
William Wright Robertson, Jr. (<i>Biology</i>)	Mayfield, Kentucky
Robert Wheeler Rutherford (<i>Political Science</i>)	Nashville, Tennessee
Charles Robert Schiffman (<i>Sociology and Anthropology</i>)	Memphis, Tennessee
Mary Gail Seabrook (<i>Psychology</i>)	Memphis, Tennessee
Susan Elizabeth Selman (<i>English</i>)	Jackson, Mississippi
Mary Jane Riegler Smith (<i>Sociology</i>)	Little Rock, Arkansas

Ronnie Kay Smith (*English*).....Memphis, Tennessee
 Virginia Stone Smith (*English*).....Chattanooga, Tennessee
 William Alvin Smith (*Economics and Business Administration*).....Memphis, Tennessee
 Betsy Anne Springfield (*English*).....Memphis, Tennessee
 Donald Macdonald Steele (*Religion and Culture*).....Nashville, Tennessee
 James Walton Stewart III (*Economics and Business Administration*).....Savannah, Georgia
 Marian Ann Stockton (*Psychology*).....Augusta, Georgia
 Susan Frances Storer (*History*).....Memphis, Tennessee
 Richard Leigh Strautman (*Economics and Business Administration*).....Memphis, Tennessee
 Carol Colclough Strickland (*English*).....New Orleans, Louisiana
 Gibson Preston Stroupe, Jr. (*Philosophy*).....Helena, Arkansas
 Mary Lee Sweat (*English*).....Jackson, Mississippi
 Adrain Lee Taylor, Jr. (*Economics and Business Administration*).....Memphis, Tennessee
 Jack Howard Taylor, Jr. (*Sociology*).....Memphis, Tennessee
 Drucilla Vinny Thom (*Sociology*).....Baton Rouge, Louisiana
 Susan Shackelford Thomas (*Art*).....Memphis, Tennessee
 Susan Louise Thornton (*Religion and Culture*).....Dallas, Texas
 John Rodney Tisdale (*International Studies*).....Little Rock, Arkansas
 Katherine Suzanne Troth (*Physics*).....Memphis, Tennessee
 Rutledge Tufts, Jr. (*Philosophy*).....Atlanta, Georgia
 James Otey Walker III (*History*).....Franklin, Tennessee
 Frances Cooper Watkins (*Sociology*).....Memphis, Tennessee
 Ronald Eugene Watrous (*Political Science*).....Orlando, Florida
 H J Weathersby (*English*).....Magnolia, Mississippi
 John Elbert Weaver (*Physics*).....Huntsville, Alabama
 Bettye Carole Wexler (*English*).....Memphis, Tennessee
 †John Rowland Williams (*Music*).....Fort Worth, Texas
 James Floyd Williamson, Jr. (*Psychology*).....Memphis, Tennessee
 Eric Compton Wilson (*English*).....Memphis, Tennessee
 Sarah McCaa Winborn (*English*).....Savannah, Tennessee
 Kathryn Virginia Wood (*English*).....Helena, Arkansas
 Harmon Lee Wray, Jr. (*Philosophy*).....Memphis, Tennessee
 Edward Thomas Wright, Jr. (*Mathematics*).....Lakeland, Florida
 Thomas Sloan Young IV (*Psychology*).....Memphis, Tennessee

BACHELOR OF SCIENCE

Lorenzo Childress, Jr. (*Biology*).....Memphis, Tennessee
 William Herbert Davis, Jr. (*Biology*).....Memphis, Tennessee
 Michael Henry DeShazo (*Chemistry*).....Memphis, Tennessee
 William West Ellis (*Biology*).....Athens, Georgia
 Joseph Kauffman Keesey, Jr. (*Chemistry*).....Hope, Arkansas
 Barbara June Lesh (*Chemistry*).....Jackson, Tennessee
 Walter Edwin Lydick, Jr. (*Biology*).....Jackson, Mississippi
 Teackle Wallis Martin, Jr. (*Biology*).....Oak Ridge, Tennessee
 Swinton Alphonse Roof, Jr. (*Physics*).....Memphis, Tennessee
 Charles William Shaw (*Physics*).....Memphis, Tennessee
 Sidney Johnston Strickland III (*Chemistry*).....Memphis, Tennessee

BACHELOR OF MUSIC

Susan Diane Duke (*School Music*).....Vicksburg, Mississippi
Michael Henry Galloway (*Composition*).....Memphis, Tennessee
†John Rowland Williams (*Church Music*).....Fort Worth, Texas
†received B.A. and B.M. degrees

DEGREES CONFERRED ON AUGUST 31, 1968

BACHELOR OF ARTS

Julie Maxine Bingham (*International Studies*).....Nashville, Tennessee
 Charles Wesley Blanks, Jr. (*English*).....Greenville, Mississippi
 Carey Howze Bryan (*Psychology*).....Lookout Mountain, Tennessee
 Priscilla Leatherwood Chism (*Psychology*).....Memphis, Tennessee
 Clay Whitman Deacon (*Psychology*).....Brentwood, Tennessee
 William Dayton Evans, Jr. (*History*).....Clarksville, Tennessee
 Ronald Lee Gibson (*Psychology*).....Memphis, Tennessee
 Michael Talmadge Lewis (*Psychology*).....Belzoni, Mississippi
 Martha Ellen McCarty (*English*).....Helena, Arkansas
 Don Edly Munch (*German*).....Mobile, Alabama
 Verdelle Thomas Northcross (*Christian Education*).....Memphis, Tennessee
 Margaret Ray Owens (*History*).....Memphis, Tennessee
 Robert Valentine Redding (*International Studies*).....Memphis, Tennessee
 Sandra Olivia Thweatt (*Psychology*).....Luxora, Arkansas

BACHELOR OF SCIENCE

William Doughten Turner (*Biology*).....Memphis, Tennessee

GRADUATED WITH HONORS

Dana Carpenter Adams.....Psychology
 Julie Maxine Bingham.....International Studies
 Aaron Andrew Carland.....International Studies
 Margaret Louise Crull.....Psychology
 Donald Blaine Dillport.....Philosophy
 Leroy Clifton Gaston III.....History
 Jinger Anez Jackson.....Economics and Business Administration
 John Bayless Judd.....Biology
 David Mitchell Kilgore.....Religion and Culture
 John Woodson Knox.....Philosophy
 Sue Ellen Murdock.....International Studies
 Robert Valentine Redding.....International Studies
 Donald Macdonald Steele.....Religion and Culture
 Marian Ann Stockton.....Psychology
 John Rodney Tisdale.....International Studies
 John Rowland Williams.....Music
 Harmon Lee Wray, Jr.....Philosophy
 Edward Thomas Wright, Jr.....Mathematics

GRADUATED WITH DISTINCTION

Helen Wray Anderson	Mary Ellen Bryan
Elizabeth Ann Atkinson	Carol Sue Cato
Patricia Ann Black	Priscilla Leatherwood Chism
Rebecca Sue Bowden	Burnley Bruce Cook, Jr.
Kathleen Carol Braswell	Ann Lindley Darden
Ann Lovell Bruce	Sarah Spence Darden
Carolyn Marie Bruninga	Michael Henry DeShazo

Katherine Ireys Diehl
Susan Diane Duke
Margaret Lee Early
Richard Lyn Ennis
Bonnie Beth Fort
Michael Henry Galloway
Timothy Lee Gastineau
Nora Jean Harvin
Joseph Kauffman Keesey, Jr.
Nathaniel Carrie Kirkland, Jr.
Catharine Hinton Kosloski
Barbara June Lesh
Judith Carol McDonald
Teackle Wallis Martin, Jr.
Mildred Rowlett Morgan
John Cowles Neiman
Luther James Nussbaum
Annie Taylor Olson
Judith Rose Owen

Nancy Walton Patton
Linda Boyd Pineo
William Michael Richards
Samuel Donnell Gwin Robbins, Jr.
Edward Brett Robbs
William Wright Robertson, Jr.
Swinton Alphonse Roof, Jr.
Robert Wheeler Rutherford
Susan Elizabeth Selman
Ronnie Kay Smith
Virginia Stone Smith
William Alvin Smith
Richard Leigh Strautman
Carol Colclough Strickland
Sidney Johnston Strickland III
Gibson Preston Stroupe, Jr.
John Rowland Williams
Sarah McCaa Winborn

PRIZES AND AWARDS

The Spencer Creek Prizes.

First Year Greek—Vassar Williams Smith, Memphis

Second Year Greek—James Dixon Roper, Memphis

Third Year Greek—Mark David Gilley, Memphis

The Belk Bible Medal—Gary Lee Murray, Memphis

The Seidman Awards in Economics and Political Science—to the senior majoring in Economics and/or Business Administration making the highest average over all courses taken in the Economics Department throughout his college career—Luther James Nussbaum, Cedar Rapids, Iowa; to the senior majoring in Political Science and making the highest average in the department for his entire college career—Julia Carol Maddox, Memphis; to the freshman or sophomore making the best record for the year in Economics 103-104—Elizabeth Rita Ridings, Cape Girardeau, Missouri, and to the freshman or sophomore making the best record for the year in Political Science 201-202—Charles Thompson Tuggle, Memphis.

The William Spandow Scholarship in Chemistry—Aurelia Marie Wammack, Memphis

The William Spandow Scholarship in Mathematics—Sidney Michael Webb, Texarkana, Texas

The William Spandow Scholarship in Physics—Douglas Seymour Goodman, Memphis

The Josie Millsaps Fitzhugh Scholarship—Linda Gail Blackard, Memphis

The William O. Shewmaker Award—James Carter Dobbins, Germantown, Tennessee

The Chi Omega Political Science Prize—Emily Susan Scarbrough, McKenzie, Tennessee

The Memphis Panhellenic Association Award—Rebecca Sue Bowden, Little Rock, Arkansas

The Tri Delta Alliance Scholarship—Leilani Collins, El Paso, Texas

The Zeta Tau Alpha English Award—Janet O'Bryant, Springfield, Missouri

The Algernon Sydney Sullivan Awards—Donald Macdonald Steele, Nashville, Tennessee, Susan Louise Thornton, Dallas, Texas. The Non-Student Award—Alfred O. Canon, '44, Memphis

The French Government Book Awards—The French Government, through its Consul General in New Orleans, awarded gift books to the following students in recognition of their assiduity and success in the study of the French language:

Sophomore—Junius Davis Allen, Jackson, Mississippi

Sophomore—Francis Elizabeth Crowder, Rome, Georgia

Freshman—Lucy Elaine Buchanan, Memphis

Freshman—Pattie Ann Bell, Memphis

Freshman—Marcia Jeanine Swett, Memphis

The Seidman Trophy—Scott Allison Arnold III, Tunica, Mississippi

INDEX

Accreditation	2
Administrative Officers and Staff	26
Admission	
Application Fee	39
Advance Deposit	40
Advanced Placement	40
Early Decision	41
Entrance Examination	39
Medical Report	71
Requirements, freshmen	39
Requirements, special students	42
Requirements, transfer students	43
Adult Education Center	138
Agreements, Student	69
American Chemical Society	83
American Association of University Women	136
Archaeological Field Studies	63
Athletics	71
Attendance	
Chapel and Convocations	65
Class	64
Graduation Exercises	56
Automobiles	69
Awards, June 3, 1968	174
Bachelor of Arts Program	54
Bachelor of Music Program	56
Bachelor of Science Program	55
Bellingrath-Morse Foundation	165
Board of Directors	32
Buckman Library	141
Calendar, 1969-70	8
Calendar of the College	9
Center for Continuing Education	138
Christian Education	124, 126
Class Standing	64
Clough, The Jessie L., Art Memorial	141
Commencement	166
Comprehensive Examinations	
General	54
Honors	56
Corporation	32
Counseling	71
Course, Auditing	64
Courses of Instruction	
Anthropology and Sociology	74
Art	78
Biology	80
Chemistry	83
Classics	86
Communication Arts	88
Economics and Business Administration	89
Education	92
English	94
French	97
German	99
Greek	86
History	101
International Studies	104
Italian	106
Latin	86
Mathematics	107

INDEX

Music	110
Philosophy	115
Physical Education	116
Physics	117
Political Science	120
Psychology	122
Religion	124
Russian	127
Spanish	127
Courses of Instruction, Interdepartmental	
American Studies	95, 129
Computer	130
Man in the Light of History and Religion	129
Natural Science	129
Non-Western Studies	130
Oriental Humanities	129
Courses of Instruction, Tutorial	57
Dean's List	67
Deferred Payment Plans	47
Degree Requirements	54-56
Degrees Conferred, 1968	167
Degrees, Honorary	166
Degrees Offered	38
Directed Inquiry	59
Distinction, Degree with	38, 54
Emeriti	29
Engineering Course, Basic	60
Examinations	
Comprehensive	54
Course	65
Entrance	39
Executive Committee	34
Expenses	
Fees	45, 46
Room and Board	43, 45
Tuition	45
Refunds	46
Facilities, Use of	69-70
Faculty, Academic	10
Faculty, Music	21
Faculty, Committees of	35
Failure, Academic	67
Financial Aid	
Loan Funds	49-51
Parents Confidential Statement	52
Scholarships	48-49
Work-Study Program	50
Renewal of	51
Firearms, Possession Prohibited	68
Foreign Study	60, 61, 63
Gooch, C. M. Foundation	52
Grades	
Conditional	66
Pass/Fail	66
Removal of Conditional Grades	66
Reports of	67
Grading System	66
Guidance and Placement	63, 71
Graduate Study	62, 63
Health and Physical Education	71, 116
History of Southwestern at Memphis	38

INDEX

Honor Roll	67
Honor System	38
Honors, Degree with	38, 54
Honors Program	56
Initiation of Pledges	134
Intoxicants Prohibited	68
Investment Committee	34
Kinney, The Laurence F. Program	136
Laboratory of Atmospheric and Optical Physics	28
Library, The Burrow	140
Library Staff	31
Major Subject	54
Modern Language Center	28, 62
Music Activities	134
Objectives of Southwestern at Memphis	37
Organizations	
Athletic	136
Departmental Clubs	135
Election Commission	131
Honor Council	131
Honor Societies	132
Social Fraternities and Sororities	133
Student Government	131
Organizations, New	69
Orientation	44
Pass/Fail	66
Physical Plant	
Bellingrath Hall	139
The Thomas W. Briggs Student Center	141
The Burrow Library	140
Catherine Burrow Hall	140
East Hall	139
Ellett Hall	139
Alfred C. Glassell Hall	139
Richard Halliburton Memorial Tower	140
Frank M. Harris Memorial Building	140
Frazier Jelke Science Center	141
Berthold S. Kennedy Hall	140
William Neely Mallory Memorial Gymnasium	140
The Moore Moore Infirmary	140
Hugh M. Neely Hall	140
Palmer Hall	139
Robb Hall	139
Tower Building	141
Townsend Hall	139
Suzanne Trezevant Hall	139
Tuthill Hall	141
Voorhies Hall	139
Gordon White Hall	139
Pre-Professional Programs	59
Prizes, Gifts, Endowments, and Memorials	142
Probation	
Academic	67
Disciplinary	69
Publications, Student	136
Quality Points	66
Quality Points, Repeating a Course for	66
Registration	64
Religious Activities	134
Research Institute	28, 62
Residence Halls	139

INDEX

Schedule Changes	65
Scholarships	48-49
Social Functions	68
Social Regulations	68
Suspension	67
Teaching, Requirements for	92
Transcripts	68
Tutorial Plan	57
Withdrawal	
From class	65
From College	46

