

Southwestern News



Alumnus Olim, Aeternum Amicus
(At One Time a Student, Forever a Friend)

MEMPHIS, TENNESSEE

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Southwestern Spectacular Will Be Feature of Supper Program

The new, re-styled Alumni Day on Saturday, April 20, promises to be a real gala, with afternoon spectator sports events and private off-campus class parties in the evening as added attractions.

Dr. W. Edward French '39, president, and members of the executive council of the Alumni Association have planned an entirely new approach to draw more interest and more participation and to make Alumni Day an event which everybody will look forward to from year to year.

Essentially, of course, it's a day for renewing long friendships and catching up on current news—for reminiscing over college days and refreshing the Alma Mater spirit. And this is best done in the familiar academic setting.

The most celebrated year of all will be that of 1938, with John Ricker, chairman, and some half a hundred of its other members observing their 25th anniversary reunion. First event is the noon luncheon in Catherine Burrow Hall. In the evening, following the Alumni Supper, the silver reunion group will move on to the University Club to continue its celebration. Others on this class' reunion committee are Dorothy Roberts (Mrs. James J.) Madison, Wells Awsumb, Janet Tucker (Mrs. Downing) Pryor, and Dr. Wendell Whittemore.

Alumni from all classes will find interest in the daytime and evening events. Southwestern will host an invitational track meet with several other neighboring colleges participating. Field events and preliminaries will take place during the morning and track finals will begin at 2 p.m. on Fargason Field. A double header baseball game between Southwestern and Mississippi College will start at 1:30 p.m.

All during the afternoon open house will be held in the Adult Education Center, where coffee and cokes will be available, and the new Richard Halliburton Memorial Tower and Tower Building will be open for visitors to tour. There will be art displays in the first floor of the new buildings, in the Burrow Library Treasure Room, and in the Adult Education Center, and there will also be set up card tables for any who prefer indoor to outdoor sports in the sorority and fraternity houses, which will be open during the afternoon.

Supper in Gym

The Alumni Supper, which annually attracts 600 or more, is expected this year to draw a record breaking crowd, since nobody will stay away because of rain, heat, or mosquitos, former foes of the June lawn supper.

A double feature entertainment bill also will help to pack the house, so reservations should be made early. That man whom most alumni would most like to hear again—Dr. John Henry Davis—will be the evening speaker and in addition the new Southwestern movie, with both sound and color, will have one of its first showings. (See page 4.)

Another new Southwestern tradition will get under way on this night as the first Alumni Who's Who are tapped. Over a period of years a gallery of illustrious alumni will be developed to parallel that of student leaders.

Election of Officers

New officers of the Alumni Association elected last June, who have comprised the executive council during the past year, are Robert A. Elder '40, president-elect; Catherine Moore (Mrs. Charles) Freeburg '40, secretary, and council members Lauren

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Robert Elder Next Alumni President

He was an American Air Force Ace in World War II—

He's one of only five men in the Air Force who have flown a MIG 15—

He's executive vice-president of a Memphis construction firm, Allen Bros. & O'Hara which builds Holiday Inns and other large projects—

He is president-elect of the Southwestern Alumni Association and will take office this month.

Robert A. Elder '40, who entered the service the same month that he graduated and retired as a colonel after 20 years' service, is modest about all these distinctions, but there's one about which he doesn't mind boasting — that he was "one of Dr. Rhodes' boys" — that he graduated with distinction in physics after spending three years as lab assistant to Dr. Peyton N. Rhodes, then head of the physics department.

To take things as they came, Robert, based in England during World War II, started making headlines when he became an ace in 24 hours by shooting down five German planes the day the Americans crossed the Rhine River. Subsequently he got two more.

Following the war, he went back to school and got his degree in aerodynamics at the Air Force Institute of Technology and spent the following 15 years in air force research and development, three of those years in Germany where he was in Technical Intelligence.

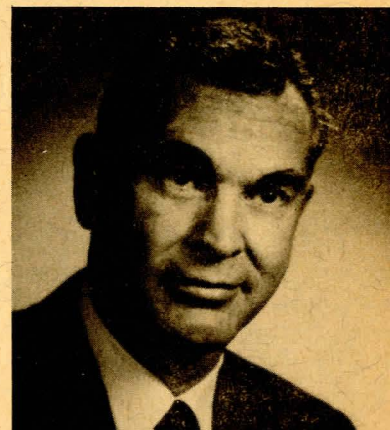
Visitors to his Memphis office often ask him where he got the 35 mm cannon shell which he keeps on his desk. And when he answers, "I took it off a MIG," he's not kidding.

It was headlines again when a Polish pilot defected and landed a MIG on an island in the Baltic — and Elder was one of a team of Americans who examined this wrecked MIG for five days in great secrecy to learn all they could about the craft — and it was headlines again when a Russian pilot deserted and landed his MIG in Korea. It was promptly taken to Okinawa and Elder again was called in from Weisbaden, Germany, to study it. In fact he was the only one there who knew how to start it!

As a civilian, he still does a great deal of flying. His company is currently building Holiday Inns from Providence, R. I., to San Francisco, but he takes a back seat now and lets the company pilot do the flying.

Robert is the third of the Elder brothers who have attended Southwestern. John R. C. (Jack) Elder, a Memphis real estate man, and McLemore Elder, who died in plane crash in 1946, both were in the class of 1935.

Robert and his wife, the former Camille Hendrick of Shreveport, have four children, born in Washington, D. C., Dayton, Ohio, in Florida, and Germany. They live in Memphis at 1316 Rolling Oaks Drive.



Elder

New Traditions Will Begin on Alumni Day Saturday, April 20

Development Program Southwestern Plans Decade

A long term Development Program for Southwestern, designed to coordinate the progress of academic development, campus construction, budgetary planning and finance, and both public and college community relations, was endorsed by the board of directors at its spring meeting on March 20.

The program is based on the *Profile of Southwestern at Memphis, 1951 - 1971*, prepared in 1961, which takes into account forecast figures on population, the nation's and the South's economy, and the world political situation. It had previously been presented to the faculty by Dr. Peyton N. Rhodes, president.

The college will remain essentially the same in the sense that it will offer liberal arts education, the profile states. "The aim will be to assimilate new content into existing departmental offerings rather than to add divisions or departments.

"The college's strength in the natural sciences, mathematics and English may warrant offering the M.A. degree."

More, Better Students

The program, which is to be implemented and carried forward by committees made up of members of the board, executive and investment committees, faculty, and alumni, anticipates by 1970 a student body of 1,100 - 1,200, of whom 60 percent will be resident students predominantly from the Mid-South area and 40 percent Memphis day students; 60 percent men and 40 percent women.

The average college board exam score of students accepted at Southwestern will be 600 (the average of the freshman class this year was 530) and better high school preparation will enable the college to delete from the curriculum some of the introductory courses in English, foreign languages, mathematics, and the natural sciences.

The college expects to develop more team teaching, combining lectures to large groups with meetings of small groups for discussion, and to continuously restudy the various teaching techniques employed — lecture, discussion, tutoring, quizzing, and mechanical and visual aids so that all will be used most effectively.

Tuition, Support Increase

Assuming a reasonably stable economy and world outlook and an average price rise of about one percent a year, the profile predicts that tuition will reach by 1970 \$1,330; church support will be \$165,000; the Memphis Annual Sponsors Program will yield \$185,000; and alumni support exclusive of ASP gifts will reach \$75,000.

Comparable figures estimated for the current year are tuition and fixed fees \$1,000; church support \$150,000; Annual Sponsors Program \$150,000; and alumni support exclusive of ASP contributions \$30,000.

Coordinated Development

The development plan has seven divisions of study and implementation which, working together, can effect a smooth coordinated progress toward its ultimate goal.

The Plant and Grounds Committee, headed by Robert A. Elder '40, will study site development, buildings and construction, landscaping, maintenance including staff, drives, walks, and campus parking.

The Financial Development Committee will deal with endowment, tuition and fees, support from various publics, bequests and deferred gifts, and governmental grants and contracts. It will be headed by Dr. Paul Tudor Jones '32.

The Budgetary Planning Committee will study salary scales and retirement system, scholarships and student aid, capital expenditures, administration and student services. Dr. Ralph Hon will be its chairman.

The Campus Community Committee, headed by Dr. Fred Neal, will interest itself in student-faculty relations, social and student government related activities, athletics, religious life, and academic responsibility and freedom.

Dr. Danforth R. Ross '33, will be chairman of the Instruction Committee, which will treat admissions, curriculum, honors work and independent study, instruction media, and continuing education.

The Public Relations Committee, headed by Dr. Granville D. Davis, will study the college's various publics, the city, the church, alumni, prospective students, parents, and foundations.

Alumni Day April 20

(continued from page 1)

Watson '37, William H. Kelly '39, of Dyersburg, Tenn., and Harold N. Falls '40, of Wynne, Ark.

Voting will be held all during the day and at the dinner for a president-elect and council members for the coming year, and Bobby Elder will succeed Dr. Edward French as president.

Class Parties

Following the supper, members of the reunion classes will move from the academic atmosphere into the hospitable homes of their classmates, except for the class of 1938, which anticipates a crowd more comfortably accommodated at the University Club. Reunion classes are those celebrating their fifth, 10th, 15th, 20th, 25th, 30th, or 50th commencement anniversaries.

The class of 1933, celebrating its 30th, will foregather in the home of Tom and Emily (How) Holloway, 1693 Overton Park, to relax, rejoice, and decide what to do with all its money. Emily is of the class of '34 and Tom of the '33 group, who discovered at their 25th reunion that their class gift at graduation, in one of the deepest of depression years, had grown from \$87.50 to \$6,500 under the careful administration of Erma Reese, executive secretary to the president.

This class invested its money in the academic regalia which has been rented since at each commencement to the seniors, the income put back in the fund to compound itself in interest and to replace and refurbish the regalia as needed.

At its 25th reunion in 1958, this class voted to contribute \$500 each year for five years to the Southwestern science fund, which has been done, and at its 30th reunion to make final disposition of the balance and its future profits.

Other Reunion Groups

Mr. and Mrs. John Whitsitt will be hosts to his class of 1943 at their home, 5507 S. Angela. Under leadership of their class chairman, Jim Collier, they will begin making plans for their 25th.

Mr. and Mrs. James M. Humphries, Jr., (Dorette Storn '48), will entertain her classmates celebrating their 15th anniversary reunion, in their home, 4250 Bellemeade Cove.

Mr. and Mrs. Edward B. (Ted) Fox, Jr., will host the class of 1953 in their home at 1839 Overton Park. He's class of 1951 and she, the former Jane Swaim of '53.

The five year reunion group will celebrate after the supper in one of the fraternity houses on campus with Mr. and Mrs. David L. Simpson and Mr. and Mrs. William H. McLean as hosts, all of the class of '58 except Billy McLean, who graduated in '57. Mrs. Simpson is the former Beth LeMaster and Mrs. McLean the former Sue Robinson.

Dr. Marion L. MacQueen '19, will head the Committee on College Organization, which will help to coordinate the various activities of the board of directors, executive and investment committees, administration, faculty, and students.

The seven new committees, Dr. Rhodes said, function only for policy discussion and recommendation. Existing committees of the faculty and board and administrative staff members will continue their normal functions and will implement the development program.

Building Program

One facet of this seven-year plan detailed above is the building program, which envisions six new buildings within the current decade and three more ultimately.

First step will be the removal of Fargason Field to the new location north of the Neely Mallory Memorial Gymnasium, then will come the proposed new Thomas W. Briggs Student Center.

Others listed as immediate needs include a second science building, fine arts center, auditorium, adult education center, and addition of a women's section to the gymnasium.

Ultimate needs include another men's residence hall, a chapel, and an additional classroom and faculty office building.

Location of the present buildings is indicated by numbers on the aerial photo on the opposite page, and sites for proposed buildings are shown by the white spaces. →

SOUTHWESTERN AT MEMPHIS — Campus Plan



Nine proposed buildings, indicated by white spaces on the recent aerial photo of the campus, will round out the campus plan. The Student Center already is provided for by Thomas W. Briggs. The chapel, classroom building, and men's residence hall are listed as "ultimate needs." All others are called "urgent needs."

Present permanent buildings are indicated by numbers.

In the central group are (1) Richard Haliburton Memorial Tower, (2) Tower Building, and (3) Palmer Hall, which house classrooms and administrative offices, (4) Burrow Library, and (8) Science Hall. The quadrangle (5) on the right includes the three women's residences (5) Voorhies, (6) Townsend, and (7) East Halls. The men's residence quadrangle on the left includes (13) White, (14)

Robb, (15) Ellett, and (16) Bellingrath Halls, and directly above them are the two dining halls, (11) Catherine Burrow Hall and (12) Hugh M. Neely Hall. Above them is (10) Moore Infirmary; above center of photo is (9) Neely Malory Memorial Gymnasium; and at right center (17) the present Fargason Field, which will be relocated behind the gym as indicated.

Photo by The Commercial Appeal

Commencement Speakers

Dr. Sam Monk, Dr. W. J. Millard

Two of the most distinguished and admired Southwestern graduates of all time will appear as speakers on this year's commencement program.

Dr. W. J. Millard '20, retired minister who served at Evergreen Presbyterian Church for many years and is currently first vice chairman of Southwestern's board of directors and executive committee, will give the baccalaureate sermon to the class of 1963 at 11 a.m. on Sunday, June 2, at Second Presbyterian Church.

Dr. Samuel Holt Monk '22, who was a member of Southwestern's English department during the '30's and the '40's until he left to join the University of Minnesota faculty, will give the commencement address at 10 a.m. on Monday, June 3, in the Hubert F. Fisher Memorial Garden.

Dr. Monk, who took his M.A. and Ph.D. at Princeton University, was one of the all-time faculty favorites here, and undoubtedly many of his former students will want to come back for commencement to hear him speak again, perchance to shake his hand and renew a long cherished association.

There will be some shifting of the traditional events of commencement week-end because of the moving of Alumni Day up to April 20 instead of its usual Saturday before graduation. Complete schedule of events will be announced later.

NEWS NOTES FROM THE CAMPUS

Southwestern's dean of women, Anne S. Caldwell '51, is brushing up on her Spanish preparatory to becoming dean of women at the Instituto Tecnologico at Monterrey, Mexico, during the summer session this year, July 13-August 23.

She will accompany the group from Southwestern, but will also be dean to all the other women students at the Instituto, including some who are Spanish speaking.

Also a member of the summer faculty at Monterrey for the second year will be Dr. Gordon Southard of the Southwestern language faculty. The Instituto is open to both college and high school students and applications may be sent to Dr. Southard at Southwestern.

Dr. Lawrence F. Kinney is regaining his health after two trips to surgery during the current academic year, and is planning a trip to Florida soon.

He will serve as a commissioner at the General Assembly of the Presbyterian Church, U.S. April 25-30 at Huntington, W. Va.

Seniors are making headlines on the campus at this time of year, as newly won honors are announced nearly every week. The achievements of recent celebrities range from membership in Phi Beta Kappa to the April Fool Court.

New Phi Beta Kappas include Memphians Judy Singer, Raney Ellis, Wayne Goldsworthy, and David Watts, and Robert Morris of Medina, Tenn., Janice Baker of Shreveport, La., and Susan Smyth of Blacksburg, Va.

James Riley Crawford of Jonesboro, Ark., was selected for Mr. Southwestern and reigned over the April Fool festivities. Miss Southwestern is Beth Poe of Little Rock and James' Queen at April Fool was Margaret Johnson of Mobile. James is also Torch's "Dream Man" for the year.

In a contest sponsored for the first time this year by the *Sou'wester* and *Glamour* magazine to find the best-dressed coed, Marjorie Wild of Huntington, W. Va., was chosen to represent the college in national competition.

Student Body President Stephen Richardson of Shreveport has been awarded one of 60 Rockefeller Brothers Theological Fellowships for a year of study in one of 84 seminaries in the country. This unique fellowship covers all expenses for a student to attend seminary for a "trial year" to determine whether the ministry should be his lifetime vocation.

Three seniors have also been awarded Woodrow Wilson Fellowships for a year of graduate study. They include Memphians Baird Callicott and Wayne Goldsworthy who will be a Rhodes Scholar next year, and Darrel Napier of Mobile. Wayne has also been named as a winner of a Danforth Foundation Fellowship.

David Watts of Memphis is one of twenty men in the country who will receive a Root-Tilden Fellowship, a three-year scholarship for the study of law at New York University which pays all expenses.

Southwestern Spectacular

STUDENTS, PROFS, ALUMNI IN FILM

The long awaited Southwestern spectacular, a 20 minute sound film of the college's familiar places and people, will be released in mid-April and one of its first showings will be at Alumni Day on April 20.

The campus has had all the aspects of a real movie lot during the past few months as tons of lights and other equipment were moved from place to place for the filming of interiors.

For the first time in history the Palmer Hall cloister was lighted up to the intensity of brightest sunshine and heated to the point of extreme discomfort.

High points of recent events such as Homecoming and Opening Convocation also have been incorporated.

Alumni will see in the film many of the old familiar scenes (Dr. John Henry Davis drawing the map of England, Dr. Marion MacQueen propounding logic, and students in the daily pursuits which don't change basically from decade to decade) and many new ones, like panoramas across the rooftops or a ride all the way up the face of the Richard Halliburton Memorial Tower with the cameraman.

For those who know and love Southwestern, all the Hollywood superlatives apply. For those who don't, it's hoped the film will be a memorable introduction.

It's 16 mm with sound, made by Prix Productions, Delta Inc., of Memphis, and will be available to alumni or church groups anywhere who may want to use it. It can be scheduled by writing the office of Dr. Alfred O. Canon '44, dean of alumni and development.

Academic Freedom

Special Supplement Begins on Opposite Page—

The special supplement entitled *WHAT RIGHT HAS THIS MAN?* contained in the center 16 pages of this issue of the NEWS treats the controversial subject of academic freedom—one which raises many questions both for educators and for college alumni.

This article, prepared by Editorial Projects for Education, a non-profit organization associated with the American Alumni Council, is being published in many college and university publications across the country simultaneously.

Southwestern recommends it to its alumni and friends.

Dean W. Taylor Reveley Resigns

Dr. W. Taylor Reveley, dean of admissions and a member of the Southwestern faculty since 1946, has resigned to become secretary of the Division of Higher Education of the Presbyterian Board of Christian Education.

Dr. Reveley and his family will move in June to Richmond, Va., where he will assume his new post on July 1. The appointment was announced in February.

Dr. Peyton N. Rhodes, president, expressed regret at Dr. Reveley's leaving. "He has not only served with distinction on the faculty, but has been the key person in the committee on admissions and student aid and has helped greatly in attracting to Southwestern some of the finest high school graduates in the South—the kind of students we want, who contribute most to and get the most from a Southwestern education.

"We wish Dean Reveley every success as he goes to broaden the scope of his work geographically and to serve all Presbyterian (U.S.) colleges and the church at large."

Dr. Reveley, a native of Knoxville and a Hampden-Sydney graduate, holds the B.D. from Union Theological Seminary in Richmond and the Ph.D. from Duke. He and Mrs. Reveley have a son, Taylor III who is in Princeton, and a daughter, Chris who is in Central High School in Memphis.



Dean Reveley

WHAT RIGHT HAS THIS MAN...

HE HOLDS a position of power equaled by few occupations in our society.

His influence upon the rest of us—and upon our children—is enormous.

His place in society is so critical that no totalitarian state would (or does) trust him fully. Yet in our country his fellow citizens grant him a greater degree of freedom than they grant even to themselves.

He is a college teacher. It would be difficult to exaggerate the power that he holds.

▶ He originates a large part of our society's new ideas and knowledge.

▶ He is the interpreter and disseminator of the knowledge we have inherited from the past.

▶ He makes discoveries in science that can both kill us and heal us.

▶ He develops theories that can change our economics, our politics, our social structures.

▶ As the custodian, discoverer, challenger, tester, and interpreter of knowledge he then enters a classroom and tells our young people what he knows—or what he thinks he knows—and thus influences the thinking of millions.

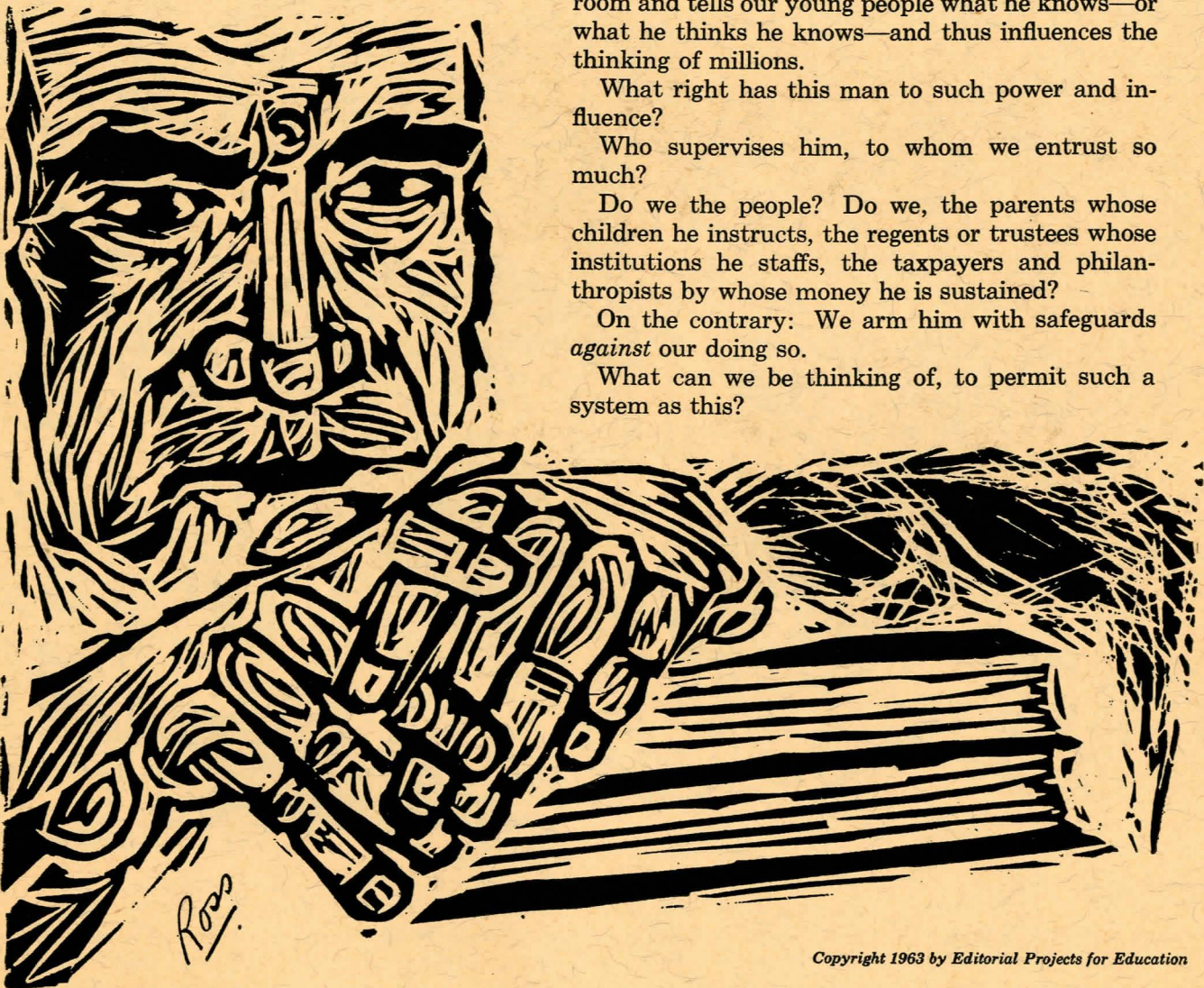
What right has this man to such power and influence?

Who supervises him, to whom we entrust so much?

Do we the people? Do we, the parents whose children he instructs, the regents or trustees whose institutions he staffs, the taxpayers and philanthropists by whose money he is sustained?

On the contrary: We arm him with safeguards *against* our doing so.

What can we be thinking of, to permit such a system as this?





Having ideas, and disseminating them, is a risky business. It has always been so—and therein lies a strange paradox. The march of civilization has been quick or slow in direct ratio to

the production, testing, and acceptance of ideas; yet virtually all great ideas were opposed when they were introduced. Their authors and teachers have been censured, ostracized, exiled, martyred, and crucified—



usually because the ideas clashed with an accepted set of beliefs or prejudices or with the interests of a ruler or privileged class.

Are we wiser and more receptive to ideas today?

Even in the Western world, although methods of punishment have been refined, the propagator of a new idea may find himself risking his social status, his political acceptability, his job, and hence his very livelihood.

For the teacher: special risks, special rights

NORMALLY, in our society, we are wary of persons whose positions give them an opportunity to exert unusual power and influence.

But we grant the college teacher a degree of freedom far greater than most of the rest of us enjoy.

Our reasoning comes from a basic fact about our civilization:

Its vitality flows from, and is sustained by, *ideas*.

Ideas in science, ideas in medicine, ideas in politics. Ideas that sometimes rub people the wrong way. Ideas that at times seem pointless. Ideas that may alarm, when first broached. Ideas that may be so novel or revolutionary that some persons may propose that they be suppressed. Ideas—all sorts—that provide the sinews of our civilization.

They will be disturbing. Often they will irritate.

But the more freely they are produced—and the more rigorously they are tested—the more surely will our civilization stay alive.

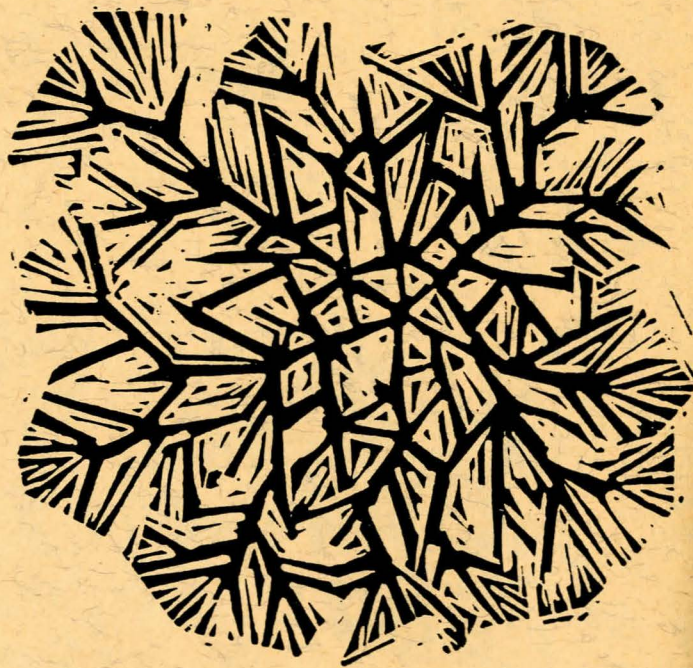
THIS IS THE THEORY. Applying it, man has developed institutions for the specific purpose of incubating, nourishing, evaluating, and spreading ideas. They are our colleges and universities. As their function is unique, so is the responsibility with which we charge the man or woman who staffs them.

We give the college teacher the professional duty of pursuing knowledge—and of conveying it to others—with complete honesty and open-mindedness. We tell him to find errors in what we now know. We tell him to plug the gaps in it. We tell him to add new material to it.

We tell him to do these things without fear of the consequences and without favor to any interest save the pursuit of truth.

We know—and he knows—that to meet this responsibility may entail risk for the college teacher. The knowledge that he develops and then teaches to others will frequently produce ground-shaking results.

It will lead at times to weapons that at the press of a button can erase human lives. Conversely, it will lead at other times to medical miracles that will *save* human lives. It may unsettle theology, as



did Darwinian biology in the late 1800's, and as did countless other discoveries in earlier centuries. Conversely, it may confirm or strengthen the elements of one's faith. It will produce intensely personal results: the loss of a job to automation or, conversely, the creation of a job in a new industry.

Dealing in ideas, the teacher may be subjected to strong, and at times bitter, criticism. It may come from unexpected quarters: even the man or woman who is well aware that free research and education are essential to the common good may become understandably upset when free research and education affect his own livelihood, his own customs, his own beliefs.

And, under stress, the critics may attempt to coerce the teacher. The twentieth century has its own versions of past centuries' persecutions: social ostracism for the scholar, the withdrawal of financial support, the threat of political sanctions, an attempt to deprive the teacher of his job.

Wherever coercion has been widely applied—in Nazi Germany, in the Soviet Union—the development of ideas has been seriously curtailed. Were

such coercion to succeed here, the very sinews of our civilization would be weakened, leaving us without strength.

WE RECOGNIZE these facts. So we have developed special safeguards for ideas, by developing special safeguards for him who fosters ideas: the college teacher.

We have developed these safeguards in the calm (and civilized) realization that they are safeguards against our own impetuosity in times of stress. They are a declaration of our willingness to risk the consequences of the scholar's quest for truth. They are, in short, an expression of our belief that we should seek the truth because the truth, in time, shall make us free.

What the teacher's special rights consist of

THE SPECIAL FREEDOM that we grant to a college teacher goes beyond anything guaranteed by law or constitution.

As a citizen like the rest of us, he has the right to speak critically or unpopularity without fear of governmental reprisal or restraint.

As a teacher enjoying a *special* freedom, however, he has the right to speak without restraint not only from government but from almost any other source, including his own employer.

Thus—although he draws his salary from a college or university, holds his title in a college or university, and does his work at a college or university—he has an independence from his employer which in most other occupations would be denied to him.

Here are some of the rights he enjoys:

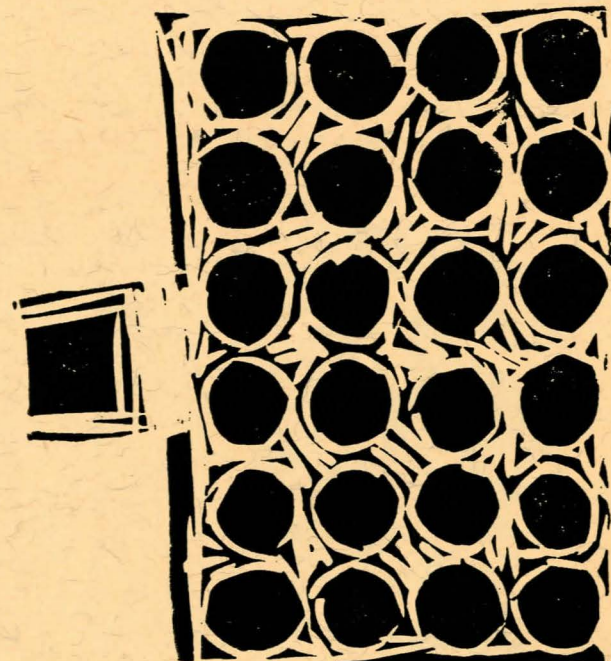
- ▶ He may, if his honest thinking dictates, expound views that clash with those held by the vast majority of his fellow countrymen. He will not be restrained from doing so.
- ▶ He may, if his honest thinking dictates, publicly challenge the findings of his closest colleagues, even if they outrank him. He will not be restrained from doing so.
- ▶ He may, if his honest thinking dictates, make statements that oppose the views of the president of his college, or of a prominent trustee, or of a generous benefactor, or of the leaders of the state legislature. No matter how much pain he may bring to such persons, or to the college administrators entrusted with maintaining good relations with them, he will not be restrained from doing so.

Such freedom is not written into law. It exists on the college campus because (1) the teacher claims

and enforces it and (2) the public, although wincing on occasion, grants the validity of the teacher's claim.

WE GRANT the teacher this special freedom for our own benefit.

Although "orthodox" critics of education frequently protest, there is a strong experimental emphasis in college teaching in this country. This emphasis owes its existence to several influences, including the utilitarian nature of our society; it is one of the ways in which our institu-



tions of higher education differ from many in Europe.

Hence we often measure the effectiveness of our colleges and universities by a pragmatic yardstick: Does our society derive a practical benefit from their practices?

The teacher's special freedom meets this test. The unfettered mind, searching for truth in science, in philosophy, in social sciences, in engineering, in professional areas—and then teaching the findings to millions—has produced impressive practical results, whether or not these were the original objectives of its search:

The technology that produced instruments of victory in World War II. The sciences that have produced, in a matter of decades, incredible gains in man's struggle against disease. The science and engineering that have taken us across the threshold of outer space. The dazzling progress in agricultural productivity. The damping, to an unprecedented degree, of wild fluctuations in the business cycle. The appearance and application of a new architecture. The development of a "scientific approach" in the management of business and of labor unions. The ever-increasing maturity and power of our historians, literary critics, and poets. The graduation of hundreds of thousands of college-trained men and women with the wit and skill to learn and broaden and apply these things.

Would similar results have been possible without campus freedom? In moments of national panic (as when the Russians appear to be outdistancing us in the space race), there are voices that suggest that less freedom and more centralized direction of our educational and research resources would be more "efficient." Disregard, for a moment, the fact that such contentions display an appalling ignorance and indifference about the fundamental philosophies of freedom, and answer them on their own ground.

Weighed carefully, the evidence seems generally to support the contrary view. Freedom does work—quite practically.

Many point out that there are even more important reasons for supporting the teacher's special freedom than its practical benefits. Says one such person, the conservative writer Russell Kirk:

"I do not believe that academic freedom deserves preservation chiefly because it 'serves the community,' although this incidental function is important. I think, rather, that the principal importance of academic freedom is the opportunity it affords for the highest development of private reason and imagination, the improvement of mind and heart by the apprehension of Truth, whether or not that development is of any immediate use to 'democratic society'."

The conclusion, however, is the same, whether the reasoning is conducted on practical, philosophical, or religious grounds—or on all three: The unusual freedom claimed by (and accorded to) the college teacher is strongly justified.

"This freedom is immediately applicable only to a limited number of individuals," says the statement of principles of a professors' organization, "but it is profoundly important for the public at large. It safeguards the methods by which we explore the unknown and test the accepted. It may afford a key to open the way to remedies for bodily or social ills, or it may confirm our faith in the familiar. Its preservation is necessary if there is to be scholarship in any true sense of the word. The advantages accrue as much to the public as to the scholars themselves."

Hence we give teachers an extension of freedom—*academic* freedom—that we give to no other group in our society: a special set of guarantees designed to encourage and insure their boldness, their forthrightness, their objectivity, and (if necessary) their criticism of us who maintain them.



The idea works most of the time, but . . .

LIKE MANY good theories, this one works for most of the time at most colleges and universities. But it is subject to continual stresses. And it suffers occasional, and sometimes spectacular, breakdowns.

If past experience can be taken as a guide, at this very moment:

▶ An alumnus is composing a letter threatening to strike his alma mater from his will unless the institution removes a professor whose views on some controversial issue—in economics? in genetics? in politics?—the alumnus finds objectionable.

▶ The president of a college or university, or one of his aides, is composing a letter to an alumnus in which he tries to explain why the institution *cannot* remove a professor whose views on some controversial issue the alumnus finds objectionable.

▶ A group of liberal legislators, aroused by reports from the campus of their state university that a professor of economics is preaching fiscal conservatism, is debating whether it should knock some sense into the university by cutting its appropriation for next year.

▶ A group of conservative legislators is aroused by reports that another professor of economics is preaching fiscal liberalism. This group, too, is considering an appropriation cut.

▶ The president of a college, faced with a budgetary crisis in his biology department, is pondering whether or not he should have a heart-to-heart chat with a teacher whose views on fallout, set forth in a letter to the local newspaper, appear to be scaring away the potential donor of at least one million dollars.

▶ The chairman of an academic department, still smarting from the criticism that two colleagues leveled at the learned paper he delivered at the departmental seminar last week, is making up the new class schedules and wondering why the two upstarts wouldn't be just the right persons for those 7 a.m. classes which increased enrollments will necessitate next year.

▶ The educational board of a religious denomination is wondering why it should continue to permit the employment, at one of the colleges under its



control, of a teacher of religion who is openly questioning a doctrinal pronouncement made recently by the denomination's leadership.

▶ The managers of an industrial complex, worried by university research that reportedly is linking their product with a major health problem, are wondering how much it might cost to sponsor university research to show that their product is *not* the cause of a major health problem.

Pressures, inducements, threats: scores of examples, most of them never publicized, could be cited each year by our colleges and universities.

In addition there is philosophical opposition to the present concept of academic freedom by a few who sincerely believe it is wrong. ("In the last analysis," one such critic, William F. Buckley, Jr., once wrote, "academic freedom must mean the freedom of men and women to supervise the educational activities and aims of the schools they oversee and support.") And, considerably less important and more frequent, there is opposition by emotionalists and crackpots.

Since criticism and coercion do exist, and since academic freedom has virtually no basis in law, how can the college teacher enforce his claim to it?

In the face of pressures, how the professor stays free

IN THE mid-1800's, many professors lost their jobs over their views on slavery and secession. In the 1870's and '80's, many were dismissed for their views on evolution. Near the turn of the century, a number lost their jobs for speaking out on the issue of Free Silver.

The trend alarmed many college teachers. Until late in the last century, most teachers on this side of the Atlantic had been mere purveyors of the knowledge that others had accumulated and written down. But, beginning around 1870, many began to perform a dual function: not only did they teach, but they themselves began to investigate the world about them.

Assumption of the latter role, previously performed almost exclusively in European universities, brought a new vitality to our campuses. It also brought perils that were previously unknown. As long as they had dealt only in ideas that were classical, generally accepted, and therefore safe, teachers and the institutions of higher learning did little that might offend their governing boards, their alumni, the parents of their students, the public, and the state. But when they began to act as investigators in new areas of knowledge, they found themselves affecting the status quo and the interests of those who enjoyed and supported it.

And, as in the secession, evolution, and silver controversies, retaliation was sometimes swift.

In 1915, spurred by their growing concern over such infringements of their freedom, a group of teachers formed the American Association of University Professors. It now has 52,000 members, in the United States and Canada. For nearly half a century an AAUP committee, designated as "Committee A," has been academic freedom's most active—and most effective—defender.

THE AAUP'S defense of academic freedom is based on a set of principles that its members have developed and refined throughout the organization's history. Its current statement of these principles, composed in collaboration with the Association of American Colleges, says in part:

"Institutions of higher education are conducted

for the common good and not to further the interest of either the individual teacher or the institution as a whole. The common good depends upon the free search for truth and its free exposition."

The statement spells out both the teacher's rights and his duties:

"The teacher is entitled to full freedom in research and in the publication of the results, subject to the adequate performance of his other academic duties . . .

"The teacher is entitled to freedom in the classroom in discussing his subject, but he should be careful not to introduce . . . controversial matter which has no relation to his subject . . .

"The college or university teacher is a citizen, a member of a learned profession, and an officer of an educational institution. When he speaks or writes as a citizen, he should be free from institutional censorship or discipline, but his special position in the community imposes special obligations. As a man of learning and an educational officer, he should remember that the public may judge his profession and his institution by his utterances. Hence he should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that he is not an institutional spokesman."

HOW CAN such claims to academic freedom be enforced? How can a teacher be protected against retaliation if the truth, as he finds it and teaches it, is unpalatable to those who employ him?

The American Association of University Profes-



sors and the Association of American Colleges have formulated this answer: permanent job security, or *tenure*. After a probationary period of not more than seven years, agree the AAUP and the AAC, the teacher's services should be terminated "only for adequate cause."

If a teacher were dismissed or forced to resign simply because his teaching or research offended someone, the cause, in AAUP and AAC terms, clearly would not be adequate.

The teacher's recourse? He may appeal to the AAUP, which first tries to mediate the dispute without publicity. Failing such settlement, the AAUP conducts a full investigation, resulting in a full report to Committee A. If a violation of academic freedom and tenure is found to have occurred, the committee publishes its findings in the association's *Bulletin*, takes the case to the AAUP membership, and often asks that the offending college or university administration be censured.

So effective is an AAUP vote of censure that most college administrators will go to great lengths to avoid it. Although the AAUP does not engage in boycotts, many of its members, as well as others in the academic profession, will not accept jobs in censored institutions. Donors of funds, including many philanthropic foundations, undoubtedly are influenced; so are many parents, students, alumni, and present faculty members. Other organizations, such as the American Association of University Women, will not recognize a college on the AAUP's censure list.

As the present academic year began, eleven institutions were on the AAUP's list of censored administrations. Charges of infringements of academic freedom or tenure were being investigated on fourteen other campuses. In the past three years, seven institutions, having corrected the situations which had led to AAUP action, have been removed from the censure category.

Has the teacher's freedom no limitations?

HOW SWEEPING is the freedom that the college teacher claims?

Does it, for example, entitle a member of the faculty of a church-supported college or university openly to question the existence of God?

Does it, for example, entitle a professor of botany to use his classroom for the promulgation of political beliefs?

Does it, for example, apply to a Communist?

There are those who would answer some, or all, such questions with an unqualified Yes. They would

argue that academic freedom is absolute. They would say that any restriction, however it may be rationalized, effectively negates the entire academic-freedom concept. "You are either free or not free," says one. "There are no halfway freedoms."

There are others—the American Association of University Professors among them—who say that freedom *can* be limited in some instances and, by definition, *is* limited in others, without fatal damage being done.

Restrictions at church-supported colleges and universities

The AAUP-AAC statement of principles of academic freedom implicitly allows religious restrictions:

"Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of [the teacher's] appointment . . ."

Here is how one church-related university (Prot-



estant) states such a "limitation" to its faculty members:

"Since X University is a Christian institution supported by a religious denomination, a member of its faculty is expected to be in sympathy with the university's primary objective—to educate its students within the framework of a Christian culture. The rights and privileges of the instructor should, therefore, be exercised with discretion and a sense of loyalty to the supporting institution . . . The right of dissent is a correlative of the right of assent. Any undue restriction upon an instructor in the exercise of this function would foster a suspicion of intolerance, degrade the university, and set the supporting denomination in a false light before the world."

Another church-related institution (Roman Catholic) tells its teachers:

"While Y College is operated under Catholic auspices, there is no regulation which requires all members of the faculty to be members of the Catholic faith. A faculty member is expected to maintain a standard of life and conduct consistent with the philosophy and objectives of the college. Accordingly, the integrity of the college requires that all faculty members shall maintain a sympathetic attitude toward Catholic beliefs and practices, and shall make a sincere effort to appreciate these beliefs and practices. Members of the faculty who are Catholic are expected to set a good example by the regular practice of Catholic duties."

A teacher's "competence"

By most definitions of academic freedom, a teacher's rights in the classroom apply only to the field in which he is professionally an expert, as determined by the credentials he possesses. They do not extend to subjects that are foreign to his specialty.

" . . . He should be careful," says the American Association of University Professors and the Association of American Colleges, "not to introduce into his teaching controversial matter which has no relation to his subject."

Hence a professor of botany enjoys an undoubted freedom to expound his botanical knowledge, however controversial it might be. (He might discover, and teach, that some widely consumed cereal grain, known for its energy-giving properties, actually is of little value to man and animals, thus causing consternation and angry outcries in Battle Creek. No one on the campus is likely to challenge his right to do so.) He probably enjoys the right to comment, from a botanist's standpoint, upon a conservation bill pending in Congress. But the principles of academic freedom might not entitle the botanist to take



a classroom stand on, say, a bill dealing with traffic laws in his state.

As a private citizen, of course, off the college campus, he is as free as any other citizen to speak on whatever topic he chooses—and as liable to criticism of what he says. He has no special privileges when he acts outside his academic role. Indeed, the AAUP-AAC statement of principles suggests that he take special pains, when he speaks privately, not to be identified as a spokesman for his institution.

HENCE, at least in the view of the most influential of teachers' organizations, the freedom of the college teacher is less than absolute. But the limitations are established for strictly defined purposes: (1) to recognize the religious auspices of many colleges and universities and (2) to lay down certain ground rules for scholarly procedure and conduct.

In recent decades, a new question has arisen to haunt those who would define and protect academic freedom: the problem of the Communist. When it began to be apparent that the Communist was not simply a member of a political party, willing (like other political partisans) to submit to established democratic processes, the question of his eligibility to the rights of a free college teacher was seriously posed.

So pressing—and so worrisome to our colleges and universities—has this question become that a separate section of this report is devoted to it.

The Communist: a special case?

SHOULD A Communist Party member enjoy the privileges of academic freedom? Should he be permitted to hold a position on a college or university faculty?

On few questions, however "obvious" the answer may be to some persons, can complete agreement be found in a free society. In a group as conditioned to controversy and as insistent upon hard proof as are college teachers, a consensus is even more rare.

It would thus be a miracle if there were agreement on the rights of a Communist Party member to enjoy academic privileges. Indeed, the miracle has not yet come to pass. The question is still warmly debated on many campuses, even where there is not a Communist in sight. The American Association of University Professors is still in the process of defining its stand.

The difficulty, for some, lies in determining whether or not a communist teacher actually propagates his beliefs among students. The question is asked, Should a communist gym instructor, whose utterances to his students are confined largely to the hup-two-three-four that he chants when he leads the calisthenics drill, be summarily dismissed? Should a chemist, who confines his campus activities solely to chemistry? Until he overtly preaches communism, or permits it to taint his research, his writings, or his teaching (some say), the Communist should enjoy the same rights as all other faculty members.

Others—and they appear to be a growing number—have concluded that proof of Communist Party membership is in itself sufficient grounds for dismissal from a college faculty.

To support the argument of this group, Professor Arthur O. Lovejoy, who in 1913 began the movement that led to the establishment of the AAUP, has quoted a statement that he wrote in 1920, long before communism on the campus became a lively issue:

"Society . . . is not getting from the scholar the particular service which is the principal *raison d'être* of his calling, unless it gets from him his honest report of what *he* finds, or believes, to be true, after careful study of the problems with which

he deals. Insofar, then, as faculties are made up of men whose teachings express, *not* the results of their own research and reflection and that of their fellow-specialists, but rather the opinions of other men—whether holders of public office or private persons from whom endowments are received—just so far are colleges and universities perverted from their proper function . . ."

(His statement is the more pertinent, Professor Lovejoy notes, because it was originally the basis of "a criticism of an American college for accepting from a 'capitalist' an endowment for a special professorship to be devoted to showing 'the fallacies of socialism and kindred theories and practices.' I have now added only the words 'holders of public office.'")

Let us quote Professor Lovejoy at some length, as he looks at the communist teacher today:

"It is a very simple argument; it can best be put, in the logician's fashion, in a series of numbered theorems:

"1. Freedom of inquiry, of opinion, and of teaching in universities is a prerequisite, if the academic scholar is to perform the proper function of his profession.

"2. The Communist Party in the United States is an organization whose aim is to bring about the establishment in this country of a political as well as an economic system essentially similar to that which now exists in the Soviet Union.

"3. That system does not permit freedom of inquiry, of opinion, and of teaching, either in or outside of universities; in it the political government claims and exercises the right to dictate to scholars what conclusions they must accept, or at least profess to accept, even on questions lying within their own specialties—for example, in philosophy, in history, in aesthetics and literary criticism, in economics, in biology.

"4. A member of the Communist Party is therefore engaged in a movement which has already extinguished academic freedom in many countries and would—if it were successful here—result in the abolition of such freedom in American universities.

"5. No one, therefore, who desires to maintain



academic freedom in America can consistently favor that movement, or give indirect assistance to it by accepting as fit members of the faculties of universities, persons who have voluntarily adhered to an organization one of whose aims is to abolish academic freedom.

“Of these five propositions, the first is one of principle. For those who do not accept it, the conclusion does not follow. The argument is addressed only to those who do accept that premise. The second, third, and fourth propositions are statements of fact. I submit that they cannot be honestly gainsaid by any who are acquainted with the relevant facts . . .

“It will perhaps be objected that the exclusion of communist teachers would itself be a restriction upon freedom of opinion and of teaching—*viz.*, of the opinion and teaching that intellectual freedom should be abolished in and outside of universities; and that it is self-contradictory to argue for the restriction of freedom in the name of freedom. The argument has a specious air of logicity, but it is in fact an absurdity. The believer in the indispensability of freedom, whether academic or politi-

cal, is not thereby committed to the conclusion that it is his duty to facilitate its destruction, by placing its enemies in strategic positions of power, prestige, or influence . . . The conception of freedom is not one which implies the legitimacy and inevitability of its own suicide. It is, on the contrary, a conception which, so to say, defines the limit of its own applicability; what it implies is that there is *one* kind of freedom which is inadmissible—the freedom to destroy freedom. The defender of liberty of thought and speech is not morally bound to enter the fight with both hands tied behind his back. And those who would deny such freedom to others, if they could, have no moral or logical basis for the claim to enjoy the freedom which they would deny . . .

“In the professional code of the scholar, the man of science, the teacher, the first commandment is: Thou shalt not knowingly misrepresent facts, nor tell lies to students or to the public. Those who not merely sometimes break this commandment, but repudiate any obligation to respect it, are obviously disqualified for membership in any body of investigators and teachers which maintains the elementary requirements of professional integrity.

“To say these things is not to say that the economic and even the political doctrines of communism should not be presented and freely discussed within academic walls. To treat them simply as ‘dangerous thought,’ with which students should not be permitted to have any contact, would give rise to a plausible suspicion that they are taboo because they would, if presented, be all too convincing; and out of that suspicion young Communists are bred. These doctrines, moreover, are historical facts; for better or worse, they play an immense part in the intellectual and political controversies of the present age. To deny to students means of learning accurately what they are, and of reaching informed judgments about them, would be to fail in one of the major pedagogic obligations of a university—to enable students to understand the world in which they will live, and to take an intelligent part in its affairs . . .”

IF EVERY COMMUNIST admitted he belonged to the party—or if the public, including college teachers and administrators, somehow had access to party membership lists—such a policy might not be difficult to apply. In practice, of course, such is not the case. A two-pronged danger may result: (1) we may not “spot” all Communists, and (2) unless we are very careful, we may do serious injustice to persons who are not Communists at all.

What, for example, constitutes proof of Communist Party membership? Does refusal to take a loyalty oath? (Many *non*-Communists, as a matter of principle, have declined to subscribe to “discriminatory” oaths—oaths required of one group in society, *e.g.*, teachers, but not of others.) Does

invoking the Fifth Amendment? Of some 200 dismissals from college and university faculties in the past fifteen years, where communism was an issue, according to AAUP records, most were on grounds such as these. Only a handful of teachers were incontrovertibly proved, either by their own admission or by other hard evidence, to be Communist Party members.

Instead of relying on less-than-conclusive evidence of party membership, say some observers, we would be wiser—and the results would be surer—if we were to decide each case by determining whether the teacher has in fact violated his trust. Has he been intellectually dishonest? Has he misstated facts? Has he published a distorted bibliography? Has he preached a party line in his classroom? By such a determination we would be able to bar the practicing Communist from our campuses, along with all others guilty of academic dishonesty or charlatanry.

How can the facts be established?

As one who holds a position of unusual trust, say most educators (including the teachers’ own organization, the AAUP), the teacher has a special obligation: if responsible persons make serious charges against his professional integrity or his intellectual honesty, he should be willing to submit to examination by his colleagues. If his answers to the charges are unsatisfactory—evasive, or not in accord with evidence—formal charges should be brought against him and an academic hearing, conducted according to due process, should be held. Thus, say many close observers of the academic scene, society can be sure that justice is done—both to itself and to the accused.

Is the college teacher’s freedom in any real jeopardy?

HOW FREE is the college teacher today? What are his prospects for tomorrow? Either here or on the horizon, are there any serious threats to his freedom, besides those threats to the freedom of us all?

Any reader of history knows that it is wise to adopt the view that freedom is *always* in jeopardy. With such a view, one is likely to maintain safe-

guards. Without safeguards, freedom is sure to be eroded and soon lost.

So it is with the special freedom of the college teacher—the freedom of ideas on which our civilization banks so much.

Periodically, this freedom is buffeted heavily. In part of the past decade, the weather was particularly stormy. College teachers were singled out for

Are matters of academic freedom easy Try handling some of these

You are a college president.

Your college is your life. You have thrown every talent you possess into its development. No use being modest about it: your achievements have been great.

The faculty has been strengthened immeasurably. The student body has grown not only in size but in academic quality and aptitude. The campus itself—dormitories, laboratories, classroom buildings—would hardly be recognized by anyone who hasn't seen it since before you took over.

Your greatest ambition is yet to be realized: the construction of a new library. But at last it seems to be in sight. Its principal donor, a wealthy man whom you have cultivated for years, has only the technicalities—but what important technicalities!—to complete: assigning to the college a large block of securities which, when sold, will provide the necessary \$3,000,000.

This afternoon, a newspaper reporter stopped you as you crossed the campus. "Is it true," he asked, "that John X, of your economics department, is about to appear on coast-to-coast television advocating deficit spending as a cornerstone of federal fiscal policy? I'd like to do an advance story about it, with your comments."

You were not sidestepping the question when you told the reporter you did not know. To tell the truth, you had never met John X, unless it had been for a moment or two of small-talk at a faculty tea. On a faculty numbering several hundred, there are bound to be many whom you know so slightly that you might not recognize them if they passed you on the street.

Deficit spending! Only last night,

your wealthy library-donor held forth for two hours at the dinner table on the immorality of it. By the end of the evening, his words were almost choleric. He phoned this morning to apologize. "It's the one subject I get rabid about," he said. "Thank heavens you're not teaching that sort of thing on *your* campus."

You had your secretary discreetly check: John X's telecast is scheduled for next week. It will be at least two months before you get those library funds. There is John X's extension number, and there is the telephone. And there are your lifetime's dreams.

Should you . . . ?

You are a university scientist.

You are deeply involved in highly complex research. Not only the equipment you use, but also the laboratory assistance you require, is expensive. The cost is far more than the budget of your university department could afford to pay.

So, like many of your colleagues, you depend upon a governmental agency for most of your financial support. Its research grants and contracts make your work possible.

But now, as a result of your studies and experiments, you have come to a conclusion that is diametrically opposite to that which forms the official policy of the agency that finances you—a policy that potentially affects the welfare of every citizen.

You have outlined, and documented, your conclusion forcefully, in confidential memoranda. Responsible officials believe you are mistaken; you are certain you are not. The disagreement is profound. Clearly the government will not accept your view. Yet you are con-

vinced that it is so vital to your country's welfare that you should not keep it to yourself.

You are a man of more than one heavy responsibility, and you feel them keenly. You are, of course, responsible to your university. You have a responsibility to your colleagues, many of whose work is financed similarly to yours. You are, naturally, responsible to your country. You bear the responsibility of a teacher, who is expected to hold back no knowledge from his students. You have a responsibility to your own career. And you feel a responsibility to the people you see on the street, whom you know your knowledge affects.

Loyalties, conscience, lifetime financial considerations: your dilemma has many horns.

Should you . . . ?

You are a business man.

You make toothpaste. It is good toothpaste. You maintain a research department, at considerable expense, to keep it that way.

A disturbing rumor reached you this morning. Actually, it's more than a rumor; you could class it as a well-founded report. The dental school of a famous university is about to publish the results of a study of toothpastes. And, if your informant had the facts straight, it can do nothing but harm to your current selling campaign.

You know the dean of the dental school quite well. Your company, as part of its policy of supporting good works in dental science, has been a regular and substantial contributor to the school's development fund.

It's not as if you were thinking of suppressing anything; your record

to solve? problems.

of turning out a good product—the best you know—is ample proof of that. But if that report were to come out now, in the midst of your campaign, it could be ruinous. A few months from now, and no harm would be done.

Would there be anything wrong if you . . . ?

Your daughter is at State.

You're proud of her; first in her class at high school; pretty girl; popular; extraordinarily sensible, in spite of having lots of things to turn her head.

It was hard to send her off to the university last fall. She had never been away from the family for more than a day or two at a time. But you had to cut the apron-strings. And no experience is a better teacher than going away to college.

You got a letter from her this morning. Chatty, breezy, a bit sassy in a delightful way. You smiled as you read her youthful jargon. She delights in using it on you, because she remembers how you grimaced in mock horror whenever you heard it around the house.

Even so, you turned cold when you came to the paragraph about the sociology class. The so-called scientific survey that the professor had made of the sexual behavior of teen-agers. This is the sort of thing Margie is being taught at State? You're no prude, but . . . You know a member of the education committee of the state legislature. Should you . . . ? And on the coffee table is the letter that came yesterday from the fund-raising office at State; you were planning to write a modest check tonight. To support more sociology professors and their scientific surveys? Should you . . . ?

special criticism if they did not conform to popular patterns of thought. They, and often they alone, were required to take oaths of loyalty—as if teachers, somehow, were uniquely suspect.

There was widespread misunderstanding of the teacher's role, as defined by one university president:

"It is inconceivable . . . that there can exist a true community of scholars without a diversity of views and an atmosphere conducive to their expression . . . To have a diversity of views, it is essential that we as individuals be willing to extend to our colleagues, to our students, and to members of the community the privilege of presenting opinions which may, in fact, be in sharp conflict with those which we espouse. To have an atmosphere of freedom, it is essential that we accord to such diverse views the same respect, the same attentive consideration, that we grant to those who express opinions with which we are in basic agreement."

THE STORM of the '50's was nationwide. It was felt on every campus. Today's storms are local; some campuses measure the threat to their teachers' freedom at hurricane force, while others feel hardly a breeze.

Hence, the present—relatively calm—is a good time for assessing the values of academic freedom, and for appreciating them. The future is certain to bring more threats, and the understanding that we can build today may stand us in good stead, then.

What is the likely nature of tomorrow's threats?

"It is my sincere impression that the faculties of our universities have never enjoyed a greater latitude of intellectual freedom than they do today," says the president of an institution noted for its high standards of scholarship and freedom. "But this is a judgment relative only to the past.

"The search for truth has no ending. The need to seek truth for its own sake must constantly be defended. Again and again we shall have to insist upon the right to express unorthodox views reached through honest and competent study.

"Today the physical sciences offer safe ground for speculation. We appear to have made our peace with biology, even with the rather appalling implications of modern genetics.

"Now it is the social sciences that have entered the arena. These are young sciences, and they are difficult. But the issues involved—the positions taken with respect to such matters as economic growth, the tax structure, deficit financing, the laws

affecting labor and management, automation, social welfare, or foreign aid—are of enormous consequence to all the people of this country. If the critics of our universities feel strongly on these questions, it is because rightly or wrongly they have identified particular solutions uniquely with the future prosperity of our democracy. All else must then be heresy.”

Opposition to such “heresy”—and hence to academic freedom—is certain to come.

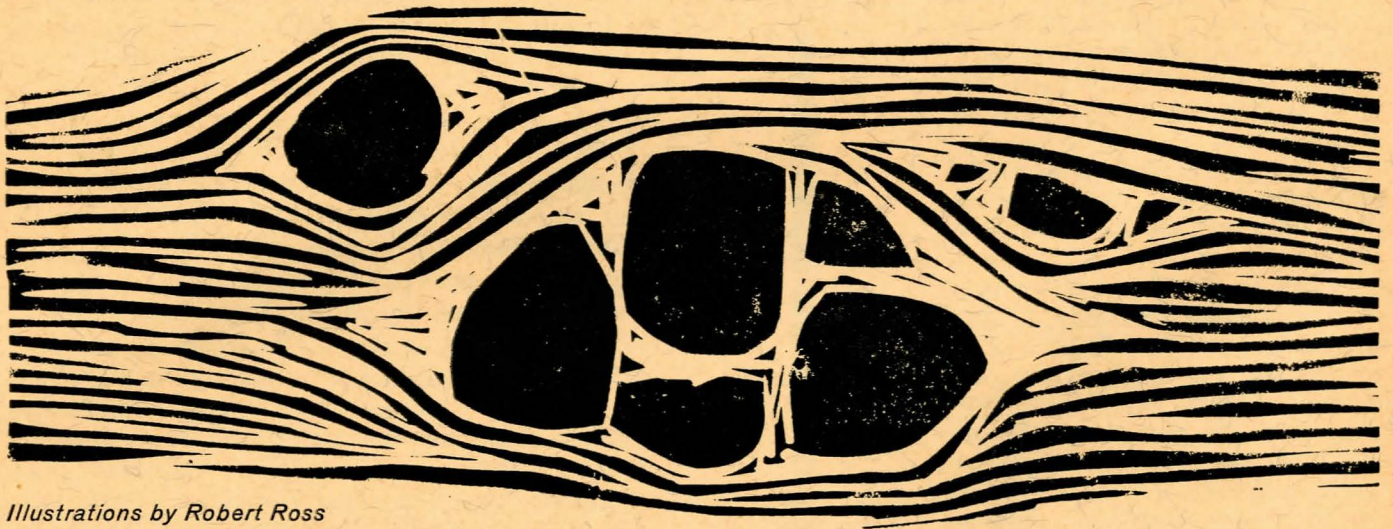
IN THE FUTURE, as at present, the concept of academic freedom will be far from uncomplicated. Applying its principles in specific cases rarely will be easy. Almost never will the facts be all white or all black; rather, the picture that they form is more likely to be painted in tones of gray.

To forget this, in one’s haste to judge the rightness or wrongness of a case, will be to expose oneself

to the danger of acting injudiciously—and of committing injustice.

The subtleties and complexities found in the gray areas will be endless. Even the scope of academic freedom will be involved. Should its privileges, for example, apply only to faculty members? Or should they extend to students, as well? Should students, as well as faculty members, be free to invite controversial outsiders to the campus to address them? And so on and on.

The educated alumnus and alumna, faced with specific issues involving academic freedom, may well ponder these and other questions in years to come. Legislators, regents, trustees, college administrators, students, and faculty members will be pondering them, also. They will look to the alumnus and alumna for understanding and—if the cause be just—for support. Let no reader underestimate the difficulty—or the importance—of his role.



Illustrations by Robert Ross

“What Right Has This Man?”

The report on this and the preceding 15 pages is the product of a cooperative endeavor in which scores of schools, colleges, and universities are taking part. It was prepared under the direction of the group listed below, who form EDITORIAL PROJECTS FOR EDUCATION, a non-profit organization associated with the American Alumni Council. Copyright © 1963 by Editorial Projects for Education, Inc. All rights reserved; no part of this report may be reproduced without express permission of the editors. Printed in U.S.A.

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Alumni Leaders

IN ANNUAL SPONSORS PROGRAM

Southwestern's fourth Annual Sponsors Program officially got under way on March 5 with a double kick-off. Starting gun for the medical division sounded at 7 a.m. breakfast and workers in the other divisions ingested the pep talks more leisurely along with a dinner that evening. Both were held in Catherine Burrow Hall.

Already the special gifts division, headed by Edmund Orgill H'56, who also serves as general chairman for the program, had reported more than \$70,000 in gifts and pledges during 1963.

Some 300 volunteer solicitors all told, about half of whom are alumni, are making calls on Memphis business and professional leaders seeking \$150,000 in supplemental operating funds for Southwestern for the coming year.

Charles Reed '42, chairman of the general solicitation, and six of the sub-chairmen heading divisions are Southwestern alumni: Dr. Davis Brown '34, Frank Campbell '39, John Whitsitt '43, Robert A. Elder '40, S. Shepherd Tate '39, and John Porter '31. Non-alumni chairmen are Dr. Rocco Calandrucchio and Edgar Bailey.

Southwestern alumni received through the mail during March the 1963 Annual Sponsors Program brochure which explains the widening gap between the college's annual operating costs and its annual contributed income. Annual gifts from churches, business and industry, and alumni and other friends have increased by \$140,000 since 1955, BUT operating expenses have gone up \$747,000. It is true that in this period tuition has been doubled (from \$500 in 1955 to \$1,000 for next year) but the tuition still actually pays for only half of the student's educational expense, and the college must furnish the other half from income on endowment and from gifts.

\$150,000 Needed

The \$150,000 goal is designed to help close the gap.

Dr. Alfred O. Canon '44, dean of alumni and development, said some 400 alumni are regularly participating in the Annual Sponsors Program as contributors, many of these also working as solicitors.

"Although this is separate and apart from the regular Loyalty Fund appeal and comprises chiefly gifts from business, industry, and professional men, many of our alumni fall into these categories, and any who wish to join the sponsors' program can do so simply by sending in their check or pledge to the Office of Development with Annual Sponsors Program designated.

"These gifts from alumni will also be credited to the Loyalty Fund and the donor's class percentages. The sponsors' program is not necessarily limited to Memphians. Out of town alumni can also participate."

Alumni Captains

Other alumni who are serving as captains in the ASP include Dr. Robert Ackerman '42, Dr. Lawrence Cohen '45, Dr. W. Edward French '39, Dr. Sheldon Korones SS '44, Dr. C. G. Landsee '41, Dr. James McClure '53, Dr. William Murreh '42, and Dr. Henry Turner '39, all in the medical arts division.

Team captains in the other three divisions include Franklin C. Ellis, Jr. '44, Judd Williford '50, Curt Parham '47, George M. Russell '56, Joe McCoy '37, Fred Beeson '57, William F. Hughes '29, Dabney Crump, Jr. '32, Lee McCormick '37, John Ricker, Jr. '38, Elder Shearon '42, William T. Walker, Jr. '32, William Wooten '43, Mrs. Robert Amis (Lucille Hamer '48), Mrs. Oliver P. Cobb, Jr. (Joye Fourmy '42), Mrs. M. K. Horne (Elizabeth Cobb '38), and Don Owens '37.

COFFEE FOR SOUTHWESTERN WOMEN

The Southwestern Women of Memphis will hold their final meeting of the year, a coffee, at 10:30 a.m. Wednesday, April 10, in the Chi Omega house. A large informal get-together is expected as this group has made great gains in participation this year. Some 65 attended the first meeting and about 60 were present for the February luncheon.

Election of officers for the coming year will be held and plans discussed for the party during commencement week-end honoring this year's graduates.

As before, baby sitters will be available to take care of the youngsters at Evergreen Presbyterian Church across the street from the campus.

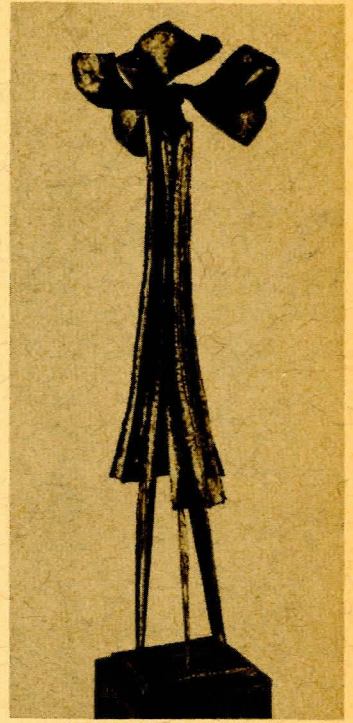
Anthony Takes Top Award

BRETONS is the title of the sculpture by Lawrence Anthony, head of Southwestern's art department, which won \$1,000 purchase prize money as "Best in Show" at the annual Mid-South Exhibition at Brooks Art Gallery in March.

BRETONS is a tall sculpture in hammered and welded steel, depicting three Breton women of the north of France in a tightly-knit little group that makes one form. It will become a permanent part of the Brooks collection.

This was the first year in which sculpture has been included in the Mid-South Exhibition, which is jointly sponsored by Goldsmith's and the Brooks Art Gallery League.

Mr. Anthony, who came to Southwestern in 1961, received his B.A. degree from Washington and Lee University, his M.F.A. from the University of Georgia, and studied in Europe during 1959 and '60. Though sculpture is probably his favorite, he works in a wide range of media.



RECENT GRANTS AND BEQUESTS

Southwestern will receive \$10,000 by bequest from the late Mrs. Robert I. Lane of Memphis, it was announced in March. Lambuth College at Jackson, Tenn., the First Methodist Church of Memphis, and several hospitals and charitable and service organizations also will share in the estate.

Mrs. Lane, who lived at 336 N. Garland, died Feb. 9 at the age of 78. Her husband, who was a well known Memphis accountant, died in 1942. Both had been long time friends of the college.

Union Carbide Recognition Grant

One of ten Recognition Grants from The Union Carbide Educational Fund also came to Southwestern in February. The \$5,000, to be used for the purchase of additional apparatus for teaching purposes, was given "in recognition of Southwestern's teaching in the physical sciences," according to Charles J. Metz, trustee and secretary of the fund.

Dr. Peyton N. Rhodes, Southwestern president, said Union Carbide Corporation was among the first great national firms to recognize the importance of strengthening work in the physical sciences, lending support to science education and encouraging especially gifted students through its scholarship program.

During the five years of the scholarship program, Southwestern had four Union Carbide Scholars, all Memphians—Ed Dorman '58 and Bill Mankin '62, physics majors who are now working on their doctorates at Johns Hopkins; Marshall Jones '59 who will complete his Ph.D. in mathematics at the University of Virginia this year; and Frank G. Morris, Jr., '61, who took his engineering degree at Vanderbilt and is now with Proctor and Gamble in Cincinnati.

Memphis divisions of Union Carbide are the Linde Co., Union Carbide Olefins Co., Union Carbide Consumers Products Co., Union Carbide Chemical Company, and Union Carbide Plastics Division.

Gulf Oil Corporation

A cash grant of \$573 from the Gulf Oil Corporation also has recently been received by Southwestern, one of 676 awards totalling about \$500,000 that Gulf will distribute this year to selected colleges and universities which are privately operated and controlled and which obtain a major portion of their financial support from non-tax sources.

Gulf said the grants are calculated on the basis of a formula which takes into account the quality of the college's curriculum, the effectiveness of its program, and the amount of financial support provided by its alumni.

Burrow Library Receives 165 Gifts

The Burrow Library received 165 gifts during the six months period ending March 1. One contribution was in honor of the two grandchildren of Mr. and Mrs. Harold Goldberg and two were undesignated gifts. The rest were memorials.

The gifts will be used to buy new books, said Albert M. Johnson '30, librarian.

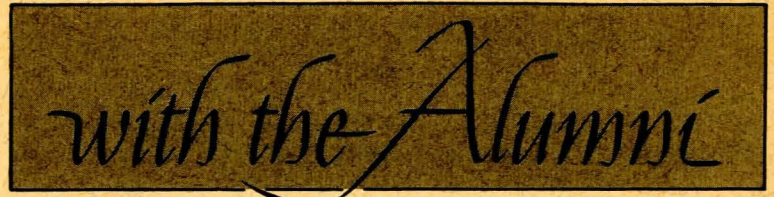
Many of the contributors listed below gave several gifts and several memorials were received for many of the recipients named.

Memorial gifts were received for the following:

| | | |
|---|--------------------------------|----------------------------|
| Mr. Joe Anzelmo | Mrs. Stuart Handy | Mr. John Phillips |
| Mrs. Dudley M. Ball | Mrs. Thomas M. Hayes | Judge Allen Prewitt |
| Mr. Charles Grosvenor Beard | Mr. Charles E. Heckle, Jr. | Mr. Herbert M. Pultz |
| Mr. Morris Berliant | Mrs. McDonald K. Horne, Sr. | Mr. Luther C. Ramsey |
| Mr. Charles P. Bigger | Mrs. Irwin Howell | Mrs. Richard J. Regan |
| Mr. William C. Blanchard, Sr. | Mr. Charles Henry Hull | Mrs. W. R. Rich |
| Mr. David Bloom, Sr. | Mrs. Benjamin George Humphreys | Dr. Jerome P. Robertson |
| Mr. M. W. Bowman | Mrs. W. C. Hunt | Dr. John Ross |
| Mrs. Emily Mallory Buckingham | Mr. Harry B. Hunter | Mr. J. Ellis Ross |
| Miss Flora Carr | Mrs. Sarah A. Jacobs | Mr. Galen Danforth Russo |
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| Dr. Frank P. Cerniglia | Mrs. Albert G. Kimbrough | Mr. John J. Shea |
| Mr. Sam B. Churchill, Sr. | Mr. D. A. Lacy, Sr. | Mr. Carlton Shelby |
| Mr. John D. Crosby | Miss Frances Langford | Mr. V. L. Simmons |
| Mr. Owen W. Daniel | Mrs. F. I. Law | Dr. Harold Sparr |
| Grandchild of Mr and Mrs. Harry Derrmon | Mrs. Kathleen Martin Link | Mrs. John M. Trenholm |
| Mr. Thomas F. Derrick | Miss Frances Lowry | Miss Dorothy Alma Tomlin |
| Mrs. Paul Dillard | Mrs. Sarita A. Mann | Dr. Charles Louis Townsend |
| Mrs. W. L. Douglas | Mrs. Duncan Martin | Mrs. Florence VanNatta |
| Mrs. Bell Pearson Elliott | Mr. John Massa | Mr. Arthur C. Voss |
| Mrs. DeeWitt C. Evans, Sr. | Mr. Thomas H. McCourtney | Mrs. P. S. Weaver, Sr. |
| Mrs. M. E. Finch | Mrs. Louis McDaniels | Mr. Thomas Wellford, Sr. |
| Mr. Robert Holmes Fisher | Mrs. V. L. McDonald | Mrs. Mabel Werth |
| Mr. Charles Karl Frank | Dr. B. M. McKoin | Mr. John Sneed Williams |
| Mr. John L. Graves | Mr. Robert Malcolm McRae | Mr. James R. Winchester |
| Mr. George Gunby | Mr. William L. Mitchell, Jr. | Mr. William A. Wooten, Sr. |
| | Mrs. R. S. Moore | |

Those who contributed were:

| | | |
|--|--|--|
| Mrs. R. Percy Adams | Miss Val Farnsworth | Mr. and Mrs. Wilson |
| Alpha Book Club | Mr. and Mrs. J. Madison Foster | Osborne, Jr. |
| Dr. and Mrs. Robert L. Amy | Mrs. C. K. Frank | Miss Janie V. Paine |
| Miss Mary Anderson | Miss Louise Frank | Mr. and Mrs. John R. Pepper |
| Mrs. Richard H. Anderson | Mr. and Mrs. Charles H. Freeburg | Mr. and Mrs. Russell Perry |
| Mr. and Mrs. Auvergne Blaylock | Mrs. Harry J. Freeburg | Mr. and Mrs. John Alden Pond |
| Dr. and Mrs. Robert I. Bourne, Jr. | Dr. Prentice G. Fulton, Jr. | Mrs. Dorothy Porter |
| Judge and Mrs. Marion S. Boyd | Mr. and Mrs. David B. Gibson, Jr. | Mr. Harry H. Pump |
| Mr. and Mrs. Berry B. Brooks | Mr. and Mrs. Russell C. Gregg | Mr. and Mrs. Ira W. Pyron, Jr. |
| Mr. and Mrs. Toof Brown | Mrs. J. Karr Hinton | Miss Erma Reese |
| Mr. and Mrs. Worthington Brown | Dr. and Mrs. Ralph C. Hon | Dr. and Mrs. Peyton N. Rhodes |
| Mr. and Mrs. Richard Busch | Dr. and Mrs. John D. Hughes | Mr. and Mrs. W. D. H. Rodriguez |
| Mr. and Mrs. C. W. Butler, Jr. | Mr. and Mrs. Oscar Hurt, Jr. | Professor James E. Roper |
| Mr. and Mrs. Samuel C. Caldwell | Mrs. R. A. Ingram | Dr. and Mrs. Danforth R. Ross |
| Dr. and Mrs. Alfred O. Canon | Mr. and Mrs. Hugh Walker Ivy | Mrs. William C. Rucker |
| Mr. and Mrs. John R. Cawthon | Dr. and Mrs. A. Theodore Johnson | Mr. and Mrs. J. T. Saunders |
| Miss Louise Rector Clark | Mrs. Edward N. Johnston | Miss Elisabeth H. Scarborough |
| Mr. and Mrs. Ross B. Clark | Mr. J. Lehman Kapp | Mr. and Mrs. Jack R. Scott |
| Mr. James D. Collier, Jr. | Mrs. J. Albert Kimbrough | Mrs. Robert A. Scott |
| Dr. and Mrs. Granville D. Davis | Mr. and Mrs. Laurence J. Larkey | Dr. and Mrs. Edgar Finley Shannon, Jr. |
| Department of Physics, Southwestern at Memphis | Mrs. Charles K. Lewis | Dr. and Mrs. Arlo I. Smith |
| Mr. and Mrs. Charles I. Diehl and Family | Mr. Sam T. Lowry | Mr. and Mrs. Milton H. Smith, Jr. |
| Mr. Lewis R. Donelson III | Mrs. W. W. Mallory | Mr. J. F. Smithwick |
| Mr. Jerald M. Duncan on behalf of Sigma Alpha Epsilon Fraternity | Mr. and Mrs. George S. Miles | Mr. and Mrs. C. L. Springfield |
| The Egyptians | Mr. and Mrs. Ted Miles | Mrs. Harry G. Thompson |
| Faculty of the College of Music | Dr. F. Thomas Mitchell | Mr. and Mrs. Aubrey L. Tomlin |
| Mr. and Mrs. Sidney W. Farnsworth | Mr. and Mrs. John F. Moloney | Dr. and Mrs. Alvin B. Tripp |
| Mr. and Mrs. Thomas C. Farnsworth | Miss Meredith Moorhead | Mr. and Mrs. Maury Wade |
| Mr. Thomas C. Farnsworth, Jr. | Mr. Goodbar Morgan | Mr. and Mrs. Walker L. Wellford, Jr. |
| | Mr. and Mrs. Henry C. Nall, III | Mr. and Mrs. E. L. Williamson |
| | Dr. and Mrs. Charles H. Nash, III | Mr. and Mrs. Richard Wurzburg |
| | National Cottonseed Products Association, Inc. | |



Class of 1908

Edwin L. Carney of Clarksville, Tenn., wrote to point out the omission of **William McMillan Rogers '11** in the listing of Southwestern's Rhodes Scholars in the previous News. Mr. Rogers, who died in 1951, was a former president and chairman of the Birmingham Electric Co.

Alumni records show that he attended Southwestern at Clarksville in 1907-08, and later studied at Oxford on a Rhodes Scholarship after graduating from Mississippi State. He remained an interested and loyal Southwestern alumnus throughout his life.

Class of 1930

Married: **Dr. Gerald M. Capers** and Mrs. Roberta M. Alford, Dec. 27, in New Orleans. Gerald is chairman of the history department at Newcomb College of Tulane University and the author of "Biography of a River Town: Memphis, Its Heroic Age." Mrs. Capers is chairman of the art department at Tulane. Their address is 244 Vinet in New Orleans.

Class of 1931

Southern Methodist University of Dallas, Tex., has named a section of one of the men's large dormitories "Baine House" in honor of the late **Dr. Ogden Baine**, who died April 23, 1962. At the entrance is a picture of Dr. Baine with a biographical sketch. The memorial fund which has been accumulated from gifts will be used to support one of his favorite student projects, "Scholarship Funds." At the time of his death he was the head of the chemistry department at SMU and had formerly taught chemistry at Southwestern. **Mrs. Baine**, the former **Emmie Vida Slaughter '38** is Dean of Women at SMU. She and her two children live at 6715 Golf Drive in Dallas.

Class of 1932

Dr. Joseph C. Mobley is the newly elected president of the Memphis Obstetrical and Gynecological Society. He is an assistant professor of obstetrics and gynecology at the University of Tennessee College of Medicine and, with his wife and three children, lives at 2240 N. Parkway.

Class of 1934

Dr. Joseph S. Waller is Rabbi of the Congregation Adath Israel in Louisville, Ky., and was recently elected to the Louisville School Board. His address is 612 Cressbrook.

Class of 1936

Southwestern's **Dean Jameson M. Jones** has been appointed to a three-year term as a member of the Memphis and Shelby County Planning Commission. He was chosen unanimously by the mayor and city council.

Class of 1937

Deceased: **Catherine Orr Ball (Mrs. Dudley M.)**, Jan. 1, 1963, in Memphis, after a long illness. Her daughter, **Susan**, is a sophomore at Southwestern.

Class of 1938

Deceased: **Gilbert Dumas (Gus) Pitt**, Dec. 7, in Leland, Miss. The former Lynx football star was employed by the Mid-South Chemical Co. and was a past president of the Leland Chamber of Commerce.

Deceased: **Mrs. John C. Turley, Jr. (Katherine Roberta Matthews)**, Feb. 24, at her home, 64 Cherry Lane, in Memphis.

Class of 1939

The Rev. Bruce A. Crill, pastor of the First Methodist Church in Mayfield, Ky., was recently honored by Burton College and Seminary, Manitou Springs, Colo., with the doctor of divinity degree. Bruce formerly served pastorates in Memphis and led the building drives that brought the city two new church structures, St. Matthew's and Schoolfield Methodist Churches.

Alvin Wunderlich, Jr., president of National Burial Insurance Co., has been named chairman of the industrial department of the Memphis Chamber of Commerce, with responsibility for promoting Memphis' industrial opportunities.

Class of 1940

Walter J. Hearn, who retired more than a year ago from the Air Force as a Lieutenant Colonel, is now an insurance agent with the Massachusetts Mutual Life Insurance Co. in Nashville and in 1962 was named "Agent of the Year." Walter and wife Mary have three teenage daughters and live at 503 E. Bellevue Dr. in Nashville.

Class of 1942

Dr. Robert C. Meacham represented Southwestern at the inauguration of William Howard Kadel, the first president of the Florida Presbyterian College, Jan. 18, in St. Petersburg. Robert and his wife (**Katherine Miller Meacham '43**) live at 1231 Serpentine Drive in St. Petersburg.

Class of 1943

Class Baby: **Mr. and Mrs. Robert H. Beasley, Jr.**, have a third daughter, **Miriam**, born Jan. 13. The family lives at 812 Lee Ave., Lookout Mt., Tenn.

Class of 1946

Dr. John Baird Morris moved to Memphis in February to fill the newly created post of academic dean at Memphis State University. He will coordinate all academic programs of the university's schools and will work with the research program. Formerly director of institutional research at the University of Mississippi, John is also president of the Mississippi State Psychological Association. He and his wife Ann and their four children are living at 3673 Norriswood in Memphis.

Class Baby: **Mr. and Mrs. James Manire (Natalie Latham)** are the parents of their first daughter, **Natalie Latham**, born Nov. 25, 1962. With their two older sons, **James, Jr.**, 10, and **Michael**, 8, the Manires live at 4401 Cherrydale in Memphis.

Peter Taylor '39, who has become one of America's best known writers, particularly of short stories, was guest speaker at Southwestern's Institute for Executive Leadership Feb. 27.

He read to these businessmen who come out to the campus for a morning of study and discussion each week two of his forthcoming stories, one of which will appear soon in *The New Yorker*, and had intended reading from the script of the new play on which he is still working, but the discussion of the stories was so lively that it took up the entire time and he never got around to it.

The play is a product of Peter's year's study in England in 1960-61 on a Ford Foundation grant.

Peter attended Southwestern two years, then went to Vanderbilt and finally to Kenyon College, where he got his degree and where he is now teaching. His parents, Mr. and Mrs. Hillsman Taylor, live in Memphis. This is the third year that he has appeared on the program of the Institute for Executive Leadership.

Mrs. Earl J. Cantos (Irene Trifiatis '44) has been chosen "Citizen of the Year" by the San Diego Masonic Club, "in recognition of the contribution she has rendered to charity groups and our community in general."

Irene writes that her life has been an exciting one, both in her family and community experiences. Her husband Earl was recently elected 1963 president of the San Diego County Bar Association and their children, Rita, 15; Earl, Jr., 6, and Roxanne, 2, seem to be as musically talented as their mother.

Both Earl and Irene have continued their interest in music. Irene sings the year round for a variety of programs, but her most thrilling experience was singing for the King and Queen of Greece in Los Angeles several years ago. Earl has been president of the San Diego Opera Company for three years.

The Cantos live at 6995 Galewood St., San Diego, Calif.

Class of 1947

Dr. John Gilliam Hughes, Jr., is head of the music department and chairman of the division of Fine Arts at Union University in Jackson, Tenn., where he has lived for the past ten years. In addition to doing graduate work at the Juilliard School of Music and New York University, John received the Ph.D. degree from Florida State University in 1961. In the same year he studied at Academia Musicale Chigiana in Siena, Italy, and has given organ concerts throughout the United States.

Class Baby: Dr. and Mrs. William T. Windham ("Westy" Tate) have a third child, Rebecca Bates, born Dec. 22, 1962. The family, including Diane, 10, and Tony, 2, lives at 1419 North Tennessee Boulevard, Murfreesboro, Tenn.

Class of 1948

Class Baby: Mr. and Mrs. Warren Fleming (Phyllis B. Wellford) have a year-old son, Clyde Warren II, born Feb. 22, 1962. They also have a new address, 4665 Millbrook Dr., N.W., Atlanta 5, Ga.

Deceased: **Dr. George Meshew** of Mounds, Ill., died Jan. 5 of a heart attack while vacationing in Florida.

Class of 1949

Marvin H. Hawks is a member of the new Memphis law firm of Winchester, Goff, Winchester, Hawks, and Walsh, with offices in the Commerce Title Building. Marvin and his wife (**Mary Belle Pritchard '48**) live at 4172 Barfield Rd.

Dr. Billy Marks Hightower and his wife (**Hilma Seay '48**) have moved to Rochester, Minn., with their four children, where Billy Marks is a staff member at the Mayo Clinic. Their address is 1205 E. Silver Lake Dr.

Class of 1950

The Rev. and Mrs. James D. Caldwell and family have moved to Seminole, Tex., where Jim is the new minister of the First Presbyterian Church. Another announcement from the Caldwells is the birth of their third son, Clifton Brady, Dec. 31, 1962. Their Seminole address is Box 1077.

Ann Brown Field began a new television show on Feb. 1, WMCT's "Hi-Noon," a lunchtime production featuring interviews and features, talks and tours, financial tips and just about everything else deemed interesting to women. The show is chiefly live and Ann's partner is emcee Dick Potter. Memphis and the Mid-South will be the locale.

Joe Meux has been elected moderator of the student body of Louis-

ville Presbyterian Seminary, where he is a senior. Joe is a native of Memphis.

The Rev. Richard C. Tumilty has been appointed chaplain at the Annie Wright Seminary and vicar of St. John's Church in South Tacoma, Wash. Richard took his master's degree in sacred music at Boston University and, after service in the air force, received his theological training at the General Theological Seminary in New York. He has served pastorates in Episcopal churches in California and his new duties at the girls' seminary include teaching both music and Bible.

Deceased: **Ben L. Tutt, Jr.**, Jan. 21, in Memphis. Ben was manager of the Meadowbrook Country Club in West Memphis, but lived in Memphis at 1216 Peabody.

Class of 1951

John M. Clark, Jr., has moved from Memphis to Chicago, following his appointment as manager of promotional services for the Midwestern region of International Business Machines Corporation. In his new position John will head sales promotion activities of the company's regional data processing sales force. Mrs. Clark is the former **Gale Reynolds '51**.

Class of 1953

The Rev. C. Allen Cooke was elected in January to the Bishop and Council, the governing body of the Tennessee Diocese of the Episcopal Church, at the 131st annual convention of the Episcopal Diocese of Tennessee. Members of the Standing Committee include **Dr. Donald Henning**, recipient of the honorary Doctor of Humanities degree from Southwestern in 1953, and **Charles M. Crump '34**. Allen, who is rector of St. Thaddeus Church in Chattanooga, has a new son, Tavenor Allen, their second child, born Oct. 2, 1962.

Class of 1955

Rachel Goppel Norment (Mrs. Owen) writes that her family has moved to Hillsboro, N. C., where Owen is attending Duke University to work on a doctorate in religion. Rachel is teaching in the town elementary school and daughter Marcia is a student in nursery school. The Norments' address will be Route 1 in Hillsboro for the next two or three years.

Class Baby: Robert Gill Gillespie, III, was born in Jackson, Miss., Dec. 19, to Mr. and Mrs. **Robert G. Gillespie, Jr.** Bob is a member of the law firm of Wells, Thomas & Wells, 900 Lamar Life Building, P. O. Box 158, in Jackson.

Class of 1956

George M. Harmon will receive a doctorate in business administration in June from the Harvard Graduate School of Business Administration, where he is now a research associate. In the summer he will join the faculty of Syracuse University as assistant professor of transportation and business administration. George's address is 112 Holden Green, Cambridge 38, Mass.

Claude Trusty is taking courses at the University of California while employed full time in inorganic research and development by Merck and Co., Inc., of San Francisco. Claude's address is 800 Memorial Dr., No. 40, South San Francisco, Calif.

Class of 1957

Dr. Ralph V. Turner has received the Ph.D. degree from Johns Hopkins University and is now an instructor in history at Florida State University in Tallahassee.

Class Babies: Mr. and Mrs. William Warner (Suzanne L. McCarroll) are the parents of their third son, **Bruno McKie**, born October 8, 1962, in Louisville. The Warners live at 1265 Basset, Louisville 4, Ky.

The Rev. '56 and Mrs. Donald M. Williamson (Grace Morris) are parents of twin sons, **John Morris** and **Michael Ballard**, born Aug 20, 1962. Don is now curate of St. John's Episcopal Church in Knoxville, where they moved at the first of this year.

Class of 1958

Robert L. Booth, Jr., is now working with the First National Bank of Memphis. Bob and his wife, **Beverly Dotson '60** have two sons, **Richard**, two and a half, and **William**, born Dec. 10, 1962. The family lives at 4985 Dowling Cove.

Lt. Robert Neil Templeton gets around the world a good bit aboard the submarine **Carp (SS338)** and says he runs into other Southwesterners often. In Milan, Italy, he looked up **Lewis Murray** who is with the American Consulate there and who took him sightseeing and out to dinner. Back in this country, in downtown Louisville he ran into **Dean of Women Anne S. Caldwell '51**, learned that she was returning to Memphis the next day, and drove her down.

Married: **Frank Edward Stafford, Jr.**, and **Elizabeth Rutherford Elliott**, Dec. 16, in Memphis. The couple is at home in Nashville, where Frank is with the Third National Bank.

Class Babies: Mr. and Mrs. Charles S. Fee (Wanda Beaver) are the parents of their first child, a daughter, **Laurie Beaver**, born Dec. 16, 1962 in Memphis. Wanda received the M.A. degree in English from Memphis State last June. The family lives at 1680 Claire, Memphis 27.

The Rev. and Mrs. Bruce Green (Dolly Cooke) write that their daughter, **Alice Elizabeth**, was born July 14. The family's address is P. O. Box 561 in Copperhill, Tenn.

Class of 1959

Robert B. Everett has a teaching fellowship in the history department of the University of Georgia. Bob and wife **Becky Barksdale '63** live at 2070 Jefferson Road in Athens, Ga.

Two former classmates are now teaching science in Tennessee. **Janet Klow Gardner (Mrs. George)** received the M.S. degree from the University of Tennessee in 1961 and is now an instructor in chem-

istry at Memphis State. Her address is 689 Adams, Apt. 10. And **John Oxley** is teaching science at the Battle Ground Academy in Franklin, Tenn.

Two former Southwestern classmates were graduated in December from the University of Tennessee Medical School. Hanging up new diplomas are **Dr. Haller S. Henderson III**, 2261 Madison, and **Dr. Frank F. Splann, Jr.**, 609 Normal.

Lamar Rickey Parker (Mrs. Tom) had the leading role in Memphis' Front Street Theater's production of "Come Blow Your Horn," which had a ten-day run in January. Lamar, a former television personality and Front Street actress has been away from Memphis since marrying artist Tom Parker and becoming the mother of two small sons. She has worked toward her M.A. in theater at the University of Iowa, and appeared in summer stock at Arrow Rock, Mo. Tom is now an art instructor at Wisconsin State in Whitewater, Wis. While visiting her parents in Memphis over the Christmas holidays Lamar read the script for "Come Blow Your Horn" and decided to stay over and do the show.

Class of 1960

Dr. Harris Rotman received his M.D. degree from the University of Tennessee Medical School in December. He lives at 146 E. Gage in Memphis.

Class Babies: Lt. '59 and Mrs. Charles Ames (Marilynn Smith) have announced the arrival of daughter **Kathryn Paine**, Oct. 17, 1962. The family's address is MOQ 3109, Camp Lejeune, N. C.

Dr. '59 and Mrs. Joe C. Boals (Anne Goodwin) have their first daughter, **Anne Leigh**, who is almost a year old. Joe was recently graduated from U. T. Medical School and the family, which also includes two sons, lives at 2453 Union Extended.

Lt. (j.g.) and Mrs. Paul Hollingsworth have a daughter, **Jennifer Leigh**, born Oct. 31 in Yogosuko, Japan, where Paul is stationed with the navy. He is on the Admiral's staff. Paul and wife Judy have a son, **Thomas**, who is three.

Dr. '58 and Mrs. Eugene McKenzie (Gwynne Salmon) have a new daughter, **Susan Lynn**, born Nov. 6. The family's address is 2162 Albany Ave. in Memphis.

Class of 1961

Dr. James Talbert Johnston was graduated from the University of Tennessee Dental School in December. His Memphis address is 760 Brower.

Daniel C. Whipple, who has worked in several areas of production and service with the Personnel Center of America, was recently chosen as one of 50 top salesmen honored by the Memphis Sales Executives Club at the club's annual Distinguished Sales Award banquet in December. He also received a master's degree from Memphis State in February with a major in psychology and minor in math. Dan's address is 4900 Lake Drive.

Married: **Martha "Marty" Barret** and **Sanford Hewitt Morrow III**, Nov. 24, in Memphis. Bridesmaids included **Faye Quinn '61**, **Mrs. Barclay McAden (Marian Hardy '61)** and **Mrs. John Coleman (Sally Cross '60)**. Assisting at the reception were **Barbara Yost '63** and **Mary Ann Duke '63**. Marty is teaching school in Memphis and

A busy musician and composer who is doing exciting experimental things in his field on the New York scene was back in Memphis when the Memphis Symphony presented one of his compositions in a February concert.

Joe Scianni '49, a biology major who graduated with a B.S. degree, went on to the Eastman School of Music for a Master of Music degree in theory, then a doctorate in musical arts in composition, has been a highly successful composer and a producer for Columbia Records for the past four years.

He is presently doing the musical score for an art film, "The Searcher," which is the story of an ex-New Yorker who comes back after an absence of several years. It's a stream of consciousness type narrative with his present observations in black and white film and his recollections of the past in technicolor.

Joe's work was featured in a Town Hall concert last May. Numbers included chamber music, one for flute and one for piano, and one electronic mutation entitled "Horizon South." This number featured only one performer playing the contrabass along with pre-recorded parts electronically mutated which came from four speakers on stage.

Joe was visiting his Memphis parents, Dr. and Mrs. Joseph L. Scianni, 1429 Madison. His New York address is 46 Bank St., Apt. 5.

she and Hew have set up housekeeping at 1172 Linden.

Married: **Margaret Ann Hockensmith** and **Alan H. Saunders**, Dec. 20, 1962. During the summer Margaret made a second trip to Europe, visiting 20 countries, and visited at Aix en Provence, where she spent her junior year. She and Alan are living in Norfolk, Va., at 215 Warren St., Apt. 7.

Married: **Carole Louise Rainey** and **Ens. George William Freeman III**, in Nov. at the Raleigh Presbyterian Church. Before her marriage Carole attended the Presbyterian School of Christian Education in Richmond, Va. The couple is living in Long Beach, Calif., at 2401 Magnolia Ave., Apt. 9.

Married: **Adele Bradley Wolf** and **Guido Grilli, Jr.**, Dec. 26, in Memphis. The couple is living in Daytona Beach, Fla., where Guido is training with the Milwaukee Braves baseball organization.

Class Babies: Mr. and Mrs. **James M. Payne (Susan Taylor)** have a

new daughter, **Helen Leigh**, born Nov. 14 in Memphis. Their address is 3245 Johnson Cl., N.

Mr. and Mrs. **David W. Saxon III (Mimi Gardner Phillips)** have a son, **David William IV**, born Sept. 19 in Memphis. Their address is 1531 Poplar Ave.

Class of 1962

Jeanne Ligon is living in Dallas, Tex., doing research work with the Graduate Research Center of the Southwest. She was graduated from S.M.U. last spring with a math major.

Married: **Marlene Peeples** and **Willis B. Howard, Jr.**, '61, on Nov. 24 at the Woodlawn Presbyterian Church in Birmingham, Ala., just after Bill was commissioned a second lieutenant in the army following graduation with honors from the Artillery and Missile Officer Candidate School at Fort Sill, Okla.

Officiating at the ceremony was **Dr. James M. Gregory '33**. Other Southwesterners in the wedding

were **Susan Huffman '62**, a bridesmaid, **Harry Swinney '61** and **Richard Ward '61**, groomsmen. **Margaret Minyard '62** was the violinist and **Diane McCullough '62** was the vocalist. Assisting at the reception were **Gretchen Smith '62**, **Jeanne Gregory '64**, and **Mrs. Wayne Lowery (Mary Glasgow '62)**. **Marlene** and **Bill's** address is 1702 Taylor, Lawton, Okla.

Married: **Robin Malcolm Stevenson** and **Mary Ann Mercer**, Dec. 22 in Memphis. Robin attends the University of Tennessee College of Medicine and he and Mary Ann are living at 3107 Yale. Robin's groomsmen included **Travis Cassanova '60** of Rolling Fork, Miss., and **Jimmy Finley '62** of Nashville.

Class of 1963

Married: **Glenlee Ferguson** and **Dr. Sam Taylor Barnes**, Feb. 9, at St. Mary's Cathedral in Memphis. Glenlee's attendants were **Mary Sue Packer '64** and **Betsy Pettit '66**. After a wedding trip to a Pennsylvania ski lodge the couple is living in Washington, D. C., where Sam is a captain in the Medical Corps stationed at Walter Reed Hospital.

Married: **Patricia Ruth Loeb** and **Cecil Thomas Martin** of Miami, Fla., Dec. 30 in Memphis. Patsy's only attendant was **Laura Smith '63**, and **Mary Ann Gordon '63** assisted at the reception. The couple is living in Miami, where Cecil is a technical representative of Tripp Chemicals, Inc. and is with Everglade Paper Co. Their address is 1840 S.W. 92nd St.

Married: **Elizabeth Agnes (Bette) Stephens** and **Frank Thomas Cloar**, Dec. 15, at Bette's home in Laurel, Miss. **Susan Chalfant '63** of Vicksburg was maid of honor and best man was **Paul Jackson '62** of Clinton, La. Wedding guests included **Libby McGavock '63** and **Bob Fey '63**. Bette and Tommy have set up housekeeping at 292 East Parkway North and he is attending graduate school at Memphis State.

Married: **Doreen Vernotzy** and **Michael Ray Williams**, in a December wedding in Natchez, Miss. **Dodo** and **Mike** are living in Mem-

phis, where he attends the Memphis Academy of Arts.

Class of 1964

Married: **Sonia Maria Macaes** and **William Lowry Burnett, Jr.**, Feb. 2, at St. John's Episcopal Church in Memphis. They have set up housekeeping at 518 East Parkway North. Before her marriage Sonia was a conversational assistant in the college's Spanish and Portuguese departments in addition to her own studies.

Married: **Diana Morgan Mann** and **Frank Eugene Reid**, Dec. 29, in Memphis. Diana's bridesmaids included **Sally Cunningham '63** and **Dorothy Hicks '61**. Frank is a law student at Memphis State and Diana is working for **Dr. McCarthy DeMere '39**.

Married: **Judith Lain Watt** and **Ernest G. Maples, Jr.**, in a February wedding at Trenton, Tenn. Ernie was graduated at semester and is continuing his studies at Memphis State.

HONORARY

Edward J. Meeman H'60, editor emeritus of the Memphis Press-Scimitar, received the gold medal National Human Relations Award of the National Conference of Christians and Jews at a Memphis dinner in his honor Feb. 26. Secretary of Commerce Luther Hodges made the dinner address, and the medal and citation were presented by another honorary Southwestern alumnus, former mayor of Memphis **Edmund Orgill H'56**. Also present to honor Mr. Meeman were Tennessee Senators **Albert Gore** and **Estes Kefauver**, **Clarence Streit**, president of Federal Union, Inc., and author of two widely read books on Atlantic Union, and 850 of Mr. Meeman's Memphis friends and admirers.

Mr. Meeman, who retired this year from the active editorship of the newspaper which he has headed for many years, remains a regular contributing member of the editorial staff and recently was named conservation editor for the entire Scripps-Howard chain.

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