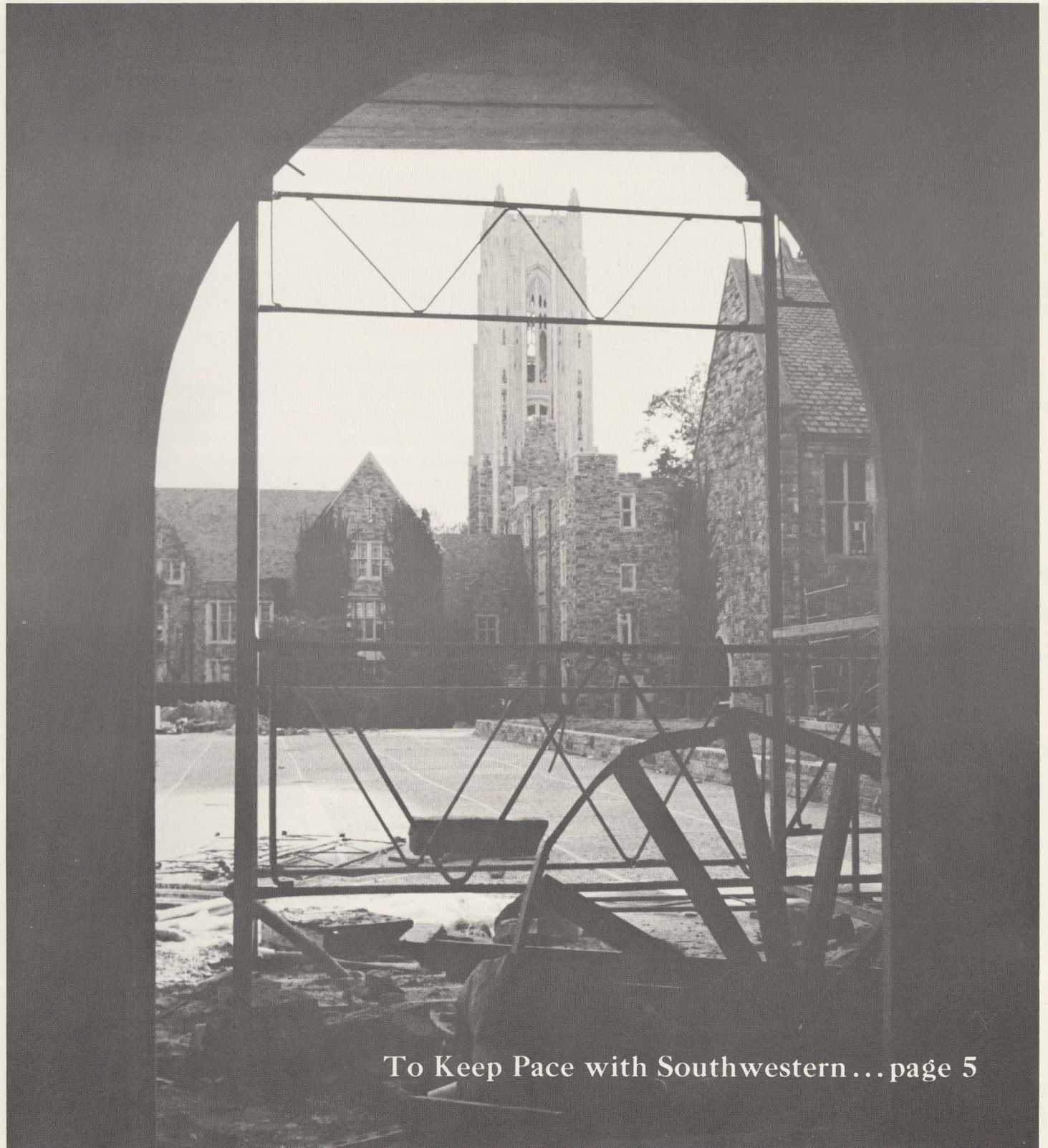


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# Southwestern News



To Keep Pace with Southwestern...page 5



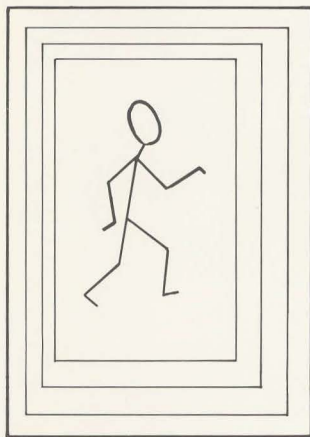
## What Does Your College Do for You?

### *Placement and Career Counseling*

Many graduates don't realize that the college offers them free career placement. The service, computerized and nationwide, is called GRAD. For more information, call or write Dr. Fred D. Pultz, Director of the Guidance and Placement Center.

Alumni considering a change of occupation may also obtain career counseling at the Center, which further provides Southwestern students with part-time and summer work, information on graduate and professional schools, and interviews with recruiters offering positions in business, industry, government, and teaching.

### *Continuing Education*



"get out of your Box; add a new dimension to your life; join a study-discussion group,"

thus reads a recent newsletter from the Adult Education Center. New study-discussion groups offered include: MAN'S SEARCH FOR HIMSELF, seven sessions on alternate Wednesday evenings; MORAL ISSUES IN MODERN MEDIA, ten sessions, Monday evenings; THEATRE AS A REFLECTION OF SOCIETY: WHERE DO WE GO FROM HERE?, seven sessions, alternate Thursday mornings; THE RELIGION AND PHILOSOPHY OF THE EAST, eight sessions, first and third Thursday mornings; POLITICS 1968, ten sessions, Tuesday evenings.

If you want to know more about what is available to you through this department of your college, write to the Adult Education Center, Southwestern At Memphis, 2000 North Parkway, or call 272-6606.

## Dr. Lyons Wins Grant

Dr. Harold Lyons, professor of chemistry, has received a grant of \$15,594 from the National Institute of Arthritis and Metabolic Diseases to continue a project concerned with the aging processes and diseases of the human intervertebral disc. Miss Fay Quinn '61 has been working on the project with Dr. Lyons. Miss Quinn's work constitutes her doctoral research; she expects to receive her Ph.D. degree from the University of Tennessee this summer.

## National Science Foundations Grants Undergraduate Research Participation Program

### *Chemistry*

Dr. Richard Gilliom, associate professor of chemistry, will direct an \$8,400 grant which will be applied to research problems in the areas of mechanisms in free radical chemistry, electrochemistry, electrophilic substitution, and analytical biochemistry. Inquiry will be supervised by members of the chemistry department, Dr. Gilliom, Dr. Raymond Vaughn, Dr. Harold Lyons, and Dr. Helmuth Gilow. Six outstanding chemistry majors will be chosen to participate.

### *Biology*

Dr. Robert L. Amy will direct a \$6,500 grant to the biology department, which will allow highly qualified students to gain first-hand research experience during the coming summer. Other members of the biology department who are participating in this study are Dr. Arlo Smith, Dr. Julian Darlington, and Dr. Charles Warren. Five biology majors have been selected to participate. John Judd, a senior, will accompany Professors Smith and Darlington June 5-July 24 in a mobile environmental laboratory study of various ecological parameters at four sites in the states of Texas, Oklahoma, Arizona, and Colorado. Two juniors, Linda Yates and Christopher Amy, will work with Dr. Warren: Miss Yates, in the area of physiological studies on the development of a water mold; Amy, on the effects of selected carcinogens on animal cells grown in culture. Linda Blackard and Chester Heard, both of whom are in their junior year, will work with Dr. Amy on problems related to the effects of radiation on the development of an insect embryo.





# Southwestern News

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## Alumni Join Staff

Gene Canestrari '50 is admissions counselor. Mr. Canestrari, a member of the Memphis Presbytery, has served pastorates in Ripley, Tennessee, Houston, Texas, and Memphis. He is a Phi Beta Kappa and holds the B.D. degree from Yale and the Th.M. from Union Theological Seminary in Richmond, Virginia.

Camille Deaderick '57 has joined the Southwestern staff as director of physical education for women, replacing Mrs. Jack Brock, the former Madelyn Richardson, who recently retired after 14 years at the college. Mrs. Brock's decision to retire came after her marriage to Dr. Brock last fall. Miss Deaderick is one of her former pupils and a close friend, having served as Mrs. Brock's assistant at her summer day camp on the Southwestern campus for several years. Miss Deaderick, who taught in the Lower School at Hutchison, local girls' preparatory school, from the time of her graduation from Southwestern until accepting her new position, is active in Girl Scout work and teaches Sunday School at Idlewild Presbyterian Church.

## Singers Tour

The Southwestern Singers wound up their annual spring tour as a near record 17 inch snow blanketed the campus in March. The group, under Tony Garner's direction, toured Tennessee from its western boundary to the Smoky Mountains, with an appearance before a joint session of the state legislature in the capital as one of several highlights. Included in their tour were First Presbyterian Churches in Nashville, Franklin, Lewisburg, and Brownsville, Fountain City Presbyterian Church in Knoxville, and Central Presbyterian in Chattanooga. They also gave concerts in Murfreesboro, Maryville, and Chattanooga high schools. Three members of the troupe, Jim Vardaman, John Williams, and Susan Duke, spoke briefly about life at Southwestern at each evening concert. All was not work for the Singers, however. Members toured the "Hermitage," Andrew Jackson's home near Donelson, and enjoyed some free time in Gatlinburg, "Gateway to the Smokies." Richard Park '59 arranged three treats for them in Chattanooga: a visit to Confederama, fabulous recapitulation of the Civil War Battle of Missionary Ridge, a visit to Ruby Falls, and a trip up Lookout Mountain in the "steepest incline" car in the world. Other faculty and staff members traveling with the group, in addition to Mr. Garner '65, were David Ramsey '61, accompanist, Mrs. Nell E. Johnston, and Gene Canestrari '50, admissions counselor.

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Editor Jeannette Hollenberg Birge '42

Photographs on both front and back covers by F. J. Hurley.

**ON THE COVER:** Palmer Hall, the Richard Halliburton Memorial Tower, and a bit of the old Science Hall seen from Frazier Jelke Science Center during construction. For more information about what is happening at the college, read "To Keep Pace with Southwestern," page 5.

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*The late William McBurney addressing the Class of 1940, April 24, 1965. Left to right, Mrs. Charles Freeburg, McBurney, Harold Falls, Mrs. Peyton N. Rhodes, Dr. Rhodes.*

*Bill McBurney died December 2, 1967.*

*These are the words he spoke at his class's 25th reunion.*

*Words that recapture the magic of time gone by for alumni of the thirties and forties . . .*

*Words all alumni will enjoy . . .*

*For McBurney was a master of words . . . an imaginatively perceptive, articulate individual, skilled in persiflage: a wit.*

*He set an enviable record at Southwestern, and earned the M.A. and Ph.D. degrees at Harvard, with time out for US Army Counter-intelligence service during World War II. Later, he taught English Literature at William and Mary. From 1958 until his death last winter he was a member of the University of Illinois faculty.*

*Southwestern honored McBurney with a Phi Beta Kappa Key in March of 1966, but in the final analysis it is men of his stature who do honor to the college.*



# The Case of the Lost Class

by William Harlin McBurney

At first I *was* pleased to be asked to speak at this Silver Anniversary, which is the first Alumni Day I have attended.

My long absence has various explanations. On our fifth class reunion I was abroad doing the Grand Tour in uniform in Germany. In 1950 I was doing what college teachers call "*research*" in Paris, in 1955 I was teaching in Virginia, in 1960 I was in the hospital, and now I am at the University of Illinois, turning myself into a lovable campus character by such devices as wearing half-glasses (hard to do with 27,200 in the English Department).

Meanwhile many of you have been able to return often or annually for these events. Those who live in Memphis must see each other occasionally. And some of you, I notice from the data sheet, see each other every evening. I have not been so fortunate, and as a result, your invitation to speak has caused me a great deal of anguish and expense, which explains why I said that *at first* I was pleased to be asked.

Three or four weeks ago my phone rang and a voice claiming to be Charlie *Freeburg* in Memphis said that his *wife*, Catherine *Moore*, wanted to speak to me. This seemed rather curious but I agreed to speak to Mrs. Moore. Then my troubles began. She had artfully arranged to call about cocktail time, and I found myself glibly agreeing to give—oh sure—"A *brief* talk, something *not too serious*."

As far as brevity goes, she should have known better, since it is an established fact that professors can only think in 50-minute time spans and can only be stopped by the sound of a bell. But don't worry . . .

I put down the phone, smiled at the thought of being an Old Grad, or whatever they're called in college novels, and suddenly realized that a quarter of a century had passed since I had seen the Class of 1940. The realization made me speechless, more-or-less, and my mind went blank.

Who *was* in my graduating class? Who was class president? Who, for that matter, was in my fraternity that year? Who lived in Robb Hall? Who was my roommate? Was I ever at Southwestern?

It was no use. I had to lie down. All that I could remember was that Dr. Diehl was President. Nothing else. Professors may be absent-minded, but to misplace entirely 65 people one presumably knew for four years, and to misplace the four years, too, is a serious matter. So I must ignore the second part of the invitation—"Something not too serious"—and, since it is really your fault, speak briefly about my nervous breakdown, which will undoubtedly appear in psychiatric journals as "The Case of the Lost Class."

I spent several sleepless nights of remembering *no* one but Dr. Diehl, and finally I decided I needed professional help. The analyst told me to dig up something tangible from this blank period, which might help me remember. So I dug and finally unearthed a cardboard box labeled "Southwestern."

Opening it, on the top level, I found several short stories, written for Prof. McIlwaine and signed with my name, and part of a play called *The Obsidian Butterfly*. It is just as well that the play was unfinished, since the first act alone called for a complete Aztec pyramid, a live volcano, and several human sacrifices. The author, whoever he was, would probably have found it expensive to stage, and voluntary sacrificial victims might have been hard to find. The short stories I must say were excellent—since they were written either by William Faulkner, Ernest Hemingway, Eudora Welty, D. H. Lawrence, or by some clever imitator who had signed my name.

If they had been mine, I would have exclaimed as Jonathan Swift did on rereading, years later, something he had written in his youth: "God, what a genius I was then!"

But, since, as a sophomore I surely knew very little about murder, suicide, incest, and worse, I had to abandon the short stories, and dig deeper.

The next thing to turn up was a copy of the *Southwestern*. This was more reassuring for, there on the masthead, with mine, was the name "Charles H. Freeburg, Business Manager," which at least tallied with what the voice on the phone had *said*.

I began to remember—but further excavation sent me



under . . . when I found a copy of the 1940 *Lynx* and opened it, only to be confronted with scores of photographs of absolute and total strangers.

Poring over this latest find, I saw that the many hours watching the Late Movie and the Late, Late Movie on television had not really been wasted. I could *see* that year *was* 1940, since the girls had hairdos like Ginger Rogers and Dorothy Lamour, and with an archeologist's delight I identified the high heeled shoes with ankle-straps as those fancied by Jean Arthur and the early Claire Trevor, or was it Anne Sheridan?

The men were also evidently prewar. They were not crew cut en masse, as they were soon to be . . . at least we had our hair when we had it. Neckties (if any) were wide enough to serve as chest warmers, and trousers were cut like Moorish pantaloons. (I particularly like the picture of *The Ministerial Club* taken on a windy day.)

And candid shots showed a sort of prewar Watusi which I could identify as the jitterbug. This was all very interesting, from a sociological point of view, but it didn't solve my problem of amnesia.

And the greatest shock came when I didn't recognize *myself* (except for the ears) or remember half the things that I was reported to have done. Such as belonging to the German Club my senior year. Perhaps I did audit Professor Paulsen's class for about a month, but if there *was* such a club, and if I did belong, neither the class nor the club helped much since I failed the German reading knowledge exam three times in Graduate School.

The *Lynx* says I did the April Fool Carnival script my sophomore year, but I seem to remember that H. R. Holcomb wrote most of it and that we spent most of our time drinking coffee and chortling over what we thought was a very clever idea of combining characters from a new comic strip called *Little Abner* with figures from Greek mythology (thanks to Dr. Bassett's course), with the brilliant inspiration of having Mt. Olympus be made of cotton bales and having Jane Bray, I believe, play the part of Venus. It was almost as complete a fiasco as *The Obsidian Butterfly* would have been.

After more research, I was going around clutching the *Lynx* and muttering Daniels? Davidson? Day? Donelson? Eckert? Elder? Elias? Falls? Hall? Hammond?

What *was* the Nitist Club? Who dated whom? Which fraternity had the daring Homecoming decoration 25 years ago with a whiskey still in the yard and a sign which read: "No matter what your class is, Dis-still is your home." Who won the Southwestern-Ole Miss Game? Why isn't the band wearing the red and black Cossack costumes? Are those freshmen pushing *eggs* (or golfballs) with their noses? (a blurry photograph.) And what about the newspaper tacked to a tree with the headline "Jim 'Polecat' Powell Finally Takes Bath"?

No use. All I could remember was Dr. Diehl.

Eventually I was spending so much time on the analyst's couch that I was about to starve to death. Then the 1940 *Lynx* which had caused the crisis came to the rescue.

That year the editor, George Jackson, had an excellent idea. Instead of putting the faculty in a preliminary, formal, and easily skipped section, he scattered *informal* photographs of our professors through the class sections on pages opposite the students. A good effect, especially for a small college, where faculty and students did—and I hope, still *do*—meet both in and outside the classrooms.

So I suddenly discovered that I had been looking at the wrong pages. Your photographs—and mine—may have faded but here were pictures that caused total recall and set me on the road to recovery. There they were—looking severe or diffident or pompous at their desks, scribbling illegibly on blackboards, walking across the campus, pretending to be young and sitting on the grass, or just looking funny.

(To an undergraduate—as I know from experience, ALL professors are old, most of them are senile or downright mad—who but a real kook would care about English literature?—and most of them have crochets that lend themselves to hilarious parody back in the dormitories—Come on; Bill, do Old What's-his-name for us!)

Back in my genius days I wrote a column for the *Sou'wester* called *Missing Lynx from the Campus Chain*. The title didn't mean much, except for the Lynx-links pun and had, as far as anthropology goes, unfortunate

(Continued on Page 11)



*Aware that  
no memory of Alma Mater  
necessarily mirrors today's college,  
Memphis alumni met to hear and be heard from . . .  
Which is precisely as it should be  
if alumni are*

## To Keep Pace with Southwestern

**C**OMMUNICATION IS A KEY word these days, especially on college campuses where the people comprising these unique communities are perhaps more keenly aware of the need for and lack of real communication than any other group.

Southwestern alumni complain about communication too, and in some instances there are bona fide reasons for the complaints. But the fact seems to be that there are as many opportunities for communication with the college as one could want.

As an example of the kind of exchange that is going on here, *Southwestern News* sat in on a recent question-and-answer session put on by the Alumni Association. The session was lively and informative. Alumni quizzed the top echelon of the college on any questions they wanted answers to. On hand to field the questions were David Alexander '53, president of Southwestern, Jameson Jones '36, dean of the college, and Ray Allen '44, dean of admissions. Bland Cannon '41, M.D., served as moderator.

The meeting opened with a panel discussion by the president and the deans in response to specific questions posed earlier by an alumni steering committee. Afterward, questions from the floor were read by Dr. Cannon and answers were provided by the appropriate brass.

The following, edited only for length and clarity, is what was reported, asked, and answered.

### DAVID ALEXANDER

#### (1) How are the following groups involved in policy decisions at Southwestern?

**(a) Faculty:** Policy making at an educational institution is really a very complicated process. It always has been, but lately, because of increased public interest in the affairs of academic institutions, more people are looking into the ways and means by which decisions are made. Fifty years ago scarcely anyone cared. You have to remember now that colleges and universities not only are important to you as taxpayers for the interest in public education that we at long last are correctly showing, but they are also of interest to you because of the tremendous numbers of people involved. It is a great big business now. Naturally, the newspapers regard it as a responsibility of theirs to give full and

complete reporting to the formerly uninteresting affairs of colleges and universities. In the university and college scene itself a great deal of consideration has gone into the questions of how decisions are reached, and most people who have examined this question have thrown up their hands in trying to work out neat line-staff organizational charts. One of the reasons that this doesn't work is that a college or university is like a corporation with only executives. There are no employees at a college or university, there never have been. The members of the faculty are not employees of the institution in the same way that clerks or foremen or assemblyline workers are. They are—and I think this is essentially correct—self-employed professionals, who, I suppose, might be likened to doctors associated in a multi-practice clinic or lawyers in a multi-member firm. They do not regard themselves as employees in the same sense that, let's say, a janitor, or even a business manager, or even a college president, is an employee of the institution. The best description one can make about college and university management, perhaps, is the shared responsibility idea of management . . .

**(b) Students:** A new element in this, and I believe it is a new element, is the importance of the students. Remember, and let me emphasize this from the outset, that these students are your children—I'm not speaking of you individually—and what they bring to college is what you have taught them. They come to college with preconceived ideas, with certain attitudes and notions. The most amazing thing to me in the work that I do is to find people assuming that there is a tremendous change between June of the senior year in high school and September of the freshman year in college. Let's all of us agree that there is a continuum here, and that all of these students who come to colleges and universities are the offspring of their parents. They are the developed young men and young women of the family and the social environment, and all of this they bring with them. We Americans have been accused of letting our children tyrannize us. We are afraid of children, so the British, for example, have always said. It may be that we are now beginning to reap the consequences of this permissive tyrannization. At any rate, whatever the cause, believe me, I'm not denigrating the present stu-



dent generation, because they are better prepared, more alert, and more service-minded than almost any college generation we have ever known. These students come to a college or university with an idea that they have more than a customer relationship with the institution, that, in fact, they are part of the institution.

At Southwestern we have students on committees. They have been working diligently and very helpfully in formulating policy about many different things. And what about the Honor System? Haven't we always had student participation at Southwestern, and isn't the Honor System perhaps the noblest expression of the spirit of Southwestern? Isn't it curious that the noblest expression of the spirit of Southwestern is exclusively student-run and always has been? I think this is a sign of the health of our college. Let me move on then, to

#### **(c) Alumni**

and to the next question:

#### **(2) What line of communication exists between the Administration and the Alumni Association?**

I hope that EVERY line of communication exists between you, both individually and collectively, and my office or any other office of the college. We have to be responsive to the needs—and I'll use a very sentimental word here, but one which I mean sincerely—of the college family, and I regard you as very, very important members of that family. I am not going to be willing during my tenure here to allow the alumni to feel that they are no longer part of the family of the college. I think that we have every possibility of real, mutual participation in the life of the college. To that end, I have insisted that the Board of Directors include alumni representatives and, as you may have read, the recent change in the charter of the college requires the election of at least three alumni, AS ALUMNI, to the Board of Directors of the college. This is a small beginning, but it does, I hope, indicate the seriousness of purpose with which I view the relationship between the alumni, as a group, and the college.

**(a) How can the relationship between the Administration and the Alumni Association be strengthened?** I don't know how we can strengthen the relationship. This is a little bit like a romance—you can't program it always, even with a computer—but we all feel that this is a romance that we are enjoying and that we want to flourish, grow, and expand in any appropriate way. So let me say in response to this question that every line of communication, as far as I'm concerned, now exists, and I hope that this

will include the personal and direct statement, letter, or telephone call to me. There are these channels that I hope you will always feel free to utilize and there is another one, your organization—the Alumni Association. I hope that you will develop this organization so that it can be a genuine and effective part—as in fact I believe it is—in the life of the college.

#### **(3) The Need of Southwestern**

Now, I notice that this topic is singular—the NEED of Southwestern. I suppose if Southwestern has just one need you can guess what it is. The difference between the endowment income and other self-generated income and the actual cost of an education at Southwestern is considerable, and it's growing. I have talked to you before about the plight of the private college. It is something which all of you, I know, are well aware of. Let me just point out, though, that you may not be aware, as alumni of a private institution, of a fact that I hope you will use in talking with your friends who are supporters of state institutions. Mind you, I'm not speaking against them, because I think we need to do even more there, but you might point out that in the state of Tennessee right now YOU as taxpayers and I as a taxpayer are contributing some \$1200 a year per student—PER STUDENT—in making up the gap at state institutions between the income derived from tuition and fees and the cost of the student's education. This figure of \$1200 includes not one penny of capital expenditure; this is operating money exclusively. There is a move, or mood, I should say, in Tennessee, to follow the lead of some other states to establish a state scholarship system so that the private colleges will not go out of business. 33.8% of the students in the State of Tennessee are in private institutions. If those private institutions were not able to flourish in the days ahead, if they were taken into the state system at present rates, our taxes would have to go up 45 million dollars in order to cover this subsidy, and the capital outlay, according to this estimate, would be as high as \$166,000,000, which is the capital value of these private colleges in Tennessee. Now I think that these are serious and sober times for you and me, not only as alumni of a private institution, but also as citizens of a state whose per capita expenditures for higher education are far down the list. I think that we will simply, as the Bible would say, have to gird up our loins and enter the fray to build a better university system in the state and at the same time give the private institutions in the state the kind of resources necessary for them to remain competitive. THE NEED OF SOUTH-



WESTERN? There is a need—money. There is also another need—and that is YOUR willingness to be interpreters of what a liberal arts education is in our society. This is a point at which you can be very helpful to us.

**RAY ALLEN**

**(1) Profile of the 1968 student**

Of the total of 1034 students enrolled this year, 56% are men. Sixty percent of the students live in dormitories. Approximately 95% have some religious affiliation, the largest group of which is Presbyterian—38.9%. Sixty-seven percent of the students are members of fraternities or sororities; of the 542 men, 59% belong to fraternities, whereas 76% of the women are in sororities. Someone asked me before the meeting about the abundance of alumni children. There are 90 on campus this year.

Our students come from 29 states and 11 countries. Fifty-four percent are from Tennessee, 39% from other southern states from Virginia to Texas, 7% from 14 other states outside the south. We have a total of 18 Negro students this year, or 2% of the student body.

Over three-fourths of the students now enrolled were in the top quarter of their senior class in high school; 89% graduated from public schools and 11% from private ones; a third have some kind of alumni relations (parents, brothers, cousins, aunts, etc.); fewer than 5% will actually be dropped for academic reasons after their first year; 41% will receive some form of financial aid, and 23% of them participate in either campus employment or the work/study programs which we have.

**(2) Present admissions policy**

**(a) How and by what criteria are prospective students selected?** We require the Scholastic Aptitude Tests (SAT) of the College Entrance Examination Board, and you will be interested to know that 46.5% of our students score between 500 and 600 out of a possible 200-800 on each part of the test, Verbal and Mathematical. We do not have a cut-off score; someone asked me that a few minutes ago. The average combined SAT score for freshmen at Southwestern is 1135.

We take the SAT score, put it with the grade point average for seven semesters of high school work, and use the validity service of the college board to arrive at what we predict each student will make at Southwestern during his freshman year. Frankly, we raise the level of expectancy for girls who have to vie for limited dormitory space.

I wish I had time to tell you of the special recruiting efforts we have made in order to attract outstanding students near and far. I will mention, however, one thing

which we devised this year, and upon which we will build in the future. We call it the Alumni Admissions Representative Council. Sixty-three alumni in 35 cities of 16 states have agreed to be responsible for contacting 180 secondary schools, to be available for interviews with students, and to bring Southwestern to the attention of the counselors and students in those schools. We are also making more efforts to recruit qualified Negro and foreign students.

**The criteria of selection** I will mention briefly. Most important of all is the academic preparation and promise of a student. The faculty is also interested in increasing the heterogeneity of the students, and passed a resolution last year which gives preference to students from some distance from Southwestern, EVERYTHING else being equal. Considerations are ALWAYS given to alumni relationships, to Presbyterians of the supporting synods, and to the special interests and talents of the students who apply. Financial aid is not a factor in the acceptance of a student.

**(b) By whom are prospective students selected?** Prospective students are selected by a committee of five professors, of which I serve as chairman. By Thursday of each week the committee has received a list of about 30 applicants and the credentials of each. We read these separately and rate each candidate on a 7 point scale. When we meet on Monday afternoons we compare our ratings. Sometimes we discuss the ratings, but always make our decisions on the basis of knowing what the student has done, what he said, and what is said about him. We accept, decline, postpone, and sometimes give financial aid.

**Applications are down.** When we compare the number of applications we have received this year with those for the two previous years we note that it is down by about 100. This represents 25 commuting (Memphis) students and also a decrease in the number of applicants from resident women—that is to say, women who will reside in the dormitories. Now, we can STAND that, but we would like to increase the number of town students. Why is there a decline in applications? A recent national report notes that the enrollment of new students at public institutions increased 9.2 over the previous year, but in private institutions there was a decrease of 3.3. This may be one of the factors. Our increase in tuition, draft possibilities, and many other factors may also enter into the picture. I would appeal to you alumni to speak to your friends, and to think of your own sons and daughters as potential Southwestern students.



## JAMESON JONES

### (1) Explanation of the new college calendar.

For some time the faculty and students have discussed informally the greater participation of the student in his own education. This is no new gospel: as President Alexander said, this we preach all the time as orthodox liberal education. Lately the banner which waves over this idea is called *independent study*. The title is not so important, but the point that I want to make is that one of our main purposes in revising the calendar was to shoulder aside a little room and create a time interval fitted for independent study.

Briefly, what we came out with is a three-term affair, dividing the nine months between September and June 1 into three terms instead of our traditional two semesters. At present, as you know, the student returns from his Christmas holidays and spends about a month picking up his studies and then toward the end of January has his exams. I think everybody in this room participated in that kind of calendar. We are going to try, beginning next fall, a calendar which will have a first term beginning about the same time we begin now but which will end at Christmas, roughly twelve weeks. Then, immediately a student returns from the Christmas break, he will begin a second term which will run for about twelve weeks, ending about the middle of April. Then there will be a six-week term which will end early in June. So, the academic year will remain the same, but we've sliced it differently.

Now, this six-week term is, we think, full of possibilities. We are splitting up and changing the daily and weekly calendar in that term also, trying to create larger blocks of time, and the different departments have been asked to write out a two-year sequence of courses endeavoring to put into this six-week term each year as much independent study as possible. We are going to try to develop a program which will have coherence and continuity from the time of entrance in September of the freshman year until the time of graduation four years later in June. We hope that in all departments, in all areas of study, we can carry a student on to higher and higher levels of self-motivation and creative learning. It's the sort of thing we have been trying to do in the tutorials, but we hope the new calendar will enable us to do it better.

Now to get on. This discussion aroused lots of passion. Well, nearly every question arouses passion and that's a good thing on a college campus, and along with the idealism of youth their passion is one of the most at-

tractive features, I think. But now we have a program everybody is pretty well satisfied with . . . we're sure there are kinks in it and that we'll have some difficulties, but we don't think they are insuperable.

### (a) How will Southwestern's athletic program be affected?

One of the questions of importance about the new calendar is the athletic program. I asked Bill Maybry, our director of athletics, about it yesterday and what I should say about it to you today, and he said that it will improve the basketball situation—they won't have to play two seasons. The way things are now the semester exams and break come right in the middle of the basketball season. So, this will be cleared up. The new calendar will not affect the football season. It will, of course, affect the spring sports—baseball, golf, tennis, and track. I don't think that Bill or any of the other coaches think that it's going to wreck anything. They have told the fellows who are interested in the varsity sports that they might as well not plan on having a vacation between the second long term and the short term because they won't have the time to take off from their practice, and perhaps even some games will be scheduled. So that will be an extra burden on the athlete to keep up his training when the other students are free for two or three days.

**Questions and answers followed. Bland Cannon, serving as moderator, read the questions various alumni in the group handed in on cards provided for that purpose.**

**DR. CANNON:** For the academic program, wouldn't Wednesday rather than Saturday be the better "off" day?

**DEAN JONES:** This was discussed and if the person who asked the question wants some support of colleagues on campus I can point to several. We felt that the main reasons not to take the Wednesday off were spatial, the difficulties of scheduling, and the pressures on the other five days. Saturday at best would have to be a HALF-DAY. We would face a real revolution if we tried to schedule laboratories on Saturday afternoon—but we can do them on Wednesday afternoon, and that, in brief, is our answer.

**DR. CANNON:** Please explain in more detail how the alumni observe the Board of Directors' meetings, and who selects the alumni who observe.

**DR. ALEXANDER:** I think there's a misunderstanding of what I said. The alumni don't OBSERVE the Board of



Directors' meetings; by charter there are three alumni who are MEMBERS of the Board of Directors—voting members. We have always had alumni ON the Board, but it's been more or less accidental, that is to say the reason they were elected was for some other reason than that they were alumni. Now, by charter, three members of the Board must be alumni of the college . . . at LEAST three. As it happens, we have more than that. Last October we had the first meeting of the expanded Board. There are now 38 places on the Board of Directors: 20 elected by the four Synods of Alabama, Louisiana, Mississippi, and Tennessee; 18 elected by the Board itself. In other words, it's a semi-self-perpetuating Board, now, as against a Board which was exclusively elected by the four Synods. In the past, the Board nominated persons in the four cooperating Synods, hoping that the Synods would elect these persons to the Board; there was no real requirement, except that one person from each Synod be a resident of the city of Memphis. These Memphis residents formed the nucleus of the Executive Committee, which was in turn not made up entirely of Board members!

Now we have tried to simplify this. The Executive Committee has been absorbed into the Board of Directors, and the members of the Executive Committee are all Directors of Southwestern. But when we did this, instead of just saying that there could be 18 persons from anywhere, I felt it was important, as did several others, that we have national representation on the Board from the alumni, and that is primarily what we're looking for by this statutory provision for three alumni. Mind you, that's a stated minimum, and I hope that we will get more alumni Directors on the Board. Right now the alumni members on the Board are John Ricker, of New York City, and David Edington, of Mobile . . . that is, these are the two out of Synod, so to speak, alumni directors. They are elected by the Board on the nomination of anyone who has anyone he would like to suggest; nominations are free, and the Board is free at this point to elect these 18 persons to the total Board of 38. Is that clear?

**DR. CANNON:** A white paper may need to be prepared. Seriously, I was just wondering . . . would you tell us in one statement if you feel that there is fair and adequate representation to express the wishes of the alumni on the Board. I think this may have been the intent of the other question.

**DR. ALEXANDER:** Let me say that I don't think in the past this sort of concern was expressed at all in the

constitution arrangements of Southwestern. I think now this kind of concern can be expressed. Shep Tate, Frank England, David Edington, W. C. Rasberry, John Ricker, Lewis Donelson, Palmer Brown, John Millard—these are all alumni of the college who are Directors. Of course, I am an alumnus of the college, and I am also a member of the Board of Directors.

**DR. CANNON:** This is for Ray Allen: Statistically, do students who come from far away remain at Southwestern for four years as frequently as those from the neighboring states?

**DEAN ALLEN:** I don't know, statistically. My judgment is: yes, just as well.

**DR. CANNON:** Dr. Alexander, could the student body, via a referendum, abolish fraternities at Southwestern? What advantages, if any, does the administration see in the fraternity/sorority system? There are other questions here relevant to the fraternity situation, so you might just expound, if you will.

**DR. ALEXANDER:** All right. The answer to the first question is: No. The student body cannot abolish fraternities because the legal arrangements, the leases, are between the college corporation and the house corporations of each chapter. I heard, just on my way down here in fact, that the rumor has gotten abroad that in two weeks all the fraternities and sororities are going to be abolished.

For some time now there has been a feeling in a lot of places, not just at Southwestern, that fraternities and sororities are no longer as important as they once were. The fact that 59% of the men, and I didn't know this until Ray quoted the figure this evening, are members of fraternities, I think represents a significant change in the mix of fraternity/non-fraternity students. I did notice that 76% of the women are in sororities. Two years ago there were three candidates for the presidency of the Student Government Association. Two of them were non-fraternity men. They ran the strongest race. In my day at Southwestern this could not have happened, and I don't know whether it could have been true in your day at Southwestern, that non-fraternity men or non-sorority women could have the kind of political prestige at the college that is now possible.

There is another factor which cannot be escaped, and that is that Southwestern is by practice an integrated institution now. It has been for several years. It is integrated for several reasons, not the least of which is the fact that the Presbyterian Church would have it be so.



Because we are integrated, this injects a new element into the fraternity/sorority picture. In view of these considerations, the faculty last year passed a resolution asking me to appoint a committee of Board, faculty, and students to evaluate the place of fraternities and sororities. So at the Board meeting in October there were three members of the Board appointed to a ten-member committee. There are three Board members, three faculty members, and four students acting on a committee to evaluate fraternities and sororities. This committee has not yet met. We are gathering data; each fraternity and sorority has been asked to reply to certain specific questions. We are hoping that, as part of the required evaluation and self-study of the required evaluation and self-study of the college, we can look into this very important aspect of college life.

For my part, I do not think that we have reached the end of the road of the usefulness of fraternities and sororities. I think, and now I get back to your second question, that there are advantages, real advantages, to sororities and fraternities at Southwestern, not the least of which is that they are the only formal organizations at the college which cut across the residential-commuting line. That is to say, for a commuter (town student), the only organization of any importance readily available is the fraternity or sorority, where he or she can get to know residential (dormitory) students and vice versa. Furthermore, I do not believe that college life is just four years of reading books or working in labs. I think that part of life is the spiritual, part of life is the physical exuberance of games, etc., of getting to know other people, and all of these elements—the intellectual, the spiritual, the personal—I think require the attention of the college. Therefore, if we do away with sororities and fraternities—and please notice I said *if*—what will be used to replace this social element? Who will be responsible for the society of the students at Southwestern? I think this is very important. Mind you, I think we have been unfair to the fraternities and sororities in depending upon them exclusively for the social life of the students, and one of the things we are trying to do in the budget this year is to increase the general allocation for social activities to the Student Government Association so that college-wide dances can be louder and bigger. That's my view of the advantages of fraternities and sororities.

I would expect at the very least that there will be  
10 changes in the rush system. That is to say, right now no

one is satisfied with that hectic ten days before classes begin. This is something which will doubtless be changed. I have no doubt, further, that there will be some rather strong statements made on the importance of the fraternities and sororities as intellectual forces. And I hope that this report will be a rationally and carefully conceived description, not only of the advantages of fraternities and sororities but possibly of disadvantages which need to be corrected.

**DR. CANNON: Question: Has the administration considered establishing a graduate school in either the arts or sciences?**

**DR. ALEXANDER:** Yes . . . But no.

**DR. CANNON: Are the students involved in policy decisions—in particular curriculum?**

**DEAN JONES:** No.

**DR. CANNON: Well, I'd better ask you where are they voting members?**

**DEAN JONES:** They are involved in curriculum policy matters in advising and discussing up to the point of decision but the faculty retains the right of the actual voting on decisions.

**DR. CANNON: Here is the next question: What type of facilities are in sight for town girls in the dorms?**

**DR. ALEXANDER:** This will have to be longer than a yes or a no, because I think it's interesting and somewhat exciting. May I have more than a syllable?

**DR. CANNON: How about a minute?**

**DR. ALEXANDER:** All right. Literally. We are hoping at the next meeting of the Executive Committee to authorize construction of a residence hall for 122 women. It is hoped that this will give enough flexibility and space to permit the admission of Memphis girls to dormitories as Memphis boys now have this privilege. It will provide an increase of about 80 beds over what we have now. It will be finished by September, 1969.

*The following article was published in 1966. Despite our fast-moving society, its statement is still vital to college alumni, parents, students, faculties, administrations.*



*No memory of Alma Mater  
older than a year or so  
is likely to bear much resemblance  
to today's college or university.  
Which, in our fast-moving society,  
is precisely as it should be,  
if higher education is . . .*

# To Keep Pace with America

**W**HAT ON EARTH is going on, there?

Across the land, alumni and alumnae are asking that question about their alma maters. Most of America's colleges and universities are changing rapidly, and some of them drastically. Alumni and alumnae, taught for years to be loyal to good OLD Siwash and to be sentimental about its history and traditions, are puzzled or outraged.

And they are not the only ones making anguished responses to the new developments on the nation's campuses.

From a student in Texas: "The professors care less and less about teaching. They don't grade our papers or exams any more, and they turn over the discussion sections of their classes to graduate students. Why can't we have mind-to-mind combat?"

From a university administrator in Michigan: "The faculty and students treat this place more like a bus terminal every year. They come and go as they never did before."

From a professor at a college in Pennsylvania: "The present crop of students? They're the brightest ever. They're also the most arrogant, cynical, disrespectful, ungrateful, and intense group I've taught in 30 years."

From a student in Ohio: "The whole bit on this campus now is about 'the needs of society,' 'the needs of the international situation,' 'the needs of the IBM system.' What about *my* needs?"

From the dean of a college in Massachusetts: "Everything historic and sacred, everything built by 2,000 years of civilization, suddenly seems old hat. Wisdom now consists in being up-to-the-minute."

From a professor in New Jersey: "So help me, I only have time to read about 10 books a year, now. I'm always behind."

From a professor at a college for women in Virginia: "What's happening to good manners? And good taste? And decent dress? Are we entering a new age of the slob?"

From a trustee of a university in Rhode Island: "They all want us to care for and support our institution, when they themselves don't give a hoot."

From an alumnus of a college in California: "No one seems to have time for friendship, good humor, and fun, now. The students don't even sing, any more. Why, most of them don't know the college songs."

What *is* happening at America's colleges and universities to cause such comments?



## Today's colleges and universities:

**I**T BEGAN around 1950—silently, unnoticed. The signs were little ones, seemingly unconnected. Suddenly the number of books published began to soar. That year Congress established a National Science Foundation to promote scientific progress through education and basic research. College enrollments, swollen by returned war veterans with G.I. Bill benefits, refused to return to “normal”; instead, they began to rise sharply. Industry began to expand its research facilities significantly, raiding the colleges and graduate schools for brainy talent. Faculty salaries, at their lowest since the 1930's in terms of real income, began to inch up at the leading colleges. China, the most populous nation in the world, fell to the Communists, only a short time after several Eastern European nations were seized by Communist coups d'état; and, aided by support from several philanthropic foundations, there was a rush to study Communism, military problems and weapons, the Orient, and underdeveloped countries.

Now, 15 years later, we have begun to comprehend what started then. The United States, locked in a Cold War that may drag on for half a century, has entered a new era of rapid and unrelenting change. The nation continues to enjoy many of the benefits of peace, but it is forced to adopt much of the urgency and pressure of wartime. To meet the bold challenges from outside, Americans have had to transform many of their nation's habits and institutions.

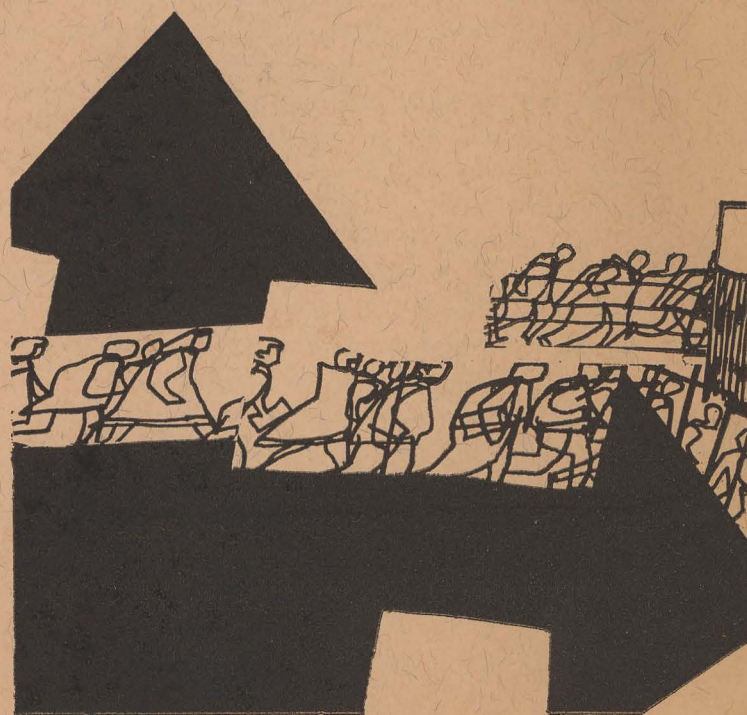
The biggest change has been in the rate of change itself.

Life has always changed. But never in the history of the world has it changed with such rapidity as it does now. Scientist J. Robert Oppenheimer recently observed: “One thing that is new is the prevalence of newness, the changing scale and scope of change itself, so that the world alters as we walk in it, so that the years of a man's life measure not some small growth or rearrangement or modification of what he learned in childhood, but a great upheaval.”

Psychiatrist Erik Erikson has put it thus: “Today, men over 50 owe their identity as individuals, as citizens, and as professional workers to a period when change had a different quality and

when a dominant view of the world was one of a one-way extension into a future of prosperity, progress, and reason. If they rebelled, they did so against details of this firm trend and often only for the sake of what they thought were even firmer ones. They learned to respond to the periodic challenge of war and revolution by reasserting the interrupted trend toward normalcy. What has changed in the meantime is, above all, the character of change itself.”

This new pace of change, which is not likely to slow down soon, has begun to affect every facet of American life. In our vocabulary, people now speak of being “on the move,” of “running around,” and of “go, go, go.” In our politics, we are witnessing a major realignment of the two-party system. Editor Max Ways of *Fortune* magazine has said, “Most American political and social issues today arise out of a concern over the pace and quality of change.” In our morality, many are becoming more “cool,” or uncommitted. If life changes swiftly, many think it wise not to get too attached or devoted to any particular set of beliefs or hierarchy of values.





## *busy faculties, serious students, and hard courses*

Of all American institutions, that which is most profoundly affected by the new tempo of radical change is the school. And, although all levels of schooling are feeling the pressure to change, those probably feeling it the most are our colleges and universities.

**A**T THE HEART of America's shift to a new life of constant change is a revolution in the role and nature of higher education. Increasingly, all of us live in a society shaped by our colleges and universities.

From the campuses has come the expertise to travel to the moon, to crack the genetic code, and to develop computers that calculate as fast as light. From the campuses has come new information about Africa's resources, Latin-American economics, and Oriental politics. In the past 15 years, college and university scholars have produced a dozen

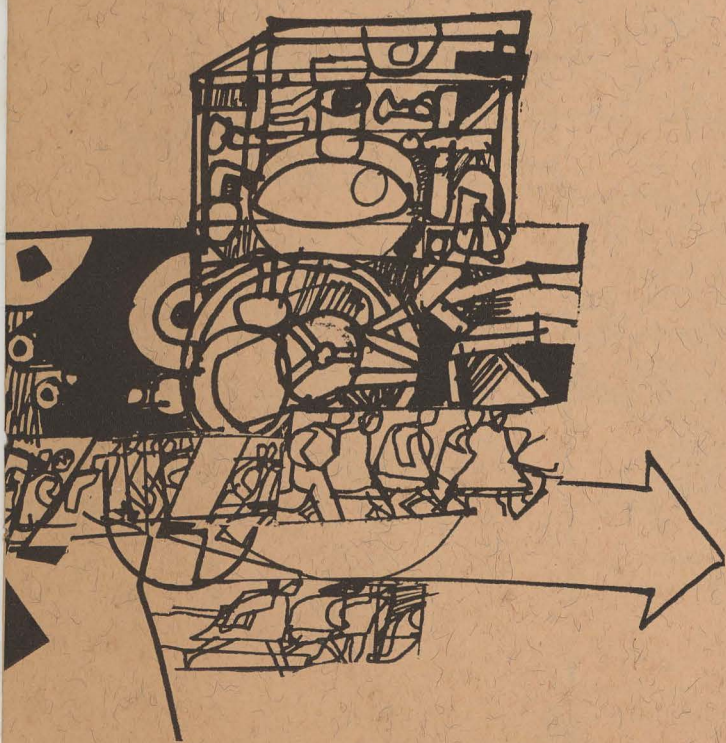
or more accurate translations of the Bible, more than were produced in the past 15 centuries. University researchers have helped virtually to wipe out three of the nation's worst diseases: malaria, tuberculosis, and polio. The chief work in art and music, outside of a few large cities, is now being done in our colleges and universities. And profound concern for the U.S. racial situation, for U.S. foreign policy, for the problems of increasing urbanism, and for new religious forms is now being expressed by students and professors inside the academies of higher learning.

As American colleges and universities have been instrumental in creating a new world of whirlwind change, so have they themselves been subjected to unprecedented pressures to change. They are different places from what they were 15 years ago—in some cases almost unrecognizably different. The faculties are busier, the students more serious, and the courses harder. The campuses gleam with new buildings. While the shady-grove and paneled-library colleges used to spend nearly all of their time teaching the young, they have now been burdened with an array of new duties.

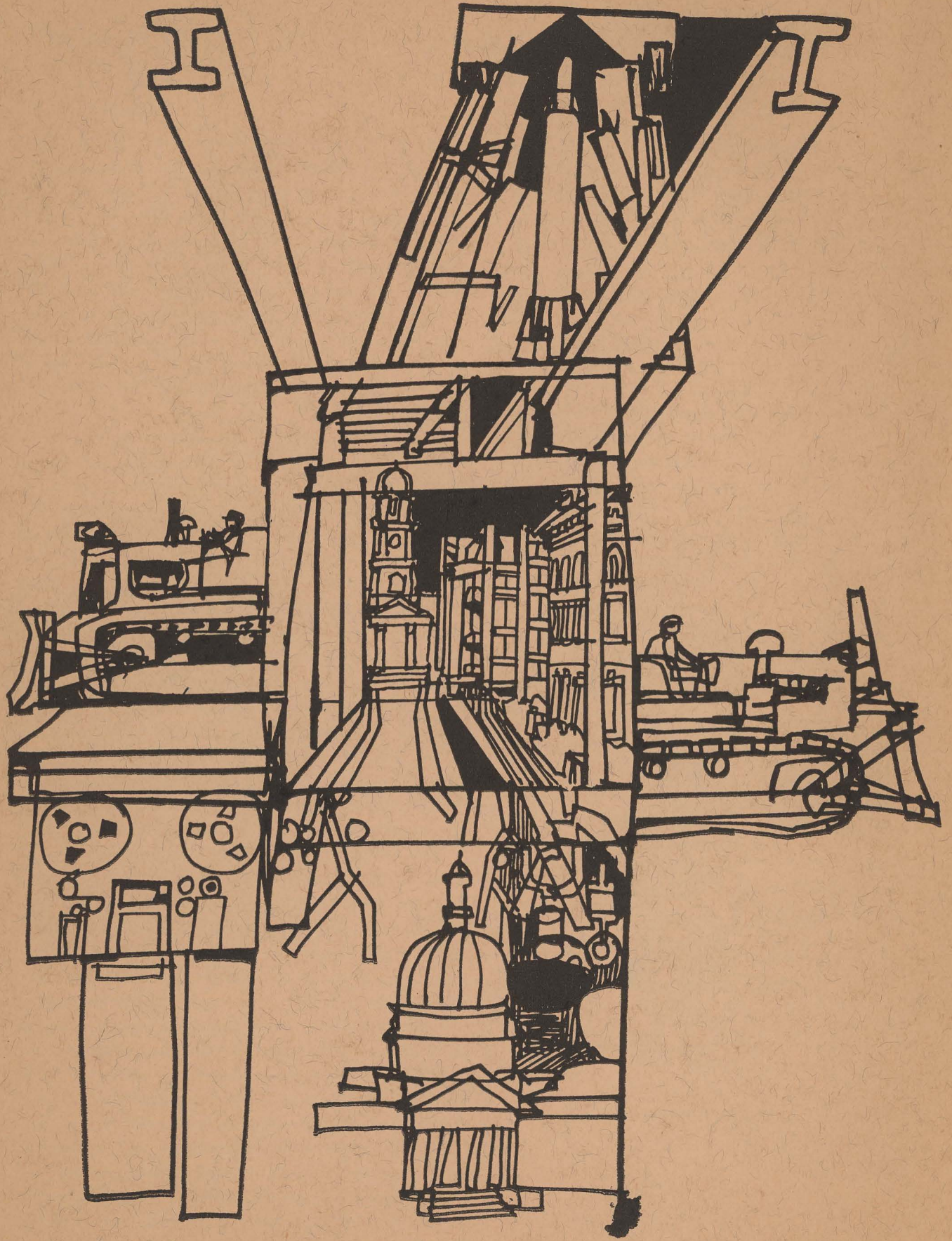
Clark Kerr, president of the University of California, has put the new situation succinctly: "The university has become a prime instrument of national purpose. This is new. This is the essence of the transformation now engulfing our universities."

The colleges have always assisted the national purpose by helping to produce better clergymen, farmers, lawyers, businessmen, doctors, and teachers. Through athletics, through religious and moral guidance, and through fairly demanding academic work, particularly in history and literature, the colleges have helped to keep a sizable portion of the men who have ruled America rugged, reasonably upright and public-spirited, and informed and sensible. The problem of an effete, selfish, or ignorant upper class that plagues certain other nations has largely been avoided in the United States.

But never before have the colleges and universities been expected to fulfill so many dreams and projects of the American people. Will we outdistance the Russians in the space race? It depends on the caliber









of scientists and engineers that our universities produce. Will we find a cure for cancer, for arthritis, for the common cold? It depends upon the faculties and the graduates of our medical schools. Will we stop the Chinese drive for world dominion? It depends heavily on the political experts the universities turn out and on the military weapons that university research helps develop. Will we be able to maintain our high standard of living and to avoid depressions? It depends upon whether the universities can supply business and government with inventive, imaginative, farsighted persons and ideas. Will we be able to keep human values alive in our machine-filled world? Look to college philosophers and poets. Everyone, it seems—from the impoverished but aspiring Negro to the mother who wants her children to be emotionally healthy—sees the college and the university as a deliverer, today.

Thus it is no exaggeration to say that colleges and universities have become one of our greatest resources in the cold war, and one of our greatest assets in the uncertain peace. America's schools have taken a new place at the center of society. Ernest Sirluck, dean of graduate studies at the University of Toronto, has said: "The calamities of recent history have undermined the prestige and authority of what used to be the great central institutions of society. . . . Many people have turned to the universities . . . in the hope of finding, through them, a renewed or substitute authority in life."

**T**HE NEW PRESSURES to serve the nation in an ever-expanding variety of ways have wrought a stunning transformation in most American colleges and universities.

For one thing, they *look* different, compared with 15 years ago. Since 1950, American colleges and universities have spent about \$16.5 billion on new buildings. One third of the entire higher education plant in the United States is less than 15 years old. More than 180 completely new campuses are now being built or planned.

Scarcely a college has not added at least one building to its plant; most have added three, four, or more. (Science buildings, libraries, and dormitories have been the most desperately needed addi-

## *New responsibilities are transforming once-quiet campuses*

tions.) Their architecture and placement have moved some alumni and students to howls of protest, and others to expressions of awe and delight.

The new construction is required largely because of the startling growth in the number of young people wanting to go to college. In 1950, there were about 2.2 million undergraduates, or roughly 18 percent of all Americans between 18 and 21 years of age. This academic year, 1965-66, there are about 5.4 million undergraduates—a whopping 30 percent of the 18-21 age group.\* The total number of college students in the United States has more than doubled in a mere decade and a half.

As two officials of the American Council on Education pointed out, not long ago: "It is apparent that a permanent revolution in collegiate patterns has occurred, and that higher education has become and will continue to be the common training ground for American adult life, rather than the province of a small, select portion of society."

Of today's 5.4 million undergraduates, one in every five attends a kind of college that barely existed before World War II—the junior, or community, college. Such colleges now comprise nearly one third of America's 2,200 institutions of higher education. In California, where community colleges have become an integral part of the higher education scene, 84 of every 100 freshmen and sophomores last year were enrolled in this kind of institution. By 1975, estimates the U.S. Office of Education, one in every two students, nationally, will attend a two-year college.

Graduate schools are growing almost as fast.

\*The percentage is sometimes quoted as being much higher because it is assumed that nearly all undergraduates are in the 18-21 bracket. Actually only 68 percent of all college students are in that age category. Three percent are under 18; 29 percent are over 21.



## *Higher education's patterns are changing; so are its leaders*

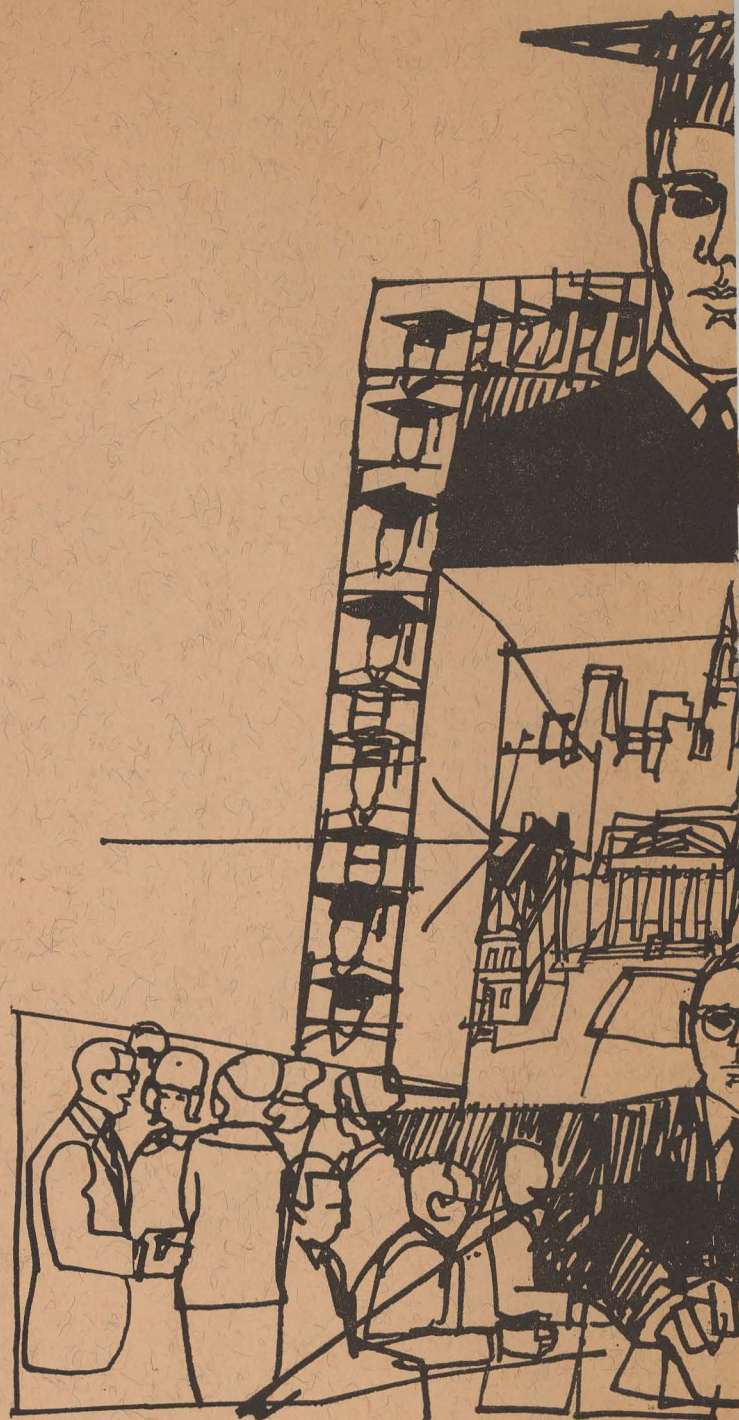
While only 11 percent of America's college graduates went on to graduate work in 1950, about 25 percent will do so after their commencement in 1966. At one institution, over 85 percent of the recipients of bachelor's degrees now continue their education at graduate and professional schools. Some institutions, once regarded primarily as undergraduate schools, now have more graduate students than undergraduates. Across America, another phenomenon has occurred: numerous state colleges have added graduate schools and become universities.

There are also dramatic shifts taking place among the various *kinds* of colleges. It is often forgotten that 877, or 40 percent, of America's colleges and universities are related, in one way or another, with religious denominations (Protestant, 484; Catholic, 366; others, 27). But the percentage of the nation's students that the church-related institutions enroll has been dropping fast; last year they had 950,000 undergraduates, or only 18 percent of the total. Sixty-nine of the church-related colleges have fewer than 100 students. Twenty percent lack accreditation, and another 30 percent are considered to be academically marginal. Partially this is because they have been unable to find adequate financial support. A Danforth Foundation commission on church colleges and universities noted last spring: "The irresponsibility of American churches in providing for their institutions is deplorable. The average contribution of churches to their colleges is only 12.8 percent of their operating budgets."

Church-related colleges have had to contend with a growing secularization in American life, with the increasing difficulty of locating scholars with a religious commitment, and with bad planning from their sponsoring church groups. About planning, the Danforth Commission report observed: "No one

can justify the operation of four Presbyterian colleges in Iowa, three Methodist colleges in Indiana, five United Presbyterian institutions in Missouri, nine Methodist colleges in North Carolina (including two brand new ones), and three Roman Catholic colleges for women in Milwaukee."

Another important shift among the colleges is the changing position of private institutions, as public institutions grow in size and number at a much faster rate. In 1950, 50 percent of all students were enrolled in private colleges; this year, the private colleges' share is only 33 percent. By 1975, fewer than 25 percent of all students are expected to be







enrolled in the non-public colleges and universities.

Other changes are evident: More and more students prefer urban colleges and universities to rural ones; now, for example, with more than 400,000 students in her colleges and universities, America's greatest college town is metropolitan New York. Coeducation is gaining in relation to the all-men's and the all-women's colleges. And many predominantly Negro colleges have begun to worry about their future. The best Negro students are sought after by many leading colleges and universities, and each year more and more Negroes enroll at integrated institutions. Precise figures are hard to come

by, but 15 years ago there were roughly 120,000 Negroes in college, 70 percent of them in predominantly Negro institutions; last year, according to Whitney Young, Jr., executive director of the National Urban League, there were 220,000 Negroes in college, but only 40 percent at predominantly Negro institutions.

**T**HE REMARKABLE GROWTH in the number of students going to college and the shifting patterns of college attendance have had great impact on the administrators of the colleges and universities. They have become, at many institutions, a new breed of men.

Not too long ago, many college and university presidents taught a course or two, wrote important papers on higher education as well as articles and books in their fields of scholarship, knew most of the faculty intimately, attended alumni reunions, and spoke with heartiness and wit at student dinners, Rotary meetings, and football rallies. Now many presidents are preoccupied with planning their schools' growth and with the crushing job of finding the funds to make such growth possible.

Many a college or university president today is, above all else, a fund-raiser. If he is head of a private institution, he spends great amounts of time searching for individual and corporate donors; if he leads a public institution, he adds the task of legislative relations, for it is from the legislature that the bulk of his financial support must come.

With much of the rest of his time, he is involved in economic planning, architectural design, personnel recruitment for his faculty and staff, and curriculum changes. (Curriculums have been changing almost as substantially as the physical facilities, because the explosion in knowledge has been as sizable as the explosion in college admissions. Whole new fields such as biophysics and mathematical economics have sprung up; traditional fields have expanded to include new topics such as comparative ethnic music and the history of film; and topics that once were touched on lightly, such as Oriental studies or oceanography, now require extended treatment.)

To cope with his vastly enlarged duties, the mod-



## *Many professors are research-minded specialists*

ern college or university president has often had to double or triple his administrative staff since 1950. Positions that never existed before at most institutions, such as campus architects, computer programmers, government liaison officials, and deans of financial aid, have sprung up. The number of institutions holding membership in the American College Public Relations Association, to cite only one example, has risen from 591 in 1950 to more than 1,000 this year—including nearly 3,000 individual workers in the public relations and fund-raising field.

A whole new profession, that of the college “development officer,” has virtually been created in the past 15 years to help the president, who is usually a transplanted scholar, with the twin problems of institutional growth and fund-raising. According to Eldredge Hiller, executive director of the American Association of Fund-Raising Counsel, “In 1950 very few colleges and universities, except those in the Ivy League and scattered wealthy institutions, had directors or vice presidents of development. Now there are very few institutions of higher learning that do not.” In addition, many schools that have been faced with the necessity of special development projects or huge capital campaigns have sought expertise and temporary personnel from outside development consultants. The number of major firms in this field has increased from 10 to 26 since 1950, and virtually every firm’s staff has grown dramatically over the years.

Many alumni, faculty members, and students who have watched the president’s suite of offices expand have decried the “growing bureaucracy.” What was once “old President Doe” is now “The Administration,” assailed on all sides as a driving, impersonal, remote organization whose purposes and procedures are largely alien to the traditional world of academe.

No doubt there is some truth to such charges. In their pursuit of dollars to raise faculty salaries and to pay for better facilities, a number of top officials at America’s colleges and universities have had insufficient time for educational problems, and some have been more concerned with business efficiency

than with producing intelligent, sensible human beings. However, no one has yet suggested how “prexy” can be his old, sweet, leisurely, scholarly self and also a dynamic, farsighted administrator who can successfully meet the new challenges of unprecedented, radical, and constant change.

One president in the Midwest recently said: “The engineering faculty wants a nuclear reactor. The arts faculty needs a new theater. The students want new dormitories and a bigger psychiatric consulting office. The alumni want a better faculty and a new gymnasium. And they all expect me to produce these out of a single office with one secretary and a small filing cabinet, while maintaining friendly contacts with them all. I need a magic lantern.”

Another president, at a small college in New England, said: “The faculty and students claim they don’t see much of me any more. Some have become vituperative and others have wondered if I really still care about them and the learning process. I was a teacher for 18 years. I miss them—and my scholarly work—terribly.”

**T**HE ROLE AND PACE of the professors have changed almost as much as the administrators’, if not more, in the new period of rapid growth and radical change.

For the most part, scholars are no longer regarded as ivory-tower dreamers, divorced from society. They are now important, even indispensable, men and women, holding keys to international security, economic growth, better health, and cultural excellence. For the first time in decades, most of their salaries are approaching respectability. (The national average of faculty salaries has risen from \$5,311 in 1950 to \$9,317 in 1965, according to a survey conducted by the American Association of University Professors.) The best of them are pursued by business, government, and other colleges. They travel frequently to speak at national conferences on modern music or contemporary urban





problems, and to international conferences on particle physics or literature.

In the classroom, they are seldom the professors of the past: the witty, cultured gentlemen and ladies—or tedious pedants—who know Greek, Latin, French, literature, art, music, and history fairly well. They are now earnest, expert specialists who know algebraic geometry or international monetary economics—and not much more than that—*exceedingly* well. Sensing America's needs, a growing number of them are attracted to research, and many prefer it to teaching. And those who are not attracted are often pushed by an academic "rating system" which, in effect, gives its highest rewards and promotions to people who conduct research and write about the results they achieve. "Publish or perish" is the professors' succinct, if somewhat overstated, way of describing how the system operates.

Since many of the scholars—and especially the youngest instructors—are more dedicated and "focused" than their predecessors of yesteryear, the allegiance of professors has to a large degree shifted from their college and university to their academic discipline. A radio-astronomer first, a Siwash professor second, might be a fair way of putting it.

There is much talk about giving control of the universities back to the faculties, but there are strong indications that, when the opportunity is offered, the faculty members don't want it. Academic decision-making involves committee work, elaborate investigations, and lengthy deliberations—time away from their laboratories and books. Besides, many professors fully expect to move soon, to another college or to industry or government, so why bother about the curriculum or rules of student conduct? Then, too, some of them plead an inability to take part in broad decision-making since they are expert in only one limited area. "I'm a geologist," said one professor in the West. "What would I know about admissions policies or student demonstrations?"

Professors have had to narrow their scholarly interests chiefly because knowledge has advanced to a point where it is no longer possible to master more than a tiny portion of it. Physicist Randall Whaley, who is now chancellor of the University of Missouri at Kansas City, has observed: "There is about 100 times as much to know now as was available in 1900. By the year 2000, there will be over 1,000 times as much." (Since 1950 the number of scholarly periodicals has increased from 45,000 to



95,000. In science alone, 55,000 journals, 60,000 books, and 100,000 research monographs are published annually.) In such a situation, fragmentation seems inevitable.

Probably the most frequently heard cry about professors nowadays, even at the smaller colleges, is that they are so research-happy that they neglect teaching. "Our present universities have ceased to be schools," one graduate student complained in the *Harvard Educational Review* last spring. Similar charges have stirred pulses at American colleges and universities coast to coast, for the past few years.

No one can dispute the assertion that research has grown. The fact is, it has been getting more and more attention since the end of the Nineteenth Century, when several of America's leading universities tried to break away from the English college tradition of training clergymen and gentlemen, primarily through the classics, and to move toward the German university tradition of rigorous scholarship and scientific inquiry. But research has proceeded at runaway speed since 1950, when the Federal Government, for military, political, economic, and public-health reasons, decided to support scientific and technological research in a major way. In 1951 the Federal Government spent \$295 million in the colleges and universities for research and development. By 1965 that figure had grown to \$1.7 billion. During the same period, private philanthropic foundations also increased their support substantially.

At bottom, the new emphasis on research is due to the university's becoming "a prime instrument of national purpose," one of the nation's chief means of maintaining supremacy in a long-haul cold war. The emphasis is not likely to be lessened. And more and more colleges and universities will feel its effects.

**B**UT WHAT ABOUT *education*—the teaching of young people—that has traditionally been the basic aim of our institutions of higher learning?

Many scholars contend, as one university president put it, that "current research commitments are far more of a positive aid than a detriment to teaching," because they keep teachers vital and at

## *The push to do research: Does it affect teaching?*

the forefront of knowledge. "No one engaged in research in his field is going to read decade-old lecture notes to his class, as many of the so-called 'great professors' of yesterday did," said a teacher at a university in Wisconsin.

Others, however, see grave problems resulting from the great emphasis on research. For one thing, they argue, research causes professors to spend less time with students. It also introduces a disturbing note of competitiveness among the faculty. One physicist has put it this way:

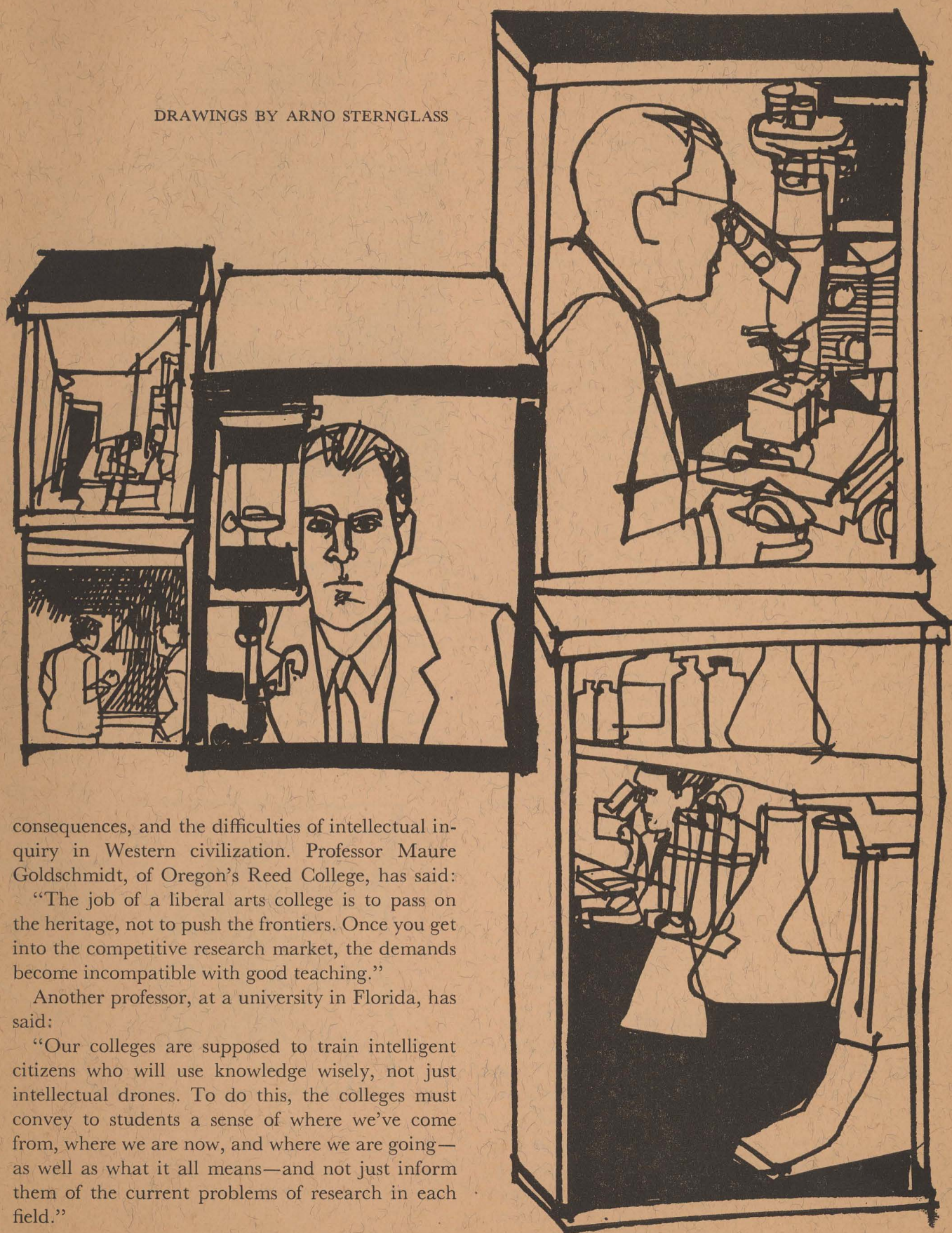
"I think my professional field of physics is getting too hectic, too overcrowded; there is too much pressure for my taste. . . . Research is done under tremendous pressure because there are so many people after the same problem that one cannot afford to relax. If you are working on something which 10 other groups are working on at the same time, and you take a week's vacation, the others beat you and publish first. So it is a mad race."

Heavy research, others argue, may cause professors to concentrate narrowly on their discipline and to see their students largely in relation to it alone. Numerous observers have pointed to the professors' shift to more demanding instruction, but also to their more technical, pedantic teaching. They say the emphasis in teaching may be moving from broad understanding to factual knowledge, from community and world problems to each discipline's tasks, from the releasing of young people's minds to the cramming of their minds with the stuff of each subject. A professor in Louisiana has said, "In modern college teaching there is much more of the 'how' than the 'why.' Values and fundamentals are too interdisciplinary."

And, say the critics, research focuses attention on the new, on the frontiers of knowledge, and tends to forget the history of a subject or the tradition of intellectual inquiry. This has wrought havoc with liberal arts education, which seeks to introduce young people to the modes, the achievements, the



DRAWINGS BY ARNO STERNGLASS



consequences, and the difficulties of intellectual inquiry in Western civilization. Professor Maure Goldschmidt, of Oregon's Reed College, has said:

"The job of a liberal arts college is to pass on the heritage, not to push the frontiers. Once you get into the competitive research market, the demands become incompatible with good teaching."

Another professor, at a university in Florida, has said:

"Our colleges are supposed to train intelligent citizens who will use knowledge wisely, not just intellectual drones. To do this, the colleges must convey to students a sense of where we've come from, where we are now, and where we are going—as well as what it all means—and not just inform them of the current problems of research in each field."



Somewhat despairingly, Professor Jacques Barzun recently wrote:

"Nowadays the only true believers in the liberal arts tradition are the men of business. They *really* prefer general intelligence, literacy, and adaptability. They know, in the first place, that the conditions of their work change so rapidly that no college courses can prepare for them. And they also know how often men in mid-career suddenly feel that their work is not enough to sustain their spirits."

Many college and university teachers readily admit that they may have neglected, more than they should, the main job of educating the young. But they just as readily point out that their role is changing, that the rate of accumulation of knowledge is accelerating madly, and that they are extremely busy and divided individuals. They also note that it is through research that more money, glory, prestige, and promotions are best attained in their profession.

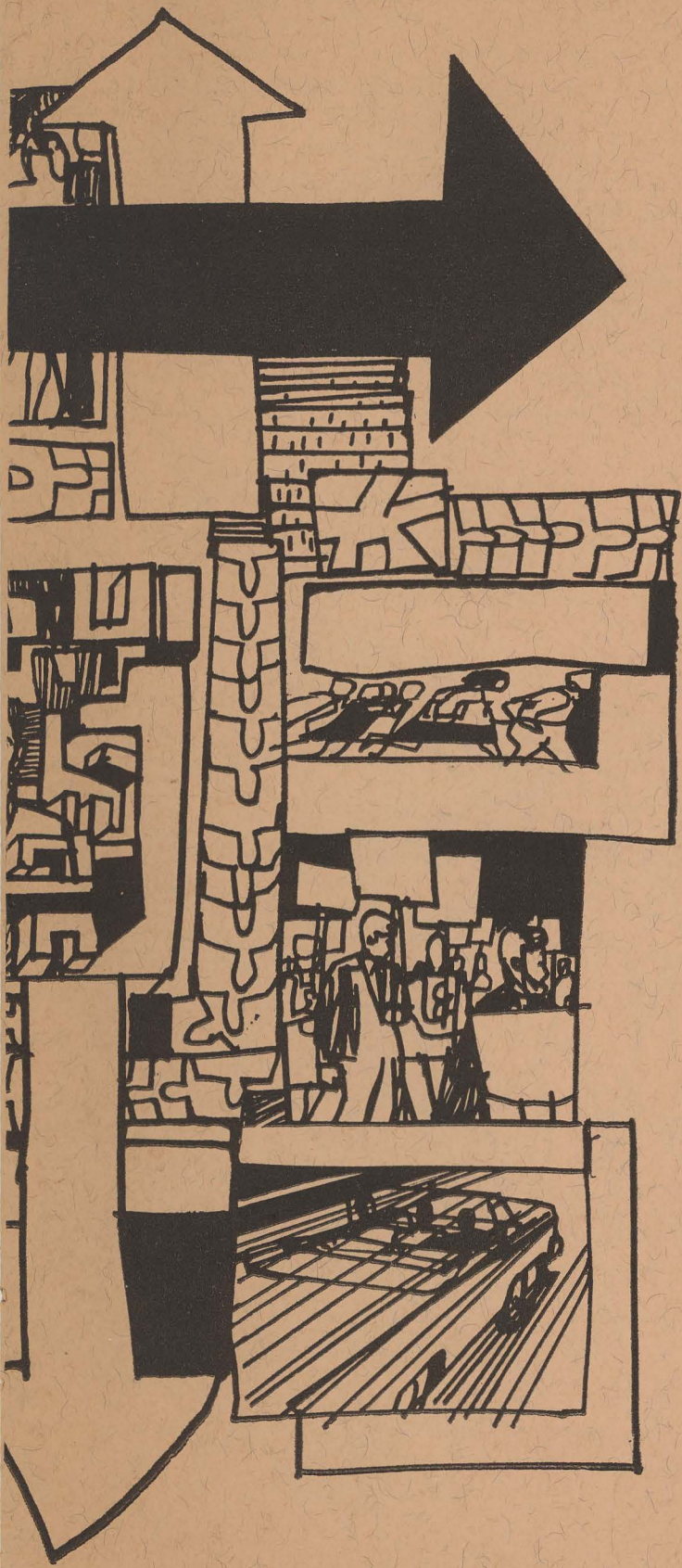
For some scholars, research is also where the highest excitement and promise in education are to be found. "With knowledge increasing so rapidly, research is the only way to assure a teacher that he is keeping ahead, that he is aware of the really new and important things in his field, that he can be an effective teacher of the next generation," says one advocate of research-cum-instruction. And, for some, research is the best way they know to serve the nation. "Aren't new ideas, more information, and new discoveries most important to the United States if we are to remain free and prosperous?" asks a professor in the Southwest. "We're in a protracted war with nations that have sworn to bury us."

**T**HE STUDENTS, of course, are perplexed by the new academic scene.

They arrive at college having read the catalogues and brochures with their decade-old paragraphs about "the importance of each individual" and "the many student-faculty relationships"—and having heard from alumni some rosy stories about the leisurely, friendly, pre-war days at Quadrangle U. On some campuses, the reality almost lives up to the expectations. But on others, the students are







## *The students react to "the system" with fierce independence*

dismayed to discover that they are treated as merely parts of another class (unless they are geniuses, star athletes, or troublemakers), and that the faculty and deans are extremely busy. For administrators, faculty, and alumni, at least, accommodating to the new world of radical change has been an evolutionary process, to which they have had a chance to adjust somewhat gradually; to the students, arriving fresh each year, it comes as a severe shock.

Forced to look after themselves and gather broad understanding outside of their classes, they form their own community life, with their own values and methods of self-discovery. Piqued by apparent adult indifference and cut off from regular contacts with grown-up dilemmas, they tend to become more outspoken, more irresponsible, more independent. Since the amount of financial aid for students has tripled since 1950, and since the current condition of American society is one of affluence, many students can be independent in expensive ways: twist parties in Florida, exotic cars, and huge record collections. They tend to become more sophisticated about those things that they are left to deal with on their own: travel, religion, recreation, sex, politics.

Partly as a reaction to what they consider to be adult dedication to narrow, selfish pursuits, and partly in imitation of their professors, they have become more international-minded and socially conscious. Possibly one in 10 students in some colleges works off-campus in community service projects—tutoring the poor, fixing up slum dwellings, or singing and acting for local charities. To the consternation of many adults, some students have become a force for social change, far away from their colleges, through the Peace Corps in Bolivia or a picket line in another state. Pressured to be brighter than any previous generation, they fight to

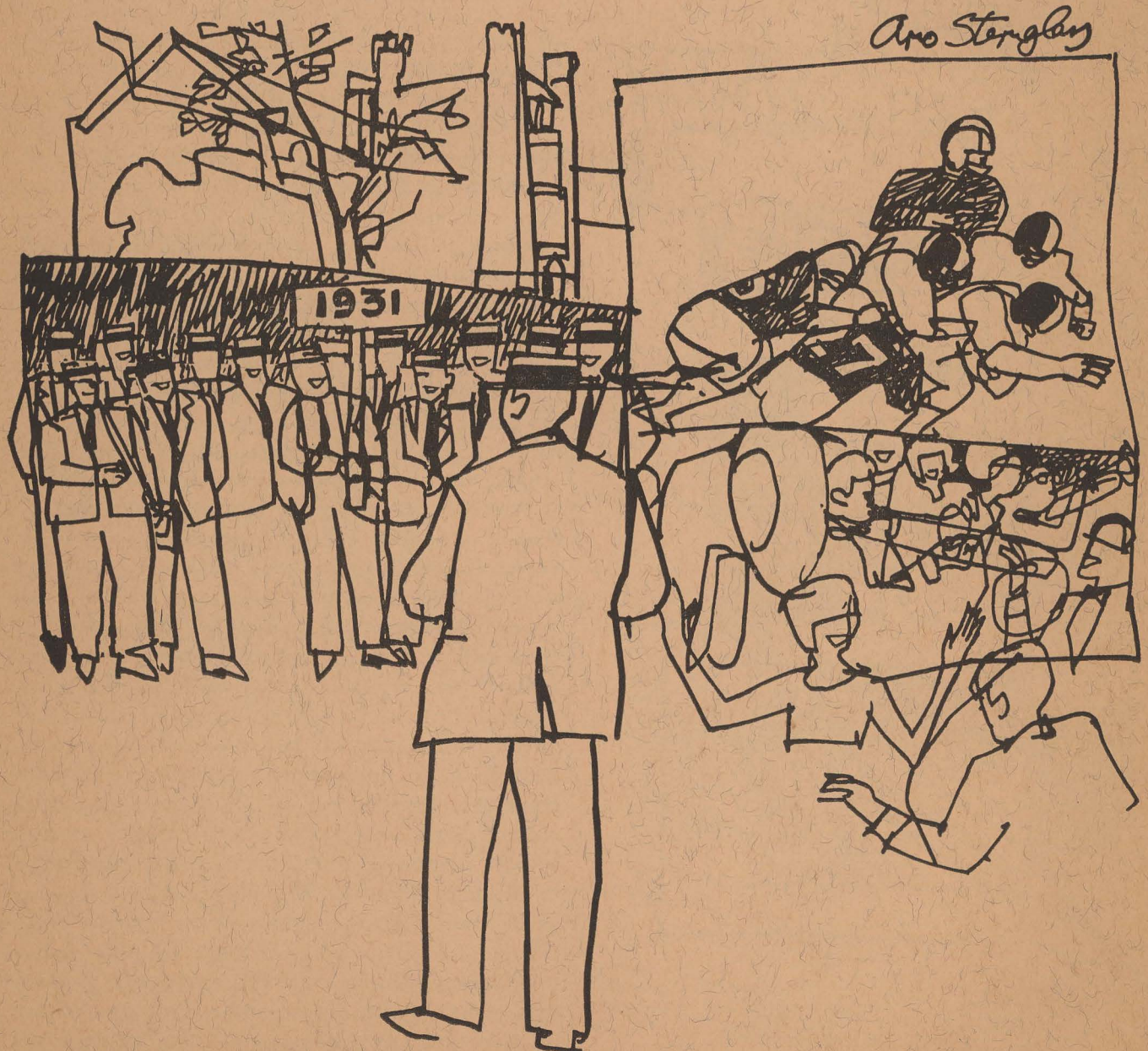


feel as *useful* as any previous generation. A student from Iowa said: "I don't want to study, study, study, just to fill a hole in some government or industrial bureaucracy."

The students want to work out a new style of academic life, just as administrators and faculty members are doing; but they don't know quite how, as yet. They are burying the rah-rah stuff, but what is to take its place? They protest vociferously against whatever they don't like, but they have no program of reform. Restless, an increasing number of them change colleges at least once during their undergraduate careers. They are like the two characters in Jack Kerouac's *On the Road*. "We got to

go and never stop till we get there," says one. "Where are we going, man?" asks the other. "I don't know, but we gotta go," is the answer.

As with any group in swift transition, the students are often painfully confused and contradictory. A *Newsweek* poll last year that asked students whom they admired most found that many said "Nobody" or gave names like Y. A. Tittle or Joan Baez. It is no longer rare to find students on some campuses dressed in an Ivy League button-down shirt, farmer's dungarees, a French beret, and a Roman beard—all at once. They argue against large bureaucracies, but most turn to the industrial giants, not to smaller companies or their own business ventures,





## *The alumni lament: We don't recognize the place*

when they look for jobs after graduation. They are critical of religion, but they desperately seek people, courses, and experiences that can reveal some meaning to them. An instructor at a university in Connecticut says: "The chapel is fairly empty, but the religion courses are bulging with students."

Caught in the rapids of powerful change, and left with only their own resources to deal with the rush, the students tend to feel helpless—often too much so. Sociologist David Riesman has noted: "The students know that there are many decisions out of their conceivable control, decisions upon which their lives and fortunes truly depend. But . . . this truth, this insight, is over-generalized, and, being believed, it becomes more and more 'true'." Many students, as a result, have become grumblers and cynics, and some have preferred to withdraw into private pads or into early marriages. However, there are indications that some students are learning how to be effective—if only, so far, through the largely negative methods of disruption.

**I**F THE FACULTIES AND THE STUDENTS are perplexed and groping, the alumni of many American colleges and universities are positively dazed. Everything they have revered for years seems to be crumbling: college spirit, fraternities, good manners, freshman customs, colorful lectures, singing, humor magazines and reliable student newspapers, long talks and walks with professors, daily chapel, dinners by candlelight in formal dress, reunions that are fun. As one alumnus in Tennessee said, "They keep asking me to give money to a place I no longer recognize." Assaulted by many such remarks, one development officer in Massachusetts countered: "Look, alumni have seen America and the world change. When the old-timers went to school there were no television sets, few cars and fewer airplanes, no nuclear weapons, and no Red China. Why should colleges alone stand still? It's partly our fault, though. We traded too long on sentiment

rather than information, allegiance, and purpose."

What some alumni are beginning to realize is that they themselves are changing rapidly. Owing to the recent expansion of enrollments, nearly one half of all alumni and alumnae now are persons who have been graduated since 1950, when the period of accelerated change began. At a number of colleges, the song-and-revels homecomings have been turned into seminars and discussions about space travel or African politics. And at some institutions, alumni councils are being asked to advise on and, in some cases, to help determine parts of college policy.

Dean David B. Truman, of New York's Columbia College, recently contended that alumni are going to have to learn to play an entirely new role *vis-à-vis* their alma maters. The increasingly mobile life of most scholars, many administrators, and a growing number of students, said the dean, means that, if anyone is to continue to have a deep concern for the whole life and future of each institution, "that focus increasingly must come from somewhere outside the once-collegial body of the faculty"—namely, from the alumni.

However, even many alumni are finding it harder to develop strong attachments to one college or university. Consider the person who goes to, say, Davidson College in North Carolina, gets a law degree from the University of Virginia, marries a girl who was graduated from Wellesley, and settles in Albuquerque, New Mexico, where he pays taxes to help support the state university. (He pays Federal taxes, too, part of which goes, through Government grants and contracts, to finance work at hundreds of other colleges and universities.)

Probably the hardest thing of all for many alumni—indeed, for people of all loyalties—to be reconciled to is that we live in a new era of radical change, a new time when almost nothing stands still for very long, and when continual change is the normal pattern of development. It is a terrible fact to face openly, for it requires that whole chunks of our traditional way of thinking and behaving be revised.

Take the standard chore of defining the purpose of any particular college or university. Actually,



some colleges and universities are now discarding the whole idea of statements of purpose, regarding their main task as one of remaining open-ended to accommodate the rapid changes. "There is no single 'end' to be discovered," says California's Clark Kerr. Many administrators and professors agree. But American higher education is sufficiently vast and varied to house many—especially those at small colleges or church-related institutions—who differ with this view.

What alumni and alumnae will have to find, as will everyone connected with higher education, are some new norms, some novel patterns of behavior by which to navigate in this new, constantly innovating society.

For the alumni and alumnae, then, there must be an ever-fresh outlook. They must resist the inclination to howl at every departure that their alma mater makes from the good old days. They need to see their alma mater and its role in a new light. To remind professors about their obligations to teach students in a stimulating and broadening manner may be a continuing task for alumni; but to ask the faculty to return to pre-1950 habits of leisurely teaching and counseling will be no service to the new academic world.

In order to maintain its greatness, to keep ahead, America must innovate. To innovate, it must conduct research. Hence, research is here to stay. And so is the new seriousness of purpose and the intensity

of academic work that today is so widespread on the campuses.

Alumni could become a greater force for keeping alive at our universities and colleges a sense of joy, a knowledge of Western traditions and values, a quest for meaning, and a respect for individual persons, especially young persons, against the mounting pressures for sheer work, new findings, mere facts, and bureaucratic depersonalization. In a period of radical change, they could press for some enduring values amidst the flux. In a period focused on the new, they could remind the colleges of the virtues of teaching about the past.

But they can do this only if they recognize the existence of rapid change as a new factor in the life of the nation's colleges; if they ask, "*How* and *what kind of change?*" and not, "*Why* change?"

"It isn't easy," said an alumnus from Utah. "It's like asking a farm boy to get used to riding an escalator all day long."

One long-time observer, the editor of a distinguished alumni magazine, has put it this way:

"We—all of us—need an entirely new concept of higher education. Continuous, rapid change is now inevitable and normal. If we recognize that our colleges from now on will be perpetually changing, but not in inexorable patterns, we shall be able to control the direction of change more intelligently. And we can learn to accept our colleges on a wholly new basis as centers of our loyalty and affection."

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.

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*Sweet Briar College*

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*Brown University*

\*

CORBIN GWALTNEY  
*Executive Editor*

JOHN A. CROWL  
*Associate Editor*



## The Case of the Lost Class

(Continued from Page 4)

overtones. I can *now* confess that a great deal of it was cribbed from other college papers and admit that it was often padded with such fascinating items as: Virginia Huntington Mangum asked to be mentioned in this column.

I return to the title, at least, today to suggest that the real missing links at this reunion are our professors. Seven are still here and I am happy that Johnson, Amacker, Davis, Hon, MacQueen, Rhodes, Tuthill could come, and regret that so many could not, for without (in deference to Mrs. Freeburg's orders) being too serious—we *did* have an excellent faculty in 1940. None of us, ingrates that we were, knew or cared about their academic backgrounds, but—using the *Lynx* as a guide—three-fourths were PhD's, 7 had degrees from Oxford, 2 from Edinburgh, and 2 from Swiss and German Universities.

You *still* may not care, but this percentage is one that any college today would envy, and, considering the post-depression *salaries*, it is remarkable proof of Dr. Diehl's persuasiveness.

And my analyst assures me that the clarity of my recollections of the faculty is directly related to the excellence of their teaching.

Each of us, I'm sure, has particular memories of particular ones—

Say, of Professor Shewmaker huffing and puffing like an asthmatic Old Testament prophet as he dragged us through the history of the Kings of Israel and Judah;

or Professor Kelso being Olympian about Greek and Renaissance art;

or Professor Townsend, with his green Harvard bag and his nose, literally, in a book—the subject of apocryphal tales of being arrested in the public library while crawling around in the stacks in order to read the title of books on the lower shelves and hauled off to the asylum. A sure-fire subject for a take-off in every April Fool's Carnival;

or Dr. Cooper in his Oxford-like rooms in Robb Hall smoking maple flavored tobacco and scattering pipe ashes and talking about his war adventures in Mesopotamia (I know I recall a photograph of him on a camel);

or C. P. Lee with his Rhodes Scholar accent covering

Arkansas (I should talk) and his yellow sweater and tweeds;

or Dr. Strickler pacing the floor in crepe-soled shoes as he tried to get us and Xenophon and the Greek mercenaries to the sea;

or Dr. Tuthill, who tried to teach me clarinet, though I always muffed the moment in *Finlandia* where the second clarinets had a three-bar solo. I had always lost my place near the beginning and was just playing B flat over and over since that was an easy and common note;

or Professors Monk, Storn, Pond, McIlwaine, Siefkin, Gear, Liston, MacQueen, Johnson, Davis, or Schirokauer with the pre-Hathaway eye patch, the mysterious visiting lecturer in medieval studies.

And in addition to what we reluctantly learned there are memories of various moments—Moments of Glory—(the day you were the only one who knew the answer to the question)

or memories of sophomoric pastimes such as keeping track of the number of times he said "Uh" in one hour—or—

OR—as Kitty McCulloch and I did, collecting any biographical remark Professor Monk made, with a view to writing his definitive biography—*The Real Sam Monk*—

or moments of terror, such as the time I went to sleep in the final exam for Professor Hon's economics course, after staying up all night to cram for it. The *C* I got could only stand for *Charity*.

Thinking about it—my remark about *missing* links is inaccurate. The faculty was the reason we were here at Southwestern in 1940—and they are, in a very real way, why we are here today.

They were and are the common denominators of our mutual experience—the one group we *all* shared and profited by. And which I'm sure we still all share.

As I have suggested, my debt to them is particularly great since their photographs started me back to sanity.

And actually seeing the rest of you—in the *flesh*—looking so sleek and prosperous—has completed the therapy. I *do* remember now. And I can go back to Illinois and dismiss the analyst. Think of the money I'll save.

So, in the long run . . .



# Noteworthy

## Alumna Foreign Service Officer

Marilyn Meyers '64 has been named a Foreign Service Officer of the United States by President Lyndon Johnson and sworn in at a ceremony held in Washington, D. C. Miss Meyers's appointment followed her successful completion of highly competitive examinations. She will be assigned to a position with an Embassy or Consulate in one of the 119 countries the United States maintains diplomatic relations with, or to the Department of State in Washington. She majored in international studies while at Southwestern and graduated with honors in 1964, having spent her junior year abroad. A member of Mortar Board and Phi Beta Kappa, she received a Woodrow Wilson fellowship and continued her studies during 1965-66 in the Johns Hopkins School of Advanced International Studies, Bologna, Italy. In June of 1966 she obtained an M.A. from Johns Hopkins, and has since been with the Department of Agriculture in Washington.



## Mrs. Edmund G. Rutland



Mrs. Rutland, head of the women's residence, Evergreen Hall, for 26 years before her retirement in 1952, died January 19 in Humboldt, Tennessee, where she had lived for the past several years. Former President Peyton Rhodes conferred the Algernon Sydney Sullivan Award upon Mrs.

Rutland in 1957, saying, "Her life has been spent in serving others and has been dedicated without stint or thought of self to looking after the physical and spiritual well-being of many generations of women students." Born on a Mississippi plantation, Mrs. Rutland, the former India Alexander, was a graduate of Kate Tucker Institute at Byhalia, Mississippi, and an alumna of the state university. She leaves a daughter, Mrs. J. W. E. Moore, of Mooreland Plantation, Brownsville, Tennessee; a grandson, James Rutland Moore, of Nashville; and one great-grandson.

## This Is Your Life, Dr. Leighton

Neumon Leighton was the object of a recent "This Is Your Life" party instigated by Martha Ann Spruell Pipkin (Mrs. Joe) '55, Tony Garner '65, director of the Southwestern Singers, and others who traveled to Dr. Leighton's boyhood home in Arkansas where they took pictures and made taped interviews with his lifelong friends, then worked the tapes into a script accompanying projected color slides for the "This Is Your Life" program. About a hundred friends gathered, including College of Music faculty, former faculty, and Southwestern alumni such as Gladys Cauthen, the Tuthills, Myron Myers, Maude Walker, Jane Soderstrom '45, Peggy (Marshall) '49 and Jack Crutcher '49. Dr. Leighton joined the faculty 22 years ago.

## Inaugural Representatives

President Emeritus Peyton N. Rhodes represented Southwestern at the inauguration of Dr. Paul Francis Geren as president of Stetson University, DeLand, Florida, on January 26. On the same day Dean Jameson Jones '36 served as the college's representative at the inauguration of Dr. Donovan E. Smucker as president of Mary Holmes College, West Point, Mississippi. The Dean acted in a similar capacity on March 9, at the inauguration of Dr. Harold N. Stinson as the third president of Stillman College, Tuscaloosa, Alabama. James E. Roper '48, professor of English and former Rhodes Scholar, was the Southwestern representative at Dr. Wesley Wentz Posvar's inauguration as the fifteenth Chancellor of the University of Pittsburgh March 27.

## Flash...

A recent letter from Hayden Kaden '64 reports, "You might be interested to know that for some strange reason one of the Anchorage newspapers faithfully reports the Southwestern football scores."\* Kaden graduated from the University of Texas School of Law in August and, after passing the Texas Bar examination, moved to Juneau, Alaska, in September, where he is legislative counsel with the Alaska Legislative Affairs Agency.

\*EDITOR'S NOTE: *Interested? Downright curious! Can anyone explain?*



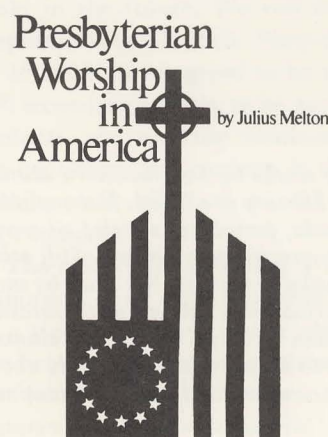
## Reflections of a River Town

Mrs. Dan West (Betsy Foster) '42 is chairman of the committee responsible for this delightful tour book, published in December by Les Passees, local women's philanthropic group. Beautifully printed and illustrated, it is a decided addition to any Memphis library and should appeal to many alumni, both near and far. The book traces the history of Memphis, dating back to the advent of Hernando deSoto; pulls no punches over the brawling rivertown era; delineates, in both words and sketches, landmark homes, industries, educational and cultural facilities, famous citizens, and neighboring towns. Its six mapped tours relate historical data to present points of interest. All profits go to the Les Passees Rehabilitation Center. The book may be ordered through the Center, at 49 Dunlap, Memphis 38103; its price is \$1.75, plus 25 cents postage and handling.

## Service

Jameson Jones '36, Dean of the College, and Elder L. Shearon, Jr. '42 have been appointed to seats on the Memphis & Shelby County Planning Commission. For both, the appointment marks a return to a board on which they served three years ago under the city's previous administration. Of Dr. Jones's appointment Mayor Loeb said, "The city is fortunate to get his services. He is, in effect, practicing what he preaches at Southwestern in agreeing to serve." In commenting on Mr. Shearon's appointment, the mayor said, "I'm delighted that he has agreed to serve. He is the kind of person we need on the Planning Commission." Shearon, president of the Southern Co., an oil equipment firm, is Vice Chairman of the Commission.

Other alumni recently named to city posts include Jean Dolan '38, and William S. Craddock, Jr. '40, both of whom will serve on the Air Service Commission. Miss Dolan owns and operates Jean Dolan Travel Service; Mr. Craddock is president of Craddock, Metcalf and LeMaster, Inc., insurance firm. Lewis Donelson III '38, attorney and city councilman, has been named to the board of trust of the Foundation for Better Government for Tennessee, an organization aiming at modernization of the state Constitution.



Dr. Melton has written the first book length history of worship in all major branches of American Presbyterianism, from colonial times to the present. On a large canvas the author paints the evolution of Presbyterian worship and American culture. Published by John Knox Press, the fully documented book provides fresh insights into such Presbyterian leaders as Charles Baird, Louis Benson, Benjamin Comegys, Henry van Dyke, and others, and presents "delightfully detailed vignettes of city and country congregations at worship." It includes both Northern and Southern ideas and practices; it covers the Old School and the New, pro-liturgical and anti-liturgical thinkers, clergymen, and laymen.

We view it as an important book in the light of American Presbyterianism and in its bequest to students of American religious history as they learn how one denomination adapted itself to the changing American scene, but perhaps its highest value lies in its rich contribution to ecumenical thought. In the words of one Roman Catholic churchman, Killian McDonnell, Order of St. Benedict, "There is a sameness about the problems facing Presbyterian and Catholic liturgists: free versus formal prayer, uniformity versus diversity, the use of the old prayer forms versus the creation of new forms. Julius Melton has shown how history dealt with these problems within Presbyterianism, and Catholics might well profit from this history. A knowledge of it will save us from pitfalls and point up the enduring values of Presbyterian worship we might make our own."

Dr. Melton, Assistant to the President and Associate Professor of Religion at Southwestern, joined the faculty in 1963. In addition, he has been part-time lecturer in the humanities at Memphis Academy of Arts. A graduate of Mississippi College, he earned the B.D. and Th.M. degrees at Union Theological Seminary in Virginia, the A.M. and Ph.D. at Princeton University, and holds a certificate from the Graduate School of Ecumenical Studies of the University of Geneva.



# Alumni Authors

*Published single works by Southwestern alumni which are in Burrow Library are listed. Not included are parts of books, periodical articles, or works translated, edited, or compiled by alumni. Still other authors or titles may be unknown to us. We shall be most grateful for any information enabling us to obtain a complete collection of books written by alumni. We should also like to be informed promptly about all new alumni publications.*

- |                                                                                                          |      |  |
|----------------------------------------------------------------------------------------------------------|------|--|
| Baine, Rodney M.                                                                                         |      |  |
| <i>Robert Munford; America's First Comic</i>                                                             |      |  |
| Dramatist                                                                                                | 1967 |  |
| <i>Thomas Holcroft and the Revolutionary Novel</i>                                                       | 1965 |  |
| Beach, Ursula S. (Mrs. Oscar)                                                                            |      |  |
| <i>Along the Warito; or, A History of Montgomery County, Tennessee</i>                                   | 1965 |  |
| Bevis, Herman W.                                                                                         |      |  |
| <i>Corporate Financial Reporting in a Competitive Economy</i>                                            | 1965 |  |
| Boyce, William E.                                                                                        |      |  |
| <i>Elementary Differential Equations and Boundary Value Problems</i>                                     | 1965 |  |
| Bunn, Ronald F.                                                                                          |      |  |
| <i>Politics and Civil Liberties in Europe</i>                                                            | 1967 |  |
| Cabaniss, Allen                                                                                          |      |  |
| <i>Agobard of Lyons, Churchman and Critic</i>                                                            | 1953 |  |
| <i>A History of the University of Mississippi</i>                                                        | 1950 |  |
| <i>Life and Thought of a Country Preacher, C. W. Grafton</i>                                             | 1942 |  |
| Caldwell, Charles T.                                                                                     |      |  |
| <i>Historical Sketch of the First Presbyterian Church, Waco, Texas</i>                                   | 1937 |  |
| Capers, Gerald M.                                                                                        |      |  |
| <i>Biography of a River Town; Memphis: Its Heroic Age</i>                                                | 1939 |  |
| <i>John C. Calhoun, Opportunist</i>                                                                      | 1960 |  |
| <i>Occupied City; New Orleans Under the Federals, 1862-1865</i>                                          | 1965 |  |
| <i>Stephen A. Douglas, Defender of the Union</i>                                                         | 1959 |  |
| Chauncey, George A.                                                                                      |      |  |
| <i>Serving God Through Worship and Work</i>                                                              | 1963 |  |
| Cogswell, Robert E.                                                                                      |      |  |
| <i>Written on Many Hearts: The History of the Presbyterian Church, Shelbyville, Tennessee, 1815-1965</i> | 1965 |  |
| Comfort, Eugene C.                                                                                       |      |  |
| <i>The Partiality of Jesus</i>                                                                           | 1932 |  |
| Craig, Samuel G.                                                                                         |      |  |
| <i>Christianity Rightly So Called</i>                                                                    | 1946 |  |
| <i>Jesus as He Was and Is</i>                                                                            | 1914 |  |
| Doak, H. M.                                                                                              |      |  |
| <i>The Needs of the Hour and the Perils of the Hour</i>                                                  | 1882 |  |
| Edington, Andrew                                                                                         |      |  |
| <i>The Big Search</i>                                                                                    | 1955 |  |
| Farris, John L.                                                                                          |      |  |
| <i>Body on the Beach</i>                                                                                 | 1957 |  |
| <i>Corpse Next Door</i>                                                                                  | 1956 |  |
| <i>Harrison High</i>                                                                                     | 1959 |  |
| <i>King Windom</i>                                                                                       | 1967 |  |
| <i>Long Light of Dawn</i>                                                                                | 1962 |  |
| <i>When Michael Calls</i>                                                                                | 1967 |  |
| Fitzhugh, Louise                                                                                         |      |  |
| <i>Harriet the Spy</i>                                                                                   | 1964 |  |
| <i>The Long Secret</i>                                                                                   | 1965 |  |
| Garth, John G.                                                                                           |      |  |
| <i>The Little Gospel</i>                                                                                 | 1952 |  |
| Green, John W.                                                                                           |      |  |
| <i>Bench and Bar of Knox County, Tennessee</i>                                                           | 1947 |  |
| <i>Law and Lawyers</i>                                                                                   | 1950 |  |
| <i>Lives of the Judges of the Supreme Court of Tennessee, 1796-1947</i>                                  | 1947 |  |



write books on civil liberties, the Beatitudes  
fiction for children and adults  
non-fiction on subjects from Byzantium to the triumph of nationalism  
from the philosophy of religion to freedom from money worries . . .

<i>Other Travels of a Lawyer</i>	1930	<i>My Quest for Freedom</i>	1945
<i>Travels of a Lawyer</i>	1927	<i>The Passing of the Saint</i>	1941
Guice, Charles E.		<i>The Story of American Dissent</i>	1934
<i>The First Friends of the Finest Friend</i>	1933	Mickel, Philip A.	
Hopkins, Martin A.		<i>Jochebed's Son</i>	1941
<i>Open Door in China</i>	n.d.	Moldenhawer, Julius V.	
Hughes, James G.		<i>Fairest Lord Jesus</i>	1937
<i>Pediatrics in General Practice</i>	1952	<i>The Voice of Books</i>	1940
Kirk, Harris E.		Monk, Samuel H.	
<i>Consuming Fire</i>	1919	<i>The Sublime</i>	1935
<i>A Design for Living</i>	1939	Murphy, William P.	
<i>The Religion of Power</i>	1916	<i>The Triumph of Nationalism</i>	1968
<i>The Spirit of Protestantism</i>	1930	Oliver, Henry M.	
<i>Stars, Atoms, and God</i>	1932	<i>Economic Opinion and Policy in Ceylon</i>	1957
Leech, Harper		Outlaw, Cave	
<i>Armour and His Times</i>	1938	<i>Fugitive Hour</i>	1950
<i>Franklin D. Roosevelt</i>	1933	Overholser, James A.	
<i>The Paradox of Plenty</i>	1932	<i>A Contemporary Christian Philosophy of Religion</i>	1965
Lynn, L. Ross		Patton, Price A.	
<i>The Story of Thornwell Orphanage</i>	1924	<i>Freedom from Money Worries</i>	1956
McFerrin, John B.		<i>Money in Your Pocket</i>	1959
<i>Caldwell and Company</i>	1939	Person, William T.	
McIlwaine, Shields		<i>Abner Jarvis</i>	1943
<i>Memphis Down in Dixie</i>	1948	<i>No Land Is Free</i>	1946
<i>Southern Poor-White from Lubberland to Tobacco Road</i>	1939	Ping, Charles J.	
McMillan, Malcolm C.		<i>Meaningful Nonsense</i>	1966
<i>Auburn Presbyterian Church</i>	1950	Pinkerton, Frank C.	
Mecklin, John M.		<i>The Man Moses</i>	1945
<i>An Introduction to Social Ethics</i>	1920	Porteous, Clark	
<i>The Ku Klux Klan</i>	1924	<i>The First Orgill Century, 1847-1947</i>	1948



<i>South Wind Blows</i>	1948	<i>A Long Fourth and Other Stories</i>	1948
Redhead, John A.		<i>Miss Leonora When Last Seen</i>	1963
<i>Getting to Know God</i>	1954	<i>Widows of Thornton</i>	1954
<i>Guidance From Men of God</i>	1965	<i>A Woman of Means</i>	1950
<i>Learning to Have Faith</i>	1955	Thomas, Richard A., Jr.	
<i>Letting God Help You</i>	1957	<i>Star in the Dusk</i>	1933
<i>Living All Your Life</i>	1961	Tillotson, Frances	
<i>Putting Your Faith to Work</i>	1959	<i>No Wall So High</i>	1957
<i>Sermons on Bible Characters</i>	1963	Vryonis, Speros	
<i>Finding Meaning in the Beatitudes</i>	1968	<i>Byzantium and Europe</i>	1967
Reid, John B.		Wells, John M.	
<i>What Every Young Accountant Should Know</i>	1963	<i>Southern Presbyterian Worthies</i>	1936
Ross, Danforth R.		Wilds, Nancy A.	
<i>The American Short Story</i>	1961	<i>Church Grounds and Gardens</i>	1964
Smith, Samuel L.		Williams, Joan	
<i>Builders of Goodwill</i>	1950	<i>The Morning and the Evening</i>	1961
<i>Builders of Health and Happiness</i>	1952	<i>Old Powder Man</i>	1966
Summey, George		Woods, Thomas E. P.	
<i>Manual for Freshman English</i>	1928	<i>For God Was with Them</i>	1939
Taylor, Peter H.		<i>The Seal of the Seven</i>	1938
<i>Happy Families Are All Alike</i>	1959	<i>Shulammith</i>	1940

## *Synx* MILEPOSTS

### RECENT ADVANCED DEGREES

- 1954 Jerry Chance, Th.D., New Orleans Baptist Theological Seminary.  
Wiley Lee Umphlett, Ph.D., Florida State University.
- 1957 Louis Edward Dodez, M.A., Arizona State University.
- 1958 Mary Jane Smalley, Ph.D., Harvard University.
- 1960 Robert S. Brown, B.D., Louisville Presbyterian Theological Seminary.  
Richard Lewis Bunn, M.A., Villanova University.  
John William Butt, S.T.M., Harvard University.  
Paul Thomas Hollingsworth, M.B.A., Memphis State University.  
Robert MacQueen, Ph.D., Johns Hopkins University.  
John L. Streete, Ph.D., University of Florida.  
James Thurman Webb, Ph.D., University of Alabama.  
Ken Yancey, Ph.D., Virginia Polytechnic Institute.
- 1961 Ronald Parker Cartwright, Jr., M.A., Western Kentucky University.
- 1962 Rachael Ellen Clothier, M.A., Florida State University.  
James S. Gray, Ph.D., Georgia Institute of Technology.  
Mrs. Louis Saffos (Rosilie Osterbind), M.D., University of Florida.

- 1963 Janice Baker, M.A., Louisiana State University.  
Philip J. Green, Ph.D., Louisiana State University.  
H. Scott Gregory, D.D.S., Medical College of Virginia.  
William Marion Hall, Jr., M.S., University of Richmond (Virginia).  
Ernest G. Maples, Ph.D., University of Mississippi.  
John Stephen Richardson, B.D., Princeton Theological Seminary.  
Harvey Sanders, M.D., University of Tennessee Medical Units.  
James Warden, Ph.D., University of South Carolina.
- 1964 David Bird, LL.B., Memphis State University School of Law.  
Doyle Cloud, LL.B., University of Texas.  
J. Howard Edington, B.D., Louisville Presbyterian Theological Seminary.  
Cyril E. Hollingsworth, Jr., LL.B., University of Virginia.  
Hayden Kaden, LL.B., University of Texas School of Law.  
Dale Ledbetter, LL.B., George Washington University.  
J. C. McCown, Jr., B.D., Louisville Presbyterian Theological Seminary.  
Robert A. Orr, Jr., B.D., Pittsburgh Theological Seminary.



K. C. Ptomey, Jr., B.D., Louisville Presbyterian Theological Seminary.

Robert Barry Snyder, M.F.A., University of Mississippi.

1965 Bobbi Suzanne Burns, M.S., University of Tennessee.

Harvey Dorsey Caughey, M.A., University of Texas.

Fred Culpepper III, M.D., Louisiana State University School of Medicine.

Lacy Stratton Daniel, M.A., Memphis State University.

Albert D'Errico, M.A., Whittier College.

John Morton Flippin, M.B.A., Memphis State University.

Mrs. David John Keyser (Judith Lynn McGeary), M.C.E., Columbia Theological Seminary.

Allan Brian Korsakov, M.S., Memphis State University.

James Howard Justice, S.M.M., Union Theological Seminary, New York City.

Robert Alexander McLean, M.A., Princeton University.

Susan Maynard, M.A., Memphis State University.

Mrs. John W. Teipel (Paula Thomas), M.A.T., Duke University.

William Morrison Wilson, M.A., Memphis State University.

## BIRTHS

1951 To Mr. and Mrs. Lester Crain, Jr., a daughter, Kim, Feb. 2.

1954 To Mr. and Mrs. Tracy Scott (Barbara Burge), a daughter, Leah Shea, Dec. 13.

1958 To Mr. and Mrs. Charles Hugh Burnidge (Nancy Carter), a son, William Sidney, July 5, 1967.

1959 To Capt. and Mrs. Robert Blumer (Nancy Haynes '62), a daughter, Sherry Lynn, Dec. 5.

To Mr. and Mrs. Thomas C. Damewood (Betty Sims), a daughter, Elizabeth Rhodes, Jan. 27.

To Mr. and Mrs. Walker Lewis Wellford III (Diane McMillan), a son, Walker Lewis IV, Jan. 8.

1961 To Mr. and Mrs. George Wells Awsumb (Betsy Breytspraak '63), a daughter, Catherine Wells, March 15.

To Dr. and Mrs. Dick Butler (Dorothy Ann Hicks), a daughter, Sharon Denise, Nov. 28.

To Dr. and Mrs. Jerald Duncan (Floyd Humphreys '64), a daughter, Floyd Ash, Dec. 30.

To Mr. and Mrs. Billy W. Landers, twin sons, Adam Shawn and Andrew Paige, Nov. 24.

To Mr. and Mrs. Bailey Wiener (Marilyn McGee '66), a son, Donald Russel, April 18.

1962 To Mr. and Mrs. Paul W. Lawrence, Jr. (Barbara Bell) a son, Andrew Walker, Oct. 5.

To Mr. and Mrs. Frank E. Rankin, Jr. (Sarah

Richards), a daughter, Kimberley Lynn, Oct. 3.

To The Rev. Mr. and Mrs. Parker Williamson (Hannah Richards '63), a son, Andrew Rene, Nov. 29.

To Mr. and Mrs. Richard Wurzburg (Jocelyn Dan), a son, Richard, Jr., Sept. 20.

1963 To Dr. and Mrs. Joseph C. Armstrong (Mary Lou Jones), a daughter, Kerry Anne, Dec. 25.

1964 To Mr. and Mrs. William DeLacy (Martha Herts-gaard), a son, Charles Howard, Oct. 31.

To Mr. and Mrs. Harmon Haverkamp (Tamma Lehmann), a daughter, Helen Elizabeth, Aug. 30.

To Mr. and Mrs. Edward W. Miller, a son, Edward Warren, Jr., Jan. 12.

To The Rev. Mr. and Mrs. K. C. Ptomey (Beth Daniel '66), a son, Christopher Kyser, Jan. 15.

1965 To Mr. and Mrs. W. Wylie Cook (Joyce Stoner '67), a daughter, Kimberly Dawn, Nov. 27.

To Capt. and Mrs. William F. Elder, Jr. (Katherine Gotten), a son, William David, April 3, 1967.

To Mr. and Mrs. David Lee Lambert (Kendall King), a daughter, Kendall Sage, Oct. 7.

1966 To Mr. and Mrs. Ashton Stuckey, a son, Jason Ashton, April 17, 1967.

## MARRIAGES

1936 Mrs. Katherine Gilliland Camp to Dr. Roger W. Breytspraak, Feb. 29.

1959 Joan Dawson to W. Bradley Wallace, July 1, 1967.  
Princess Hughes to C. W. Van Hooser, Nov. 25.

1962 Catherine Liddell to Robert J. Skapura, Nov. 22.

1964 Patricia Gladney to George A. Holland, Jan. 20.

1965 Charie Bowman to Javan W. Reid, Jr., Dec. 20.  
Betty Cole to Charles Thompson, Dec. 27.

Barbara Cook to James Edward Blount III, Jan. 27.

Linda Davis to James Couch, Dec. 16.

Lynn Williams to Frank C. Leeming, Dec. 17.

1966 Delia Dunlap to Sidney Paul Blackstone, Dec. 17.  
Carole Ann Montgomery to John F. Slinkman, Dec. 30.

Gail Ostby to Talbot Mathes III '67, Dec. 21.

Nancy Cornelia Phillips to Thomas F. Richardson, Jr., Feb. 10.

1967 Jane Baxter to David W. Blankenship, June 17, 1967.

Diane Fuller to Joe Alex Rice, Aug. 6.

## DEATHS

1915 The Rev. Ozro W. Wardlaw, Memphis, Jan. 31.

1920 Robert Henry Cobb, Sr., Rome, Ga., Dec. 31.

1923 Jesse L. Caldwell, Nashville, June 4, 1967.

1924 Dr. James Mapheus Smith, Nashville, Jan. 5.

1933 Robert Mobley, Memphis, Jan. 10.

Mrs. C. C. Workman, Jr. (Jane Lucille Pinaire), Atlanta, March 11, 1966.

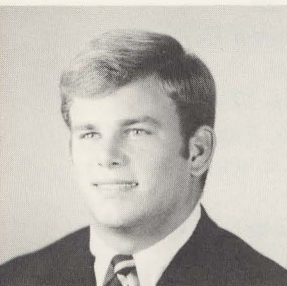
1940 Dr. William McBurney, Champaign, Ill., Dec. 2.

1950 Dr. Eldon Roark, Pearl River, N. Y., Feb. 24. 17



# Class Notes

Of 1034 students at Southwestern, 269 have alumni relatives. Presented here and on the following pages are the 23 seniors whose parents are Southwestern alumni.



Scott Arnold III, son of Elizabeth Woolfolk Arnold '47



Betty Atkinson, daughter of E. R. Atkinson '38



Julie Bingham, daughter of Herbert Bingham '39



Katherine Diehl, daughter of Mary (Pond) '32 and Charles Diehl '31



Diane Black, daughter of the late Robert Black '42

## 1917

Richard Davis has sold *The Herald Register*, prize-winning newspaper he formerly edited and published in Trenton, Tennessee, but has retained his printing equipment and office supplies.

## 1929

A new, co-operative approach between ministers and doctors, "Experiments in Medicine and Religion," was outlined by speaker John K. Johnson when he recently addressed the Civitan Club at its Clergy Day observation. Dr. Johnson is Presbyterian chaplain at the U. of Tenn. Medical School . . . He and Mrs. Johnson (Katherine Griffith) will be more than casual spectators at Southwestern's commencement this year—their son "Bick" is a member of the graduating class.

A round-trip flight from New York to London and Paris, a jereboam of Piper-Heidsieck, and a pair of golden slippers! These were the prizes Catherine Underwood Meacham (Mrs. N. F.) came home with after she won a Golden Slipper Award in New York in January. Catherine is fashion editor of the *Memphis Press-Scimitar*.

Dr. Charles W. Robertson was Southwestern's official representative at the inauguration of Wallace B. Graves as president of the University of Evansville on February 28. A recent note from Mrs. Robertson (Lola Ellis) '36 says their oldest son, Charles, Jr. '65, is working on his Ph.D. at Florida State University. Younger son Jim is at the University of Evansville, where Charley is a professor of biology . . . Lola teaches retarded children in a day school.

## 1930

Elizabeth Williams Cooper (Mrs. A. B.) and her husband have been busy going to camellia shows ever since Christmas—in New Orleans, Mobile, Tuscaloosa, Savannah, Birmingham, Memphis, Chattanooga, and Nashville—and have finished up the season with 10 silver trophies and nearly 500 ribbons, plus having had a grand time! Elizabeth is organist at their church and works one day a week at the *Nashville Banner*.

## 1931

LeRoy Montgomery is president of the Real Estate Board of Memphis for 1968, a board he has previously served as secretary-treasurer and as a director. A realtor since 1940, he owns his own firm, emphasizing listings of the city's better homes. He is a member of the educational committee of the National Institute of Real Estate Brokers and recently completed a three-year term on the

professional standards committee of the National Association of Real Estate Boards. Louis Weeks, Jr. '37 and Kathryn Harris Read '34 are serving with LeRoy on the 1968 Memphis board, Louis as first vice president and Kathryn as secretary-treasurer.

## 1934

Artist Carroll Cloar, interviewed in February, told of putting finishing touches on a painting of three little girls wading in a sunlit pool, reminiscent of the pictures in many old family albums. He'll include the painting with others he will exhibit in a one-man show late this spring in New York City's Landau-Alan Gallery on Madison Avenue.

Ruth Park Simmons (Mrs. Ed) was the 1967 Tennessee Realtor of the Year, and before the year was over became the second-ranking woman Realtor in the U.S. by being elected recording secretary of the Women's Council of the National Association of Real Estate Boards at NAREB's 60th annual convention, held in November at the Washington Hilton Hotel. The new post is second only to that of the council's president. Ruth also took convention honors as the only woman among the nation's state Realtors of the Year.

## 1936

Jean (Reid) and Fred Walker are moving to London, Ontario. Fred became president and general manager of General Motors Diesel, Ltd., a subsidiary of General Motors, March 1, and Jean will join him after selling their lovely new home in Hinsdale.

Maurice Carlson is editor of *The Arlington Quarterly*, new "journal of literature, comment, and opinion" published at the University of Texas at Arlington.

## 1938

A letter from Jane and Charles Barton informs us that Charles is now pastor of the Methodist Church in Mount Kisco, New York, some 35 miles north of NYC, where their parsonage is a "remodeled, 100-year-old house with a combination of comfort, convenience, and charm which has captivated the whole family." Charles is chairman of the Conference Board of Missions and was anticipating a trip to Alaska in February, for the Board of Evangelism, and one in April to the Methodist General Conference in Dallas.

## 1939

"I am much interested in the *Southwestern News*," writes Saichi Sakai. "It is my great pleasure to know how Southwestern has been and to find that a number of new



buildings have been added for the past few years . . . I should like to visit postwar America and to meet old acquaintances there . . . My first son graduated from a university last year and the second son will graduate next year. The third son will enter a university and the first daughter will enter a high school this year." Saichi is Secretary of Finance Ministry, Nagoya Custom House, and would be delighted to see any alumni visiting Nagoya.

#### 1940

Camille and Bob Elder fled suburbia last summer and wonder why they didn't do it years before . . . "Home" is now their former weekend retreat, Cross-A-Track Farm, enlarged and remodeled, in Hernando, Miss., where they find a whole new dimension of time for family, friends, horses, dogs—LIVING . . . All this, and Bob, executive v-p of Allen & O'Hara Construction, can get to his office in 20 minutes by the interstate! Eldest daughter Elaine is a sophomore at Southwestern.

#### 1941

Harriette Hollis McLoughlin (Mrs. John) will be Southwestern's official representative at the inauguration of Martha Peterson as president of Barnard College on April 29.

#### 1943

Gladys Moore Ellis (Mrs. Franklin) wins top honors for having the husband with the greatest hobby . . . Some of the things Frank, sales manager of Stan-o-type Printing Co., has made for their home are: a paneled den complete with built-in cabinets, couches, library shelves; a wooden deck for an inviting outdoor living area; a hi-fi cabinet, a corner table, a buffet, a coffee table; a hand-carved chess set; and a garden statue.

Chris and Julian Nall, with their daughter Sally Chris, were in town recently when Sally Chris was junior bridesmaid in her cousin Robin's wedding . . . Robin is the daughter of Jane and Henry Nall '36.

#### 1944

Bill Speros was one of the nominees for the fifth annual In-Print Award to the man who does most to get favorable national publicity for Memphis. Bill's nomination was based on his work with Legion baseball.

Hays Owen has been re-elected president of the board of trustees of Baptist Memorial Hospital, now the nation's largest private hospital in terms of annual admission. On February 19 the hospital dedicated a new \$18.5 million unit.

#### 1945

Jane Skinner's production of *Wild World*, color film of untamed animal life shown on ABC-TV recently, marked a big change of pace . . . Her last productions has been the three ABC specials on Twiggy!

#### 1946

We extend our deepest sympathy to Virginia Wade Hines, whose husband, Jim, died unexpectedly in November. Virginia is at home—829 Mayer St., Greenville, Miss. 38701—with her four children: James V. III, 19, Caroline, 15, Florence, 5, and John, 1.

Florence Horton Leffler (Mrs. William B.) continues

to take an active interest in drama . . . Her latest role was that of Eleanor of Aquitaine in the Little Theatre's presentation of *The Lion in Winter*. This was the first time the play had ever been produced by any amateur group and the cast spent five weeks rehearsing; toward the end, the schedule included seven nights a week and all Sunday afternoon. Florence is the wife of Circuit Judge Leffler, the mother of a son and daughter, and principal of Macon Elementary School.

#### 1948

Robert Brabant and his brother Richard, who live in Lille, France, returned for a holiday visit with Memphis family and friends.

Trent Wood has changed fields—from a notable career in radio and tv for the past 20 years he has gone into the business of selling municipal bonds. On March 1 he joined his brother Don at United Municipal Investment Corporation where he's working in the Tennessee banks division as well as selling to individuals. Don is executive vice president of the company, which was founded in July, 1966. It is now one of the largest exclusive municipal bond dealers in the south, having bought and sold about \$170 million worth of municipal bonds last year. Tom Street '54 is secretary-treasurer of the firm.

#### 1950

Ann (DeWar) and Bob Blecken are the winners of an around-the-world trip for two, all expenses paid! The trip, by Pan-American, calls for several days in London, Paris, Frankfurt, Rome, Athens, Beirut, Karachi, New Delhi, Bangkok, Hong Kong, Tokyo. The contest they entered and won was one of those where you're told that your number may already be a winner.

#### 1951

Christy Morgan, associate minister of First Presbyterian Church in Knoxville, represented Southwestern at the inauguration of Robert L. Owens III as president of Knoxville College on March 16.

Charles Ping has been elected vice-president of Tusculum College, Greenville, Tennessee, where his new responsibilities will include serving as chief advisor to the president and as the chief administrative officer in his absence. Charles joined the Tusculum faculty in 1966 as dean of faculty and professor of philosophy. After graduation from Southwestern he continued his studies at Louisville Presbyterian Seminary, where he received the B.D. degree in 1954, and at Duke University, where he obtained the Ph.D. in 1961. He is married to the former Claire Oates '53, and is the author of *Meaningful Nonsense*, a book published in 1966. Other writings include "The Idea of a Christian College," published in the *Saturday Review*, November, 1966, and a series of 13 articles which appeared in *Crossroads*.

John Thomason and Brady Bartusch '53 were recently appointed on a part-time basis as assistant city attorneys. This is the first time in such a capacity for John; Brady was on the staff when the present city attorney was head of the department several years ago.

Milton Wray has been assigned to work with the new city administrative officer in preparing the capital improvements program. This is a part-time position . . . Milton is an accountant and a part-time professor of



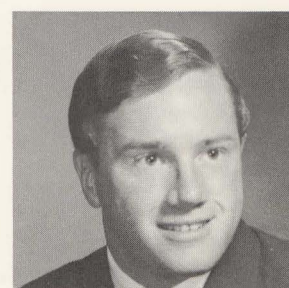
Peggy Early, daughter of Ladye Craddock Arnold '44



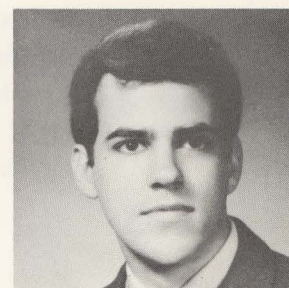
Kate Flowers, daughter of Katrina McCall Flowers '37



Dianne Freeman, daughter of Zeb Freeman '49



Bick Johnson, son of Katherine (Griffith) '29 and John K. Johnson '29



Ray Leffler, son of Jean (Likely) '43 and Prentiss Leffler '41



John McMinn III, son of John McMinn, Jr. '37





Kaki McKnight, daughter of  
Elise McDonald McKnight '32



Julia Maddox, daughter of  
Warren Maddox '34



Annie Olson, daughter of  
Marion Spencer Olson '36



Margaret Owens, daughter of  
Don Owens '37



Nancy Patton, daughter of  
Nancy (Carradine '40) and  
John Patton '40



Nancy Pond, daughter of  
Nancy (Wood '40) and  
John Pond '40

accounting for the University of Tennessee downtown extension center. He was a top adviser to former Mayor William B. Ingram '49.

## 1952

John Cochran represented Southwestern on February 17 at the inauguration of Hugh Morris Gloster as president of Morehouse College, Atlanta.

Ham Smythe, vice president and general manager of Yellow Cab Co. in Memphis, was elected president of the Children's Bureau, Inc., at the annual board of directors meeting. The bureau is a licensed, nonsectarian, voluntary child-care agency now in its 42nd year of service.

## 1953

Morton McMillan is Director of Strategy for the Division of Church and Society, Presbyterian Church, U.S., as of April 1. In this assignment he will seek ways in which local churches and individual members may be more significantly involved in solving critical problems of society. After graduation from Southwestern, Morton received his B.D. and Th.M. degrees from Louisville Presbyterian Theological Seminary and served as pastor of the Atmore, Alabama, and Lexington, Kentucky, Presbyterian churches. He is the moderator nominee of the Presbyterian, U.S. Synod of Kentucky. Morton and Mary (Myers) will live in Richmond, Virginia. They are the parents of three children: Thomas Morton III, 10; Andrew Rule, 8; and William Wallace, 4.

## 1954

On February the first, Lane Erwin became Administrative Assistant to the Board of Annuities and Relief, Presbyterian Church, U.S., with offices in the Presbyterian Center in Atlanta. He was formerly minister of First Presbyterian Church, Bennettsville, S. C.

Wiley Umphlett is Resident Director for the military "Bootstrap" operation at Eglin AFB, conducted by Florida State University at Tallahassee. As such, his job is to plan the curriculum of studies for the program, to be responsible for creating "campus quality" courses, and to provide the best instructors possible and the widest range of courses. In addition to his B.A. from Southwestern, he holds the M.A. degree from Columbia University and the Ph.D. from FSU. He and his wife, Joyce, have three children.

Sidney Vise, assistant professor of piano at Drury College, Springfield, Missouri, is in his second year as president of the Missouri Music Teachers Association. In 1967 he served as president of the host state at the convention of Music Teachers National Association in St. Louis. He and his wife, Ilga, have two children.

## 1955

Robert Gillespie has withdrawn from private law practice and is General Attorney of Standard Life Insurance Co., Jackson, Mississippi. He's also director of the Junior Bar Section of the Mississippi State Bar and editor of *The Mississippi Lawyer*.

Louise (Rollow) and Jeff Justis expect to be back in Memphis to live after Jeff, a major, completes his military service in July. Jeff, who earned his M.D. at the University of Tennessee, will be on the staff at Campbell's Clinic. In a way, that will be like coming home too, since he was a fellow there for his residency. They

plan to build a new home; already have their lot picked out. The Justises have been at Keesler Field since returning from their tour in Europe last summer.

Martha Spruell Pipkin (Mrs. Joe) was district director of the Metropolitan Opera Mid-South auditions held March 3.

Bettie (Worthington) and Bill Shenk have moved from Mobile to Huntsville. Bill is minister of education for North Alabama Presbytery.

## 1956

Gene Fowinkle is the 1968 winner of the Memphis Junior Chamber of Commerce Distinguished Service Award. He was a resident in neurosurgery in 1960 when he decided to look for another branch of medicine and subsequently chose the field of public health. In 1962 he became director of communicable diseases and has served as assistant, then as clinical instructor and assistant professor at the University of Tennessee College of Medicine. In September, 1966, he became director of the Memphis and Shelby County Health Department—the youngest man in the country to hold such a position in a major metropolitan area. Eugene holds the Master of Public Health degree from the University of Michigan in addition to his M.D. from Tennessee. He and his wife (Ruby Youngblood '57) have three young daughters.

## 1958

John Farris has racked up quite a year, what with two novels published and his first play produced off-Broadway. The play is *The Death of the Well-Loved Boy*; the first novel, *King Windom*, is the story of a faith healer, the second, *When Michael Calls*, centers around a voice on the telephone—that of 10-year-old Michael who has been dead for years. Of the latter, Kay Pittman Black writes, "Farris has penned an interesting tale—perfect for winter evening's reading . . . for those who love stories with a hint of mystery and a dash of horror."

Lewis Murray is still with the Department of State in the Foreign Service, but left Mexico City in December and in January started a six-months course at the Armed Forces Staff College at Norfolk. In July he will go to Washington for a tour at the Department—after six years abroad, in Mexico, The Dominican Republic, and Italy.

## 1959

Nancy (Haynes '62) and Robert Blumer are now stationed at El Paso, where Robert is a resident in internal medicine at William Beaumont General Hospital and a captain in the Army. In ceremonies last summer he was awarded the Army Commendation Medal for service in Vietnam in 1966. The Blumers have two daughters, one 3½ and one (see *Births*) born in December.

Leonard Busby is doing his second tour as a Marine helicopter pilot in Vietnam and has been awarded the Distinguished Flying Cross in ceremonies at the Marble Hill Air Facility near Da Nang. He was cited for heroism on May 20, 1967, while piloting a CH-53A Sea Stallion of Marine Heavy Helicopter Squadron-436 on a mission to recover a downed Korean O-IC observation aircraft from an area south of Chu Lai. When he arrived over the pick-up zone at dusk he received enemy automatic weapons fire but continued toward the landing zone. He was informed by radio that the downed plane could not



be retrieved because of constant enemy fire in the area. Realizing the friendly ground troops could not hold the enemy off much longer, he decided to try the recovery immediately and hovered above the O-IC until the ground unit attached the recovery sling. He then successfully flew out of the hostile area.

*John Oxley* won the Jackson (Tenn.) Jaycee's Distinguished Service Award of Young Educator of the Year. John teaches physics and math, coaches football, and is assistant principal at Jackson's South Side High School.

*Lamar Rickey Parker (Mrs. Tom)* is the blond witch Angelique in ABC's supernatural soap opera "Dark Shadows," starring Joan Bennett. This is the spooky serial that claims over six million viewers every day, Monday through Friday. Lamar is cast as the sorceress responsible for one of the main characters' having become a vampire! Quite a part for anyone's first tv role, and she carries it off artfully. Her professional name, by the way, is *Lara Parker*.

## 1960

*Jo Lynn (Palmer) Allen's* husband, Robert, is assistant to the Director of Development and Alumni Affairs at Wake Forest College . . . the Allens live in Winston-Salem; have two children, Jennifer, 5, and Geoffrey, 2.

*Rann Vaulx* wrote at year's end, "This has been a hectic year . . . I am building a house and barn on 5 acres of land I own. Spent the first half of the year drawing plans for it all and the last half trying to get it built. Another two months should bring it near completion and me near total collapse." Rann has a Ph.D. in organic chemistry from Duke.

## 1961

*Harvey Jenkins* has been Minister of Education and Evangelism at the Shades Valley Presbyterian Church in Birmingham since February 1. The pastor of Shades Valley is also a Southwestern alumnus, *Dr. Tom Duncan '42*. Harvey obtained his divinity degree at Princeton. Before going to Birmingham he was the minister of Union Presbyterian Church in Memphis.

## 1962

*Marcia Fentress Donovan (Mrs. William S.)* graduated from Barnard after leaving Southwestern and is now working for her master's at the University of Pennsylvania. Her first-hand account of her experiences in an Indian University were published in the April 26, 1967, issue of *American Reporter* . . . Marcia's husband was a Peace Corps Volunteer in India.

*Leon Russom* has been signed by one of the country's most distinguished repertory theatres, Lincoln Center Repertory Company. He will understudy Christian, the second male lead, in Carl Weber's production of *Cyrano de Bergerac*, which opens at the Vivian Beaumont Theatre in Lincoln Center on April 25. Russom has been appearing opposite June Havoc in *White Lies*, the curtain-raiser to *Black Comedy*, on tour in Florida.

*Catherine (Liddell)* and *Robert Skapura* (see Marriages), who met in Africa, plan to teach in Europe for a couple of years after Robert completes the master's degree he's working toward now in Cleveland, Ohio. Catherine taught last semester in an "inner-city" school

in Cleveland; she expected to transfer to a parochial school in the suburbs in February.

## 1963

*Mary Lou (Jones)* and *Joe Armstrong* (see Births) are enjoying their life in Addis Ababa and expect to be there till the spring of 1969. Joe is working on chloroquine-resistance in malaria at the Naval Medical Research Unit there—he's an M.D., attached to NAMRU.

*Janice Baker* completed her M.A. in American history at L.S.U. and rewarded herself with a trip to Washington, liked it so much she decided to find a job and live there, and is now an editorial assistant at the American Historical Association.

*George Goodloe Early, Jr.* is one of five newly elected vestrymen for St. John's Episcopal Church.

*Joyce (Moore '65)* and *Jim Warden* are living in Crawfordsville, Indiana, where Jim has been teaching physics at Wabash College since February . . . Joyce wrote in January that he was finishing his work on his Ph.D. They were reminded of Southwestern and Dr. Wolf when they saw Jimmy Driftwood's guitar on display in the U.S. Pavilion at Expo '67.

## 1965

*Kathy Gotten Elder (Mrs. William F., Jr.)* and her husband, who is a Captain in the Marine Corps, are living on the base at Santa Ana, California. (see Births.)

*Cam Murchison* is one of three seniors at Union Theological Seminary in Richmond selected to receive fellowships, valued at \$1,750 each, to pursue further graduate study. Cam is also president of the seminary's student body this year.

*Charie Bowman Reid (Mrs. Javan W., Jr.)* will receive the B.D. degree from Austin Presbyterian Theological Seminary in May. She and Javan, who is also a student at the seminary, adapted the marriage service from the Provisional Services of the *Book of Common Worship*, to contemporary language. Their wedding, in the seminary chapel in December (see Marriages), was an occasion for community worship. Charie's brother Sidney is a freshman at Southwestern this year.

*Hillis (Stoker)* and *Bill Rogers* have moved from Georgia to Irving, Texas. Bill is now working for the Mobil Oil Co. in their Research and Development Lab in Dallas. Their Kathy was two in November; Elizabeth a year old in January.

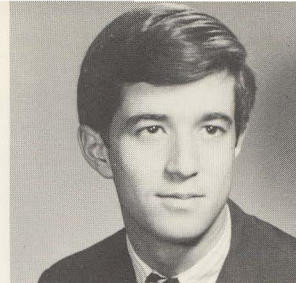
## 1966

*Tony Jobe* entered the Marine Corps in January, 1967, earned his commission in March, and has been going through the Training Command at Pensacola ever since. He wrote of completing formation flying in T-28's, that he should earn his wings in April or May, and would probably be a helicopter pilot in Vietnam by summer.

*Gayle Lanham* took a course for a Medical Record Librarian degree at the Baltimore Public Health Hospital, graduated last August, and is now a registered Medical Librarian at the New Orleans Public Health Hospital.

*Bill Leneave* was commissioned a second lieutenant in the USAF at Lackland AFB, Texas, and is taking pilot training at Webb AFB, also in Texas. His wife is the former Suzanne Freeman of Martin, Tennessee.

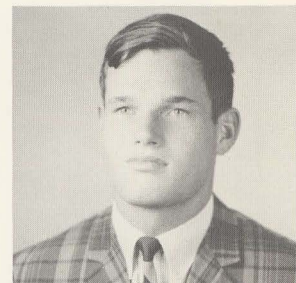
*Suzanne Troth, daughter of Katherine Motley Troth '31*



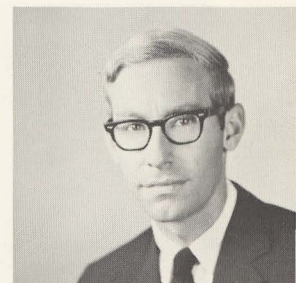
*Mike Richards, son of Ann Maury Richards '39*



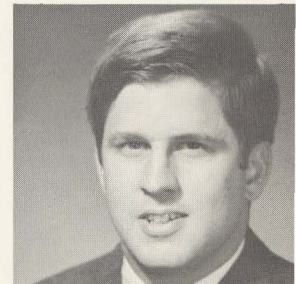
*Gail Seabrook, daughter of Josephine Gilfillan Seabrook '42*



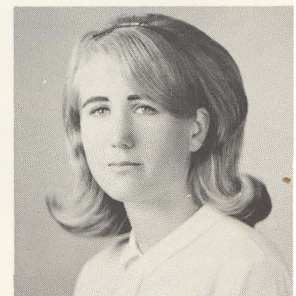
*Bill Smith, son of T. Herbert Smith '40*



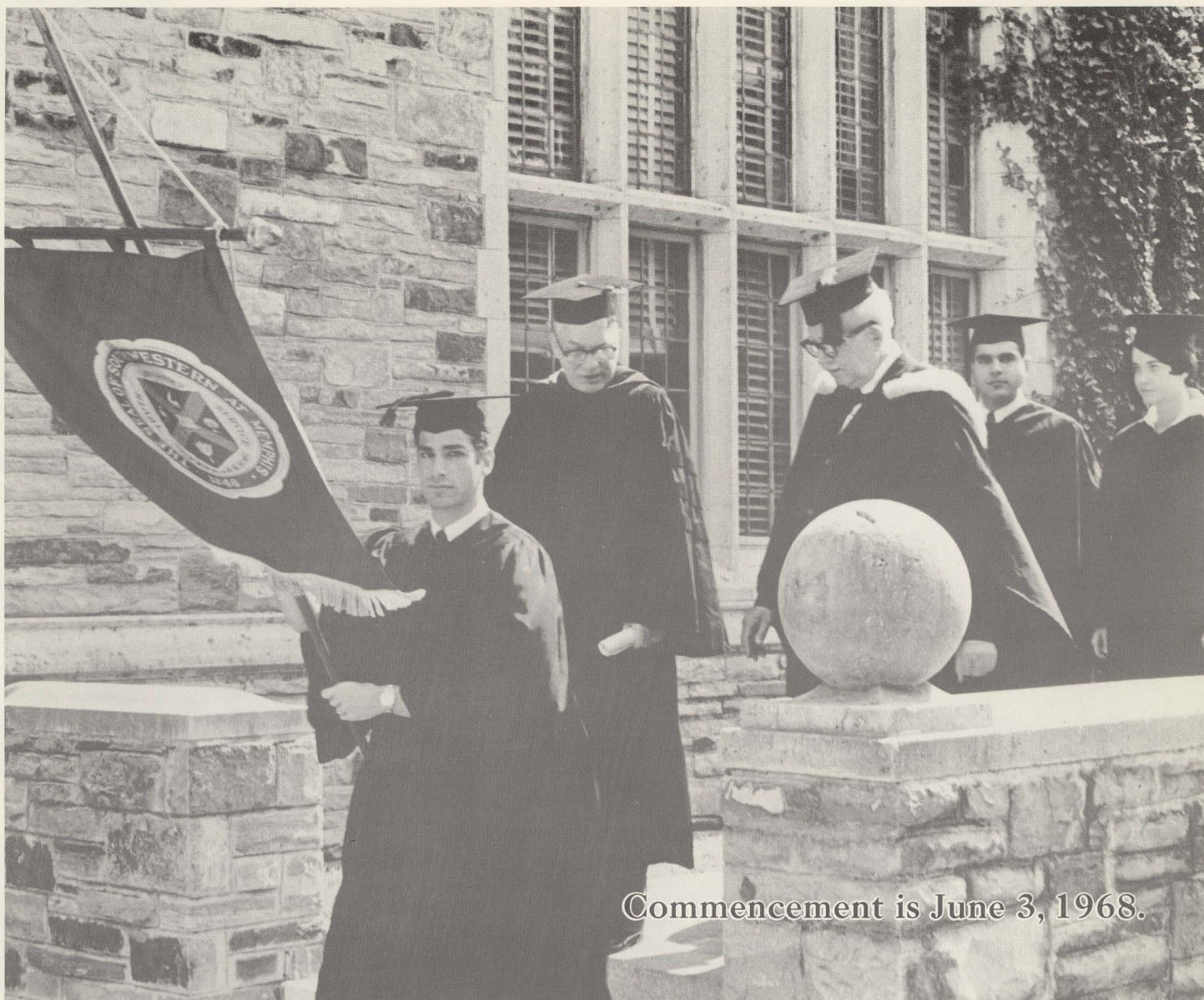
*Jack Taylor, son of Sara (Sparr '46) and Jack Howard Taylor '44*



*Bill Turner, son of the late Henry Turner '39*







Commencement is June 3, 1968.



# *Southwestern News*

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