

MINUTES OF THE MEETING OF THE BOARD OF TRUSTEES

SOUTHWESTERN AT MEMPHIS

March 15-16, 1972

The regular meeting of the Board of Trustees of Southwestern At Memphis was held in Room 200 (The Edward J. Meeman Center for Continuing Education), S. DeWitt Clough Hall, on the campus, at 1:30 P.M. on Wednesday, March 15, 1972.

The meeting was called to order by the Chairman, Robert D. McCallum and was opened with prayer by Dr. Kenneth G. Phifer.

The roll call by the Secretary showed the following members present:

<u>ALABAMA</u>	<u>LOUISIANA</u>	<u>MISSISSIPPI</u>	<u>TENNESSEE</u>
William H. Mitchell	Dan F. Goodwin, Jr.	John H. Bryan, Jr.	Robert D. McCallum
J.A. Thompson	Kenneth G. Phifer	Orrick Metcalfe	William H. Dale
	W.C. Raspberry	Park H. Moore, Jr.	Mrs. David K. Wilson
	Edward M. Carmouche	Mrs. Frank M. Mitchener	Walk C. Jones III
<u>CLASS OF 1972</u>	<u>CLASS OF 1973</u>	<u>CLASS OF 1974</u>	<u>CLASS OF 1975</u>
Edward B. LeMaster	Walter P. Armstrong, Jr.	Stanley J. Buckman	W. Neely Mallory
W.J. Millard	Jefferson Davis	Wayne W. Pyeatt	Spence L. Wilson
A.V. Pritchardt	Edmund Orgill	S. Shepherd Tate	
		Russel S. Wilkinson	

William L. Bowden, President, ex officio

Robert G. Patterson, Vice President for Academic Affairs and Dean of the College, M.J. Williams, Vice President for Fiscal Affairs and Treasurer, Julius W. Melton, Jr., Director of Deferred Gifts, Loyd C. Templeton, Director for Institutional Advancement, A.P. Perkinson, Jr., Director of Development, Marshall P. Jones, Associate Dean of the College and Assistant to the President, and Mrs. James W. Hall, Secretary to the President, were present by invitation.

Absent members were Belin V. Bodie, Mrs. Henry C. Collins, Sterling J. Edwards, Jr., Mrs. Lee D. McLean, John Hampton Stennis, John W. Wade, L. Palmer Brown, Norfleet Turner, Henry C. Watkins, David H. Edington, Jr., C.B. Harrison, Sidney A. Stewart, Jr., and H.C. Unruh.

The Chairman recognized Mr. Armstrong who stated that as Chairman of the Students and Educational Program Committee, he had been approached by two students who requested that the By-Laws be amended at the beginning of this meeting so as to permit student representatives to attend the meeting, without vote, or if this could not be done, they requested that six students be allowed to be present at this meeting.

The Chairman pointed out that a committee had been appointed to study and revise the By-Laws so as to permit three students and three faculty representatives to sit with the Board, without vote, and that it had been planned to present this matter at a later time in the meeting.

There was considerable discussion of this matter, and it was agreed that this would be the first order of business following the interim report of the President.

The Chairman called upon President Bowden to introduce the Southwestern administrative officers who compose the Administrative Cabinet of the College.

Robert G. Patterson, Vice President for Academic Affairs and Dean
of the College
M.J. Williams, Jr., Vice President for Fiscal Affairs and Treasurer
Julius W. Melton, Jr., Director of Deferred Gifts
Lloyd C. Templeton, Jr., Director for Institutional Advancement
A.P. Perkinson, Jr., Director of Development
Marshall P. Jones, Associate Dean of the College and Assistant to
the President and Planning Coordinator

Upon motion duly made and seconded, the minutes of the meeting of the Board of Trustees held on October 13-14, 1971, a copy of which was sent to each member of the Board, were approved.

Upon motion duly made and seconded, the minutes of the meetings of the Executive Committee held on November 15, 1971, December 13, 1971, January 24, 1972 and February 21, 1972, copies of which were sent to each member of the Board, were approved.

The Chairman called upon President Bowden to give his Interim Report for the academic year 1971-72. First of all, President Bowden told about several alumni meetings in various parts of the country which he had attended and which were most successful. President Bowden then announced that the Tuition Grants Bill has now been funded by the Tennessee General Assembly for a million and a half dollars.

President Bowden discussed the PPBS (Planning-Programming Budgeting System) which is being put into use and which makes plans for a three-year budget for the college. (See Board of Trustees minutes 10/13/71, page 2) President Bowden pointed out that in the synodical reorganization which is being planned, Southwestern would be owned by two large synods.

President Bowden announced that a birthday party was being held for Mrs. C.M. Gooch who has been such a great benefactor of the college through the Gooch Foundation. He mentioned also the visit of The Right Honorable John Primatt Redcliffe Redcliffe-Maud, Baron of Bristol, Master, University College, Oxford, who has been so helpful in the Southwestern At Oxford program. President Bowden reported that Dr. Ben Lacy Rose, Moderator of the Presbyterian Church, U.S., will visit the college on April 24, 1972. All Presbyterian Churches in the Mid-South area will convene their church services at Southwestern for the occasion.

President Bowden announced that a \$9,000 grant has been received from Title I of the Higher Education Act to be used for a state-wide conference of private colleges in Tennessee to consider how they can best be used in the state system for continuing education.

President Bowden advised that shortly before this meeting, he had received a document dated March 15, 1972, entitled "Statement for the Committee on the Faculty of the Board of Trustees" which had been signed by five faculty members comprising the Faculty's Committee who are elected to meet with the Board's Committee on the Faculty. President Bowden read to the meeting this paper. (Attachment A) He pointed out that he had met recently on March 8 with the faculty and had previously met with the faculty on October 12, 1971, at which time he provided the faculty with a comprehensive report entitled "The Financial Condition of Southwestern" (Attachment B). President Bowden discussed at that time the major steps that would be taken at Southwestern to overcome our financial difficulties (See Attachment B, page 11). President Bowden pointed out that we can have a balanced budget for the 1972-73 fiscal year only with the following assumptions:

1. That there will be 1,000 full-time equivalent students;
2. That the new positions of Director of Deferred Gifts and Director of Capital Campaigns will raise \$100,000 in new operating funds in 1972-73;
3. That the endowment will have a year-end valuation of \$11,000,000;
4. That there will be no occurrences which require extraordinary expenditures in 1972-73.

President Bowden pointed out that if we have the balanced budget, then we can meet the cost of living and merit raises next year. For two years these have not been available for the faculty.

President Bowden decried the action which led to this statement, which, in his opinion, is the type of statement which gets into the college and city newspapers, showing dissatisfaction and hurting the college, especially at the time of the annual campaign.

A motion was made, seconded and passed by a unanimous standing vote, that the Board of Trustees express a vote of confidence in the administration and in the administration's ability to work out this matter.

The Chairman announced for information the personnel of the following committees to serve through this meeting and the rooms where these committees would meet following the recess of this Board meeting. In the absence of John W. Wade, Dr. Millard was asked to serve as Chairman of the Faculty Committee. (Attachment C).

The Chairman stated that it was now in order to take up the special order of business on the amending of the By-Laws relative to membership, without vote, of students and faculty representatives. The Chairman presented to the meeting a proposal which had been prepared by the By-Laws Committee which had been appointed by the Chairman. This proposal was discussed at length, and various amendments were made in the draft, the final version being set forth as follows:

Article II
Board of Trustees

MEMBERSHIP

In accordance with the provisions of the Charter as amended, the Board shall consist of thirty-nine members, one of whom shall be the President of the College. As provided by the Charter, the administration of the affairs of this institution shall be supremely and solely in the hands of its said Board of Trustees.

Twenty Trustees shall be elected by the Synods of Tennessee, Louisiana, Mississippi and Alabama of the Presbyterian Church in the United States, each Synod electing five members to said Board of Trustees, and each Synod having the right to elect its own representatives upon the Board and fill vacancies as may be created in the membership of those whom it has elected. Each Synod shall elect a member each year for a term of four years, except in the fourth year each Synod shall elect two members for a term of four years, thus preserving a four-year rotation in office of the members of the Board. Members may be re-elected to serve a maximum of three four-year terms. No Trustee having served a maximum of three four-year terms may be re-elected until one year after the expiration of his term, except if he be elected to serve as a member of the Executive Committee of the Board of Trustees rather than a representative of a particular Synod.

Among the five members elected by each of the four Synods at least one shall be a woman.

The Board of Trustees shall elect to its own membership eighteen additional members who are not elected representatives of the four Synods, at least three of whom shall be alumni of the college, for terms of four years. Members may be re-elected to serve a maximum of three four-year terms. No such Trustee having served a maximum of three four-year terms may be re-elected until one year after the expiration of his term, except if he be elected to serve as a representative on one of the cooperating Synods. The Board shall elect to its membership individuals of integrity and sound judgment who desire to promote higher education, and who are in manifest sympathy with the spirit and aim which characterize Southwestern.

Any person attaining the age of seventy (70) during his term shall be eligible to complete that term, but shall not be eligible for re-election at the expiration of his term. At the discretion of the Board, any Trustee, whether or not eligible for re-election, who has attained the age of seventy (70) may be elected to a Life Trusteeship. Life Trustees may attend meeting of the Board without voting privileges. Such Life Trusteeships shall be conferred as a privilege upon those whom the Board wishes to honor for their distinguished service to the college and shall remain in effect for the lifetime of the Trustee so elected.

Each year the Board of Trustees at the beginning of its annual meeting in the fall shall elect three students to sit with the Board as non-voting members, to take office immediately upon election and to serve throughout the academic year, with full privileges other than voting. The procedure for the selection of the three students shall be as follows:

The President of the Student Government Association shall select by vote of the student body of Southwestern a slate of six candidates of which at least two shall be women, and submit the slate via the Dean of Men and Dean of Women to the President and the Chairman of the Board of Trustees. The Chairman shall select three students, at least one being a woman, from the slate of six, in consultation with the President, Dean of the College, Dean of Men and Dean of Women, for election by the Board. Each candidate shall be of legal age; a rising junior or rising senior; must have earned a cumulative 2.5 academic average or better for the total period from original matriculation in college through the most recent term prior to the election; and, hold a responsible elected or appointed position in student government or student affairs.

Each year the Board of Trustees at the beginning of its annual meeting in the fall shall elect three members of the Southwestern faculty to sit with the Board as non-voting members, to take office immediately upon election and to serve throughout the academic year, with full privileges other than voting. The procedure for the selection of the three Southwestern faculty shall be as follows:

The Dean of the College shall select by vote of the faculty a slate of six candidates, comprised of at least two women, and submit the slate to the President and the Chairman of the Board of Trustees. The Chairman shall select three faculty, at least one being a woman, from the slate of six, in consultation with the President and the Dean of the College, for election by the Board. The candidates shall be full-time employed and tenured members of the Southwestern faculty.

All members of the Board of Trustees, other than students and faculty, either appointed or reappointed at the time of the spring meeting of the Board, shall take office for the new term beginning with the annual meeting of the Board of Trustees in the fall.

Upon motion duly made and seconded, it was voted that the above section of the By-Laws as read and amended be adopted. Mr. Davis and Mr. Metcalfe asked to be recorded as voting against the motion.

Upon motion duly made and seconded, it was voted that we invite three students and three faculty representatives to be present at the meeting tomorrow, as observers.

Upon motion duly made and seconded, it was voted that President Bowden, or anyone he might designate, select from the list of six students the three students to sit tomorrow with the Board.

The Chairman called upon Dr. Millard, Chairman of the Honorary Degrees Committee, to make a report for that committee. Dr. Millard reported that the committee recommended that honorary degrees be given to the following individuals on the occasion of the graduation exercises on Monday, June 5, 1972:

Doctor of Divinity

Otis Granville Henry.....Jackson, Tennessee
Regional Director of Christian Education, Synod of Tennessee
David Leander Stitt.....Houston, Texas
Associate Minister, First Presbyterian Church

Doctor of Music

Burnet C. Tuthill.....Memphis, Tennessee
Professor Emeritus of Music, Southwestern At Memphis

Doctor of Business Administration

Kemmons Wilson.....Memphis, Tennessee
Chairman of the Board, Holiday Inns, Inc.

Doctor of Humanities

E.H. Little.....Memphis, Tennessee
Board Chairman Emeritus, Colgate Palmolive Company

Doctor of Science

Athelstan Spilhaus..... Washington, D.C.
Chairman, Woodrow Wilson Fellows, Smithsonian Institute

Upon motion duly made and seconded, it was voted that the report of the Honorary Degrees Committee be adopted and that the honorary degrees above mentioned be awarded.

The Board recessed at 3:30 P.M. in order for the Board Committees to meet so that they could have their reports ready for presentation to the Board at its meeting on Thursday, March 16, 1972, at 9:00 A.M.

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The Board of Trustees resumed its meeting on Thursday, March 16, 1972, at 9:00 A.M. in Room 200 (Edward J. Meeman Center for Continuing Education), S. DeWitt Clough Hall, on the campus.

The meeting was called to order by the Chairman, Robert D. McCallum, and was opened with prayer by Dr. W.J. Millard.

The Chairman announced that Dr. John Quincy Wolf, Professor Emeritus of English, died on March 14, 1972, and that his funeral would be this afternoon. He presented to the meeting the memorial resolution which will be delivered to his family. (Attachment D). The Chairman asked the members of the Board to stand for a moment of silent prayer in memory of Dr. Wolf.

The roll call by the Secretary showed the following members present:

<u>ALABAMA</u>	<u>LOUISIANA</u>	<u>MISSISSIPPI</u>	<u>TENNESSEE</u>
William H. Mitchell	Dan F. Goodwin, Jr.	John H. Bryan, Jr.	Robert D. McCallum
J.A. Thompson	Kenneth G. Phifer	Orrick Metcalfe	William H. Dale
	W.C. Raspberry	Park H. Moore, Jr.	Mrs. David K. Wilson
	Edward M. Carmouche	Mrs. Frank M. Mitchener	Walk C. Jones III
		John Hampton Stennis	

<u>Class of 1972</u>	<u>Class of 1973</u>	<u>Class of 1974</u>	<u>Class of 1975</u>
Edward B. LeMaster	Walter P. Armstrong, Jr.	Stanley J. Buckman	C.B. Harrison
W.J. Millard	Jefferson Davis	Wayne W. Pyeatt	W. Neely Mallory
A.V. Pritchard	Edmund Orgill	S. Shepherd Tate	Spence L. Wilson
		Russel S. Wilkinson	

William L. Bowden, President, ex officio

Robert G. Patterson, Vice President for Academic Affairs and Dean of the College, M.J. Williams, Vice President for Fiscal Affairs and Treasurer, Julius W. Melton, Jr., Director of Deferred Gifts, Loyd C. Templeton, Jr., Director for Institutional Advancement, A.P. Perkinson, Jr., Director of Development, Marshall P. Jones, Associate Dean of the College and Assistant to the President, and Mrs. James W. Hall, Secretary to the President, were present by invitation.

Absent members were (Alabama) Belin V. Bodie, Mrs. Henry C. Collins, Sterling J. Edwards, Jr.; (Louisiana) Mrs. Lee D. McLean; (Tennessee) John W. Wade; L. Palmer Brown, Norfleet Turner, Henry C. Watkins, David H. Edington, Jr., Sidney A. Stewart, Jr. and H.C. Unruh.

The Chairman thanked President and Mrs. Bowden and Mr. and Mrs. Loyd Templeton for the most enjoyable reception and dinner for the Board last night at the Memphis Hunt and Polo Club.

The Chairman recognized the three faculty members who were invited to the meeting to serve as observers.

Dr. Charles O. Warren, Jr., Associate Professor of Biology and
Chairman of the Department of Biology
Dr. Fred W. Neal, Professor of Philosophy and Religion. The R.A.
Webb Chair
Dr. Jack U. Russell, Professor of Mathematics. The E.C. Ellett
Chair.

The Chairman also recognized the three students who were invited as observers to the meeting:

Hershel Saul Lipow, Commissioner of Education
John Hunt Rutledge II, President, Student Government Association
Susan Lyn Smith, President, Social Regulations Council

The Chairman called upon Mr. Armstrong, Chairman of the Students and Educational Program Committee, to make a report for that committee. Mr. Armstrong made the following report which was received. (Attachment E)

The Chairman recognized President Bowden who stated that Jackie Rutledge, Susan Smith and Hershel Lipow were the students who were most responsible for students having a place on the Board of Trustees.

Upon motion duly made and seconded, it was voted that the Board of Trustees express a special thanks to these three students for their leadership this year.

The Chairman recognized Jackie Rutledge who responded, thanking the Board of Trustees for their confidence in them.

The Chairman called upon Mr. Pyeatt, Chairman of the Finance Committee to make a report for that committee. Mr. Pyeatt presented the Variance Analysis, February 1972, and the Income and Expense Analysis, February 29, 1972, and pointed out that the deficit for the academic year ending in June 1972, will be between \$250,000 and \$300,000. Mr. Pyeatt also presented the Budget Summary for 1972-73 and mentioned that the budget would be in balance if the four "ifs" mentioned previously by President Bowden were satisfied. Mr. Pyeatt discussed various budget items, and stated that he wanted to go on record as commending Mr. Williams and President Bowden and the administrative staff for the way in which they had handled the affairs during the last year. The written report of the Finance Committee was received. (Attachment F - Variance Analysis, Income and Expense Analysis, Budget Summary for 1972-73, and written report)

Upon motion duly made and seconded, it was voted that the 1972-73 budget be adopted.

There was discussion of how the deficits came about and how they were being handled. The Chairman explained that the college had obtained short-term financing from various Memphis banks of \$1,200,000 and that the loans will total about \$1,500,000 at the end of this academic year. He pointed out that there will be a capital fund campaign starting in 1973 which it is hoped will eliminate these deficits.

President Bowden stated that there would be no further buildings erected until there was total cash on hand plus a maintenance endowment.

The Chairman called upon Mrs. Wilson, Chairman of the Committee on Development and Institutional Planning, to make a report for that committee. Mrs. Wilson made the following report which was received. (Attachment G) Mrs. Wilson congratulated the Trustees for the cash and pledges which had been made thus far, stating that she felt confident that the \$60,000 goal for the Trustees would be reached.

The Chairman called upon Mr. Perkinson, Director of Development, who gave a report on the Southwestern Annual Fund. Among other items, Mr. Perkinson stated that the alumni giving had increased and that 27 telethons were planned across the country to reach those alumni who had not as yet given. He stated that at this time the cash and the pledges were about the same as they were at this time last year.

He mentioned that even though the faculty and staff had not had raises for a couple of years, they had already given cash and made pledges of \$10,600 against a goal of \$15,000.

The Chairman called upon Dr. Millard who was serving as Chairman of the Faculty Committee in the absence of Dean Wade. Dr. Millard made a report for that committee. (Attachment H)

Dr. Millard moved that the Board approve the recommendations of the Faculty Committee relative to the persons to be granted tenure, the faculty members to be promoted to the rank of Professor, and the faculty members to be promoted to the rank of Associate Professor. The motion was seconded and passed.

Dr. Millard also moved that the Board approve the recommendation of the Faculty Committee relative to the written statement from the faculty members on the Board's Committee on the Faculty. The motion was seconded and passed.

Dr. Millard moved that the recommendation of the Faculty Committee on the Southwestern Retirement Policy be adopted. The motion was seconded and passed.

Dr. Millard then moved that the report be adopted as a whole. The motion was seconded and passed.

Dr. Millard asked the chair for a personal privilege. Dr. Millard stated that he had served on the Board under four presidents, that he was amazed at the high quality of the persons who had served on this Board, and he knew that it would continue this way in the future. He stressed the need for the church-related college, and he hoped Southwestern would always relate wisdom to God. After a beautifully expressed statement*, Dr. Millard asked to be excused from the meeting. He was given a standing ovation.

The Chairman stated there was no way in which we could express how much Dr. Millard has done for this college. He expressed similar sentiments about Norfleet Turner, A. V. Pritchard, and Edward B. LeMaster, all of whom, with Dr. Millard, are leaving the Board as regular members and will become Lifetime Trustees. He expressed the hope that all of them would continue to attend the meetings and give their sound advice. At a later occasion the Chairman called attention to the retirement of Trustee member Mr. William H. Mitchell, of Florence, Alabama, who has served three full four-year terms representing the Synod of Alabama. Appreciation was expressed for Mr. Mitchell's long and helpful service to the college.

The Chairman called upon Mr. Wilkinson, Chairman of the Committee on Buildings and Grounds, to give a report for that committee. Mr. Wilkinson made the following report which was received. (Attachment I)

The Chairman called upon Mr. Bryan, Chairman of the Nominating Committee, to make a report for that committee. Mr. Bryan made the following report:

OFFICERS OF THE CORPORATION

Robert D. McCallum.....Chairman
Russel S. Wilkinson.....First Vice Chairman
C.B. Harrison.....Second Vice Chairman
S. Shepherd Tate.....Secretary
M.J. Williams, Jr., Vice President for Fiscal Affairs & Treasurer

*(See Attachment J)

EXECUTIVE COMMITTEE

Robert D. McCallum.....Chairman
Russel S. Wilkinson.....Vice Chairman
S. Shepherd Tate.....Secretary

The Nominating Committee recommends the re-nomination of the Memphis members of the Board of Trustees to continue to serve as the Executive Committee of the Board of Trustees.

INVESTMENT COMMITTEE

Snowden Boyle.....Chairman
Brown Burch.....Vice Chairman
Robert D. McCallum
A.V. Pritchardt
William B. Rudner
Joseph S. Sims
William L. Bowden
M.J. Williams, Jr.

L. Palmer Brown, whose term expired at this meeting, was nominated for re-election to the Class of 1976.

The following new members were recommended and nominated to the Class of 1976:

Paul Tudor Jones, Minister, Idlewild Presbyterian Church, Memphis
William Wooten Mitchell, Chairman of the Board, First National Bank, Memphis
Michael McDonnell, President, Jordan Companies, Memphis

The following were recommended to the election of a Life Trusteeship:

Mr. A.V. Pritchardt	Mr. E.B. LeMaster
Dr. W.J. Millard	Mr. Norfleet Turner

On motion duly made and seconded, it was voted that the above recommendations be accepted, and that the persons so nominated be elected as Trustees, honorary Lifetime Trustees, officers of the corporation, officers and members of the Executive Committee, and officers and members of the Investment Committee.

Mr. Bryan pointed out that there was still one vacancy on the Board.

The Chairman praised the newly elected honorary Lifetime Trustees and stated that he hoped they would continue attending the meetings, giving their advice and support.

The Board instructed the President to send a letter over the signature of the President and Chairman of the Board to each of these four men, thanking them for the services they have rendered, which are immeasurable.

President Bowden joined in these sentiments and mentioned that among those four men they had 81 years of service to Southwestern.

Mr. LeMaster requested the Chairman to ask Dr. Millard to prepare a written statement of the beautiful remarks which he had made this afternoon to the Board and that the written remarks be sent to every member of this Board and to the Presbyterian Churches in this area. (See Attachment J)

The Chairman recognized Walk C. Jones III who stated that the Student Committee on Dilemma had requested him to make a report. He pointed out that the Dilemma Committee had raised more money this year than ever before, but notwithstanding, there was a deficit of \$700 due to the poor attendance on Saturday night. On that same night there was a televised basketball game in the finals between Memphis State University and Louisville, and this had caused a decrease in attendance. He stated that the Dilemma Committee were not asking the college or the Board for this money, and were not asking the incoming Dilemma Committee to pay this deficit, but on the other hand they intended to go out and raise this money themselves.

The Chairman reminded the Board that its next meeting would be on Wednesday and Thursday, October 18-19, 1972.

The Chairman thanked the student and faculty observers who were at the meeting today, and stated that the Board was looking forward to meeting with the officially elected representatives in October. He pointed out that the seating of those representatives would be the first order of business so that they could serve during the entire year.

The Chairman recognized President Bowden who stated that he wanted to make note of the time and hard work that had been spent by Dr. Neal and his committee on the proposal for a Declaration of Rights and Responsibilities for Members of Southwestern At Memphis: Faculty, Students, Administrators, Staff and Trustees. This proposal which is still being worked upon and which Dr. Neal has requested suggestions from this Board, will be presented at the October meeting of the Board.

There being no further business to come before the meeting, the meeting was adjourned at 12:00 P.M.



S. Shepherd Tate, Secretary

March 15, 1972

Statement for the Committee on the Faculty of the Board of Trustees

Faculty morale at Southwestern is at its lowest point in our memory. The threat this poses to the welfare of the instructional program of the college is at least as great as that of the financial crisis. If the reason for low morale focuses in any one point it is probably this: a general and pervasive feeling that the instructional program no longer occupies a position of first priority in the decision-making of the college.

The faculty fully understands the nature of the current financial crisis and is in full accord with the President's view that drastic cuts are necessary to reduce and eliminate an intolerable deficit. Nobody has a greater stake in the fiscal solvency of this corporation than those of us concerned with carrying out the purposes for which the corporation exists. This faculty is prepared to make the necessary sacrifices that will guarantee the continuing effectiveness of Southwestern. But many members of the faculty, we would venture to say most, feel that the burden of sacrifice has been distributed with an uneven hand.

During the past two years (as of June 1, 1972) the teaching faculty will have lost at least thirteen of its full-time members (at least three by non-replaced retirees, one by "promotion" to the administration, and at least nine by termination) or approximately 15% of its total. The faculty was told by the President that commensurate cuts would be made in the staff-administration areas of the college. Insofar as the faculty knows, such cuts have not occurred. Some results of this are: the college still faces a probable deficit of some \$100,000 for next year; cost-of-living raises for remaining faculty and staff have been foregone for a second straight year; certain academic departments are forced to carry out their programs in a severely limited and shorthanded manner; and certain other programs directly related to the educational program (e.g. library acquisitions) have been cut.

The decision to make massive cuts in the educational program, once the need for retrenchment was clear to the administration, seems to have been made hastily. A corresponding decision to make commensurate cuts in other aspects of the college has yet to be made, and apparently must be studied with far more thoroughness still before any action is contemplated. This fact alone, in the thinking of many faculty members, warrants the opinion that the educational program is no longer top priority.

On Wednesday afternoon, March 8, the faculty met in continuous session for an unprecedented period of four hours. For approximately two and one-half of those four hours the faculty and the President discussed two motions bearing directly on the matters presented here. No vote was taken on either of these motions. Rather, the faculty voted to request that the President present at a called meeting in April a careful, itemized accounting, department by department, office by office, of all economies and retrenchments, and to present an explanation of and rationale for the methods used to arrive at these economies and retrenchments. During the two and one-half hour discussion a mood of dissatisfaction and uneasiness with some recent decisions and the general decision-making process was clear and unmistakable.

We bring these matters to the attention of this committee for two reasons: to inform you of the nature of this threat to the effectiveness of the program at Southwestern, and to elicit your help in seeing to it that the educational program occupies a position of first priority in the college.

Respectfully submitted,

The Faculty's Committee Elected to Meet
with the Board's Committee on the Faculty

Richard D. Gilliom /s/, Professor of Chemistry

William Larry Lacy /s/, Professor of Philosophy

Jack U. Russell /s/, Professor of Mathematics

Gordon Southard /s/, Professor of Romance
Languages

Bernice Werner Williams /s/, Assistant Professor
of English

ATTACHMENT B

THE FINANCIAL CONDITION OF SOUTHWESTERN

(Remarks by President William L. Bowden to the Southwestern Faculty at the October meeting of the faculty, Tuesday, October 12, 1971.)

Last month I expressed a desire to take a few minutes of your time at this October meeting of the faculty to discuss with you the financial situation at Southwestern. My interest is to try to help you to understand in general terms why the college is where it is money-wise. I do this for positive reasons, not for negative reasons. Southwestern is not about to go bankrupt. There will be difficulties -- but none insurmountable -- in maintaining a program of respectable quality and diversity. I make this report because you are entitled to understand the problems that the college faces. You are a vital part of the institution. You are entitled and expected to play an integral part in the solutions of the problems that must be solved.

Let me preface my remarks by reviewing two steps that I have taken in your behalf, and in behalf of the college as a whole, in the past twenty-one months that I have been with you.

First, soon after I took office as president, I decentralized the administration. Southwestern had grown too complex to continue with a style of administration wherein decision-making rested largely in the Office of the President. It is important for you faculty to understand and appreciate the purpose and function of this decentralized administration, which is, after all, your administration.

I preside over what has come to be called "The College Cabinet." The Cabinet is comprised of the three vice-presidents, the two directors for development and institutional advancement, and the assistant to the president who doubles as college-planner. These six individuals have complete authority delegated to them to plan, implement programs, recommend budgets to the fiscal office and to make decisions in behalf of the college and the president. They take the initiative. I back them up.

The Vice President for Academic Affairs and Dean of the College is in direct charge of the academic program. He has the authority, in cooperation with your faculty committees, with your departmental chairman and with you as individual faculty members, to plan academic affairs, to implement changes in the program, to consider and recommend budgets to the fiscal office and to make decisions affecting academic affairs. In similar fashion, the other officers of the administrative cabinet have the authority to proceed with planning, programming, budgeting and decision-making.

This means that you faculty and the total college have available to you a dynamic system of decision-making that is close to the people directly affected. The Vice President for Academic Affairs, utilizing the procedural devices of faculty committees, departmental chairmen, the office of the administrative assistant to the president and the individuals comprising the faculty itself, has the authority to make decisions pertaining to academic quality, academic programs, selection of faculty and use of funds allocated to the academic sector. Increasingly, the faculty must help the administration and themselves make the decisions that they feel are best for the overall good of the college program. Faculty thinking should be expressed through the committee structure, in faculty meetings, to departmental chairmen, to faculty representatives on the forthcoming Planning, Programming, Budgeting System Committee, and, to Vice President Robert Patterson.

ATTACHMENT B con't.

In brief, then, the college now has an administrative cabinet of six individuals to assist the president to make well-planned decisions based on planning, programming and budgeting recommendations that have been developed, debated and refined at the faculty and staff levels. In effect, the cabinet is the planning arm of the college, reflecting recommendations flowing to it from all of you.

Second, I am now endeavoring to establish a second step in your behalf and for the college as a whole. In my recent memorandum I requested that we establish an analytical studies committee to be comprised of four faculty, the business manager, a student and the assistant to the president. The purpose of the analytical studies committee is to expedite the process of planning and recommending solutions to problems arising from academic, fiscal, student, institutional and developmental affairs.

This is how it will work. The planning team (i.e. the Administrative Cabinet) each year will take stock of the problems we face that must be solved; the questions that confront us that must be answered; the issues we face that must be resolved; the decisions we face that must be determined and implemented. To this end the planning team will pose problems, provide detailed information and outline policies to the analytical studies committee. The analytical studies committee will then be free to study all items and make recommendations to the planning committee. The analytical committee will have its own intrinsic strength, its own good collective judgment, and it will be free to seek advice and counsel from all major constituencies of the college. This committee will be asked to study the most basic and difficult questions the college faces and to make recommendations based on data about the college's finances and annual operations. It will be asked to study and make recommendations about what activities and programs we shall keep and which ones we should phase out or modify. The committee will be asked to study and recommend what personnel is needed and what personnel we can do without. The committee will be asked to study and recommend what we are not yet doing and must do, and what we must stop doing.

Therefore, through a decentralized administration on the one hand, and through a representative analytical studies team on the other, it is my intent that you faculty will be an integral part of decision-making process concerning the steps that we must take to assure Southwestern a stable financial future and an educational program of quality. To achieve these two basic goals, we must make decisions to solve our problems (a) within a reasonable period of time in the near future, and (b) in a representative fashion reflecting the majority of thinking of the faculty and staff in the institution.

Let me repeat: we are establishing these two decision-making processes because we must, without undue delay, make a number of complex and difficult decisions that will assure this institution financial stability and a continuation of its educational mission. That is as simply put as I can say it.

Now I should like to turn attention to some of the principal pressures that are upon us, and then move to an analysis of the economic stresses the college faces.

Most colleges and universities in the United States are facing several crises simultaneously. There is the crisis of internal governance and control. In the past, most institutions have been governed almost solely by lay persons drawn from business and the professions. Now there is much pressure to broaden the representation of our governing boards to include faculty, students, women and representatives of minority groups.

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There is the crisis of a lack of confidence in higher education on the part of several important publics, including alumni, community business, legislators and wealthy individuals.

There is the crisis of confusion of purposes and the proliferation of higher education into many specialties that confound and frustrate the public.

There is the crisis of the market position which has diminished income expected from endowments.

There is, indeed, the crisis of money itself, in that money now costs more to borrow. It takes more money to buy things in 1970 than it did in 1960. It takes more money to pay faculty as they move up through the ranks and accumulate years of service and qualify for more emoluments.

There are other crises, but these will suffice to indicate that several stresses on college budgets have accumulated simultaneously. Overcoming these crises often will depend on whether money problems can be solved or at least lessened.

I am going to use the word stress rather than crisis. Crisis implies a peak of tension and then an end, an end that is either death, or a discovery of a pot of gold at the end of the rainbow and the resumption of life. I prefer the word stress because this implies the application of a pressure or a group of pressures over a period of time. That is precisely what Southwestern and other higher institutions in the country will experience the rest of the 1970's -- a series of stresses.

There is only one source large enough and powerful enough in the country to help all of the institutions that now face financial stress, the Federal Government. If this takes place, it will require a change in several basic policies at the federal level and the appropriation of a large sum of money annually amounting to several billions of dollars. I was in Washington last Tuesday morning and had breakfast with the Tennessee Senators and Representatives at the U. S. Congress. With me were thirty-four other presidents of private colleges in Tennessee. We came away with the strong feeling that the Pell Bill in the Senate and the Green Bill in the House will eventually become law and that a formula will be worked out to provide general operating funds from the Federal Government to all colleges and universities. However, it will take much of the present year to get this legislation passed. It will take another year to fight the very tough battle to get the money to fund the Bill. It may be much harder to get the actual money appropriated by Congress than to get Congress to pass the bill. Additionally, it may take the election of a Democratic President to get a predominantly Democratic Congress to do both of these things. What I am saying is this: I believe there will be substantial federal aid to assist a college like Southwestern some years from now, but between now and then our financial salvation is entirely in our own hands.

Even with federal aid as a possibility on the horizon, no college or university can afford to wait for that to happen. Every national organization of higher education, foundation and economists agree that whatever improvements and changes are made in federal policy, there will be no basic change in the structure of higher education finance beyond piecemeal assistance to keep most institutions from going bankrupt. In short, our closest friends agree that the basic pattern of financial stress will persist throughout the 1970's.

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At this point I think it is entirely reasonable for everyone of you in this room to ask the twin questions: How did these financial stresses accumulate in so many different kinds of colleges and universities? How did Southwestern get into the financial squeeze that it is now in? Last October each of you received a printed copy of my President's Report in your mailboxes. I am sure that each of you read it carefully, particularly the financial reports and the financial information at the end of the report. I am sure that you were distressed to see that the net deficit for the year ending June 30, 1970 amounted to a little over a half million dollars.

Why did these stresses show themselves suddenly and almost simultaneously within the last three years or so, especially since 1960? What are the specific varieties of financial stresses to which higher institutions in general and Southwestern in particular now face and must seek solutions?

I would like to summarize two major studies for you in very brief terms. The first is the study by Earl F. Cheit for the Carnegie Commission entitled The New Depression in Higher Education. The second is the study by Alice Rivlin for the Assistant Secretary for Planning and Evaluation, U. S. Department of Health, Education and Welfare, entitled Toward a Long-Range Plan for Federal Financial Support for Higher Education: A Report to the President. 1969. (See Attachment "Profile of Southwestern's Financial Stresses," Item II.)

Cheit points out three basic causes for the financial difficulties of colleges and universities. First, he points out that practically every institution has followed the practice of spending all of its annual income for current operations. Over the decades, right up to the present time, boards of trustees, administrations and faculties have been concerned primarily with breaking even each year and not setting aside reserves or surpluses. In the case of public institutions they are required by law or state regulation to keep current expenditures within current income. In other words, state institutions are not allowed to run an operating deficit, even though they may find their financial resources seriously inadequate. In contrast, private institutions do, from time to time, dip into capital or into surpluses or reserves and run an operating deficit without feeling that they are in long-range financial difficulty. Southwestern has done this a few times in past decades in order to achieve a new building or expand its academic program. However, throughout the years from the late forties through 1965, Southwestern ended each year with a small surplus of a few thousand dollars, or ran for an occasional year or two a deficit that was easily overcome. However, starting in 1966, not only at Southwestern but in most every other college and university across the country, rapid acceleration of deficits began. Southwestern went from a balanced budget in 1965 with a surplus of \$7,298 to a deficit in 1970 of \$527,344! (See Attachment "Profile of Southwestern's Financial Stresses," Item IV "Academic Aspirations.") The reasons for this deficit will become clear as I proceed.

Second, Cheit pointed out that the presence of absence of an operating deficit is not really a good test of financial difficulty. He said that the true test of financial stress is present if a college's current financial condition results in the loss of services that are regarded as an integral part of its academic program and services, or an obvious loss of quality. In other words, if an institution has to mitigate what it considers to be its educational mission and has to lower its academic quality standards, it is in financial difficulty. If the college's resources are inadequate to sustain the mission and the quality, it is in financial stress.

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Third, Cheit described the logic of the squeeze that colleges are encountering, the squeeze between income and costs. On the average, there is a growing gap in the cost per student per year versus income per student per year. His study suggests that the nation's colleges and universities need between \$300 million and \$700 million in additional operating income. It is worth noting that most of the proposals for helping ease the financial burdens of higher institutions call for monies to come from a combination of federal, state, local and private sources in 50 states. Therefore such sums of money represent no impossible or frightening goals. For this reason, the Cheit study is having a great deal of effect upon the thinking in the U. S. Congress on the Pell and Green bills.

The Rivlin study points to several factors that affect colleges and universities in various ways at the same time, some creating permanent stress and some creating temporary stress.

First, is the obvious reduction of financial support by the public, from foundations, and from the state and federal governments. The simple fact of life is that the monies that were relatively so available in the 1950's and 1960's will be in short supply in the 1970's and 1980's. Every economist and planner today stresses this fact. All of us must be fully awake to the fact that for much of the next decade or two we will be living in an era of tight money. This need not be depressing or discouraging to us. It is simply a fact of life, and we need to go about planning and adjusting to this fact of life together.

Second, most institutions, especially the small private colleges, have found themselves over-extended as a result of ambitious attempts in the last ten years, and particularly the last five years, to improve the quality and variety of their programs. As a result, they have become over-extended with faculty and commitments to facilities before a sufficient number of students were in hand regularly on an annual basis to justify the expense.

Third, most institutions are suffering the combined effect of recession in the market and a persist nt, climbing annual inflation. Private colleges are the hardest hit. Private gifts have dropped sharply all over the country. They seem likely to recover somewhat this year, but they will certainly not be sufficient to solve the gap between income and costs.

Fourth, it is obvious that students during a recession resist paying the difference between public and private tuition. Over the next 20 years, more and more students will go to public institutions rather than the private colleges. During this same time, wages, salaries and costs of living will continue to rise steeply.

Fifth, the Federal Government has cut back funding of many federal programs related to student aid, research, programs and special projects.

Sixth, student unrest has disenchanted much of the public with higher education in general. Fortunately this condition appears to be neutralizing.

With the Cheit and Rivlin studies as background, it seems clear that the stresses that face Southwestern and most other institutions are five in number. I think it is necessary for me to bring these stresses to your attention.

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I do not bring these comments to you for negative reasons. I hope you will not go away from this meeting feeling discouraged or frustrated or with lowered morale. I hope that you will leave with a sobered realization that all of us are in the same boat and that we face both personal and professional stresses for some years to come. I view this as an opportunity to be creative, to work together toward the owning of a quality operation in liberal arts and sciences education, and I see none of this as a diminution of our overall mission. But put another way, I do see the need for us together to decide what we can afford to keep in the way of programs, activities and personnel, and what we can in the most rational and compassionate way do without.

The five stresses that we face are:

1. The over-expansion of academic ambitions.
2. The passing of time and its effects upon both faculty and facilities.
3. The stabilization of the college's program and operations after a long period of growth.
4. The conscientious over-commitment of college resources to admirable and desirable causes that go beyond the institution's ability to support.
5. The tapering off of income from previously dependable sources.

It is possible to find a model for each one of these stresses in the case of Southwestern. Very quickly, I would like to comment on each of these stresses, then comment about the rise of costs in representative parts of the college and the increase of the volume of needed purchases. Next I should like to take a few lessons that we have learned about trends in costs and apply them to our situation. Then I would end with some comments about trends in both income and costs and the problems that result as these two basic economic factors pull further apart.

Expanded Academic Aspirations. Most institutions, including Southwestern, particularly in the mid 1960's, expanded a number of existing programs and established some new programs in hot competition around the country. Key faculty were recruited from a limited supply. Much of this expansion was done not only at Southwestern but almost every other place well ahead of concurrent and supportive enrollment growth. Southwestern, including most other institutions, developed programs in areas of growing prestige which required heavy library and laboratory investment to enable these activities to compete successfully for good students. The ambition here was to collect students who would add to the prestige of the program and the institution. This national effort was done almost universally in order to move institutions upward in academic status. However, this was done at Southwestern, and at almost every other institution, on the financial cuff.

The Passing of Time. As time passes, every institution has certain fixed commitments that continue to rise and expand. Here are two examples. (Also see attachment "Profile of Southwestern's Financial Stresses," Item IV-3 "Passing of Time.")

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Example 1: It is almost breathtakingly easy for a college like Southwestern to experience stress from the simple passing of time for two reasons: the aging of the institution, and the cost factors that grow at different rates simultaneously that push up institutional costs in relation to its income.

To illustrate, let us assume that it is the year 1960. Let us assume that we have three components of Southwestern's budget that add up to one million dollars. Part A of this budget amounts to \$500,000 for instruction. Part B amounts to \$250,000 for maintenance of the fixed plant plus the library, and part C amounts to \$250,000 for overhead. Assume that the \$500,000 for instruction grew at a compound annual rate of 4% between 1960 and 1970. Assume that the \$250,000 for plant maintenance and library grew at a compound annual rate of 6%, and assume that the \$250,000 for overhead grew at the rate of 8%. In this simple mathematical model, by 1970 the one million dollar total budget in 1960 would have grown to a total budget of \$1,740,000 with absolutely no change in actual operations or productivity of the college. If there had been an annual rate of income growth of 5.75%, the amount would have been just enough to offset the cost rise.

Example 2: Simple aging of an institution is a stress that has only recently been recognized as a serious economic factor. For example, the increase of age and the rank distributions of faculty, the increase of seniority of administrative staff, and the increased age and maintenance requirements of buildings all combine to force an inevitable rise in the fixed annual expenses of an institution. To avoid upward cost pressure over a period of time in each of these categories, an institution would have to put into effect some very positive policies that would be most difficult for it to conceive and to enforce.

To illustrate the issue of aging of faculty, consider this example: Assume that it is 1960 and the college has gone through a period of expansion in which mostly junior people were added to the faculty so that at the beginning of the decade 50% of the faculty were non-tenured, 10% consisted of associate professors and 40% were youngish, full professors. Now let us assume that ten years have passed and it is 1970. Let us assume that there has been no change in the total number of faculty positions in this time. In each year of this decade let us assume that one-fifth of the non-tenured faculty were promoted to associate professor, of whom three-fourths made it and one-fourth were replaced by new assistant professors. Assume further that one-fourth of the associates professors came up for promotion to full professor and that three-fourths of them made it. Lastly, let us assume that the rest remained associate professors, and let us further assume that all of the full professors were still teaching in 1970, that none of them had reached retirement age. By the end of the tenth year, 1970, you would then have this kind of situation. The rank distribution would be ten percent assistant professors, fifteen percent associate professors, and seventy-five percent full professors. I think that you will grasp very quickly the fact that in the simple passing of time worthy faculty were promoted and given increased salaries and emoluments, and this means increasing fixed commitments year after year. This model, while imaginary, is very close to the actual profile of Southwestern's expansion of fixed costs for faculty salaries.

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Stabilization of the College's Program After a Long Period of Growth:

Southwestern, like most colleges, enjoyed spurts of growth over a period of several decades. In these growth spurts significant numbers of new faculty and staff were added, mostly when they were young and in junior levels of service. Additionally, new buildings in copious quantity were added and no original buildings were torn down. The pressure of growth forced the college to continue the use of all building space, regardless of its age. In every institution -- Southwestern being no exception -- there was also a parallel rising level of budget requirements for administration, for libraries and for an investment in a computer facility. With these priming forces of growth spurts, plus the cost structure of the institution, the age distribution of its faculty, plus its expanding capital facilities, later produced rapid increases of cost. Here, then, is the profile of a long-term stress, the stress of cost increases that were not foreseen at the time of the various growth spurts or expansion because the early budget years of the expansion were financed at low cost.

If Southwestern and its other sister institutions could have kept on growing item for item, never reaching a plateau or an average level of student enrollment, it could have put off the day of stresses indefinitely. But for such a happy state to have occurred would have meant that the college would have had to grow more or less at the same rate of progress in income, acquisition of total faculty, acquisition of building space, acquisition of increased number of students and so on. Put another way, income would have had to continue to grow proportionally with enrollment growth. What institution can do all of these things indefinitely? Any institution that grows will inevitably reach a peak of growth and become stabilized at some level more or less. It is at this point that long-term stress begins to set in as its growth tapers off to a certain fixed level.

The Conscientious Overcommitment of College Resources: Southwestern, like virtually every other institution in the nation, began increasing its financial aid to students during the decade of the sixties, not only to offset for needy students the effects of rising tuition, fees, and other costs, but also as a matter of conscience to attract and to assist economically deprived minority students, particularly young black men and women. American higher education became extremely sensitive to this need during the decade, and opened up their hearts and their purses to do all that they could. Much of this stimulus was the result of strong efforts by the Federal Government to awaken the consciences of all higher institutions to provide college-going opportunities to poor and minority students. Consequently, the Federal Government influenced many institutions to overcommit themselves as a matter of conscience rather than in terms of what they could rationally afford to do. Much of the excessive stress on colleges like Southwestern in the area of student aid is due directly to the fact that the Federal Government has not provided financial assistance for minority students commensurate with the emphasis they have placed on the importance for institutions to recruit and nurture such students.

Once Southwestern or any other institution enters into the commitment to the individual student, so long as the student is performing well and demonstrates need for financial help, aid cannot be cut back. The institution's first-year program commitments grow rapidly with each new group of students admitted. These

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financial aid budget obligations are a major source of cost increase for all colleges and universities, and particularly here at Southwestern. Such conscientious commitments of an institution need not involve a very large amount of the budget and yet they can lead to serious financial stress. If the costs are large enough to produce an imbalance when added to the ongoing budget, and in particular when they grow at a more rapid percentage rate than other costs, they are enough at the margin to begin to cause severe financial stress.

The Tapering Off of Income from Previously Dependable Sources: All of the examples used up to this point have to do with the dynamics of prices, costs, and expenditures. This last example is concerned with the trends of expected income and the possibility that some income sources will not continue to be as responsive over a period of time to enable an institution to keep up with its growing costs.

Cheit noted in his study that all institutions had failed to keep pace with expenditure trends. Private institutions in particular are being hit by two basic income problems: the hazard of pricing the college out of the market through increased tuition, and the declining purchasing power of income from endowment. The latter trend may be offset by increased annual giving and by new capital gifts, but in recent years the declining market, spiraling inflation and unfriendly changes in the tax laws have dampened the enthusiasm of individuals and foundations to provide gifts. As tuition goes up, there is a parallel rise in the resistance by parents and students to pay the increased attendance costs of tuition, fees, dormitory charges and meals. As you know, this is an especially serious problem for private institutions that encounter increasing competition from the public institutions where there are lower fees, space for more enrollments and the political commitments to take all applicants who meet admissions standards.

Now let me spend just a moment on cost trends in the operation of an academic program. Labor costs, which is an unlovely way to refer to faculty salaries, account for about 80% of an academic institution's operating budget. The general trend of faculty salaries has been recorded by the annual surveys of the AAUP. Salary trends for administrative categories have not been studied in the same detail, but it is relatively clear that they have paralleled the growth of costs for faculty, and perhaps even exceeded such rate of growth. Faculty salary trends were as follows:

- 1955-67 Faculty purchasing power ranged 3.2-4.4% per year.
- 1968-70 Faculty purchasing power, adjusted for inflation, rose only 1.1%.
- 1970-71 Faculty purchasing power did not keep up with the cost of living.

The average of all salaries across the board in a college like Southwestern for the twenty-year period, 1950-1970 was as follows:

Faculty	4.2% (1950-70)	3.6% (1960-70)
Administration	4.1% (1950-70)	4.1% (1960-70)

Commodities needed by colleges have increased in cost 19.6% between 1957 and 1971. In this fourteen-year period, products made of plastic or rubber have increased in cost 6.1%; furniture has increased 10.5%; metal products have

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increased in cost 29.4%; and machinery and equipment have increased 33.4%. Put another way, all commodities needed by colleges have increased during the past fourteen years at the rate of 1.4% to 2.2% every year.

The college library is at the very center of the heartbeat of any academic enterprise. A profile of cost of library operations and materials will serve to dramatize the problem that the total college academic operations face. In the thirteen-year period from 1957 to 1970, hard cover books increased in cost 77.1%, or 5.3% per year. Periodicals went up 89.2%, or 6.0% per year. Library services went up 98.0%, or 6.4% per year. In one year alone, in 1970, U.S. periodicals jumped 12% in cost over 1969. Serial services jumped 8.4% in one year. Hardback books jumped 22.7% in cost in 1969 alone. Mass consumer paperbacks in 1969 rose only 2.1%, but selective educational paperbacks rose in price 29% the same year.

Taking a look at costs of periodicals by disciplines for the thirteen-year period between 1957 and 1970, one finds these facts: business and economics periodicals increased in cost 82.1%; chemistry and physics periodicals increased 233.2%; literature periodicals increased 63.1%, and history periodicals increased 56.1%. For the same thirteen-year period, cost of serial services in business cost 66.5%; in science and technology 554.2%; and in government documents 48.7%. (If many of you have wondered why our 35 year old Librarian Albert Johnson is white-headed, now you know.)

Educational Resources Used: When you study the expenditures that Southwestern makes per student, one must combine the effects of prices, the quantities of the resources that the college uses per student and the productivity of these resources. Productivity includes faculty, facilities, equipment and materials. From such considerations, these facts emerge. In the past ten years faculty have been increased in number dramatically. The ratio of faculty to students has been reduced. While student enrollments have increased, the percentage increase of faculty has been much larger. The overall budget has increased modestly, but cost for instruction, student aid, library, physical plant and administration have increased sharply. Income from tuition, endowment, gifts and the church have increased, but not in line with costs. (See attachment "Profile of Southwestern's Financial Stresses," Item 2.)

Equipment, such as air conditioning, has increased in cost 36% in the last ten years. Scientific equipment has doubled in cost. Construction costs have increased ten to twelve percent each of the past three years.

Security, in the form of fire and damage insurance, security personnel, maintenance and repair personnel, has increased in cost 4.7% in the past three years. Insurance costs are going up anywhere from ten to thirty percent and more and more institutions are forced to raise their deductions, absorbing more and more accumulations of small losses.

In the area of student financial aid public institutions have received by far the extra punch in the form of public tax dollars for the support of needy, disadvantaged students; particularly minority groups such as the blacks. Private institutions have had to depend upon federal funds and gifts. Nevertheless, private institutions have felt the moral pressure, just as strongly as the public institutions, to help minority groups. Therefore, they have gone a greater distance in overconscientiously committing funds to this end. No one doubts that there is a great importance to do this, but it is increasingly

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an arduous fiscal responsibility that is beginning to exceed the abilities of the colleges to meet. Discretionary resources clearly are not adequate to do the job in private colleges of redressing deep social imbalances. Care must be taken not to overcommit income, assets and educational opportunities to a few students, no matter how deserving they may be, until new federal aid is available. Much of the institutional, non-federal student aid is vitally needed to spread the base of help in smaller amounts to a larger base of students.

An Appraisal: In essence, the inflation in the United States that is related to the Vietnam War clearly has been a factor in the decade of the 1960's. There is the growing competition for the dollar from foundations, government agencies and wealthy individuals, and in the process colleges face reduced gifts. Enforced tuition raises have provoked consumer resistance in private colleges, and students in increasing numbers are turning to the public institutions.

However, there are bright spots. Inflation may be moderating. Effects of campus unrest are tapering off. Public confidence in colleges is being repaired with the general citizenry, funding publics and with legislators.

Higher education in colleges and universities is a productivity industry caught in a rather constant income vs. expense situation. Profit-making business and industries are able to raise prices faster than colleges can raise tuition. Thus, higher education is trapped in a continuing cost rise. A college like Southwestern must now use economies so that it can operate within the realistic scale of its income. We must learn to use capital and technology and staff and faculty in more ways in order to reduce costs per student.

The plain facts are that cost pressures will continue during the 1970's. Enrollment will climb in the public institutions, but will tend to remain static or to decline in the private institutions. In the 1980's retrenchment is an absolute must for all of higher education because enrollments will be reduced because of a decade of declining birthrate. Enrollments will not rise again until the 1990's.

What are the major steps that we will take at Southwestern to overcome our fiscal difficulties?

- (1) A much increased effort to recruit students.
- (2) The organization of a Capital Funds Drive to start in 1973 and run for a period of years. An effort should be made to double Southwestern's endowment over the next 10-15 years.
- (3) A full-time campaign to accumulate deferred gifts for the college's future.
- (4) Increased efforts to improve the results of annual fund drives and proposals to foundations.
- (5) The judicious use of administrative and faculty personnel in new ways that are an economic as well as an academic asset to the college.
- (6) Adjustments to administrative and faculty personnel if and as necessary as determined by the analytical studies team and the planning team of the college.
- (7) Adjustments to all college activities (administrative, fiscal, academic, student, development, etc.) as determined by the analytical studies team and the planning team of the college.

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- (8) The securing of new sources of financial and institutional support through the formation of a Board of Visitors to be comprised of national leaders in business, industry and the professions.
- (9) The securing of new sources of revenues through a Southwestern Development Corporation, a profit-making holding company to be organized apart from the non-profit corporation that is Southwestern. The Southwestern Development Corporation will supervise profit making enterprises in real estate, business services and applied research.
- (10) Every effort will be made to conserve and utilize present faculty and staff within limits recommended by the planning team and the analytical studies team of the college's PPBS system. Cost of living increases and merit raises will be considered each year in the light of financial resources and comparative salary practices in the country.

If all of us have sufficient resolve and good will, I am confident that we can together continue to build a total, contemporary Southwestern community of students, faculty, staff, alumni and friends into a dynamic partnership of liberal education and relevant living.

Profile of Southwestern's Financial Stresses

I. Steps to Planning-Programming-Budgeting System (PPBS)

1. Administrative Cabinet. The Planning Team. (3 V.P. -2 Directors - 1 Planner)
2. Analytical Studies Team (4 Faculty - Business Manager - Student - Planner)

II. National Studies

1. Earl Cheit, Carnegie Commission
 - (a) Institutions spend all income every year without putting aside reserves.
 - (b) Institutions are in trouble if they have to mitigate mission or lower standards.
 - (c) Institutions caught in income-cost squeeze. Have never operated on plans based on cost per student per year.
2. Alice Revlon, Brookings Institution, for U.S. Department of HEW.
 - (a) Massive competition for the dollar
 - (b) Overambitious efforts by colleges to expand and achieve quality.
 - (c) Market recession. Inflation. Drop of private gifts. Income/cost squeeze.
 - (d) Federal funds cut-back
 - (e) Student unrest leading to alienation of the public.
 - (f) Irrelevant curricula. Overly busy faculty. Alienation of youth.

III. Five Financial Stresses Facing Southwestern

1. Over-expansion of academic ambitions.
2. Passing of time and its effects upon faculty and facilities.
3. Stabilization of the college's program and operations after long growth.
4. Conscientious over-commitment of college resources to students.
5. Tapering off of income from previously dependable sources.

IV. Stress Models

1. Academic Aspirations

(a) Budgets: 1946-1971. (Deficits in brackets)

1946 - [14,192]	1956 - 2,123
1947 - 4,365	1957 - 3,854
1948 - 3,592	1958 - 3,062
1949 - 2,793	1959 - 9,228
1950 - [840]	1960 - 4,415
1951 - [26,342]	1961 - 5,777
1952 - [47,117]	1962 - 2,255
1953 - 1,533	1963 - 13,467
1954 - 1,144	1964 - 13,103
1955 - 4,321	1965 - 7,298

1966 [100,000]	→	1,411
1967 [162,711]	→	00
1968 [407,403]	→	00
1969 [339,902]	→	00
1970		[527,344]
1971		[462,593]
1972		[280,000]* estimated

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2. Percentage Increases, 1960-1970

<u>Item</u>	<u>1960</u>	<u>1970</u>	<u>Per Cent Increase</u>
Students	724	1042	43.92
Faculty	53	100	88.68
Budget	1269	3397	167.69
Tuition	800	1700	112.50
Tuition Income	411	1510	267.40
Board and Room	600	850	41.67
Endowment Income	171	425	148.54
Church	139	186	33.81
Instruction	488	1680	244.26
Administration	135	519	286.44
Library	36	174	383.33
Student Aid	92	468	408.69
Gifts	233	568	143.78

3. Passing of Time (These examples are illustrative only.)

(a) Assume a budget of \$1,000,000 in 1960

<u>Item</u>	<u>1960</u>	<u>1970</u>
Instruction	\$500,000	-- Assume 4% increase per year
Fixed Plant & Library	250,000	-- Assume 6% increase per year
Overhead	250,000	-- Assume 8% increase per year
Totals	\$1,000,000	\$1,740,000

Note: In ten years the budget has grown \$750,000 with absolutely no change in operations or productivity of the college.

(b) Assume that from 1960 to 1970 the college has a fixed number of persons in its faculty.

<u>1960</u>	<u>1970</u>
Non Tenured and Assistants - 50%	Assistants 10%
Associate Professors - 10%	Associates 15%
Full Professors (Youngish) - 40%	Professors 75%

Board of Trustees Committee personnel to serve through March 1972 meeting:

BUILDINGS AND GROUNDS:

Board members - Russel S. Wilkinson, Chairman; E.B. LeMaster, John H. Stennis,
Sidney A. Stewart, Jr., Jefferson Davis, Dan F. Goodwin, Jr.
William H. Dale, Belin V. Bodie.

Faculty members - Albert M. Johnson, Librarian; Lawrence K. Anthony

Student members - William (Bill) Jones, Student Welfare Commissioner
Anne Brantley, Women's Undergraduate Board Commissioner

ex officio - Fred Young, Business Manager
Roy Twaddle, Superintendent of Maintenance

DEVELOPMENT AND INSTITUTIONAL PLANNING:

Board members - Mrs. David K. Wilson, Chairman; Orrick Metcalfe, Edmund Orgill,
L. Palmer Brown, Mrs. Lee D. McLean, J.A. Thompson, Stanley J.
Buckman, W. Neely Mallory

Faculty members - Charles O. Warren and G. Kenneth Williams

Student members - Clifford Pugh, Vice President, Student Government Association
F. Clark Williams, Athletic Commissioner

ex officio - A.P. Perkinson, Director of Development
Lloyd C. Templeton, Director for Institutional Advancement
Julius W. Melton, Director of Deferred Gifts

FACULTY:

Board members - John W. Wade* Chairman; W.J. Millard, Kenneth G. Phifer,
Mrs. Frank M. Mitchener, Jr., Sterling J. Edwards, David H.
Edington, S. Shepherd Tate

Faculty members - Bernice Williams, Richard D. Gilliom, William Larry Lacy,
Jack U. Russell, Gordon D. Southard

ex officio - Robert G. Patterson, Dean of the College
Marshall P. Jones, Associate Dean of the College
*Dr. Millard was appointed Acting Chairman in the absence of Dean Wade.

FINANCE

Board members - Wayne W. Pyeatt, Chairman; W.C. Rasberry, Henry C. Watkins,
Norfleet Turner, A.V. Pritchatt, C.B. Harrison, John H. Bryan, Jr.
W.H. Mitchell, M.J. Williams, Jr., Treasurer

Faculty members - Frank Thomas Cloar, Douglas W. Hatfield and Donald W. Tucker

ex officio - Robert D. McCallum, Chairman of the Board of Trustees
William L. Bowden, President of the College

STUDENTS AND EDUCATIONAL PROGRAM:

Board members - Walter P. Armstrong, Chairman; Spence L. Wilson, Walk C. Jones III,
Park H. Moore, Mrs. Henry C. Collins, H.C. Unruh, Edward M. Carmouche

Faculty members - James Lanier and Fred W. Neal, Chairman, Community Life Committee

Student members - Hershel Lipow, Education Commissioner
John Hunt (Jackie) Rutledge, President, Student Government Assn.

ex officio - Charles I. Diehl, Dean of Men
Mrs. Anne Marie Williford, Dean of Women

NOMINATING:

Board members - John H. Bryan, Jr., Chairman; W.C. Rasberry, Sterling J. Edwards,
Mrs. David K. Wilson

HONORARY DEGREES:

Board members - W.J. Millard, Chairman; Walter Armstrong, W.L. Bowden, Robert D. McCall

Faculty members - Granville D. Davis and Julius W. Melton

Student member - Sarah Jane (Sally) Stitt

-- Robert McCallum, Chairman of the Board, ex officio member of all committees --

ATTACHMENT D

JOHN QUINCY WOLF

1901 - 1972

Dr. John Quincy Wolf, Professor Emeritus of English, beloved and respected teacher, colleague and friend of all who knew him, passed away on March 14, 1972.

'T were long to tell
What spring and autumn, what the winter snows
And what the summer shade, what day and night,
Evening and morning, sleep and waking, thought
From sources inexhaustible, poured forth
To feed the spirit of religious love
In which I walked with Nature. But let this
Be not forgotten, that I still retained
My first creative sensibility;
That by the regular action of the world
My soul was unsubdued. A plastic power
Abode with me; a forming hand, at times
Rebellious, acting in a devious mood;
A local spirit of his own, at war
With general tendency, but, for the most,
Subservient strictly to external things
With which it communed. An auxiliar light
Came from my mind, which on the setting sun
Bestowed new splendour; the melodious birds,
The fluttering breezes, fountains that run on
Murmuring so sweetly in themselves, obeyed
A like dominion, and the midnight storm
Grew darker in the presence of my eye:
Hence my obeisance, my devotion hence,
and hence my transport.

(The Prelude, Book II, lines 352-376)

In May, 1971, Professor Richard C. Wood read his "Tribute to Dr. Wolf on the Occasion of Retirements" and captured the essence of the man and the teacher from the point of view of a student and a colleague:

Strong of a mountain people, steeped in
The mountain poet's mind, twelve mystic
Books of growing up from earth to love,
John Wolf gave us to hear that famous
Music of humanity. Friends, you must forgive
Me for mythologizing what was in fact
A stubborn cunning and slow labor of the years:
Writing as he urged it was a honing
Of your ear to your own truth.

ATTACHMENT D con't.

Several years ago the college prepared a series of biographical sketches entitled "About Men Who Have Made Southwestern." The statement that follows is comprised of the content of that brochure in slightly updated and revised form.

Almost every afternoon during the late '30's and early '40's a very tall man (six foot four) would stand on the side lines of old Fargason Field engrossed in football practice (the same could be said of basketball and track practices). Any Southwestern student of that era could have identified him - it must be Dr. Wolf. During his college days a participant in varsity athletics and all his life a sports enthusiast, he was the number one Lynx fan on the faculty - it was a quip among the players that he missed fewer practices than they did. His interest in the teams, however, and this is of greater import, did not end with watching. The athletes of the thirties and forties who gathered for the 1966 homecoming agreed that "he was our friend, and it's a good thing he was. We had problems and we went to him for help. I remember one day when" It is quite appropriate that for many years he was a member of the Faculty Committee on Athletics.

During the later '40's and '50's he was often seen with a battery of cameras swung from his neck as he searched for precisely the right angle to shoot pictures of buildings, or students, or athletic and alumni events. He estimates he may have taken 10 or even 20,000 shots, several thousand of which were printed in newspapers, view books, year books, and the Southwestern News. For a score of years Southwestern's image - activities and scenes from the beautiful campus - was kept before the public largely by his pictures, which set a very high standard of excellence.

From 1943 to 1955 he edited the News, during which time he wrote all the copy except the alumni notes. The paper had been started in 1940 as a kind of newsletter to promote the financial campaign of that era.

As a professor in the Department of English, he put his mark on at least three areas of study. In freshman composition classes he warned his students: "Next semester we will write more themes per student than are written in any other section of freshman English in the country. If you don't want to do so much writing, change to another section." He was not joking: during the first quarter of the second semester his students piled up the papers at a rate of three a week, and only a few less during the rest of the semester. All the while he put pressure on the students; as one of them put it, "He told us we must write beyond ourselves - write better than we could write - concisely and, whenever the opportunity came, vividly." Distinction in the field of letters came to some graduates of the course, but its chief value was to the many who have acquired skills in writing which remain with them.

ATTACHMENT D con't.

In Romantic Poetry, his favorite course, he emphasized Wordsworth and opened up the strange and fascinating world of the "Lake poet" through a reading of The Prelude (this may be the only undergraduate course given anywhere in which the entire poem is assigned and studied) and led the class on what was for many a memorable intellectual adventure. Students remember pleasantly the hot-cider parties in his home, at which he has showed his color slides of the Lake Country and other literary landmarks in Britain.

In recent years Dr. Wolf taught a course in folklore to large classes - forty to fifty - which required the students to do field research to discover some original folk material. The investigations by the students did in some cases lead to publication in folklore journals - unusual for undergraduates.

Dr. Wolf's interest in the Romantic nature poets and in folklore was not accidental. He was born and educated in Batesville, Arkansas, an old steamboat town on White River in the Ozark foothills. The surrounding countryside is rich in natural beauty, including mountains, sparkling rivers, lakes, and fertile valleys; it therefore resembles in some measure Wordsworth's Lake Country in the north of England. Dr. Wolf credited his early life (as did Wordsworth) with a good part of his interests and attitudes: a love of nature, a deep attachment to commonplace things too often not appreciated, an interest in mountain people and their folkways, a respect for man, and a desire to contribute to the intellectual enrichment of others.

Wordsworth expressed a part of his philosophy in a pair of lines from "The Tables Turned":

Come forth and bring with you a heart
That watches and receives.

"The heart that watches and receives" took Dr. Wolf through Batesville's Arkansas College, a Presbyterian institution, where he received his B.A., to Vanderbilt for an M.A., and to Johns Hopkins University for a Ph.D.

He taught for a few years at Goucher, a girl's college in Baltimore, and came to Southwestern in 1937 during what he describes as "the golden years of "Dr. Diehl."

At Southwestern Dr. Wolf rose to the head of the English Department, a position he held some years, until 1966. More important, however, than professional advancement, he taught hundreds of students something of the meaning of a "heart that watches and receives."

"I belong to the old-fashioned school," Dr. Wolf said, "that considers the ultimate purpose of liberal arts education to be ethical - ethical in a broad sense. I'm no moral hunter, but I try to relate literature to current situations and experiences and to the student's living. It's a habit and a turn of mind that is a part of me. Our literature has a great tradition - with a capital G and a capital T - of experience, philosophy, and attitudes toward

the basic concerns of life expressed in imaginative, or witty, or noble language - or all three. If these writings enter the depths of the student's mind, his experience should be illuminated and enriched and he should become a wiser and more humane person."

Dr. Wolf's interests outside campus life have reflected to a large degree the setting of his early life. He enjoyed hunting and fishing until arthritis curtailed these activities, and he was something of an antiquarian, with particular emphasis on old glass and porcelain. Perhaps his most well-known outside activity stemmed from his love for commonplace things that many tend to overlook. He searched for folklore, principally songs, from the White River Ozarks for nearly two decades.

In 1950 he received a grant from the Carnegie Foundation to make exploratory studies in the folklore of his native region. Almost every summer since then he spent his time traipsing through the hills with a tape recorder to get the authentic sounds of rural voices singing songs handed down for generations. In the course of his search he taped, copied, and filed some 1,500 songs which he hoped to publish in a volume. He took pride in his discovery of a half dozen folk singers who have since made albums and sung at universities and folk festivals all over the country.

Several times his discoveries in folklore were broadcast over the country through the press associations and were described in literally hundreds of newspapers. "But," says, Dr. Wolf, "I can say without false modesty that I have a wider reputation as a folklorist than I deserve."

Giving of himself for the enrichment of others is all a college can ask of an individual. But Dr. Wolf also brought with him to the campus an energetic talented wife. Mrs. Wolf has been organist and choir director at Evergreen Presbyterian Church and has helped Dr. Wolf in his search for folklore. She has served as Admissions Counselor and presently works for the Office of Institutional Advancement assisting the college with special public occasions; developing relationships between the Presbyterian Women of the Church and Southwestern in the recruitment of students and financial support of the college; and directing the display of the Clough-Hanson art collections.

There is no closing to a brief sketch on a man such as Dr. Wolf. But there is this, from Wordsworth's "Ode: Intimations of Immortality from Recollections of Early Childhood":

Thanks to the human heart by which we live,
Thanks to its tenderness, its joys, and fears,
To me the meanest flower that blows can give
Thoughts that do often lie too deep for tears.

John Quincy Wolf's thirty-five years of service as a teacher and a quiet enthusiast for life has been of inestimable value to this college.

ATTACHMENT E

REPORT OF THE COMMITTEE ON
STUDENT AND EDUCATIONAL PROGRAM

The Committee convened in Room 307, Clough Hall, at approximately 3:30 P.M. on March 15, 1972, all members with the exception of Mrs. Henry C. Collins and Mr. H.C. Unruh being present.

The minutes of the last meeting of the Committee as embodied in the minutes of the meeting of the Board of Trustees of Southwestern At Memphis, October 13-14, 1971, were read and approved.

The action of the Board of Trustees of Southwestern At Memphis in regard to the attendance of student observers at the March 16 session of the Board was then reported to the Committee and received with approval. Subsequently, the Committee was notified that the three student observers to meet with the Board at its morning session on the following day had been designated as Hershel Lipow, Jackie Rutledge, and Susan Smith, the first two of these named being the two student members of the Committee.

It was noted from the minutes of the previous meeting of the Committee that at that meeting Professor Fred Neal had requested an extension of time to the March, 1972 meeting of the Board of Trustees to report upon a completed Code of Student Rights and Responsibilities, and inquiry was made of Professor Neal by the Chairman as to whether that report was ready for submission to the Board. Professor Neal reported that no final report on such a Code was ready for submission, but that an interim draft had been prepared, which he submitted to the Committee for its consideration and submission to the Board. A copy of this draft is attached hereto as a part of these minutes.

Professor Neal reported that the draft is based upon the model Code prepared by the Carnegie Commission on Higher Education. It constitutes not only a declaration of rights and responsibilities of students, but of members of the college, including the faculty, student body, administration, staff and Board of Trustees. Professor Neal noted that since the first draft was prepared, many changes had been suggested by the faculty, which are incorporated in the present draft. He particularly called attention to numbered paragraph 18 of the draft and the footnote thereto, pointing out that this provision represents a widely divided view among members of the faculty, the slight majority at present favoring its omission. Professor Neal stated that copies of the draft had been circulated to members of the Board of Trustees, and that individual suggestions from members of the Board would be appreciated. He stated that his present report was merely a progress report, and that a final draft and report would be presented as soon as the same could be prepared, but that he believed it inadvisable to set another target date at the present time.

Mr. Spence Wilson, a member of the Committee, raised the question as to whether existing grievance machinery is adequate to enforce the provisions of the Code if adopted, or whether it should itself embody provisions for such enforcement machinery. After some discussion, this question was left open for further consideration by the drafting Committee.

ATTACHMENT E con't.

The next question brought up for discussion was the subject of co-educational dormitories on campus. Dean Anne Marie Williford reported that an ad hoc committee of the Social Regulations Council had made a study of the procedures on other campuses in this respect, and in January had made a proposal to the Community Life Committee and faculty that a poll be conducted among the parents as to their reaction to such dormitories. Such a poll was conducted, and a report on its results and the conclusions derived therefrom is attached to these minutes and made a part hereof. As an alternative, arrangements have been made to exchange dormitories on what was formerly the men's and women's side of the campus, so that in the future there will be a women's dormitory on what was formerly the men's side and a men's dormitory on what was formerly the women's side.

Professor James Lanier then advised the Committee of the initiation of two living-learning centers in Bohlmann Hall (the College of Music Building) and Evergreen Hall (formerly an apartment house). These centers will house both men and women who will share an interdisciplinary educational program specifically designed around the center. In addition, those living in the centers will participate in three other regular courses. Possible subjects for study in the centers are Existentialism and Urban Problems. In connection with the latter, possibly new centers may be established in the future in old residences in particular areas where urban problems are acute, so that they can be studied at firsthand. A brief report on this project is attached hereto and incorporated in these minutes.

The two student members of the Committee reported that from their observation the current academic year has been a year of accomplishment on campus, with the various organizations functioning effectively, a good attitude on the part of the students, and with both the institution and those attending it benefiting from their mutual participation in the various activities.

There being no further business, the Committee adjourned at approximately 4:45 P.M.

PROPOSAL
A DECLARATION OF RIGHTS AND RESPONSIBILITIES FOR MEMBERS OF
SOUTHWESTERN AT MEMPHIS:
FACULTY, STUDENTS, ADMINISTRATORS, STAFF, AND TRUSTEES

1. Members of Southwestern At Memphis are those persons who constitute its faculty, student body, administration, staff, and Board of Trustees.
2. Members of Southwestern At Memphis have an obligation to fulfill the responsibilities incumbent upon all citizens, as well as the responsibilities of their particular roles within the academic community. All members share the obligation to respect:
 3. → The fundamental rights of others as citizens.
 4. → The rights of others based upon the nature of the educational process.
 5. → The rights of the institution.
 6. → The rights of members to fair and equitable procedures for determining when and upon whom penalties for violation of college regulations should be imposed.

I

RIGHTS AND RESPONSIBILITIES AS CITIZENS

7. As citizens, members of Southwestern At Memphis enjoy the same basic rights and are bound by the same responsibilities to respect the rights of others, as are all citizens.
 8. → Among the basic rights are freedom of speech, freedom of press, freedom of peaceful assembly and association, freedom to petition, freedom of beliefs, and freedom from personal violence, threats of violence, and personal abuse.
 9. → Freedom of press implies the right to freedom from censorship in campus newspapers and other media subject to the concomitant obligation to adhere to the canons of responsible journalism. It should be made clear in writings or broadcasts when editorial opinions are not necessarily those of the institution or its members.
 10. → The campus is not a sanctuary from the general law.
 11. → The college does not stand in loco parentis for its members.
 12. Each member of the college has the right to organize his or her own personal life and behavior, so long as it does not violate the law or the common regulations of campus life or agreements voluntarily entered into, and does not interfere with the rights of others or the educational process.
 13. → Admission to, employment by, and promotion within the college shall accord with the provisions in the general law against discrimination.

II

ATTACHMENT E con't.

RIGHTS AND RESPONSIBILITIES AS MEMBERS IN AN INSTITUTION OF HIGHER EDUCATION

14. All members of Southwestern At Memphis have other responsibilities and rights based upon the nature of the educational process and the requirements of the search for truth and its free presentation. These rights and responsibilities include:
15. ↳ Obligation to respect, in the spirit of free inquiry, the freedom to teach, to learn, and to conduct research and publish findings.
16. Institutional censorship and individual or group intolerance of the opinions of others are inconsistent with this freedom.
17. Freedom to teach and to learn implies that the teacher has the right to determine the specific content of his course, within the established course definition, and the responsibility not to depart significantly from his area of competence or to divert significant time to material extraneous to the subject matter of his course.
18. Free inquiry implies that (except under conditions of national emergency) no classified research is to be conducted on the campus. *
19. ↳ Obligation not to interfere with the freedom of members of the college to pursue normal academic and administrative activities, including freedom of movement.
20. ↳ Obligation not to infringe upon the right of all members of the college to privacy in offices, laboratories, and dormitory rooms and in the keeping of personal papers, confidential records, and effects, subject only to the general law and to conditions voluntarily entered into.
21. College records on its members should contain only information which is reasonably related to the educational purposes or safety of the college. Records may be reviewed or released only by authorized personnel under circumstances and conditions which are publicly specified by the college.
22. ↳ Obligation not to interfere with any member's freedom to hear and to study unpopular and controversial views on intellectual and public issues.
23. ↳ Right to identify oneself as a member of the college and a concurrent obligation not to speak or act on behalf of the institution without authorization.
24. ↳ Right to hold public meetings in which members participate, to post notices (in appropriate places) and to engage in peaceful, orderly demonstrations.
25. Reasonable and impartially applied rules, designed to reflect the educational purposes of the institution and to protect the safety of the campus, shall be established regulating time, place, and manner of such activities and allocating the use of facilities.

-
26. * This paragraph involves a substantive matter upon which the faculty is sharply divided. Temporarily the paragraph has been deleted in hope that the Community Life Committee may come up with a new statement upon which we can gain consensus.

ATTACHMENT E con't.

27. → Right to recourse if another member of the college is negligent or irresponsible in performance of his or her responsibilities, or if another member of the college represents the work of others as his or her own.
28. → Right to be heard and considered at appropriate levels of the decision-making process about basic policy matters of direct concern.
29. Members of the college who have a continuing association with the institution and who have substantial authority and security--such as tenured faculty, administrators and trustees--have an especially strong obligation to maintain an environment conducive to respect for the rights of others and fulfillment of academic responsibilities.
30. Trustees have a particular responsibility to protect the integrity of the academic process from external and internal attacks; and to prevent the political or financial exploitation of the campus by any individual or group.

III

RIGHTS AND RESPONSIBILITIES OF THE INSTITUTION ITSELF

31. The institution, as a legal corporation, and any division or agency which exercises direct or delegated authority for the institution, has rights and responsibilities of its own. The rights and responsibilities of the institution include:
32. → Right and obligation to provide an open forum for members of the college to present and debate public issues.
33. → Right to prohibit individuals and groups who are not members of the college from using its name, its finances, and its physical and operating facilities.
34. → Right to prohibit members of the college from using its name, its finances, or its physical and operating facilities for commercial activities.
35. → Right and obligation to provide, for members of the college, the use of rooms and equipment, in accordance with established college rules, including use for occasional political purposes such as meetings of political clubs and to hear from political figures. Right and obligation to prohibit use of the college name and finances and free use of its rooms, equipment, and supplies by members of the college on a regular or prolonged basis for political organizing and campaigning.
36. Special institutional arrangements (such as leave of absence or reduced study or work load) for political activities such as campaigning for or holding public office shall be subject to the same rules and regulations applicable to all forms of extra-mural activities.
37. → Right and obligation not to take a position, as an institution, in electoral politics at all or on public issues except on those issues which directly affect its autonomy, the freedom of its members, its financial support, and its academic functions and purpose.

ATTACHMENT E con't.

38. → Right and obligation to protect the members of the college and visitors to it from physical harm, threats of harm, or abuse by other persons; its property from damage and unauthorized use; and its academic and administrative processes from interruption.
39. → Right to require that persons on the campus be willing to identify themselves by name and address, and state what connection, if any, they have with the college.
40. → Right to set reasonable standards of conduct in order to safeguard the educational process and to provide for the safety of members of the college and the institution's property.
41. → Right to deny pay and academic credit to members of the college while they are on strike,* and the concomitant obligation to accept legal strikes legally conducted without recourse to dismissal of participants. Denial of academic credit and lowering of course grade, in the case of participants in a strike, shall not be punitive. Dismissal or other action against the participants in any strike shall be subject to the normal requirements of due process.

IV

EQUITABLE PROCEDURES FOR CAMPUS REGULATIONS

42. All members of Southwestern At Memphis have a right to fair and equitable procedures which shall determine the validity of charges of violation of campus regulations.
 43. → The procedures shall be structured so as to facilitate a reliable determination of the truth or falsity of charges, to provide fundamental fairness to the parties, and to be an effective, equitable instrument for the maintenance of order.
 44. → All members of the college have a right to know in advance the range of penalties for violations of campus regulations. Definition of adequate causes for separation from the college should be clearly formulated and made available to those concerned.
 45. → Charges of minor infractions of regulations, penalized by small fines or reprimands which do not become part of permanent records, may be handled expeditiously by the appropriate individual or committee. Persons so penalized have the right to appeal.
-
46. * In case of total or partial closures due to strikes, we suggest immediate cessation of pay and academic credit for those directly participating. The college should not make claim to be the only area of society where strikes are cost-free to their participants. Workers uniformly forgo their pay as they withdraw their services. They are subject to the costs of strikes as well as the potential benefits. Persons on campus can hardly expect the one and only "free ride." A cost-free strike, also, is not an effective means of demonstrating moral conviction.

ATTACHMENT E con't.

- 47.) In the case of charges of infractions or regulations which may lead to notation in permanent records, or to more serious penalties such as suspension, expulsion, denial of the right to graduate or have academic records provided, members of the college have a right to normal procedures with adequate due process, including the right of appeal.

- 48.) Members of the college charged or convicted of violations under general law may be subject to college sanctions for the same conduct, in accord with college policies and procedures, when the conduct is in violation of a college rule essential to the continuing protection of other members of the college or to the safeguarding of the educational process. Special institutional authority should, however, never be used merely to duplicate the function of general law.

V

AUTHORITY OF THIS DOCUMENT

- 49. This Declaration of Rights and Responsibilities for the Members of Southwestern At Memphis is, by nature, an affirmation of the basic principles by which this college community is regulated. Existing procedures, policies and systems of government and adjudication, and those to be brought into existence in the future are to be informed, controlled and judged by the Declaration's principles.

- 50. Nothing in this Declaration shall be so construed as to deny to any member of the college community any right or privilege not covered by this document but customarily accorded prior to the ratification of this document.

- 51. The ratifying bodies, or their successors, may amend this Declaration at any time by their joint action.

- 52. Ratification of this Declaration occurred through the concurrent approval by the following representative Southwestern bodies at the times stated beside their names.

Student Executive Council. _____, 1972

_____ Secretary

Southwestern Faculty. _____, 1972

_____ Secretary

Board of Trustees. _____, 1972

_____ Secretary

(*) ADMINISTRATIVE POSITION ON THE RESIDENCE HALL PLAN PROPOSED
BY THE SOCIAL REGULATIONS COUNCIL

In bringing to the faculty and student community its position on the proposal of the Social Regulations Council concerning Co-ed dorms at Southwestern, the administration wishes first to commend the serious and careful study done by the Council and its advisers. This proposal has been of deepest concern to them for more than a year and we want to express our appreciation and respect, not only for the information and opinions gathered, but for the responsible way the study was conducted and the many hours spent on this project aimed at benefiting the whole of the Southwestern community.

It is a truism in our time to describe individuals in any social grouping as alienated from each other, as lonely. We judge from faculty reports of a measure of apathy and indifference in the classroom; from reports of occasional destruction or disorder in the residence halls; and from student reports of the disintegration of personal relationships as well as social and governmental structures that we at Southwestern experience our share of this alienation and loneliness of the individuals broadly present in modern society.

Such a problem, to the extent that it is present in our community, demands the attention of students, faculty, and administrators alike. Our relationships with each other are key to this community, not just in its social but also in its educational dimensions.

On an increasing number of college campuses, co-educational residence halls are considered one means of improving communication between male and female students. However, after evaluating all of the factors involved, we conclude that this means would not be practical at Southwestern at this time. The most relevant of the factors we considered are:

1. The difficulties in allocating suitable space
 - a. The lower level of Voorhies was committed last fall to the Admissions Committee for freshman women's housing, enabling the college to accept additional students. Freshman women cannot be placed in a Co-ed situation, therefore Voorhies cannot be used for this purpose.
 - b. Consideration of the New Dorm for Co-ed housing finds little favor with students. One reason cited by both males and females is that the men would find it difficult to live in the small bedrooms with the kind of women's furnishings in this residence hall.
2. The poll of the parents of returning resident students conducted at the request of the faculty is conclusive only of the fact that parental opinion is divided.

TOTAL QUESTIONNAIRES MAILED 575
TOTAL QUESTIONNAIRES RETURNED 324 (56.3%)
OF THE TOTAL RETURNED (324)

(*) Prepared by the committee appointed by the President to formulate administrative policy on this question - Robert G. Patterson, M.J. Williams, C.I. Diehl, and Anne Marie Williford.

136 objected	41.4%
152 did not object	47%
36 objected to their own child's being in but did not object to the facility	11.1%

About 52.5% of those replying would not approve of their son's or daughter's being involved in this and 41.4% would object to Southwestern's having such a facility on campus.

3. The faculty seems to be divided also.
4. The Development Office is apprehensive about negative effects on an imminent capital funds campaign.

For these reasons, we recommend to the faculty:

That the Social Regulations Council's proposal for Co-ed living in Voorhies and Glassell or New Dorm be received as information with commendation to its authors for their diligence and helpfulness in seeking to vitalize campus life;

And that the principle of increased social and casual communication between men and women students in campus living arrangements be recognized as valid, and recognized as a principle that might be extended to dormitory living when practical difficulties can be overcome;

At the same time, hoping to take a step in the positive direction of facilitating communications and relations among our student population, we plan that certain men's and women's residence halls be swapped so as to establish an East/West orientation on campus rather than a male-female division. We, also, are planning to initiate with the Educational Development Committee of the faculty two Living-Learning Centers, one in Bohlmann Hall and the other in Evergreen Hall. These will house men and women and will find their basic rationale in the academic program of the college.

We realize that there may be costs involved in converting some of these buildings to the uses described. The Business Office indicates that there may be an increase in room and board charges as a result of any dormitory rearrangement but the impact would be nominal.

We further recommend:

That the move towards an East/West campus arrangement, if practicable, be commended;

And that the move towards living-learning centers with academic significance be commended for development, if practicable.

Anne Marie Williford
Dean of Women
Administrator of Student Life

LIVING-LEARNING HOUSES

A PROPOSAL TO ADD TO OPTIONS AT SOUTHWESTERN FOR THE 1972-73 SESSION

"Living-learning" is a recent term in education jargon, but it represents a concept with which Southwestern has long been familiar. We are a residential college, and we know from experience that the impact of the college on residential students is greater than on commuting students, though the intellectual accomplishments of both are presumably on a par. We have seen how students learn about England by being in residence in Oxford, how they learn the language and cultures of Mexico or France by being in residence in those countries, how they learn biology by trips to the ecological scene. Thus we come to living-learning houses not as something brand new, but as a new application of principles of learning well established in our collegiate experience and tradition.

EDUCATIONAL OBJECTIVES FOR LIVING-LEARNING HOUSES

Living and learning should be really linked. That is, the site of the house, or community membership, of its life style, or a combination of several of these things, should functionally and fruitfully interact with the learning that is proposed and undertaken. And the learning, in turn, should sharpen insight into the living experience.

Learning should be a group or cooperative process, rather than an individual or competitive process. Implications of this for grading should be considered.

Flexibility in the use of resource persons should be characteristic. They presumably would include both Southwestern faculty and non-faculty persons, and probably they often would be used on a short-term rather than on a semester basis.

Students involved in the houses should participate in developing their own curriculum, presumably with designated faculty consultants.

ATTACHMENT FVariance Analysis - February 1972

An analysis of income and expense year-to-date (July 1971 through February 1972) reveals the following variances.

IncomeOther Gifts and Grants

This account covers miscellaneous income from summer conferences, athletic concessions, interest income, etc. The principal reduction is a result of reduced cash availability and, therefore, less interest income.

Expense

1. Interdepartmental and Curricular Experiments. The British Studies at Oxford is paid for in one fiscal year while income is in the previous year. The \$36M expenditure is for last year's program which netted approximately \$3M to the college.
2. Athletics. Heavy expenditures for equipment continue to occur. Work is continuing with the Athletic Department to find more economical means of conducting intercollegiate athletics.
3. Continuing Education. The overage is a result of failure to take credit for special receipts. This will be corrected.

The above variances indicate that the deficit for the 1971-72 year will be near \$300M.

Income and Expense Analysis - February 1972 (In Thousands of Dollars)

	----- Month -----		----- Year-To-Date -----		
	February, 1971-1972 <u>Actual</u>	<u>Budget</u>	<u>Actual</u> 1970-1971	<u>Budget</u> 1971-1972	<u>Actual</u> 1971-1972
INCOME:					
Tuition & Fees	\$ 185	\$ 161	\$1,707	\$1,720	\$1,717
Endowment Income	26	29	106	130	130
Benevolences	9	14	135	130	122
The Annual Fund	10	26	145	158	147
Other Gifts & Grants	18	22	49	100	54
Auxiliary Operations	20	61	666	730	730
Student Aid (Endowment)	9	4	15	32	23
TOTAL INCOME	<u>\$ 277</u>	<u>\$ 317</u>	<u>\$2,823</u>	<u>\$3,000</u>	<u>\$2,923</u>
EXPENSE:					
Administrative	\$ 80	\$ 84	\$ 582	\$ 673	\$ 569
Student	35	57	522	453	448
Instructional	162	139	1,171	1,114	1,105
Auxiliary Operations	76	50	361	400	342
TOTAL EXPENSE	<u>\$ 353</u>	<u>\$ 330</u>	<u>\$2,636</u>	<u>\$2,640</u>	<u>\$2,464</u>

MEMORANDUM TO THE BOARD OF TRUSTEES - March 2, 1972

I am attaching a copy of the budget to this memorandum for your inspection and approval.

I asked the Treasurer that he present a balanced budget for the 1972-73 fiscal year. As you can see this has been done, but only with the following assumptions:

1. That there will be 1000 full-time equivalent students.
2. That the new positions of Director of Deferred Giving and Director of Capital Campaigns will raise \$100,000 in new operating funds in 1972-73.
3. That the endowment will have a year-end valuation of \$11,000,000.
4. That there will be no unexpected occurrence which requires extraordinary expenditures in 1972-73.

William L. Bowden /s/

BUDGET SUMMARY FOR 1972-73

	<u>Budget</u> <u>1971-72</u>	<u>Budget</u> <u>1972-73</u>
<u>INCOME</u>		
Tuition & Fees	\$ 1,930,000	\$ 2,050,000
Endowment Income	400,000	520,000
Benevolences	164,000	165,000
The Annual Fund	300,000	275,000
Other Gifts and Grants	276,000	180,515
Auxiliary Enterprises	736,000	742,400
New Development Activity	-----	100,000
Total	<u>\$ 3,806,000</u>	<u>\$ 4,032,915</u>
Deficit	153,775	-----
Total Income	<u>\$ 3,959,775</u>	<u>\$ 4,032,915</u>
<u>EXPENSES</u>		
Administrative	\$ 993,100	\$ 1,146,660
Student	514,750	511,378
Instructional	1,851,925	1,764,877
Auxiliary Enterprises	600,000	610,000
Total Expenses	<u>\$ 3,959,775</u>	<u>\$ 4,032,915</u>

REPORT OF THE COMMITTEE ON DEVELOPMENT AND INSTITUTIONAL PLANNING

The meeting of the Committee on Development and Institutional Planning largely consisted of reports from the staff. A report was given on the progress toward the implementation of items approved in our October meeting: the position of Director of Deferred Gifts has been filled by the transfer of Dr. Julius Melton from Vice President for Student Affairs, effective March 1, 1972. The position of Director of Annual Giving is expected to be filled momentarily by Mr. Ron Yarbrough, currently on the staff of Millsaps College. It is expected that the secretary who was authorized in October will be transferred from another department in the college, so that only one net addition to administration has been required to complete the personnel needs of the fund-raising area. No progress has been made on the enlistment of a Director of Alumni Affairs to replace Mr. Goodbar Morgan when he retires.

The consultant authorized at the October meeting has not yet been employed. A proposal is in hand from Frantzreb and Pray Associates, Inc. and action is expected soon.

The Board of Visitors has not yet been formed.

Loyd Templeton reported on the activities of Institutional Advancement, discussing the alumni meetings and special events such as the President's Council meeting. He reported that more than 300 alumni have volunteered to assist the Admissions Office in student recruitment all across the United States.

The concern of alumni to have official representation on the Board of Trustees was discussed. The Committee recommends to the Nominating Committee of the Board of Trustees that the recommendations of the Alumni Executive Council be sought when the three (3) alumni positions on the Board required in the by-laws are to be filled.

Three publications entered in the Memphis Advertising Federation's annual competition were chosen to be finalists, and one - the color picture booklet - won first place in its category.

Bun Perkinson reported on the Annual Fund and other fund-raising efforts. He also reported on the relative staff size for Development and Advancement areas in the years 1966-67, 1971-72 and 1972-73. It is noted that after the addition of the personnel mentioned above, the Development staff will be only one (1) position larger than in 1966-67.

Anticipated Results from the Development efforts during the next ten years.

- The Annual Fund - growing to \$400,000 annually by 1974-75 and to \$500,000 annually by the end of the decade.
- Deferred Gifts - the future addition to Southwestern's permanent resources of between \$5 million and \$10 million in deferred gifts to be arranged during the 1970's for future delivery.
- Capital Gifts - the addition of \$10-15 million in Southwestern's permanent resources over the next decade.

The three phases of the development program are expected to produce some \$18 to \$20 million during the next 8 to 10 years on a total expenditure of about \$1.5 million.

Julius Melton reported on his plans and activities in the area of Deferred Gifts. Much preparation needs to be done before any active solicitation effort is launched.

The student members of the Committee commented on their pleasure at the Board's action to seat students in this morning's meeting.

The Committee meeting adjourned at five o'clock.

Mrs. David K. Wilson, Chairman

March 16, 1972

ATTACHMENT H

MINUTES FOR THE COMMITTEE ON FACULTY, BOARD OF TRUSTEES

March 16, 1972

The Committee on Faculty of the Board of Trustees of Southwestern At Memphis met at approximately 3:30 P.M. on March 15, 1972, with Dr. W.J. Millard presiding. Other members present were:

BOARD - Mrs. Frank Mitchener, Jr., Dr. Kenneth Phifer, S. Shepherd Tate
FACULTY - Professors Wm. Larry Lacy, Bernice Williams, Richard D. Gilliom, Gordon D. Southard, Jack U. Russell
EX OFFICIO - Dean Robert G. Patterson and Associate Dean Marshall Jones

Upon recommendation by Dean Patterson, acting in behalf of President Bowden, it was moved, seconded, and passed (with Professor Russell abstaining) that the Committee recommend to the Board that the following persons be granted tenure:

Frank Thomas Cloar, Assistant Professor of Psychology since 1967
Elisabeth Lunz, Assistant Professor of English since 1967
Frederic Michael McLain, Assistant Professor of Religion since 1967
James D. Witherspoon, Associate Professor of Biology since 1968

It was received as information that the following faculty members have received contracts for a fifth year:

John Alois Bruhwiler, Associate Professor of German
Mary Ross Burkhart, Assistant Professor of English
Bobby R. Jones, Assistant Professor of Biology
Bernice Werner Williams, Assistant Professor of English

Upon recommendation by Dean Patterson, acting with the approval of President Bowden, it was moved, seconded, and passed (with Professor Russell abstaining) that the following faculty members be promoted to the rank of Professor:

Lawrence K. Anthony, Associate Professor of Art and Artist in Residence since 1961
G. Kenneth Williams, Associate Professor of Mathematics since 1968
Marshall Phillip Jones, Associate Professor of Mathematics since 1963
Richard A. Batey, Associate Professor of Bible and Religion since 1965

Upon recommendation by Dean Patterson, acting with the approval of President Bowden, it was moved, seconded, and passed (with Professor Russell abstaining) that the following faculty members be promoted to the rank of Associate Professor:

Frank Thomas Cloar, Assistant Professor of Psychology since 1967
Bobby R. Jones, Assistant Professor of Biology since 1968
Helen N. Hall, Assistant Professor of Education since 1969
Elisabeth Lunz, Assistant Professor of English since 1967
James Carpenter Lanier, Assistant Professor of History since 1969
Frederic Michael McLain, Assistant Professor of Religion since 1967
Robert G. Mortimer, Assistant Professor of Chemistry since 1970
Thomas P. Whaley, Assistant Professor of Mathematics since 1969

A written statement from the faculty members on the Board's Committee on the Faculty was passed out. After a lengthy discussion the following motion was moved, seconded, and passed (with Deans Patterson and Jones abstaining):

The Committee feels the deep concern of the faculty in regard to faculty cuts and the misunderstandings which have arisen between administration and faculty as a result. The Committee feels the Analytical Studies Committee will solve much of the problem of communication in the future. In the meantime the Committee would encourage discussion between the administration and faculty concerning the budget for 1972-73 and the interpretation thereof.

With the approval of President Bowden, Dean Patterson submitted the policy below to the Committee. It was moved, seconded, and passed that the Committee recommend to the Board the passage of this policy.

Southwestern Retirement Policy

Retirement at age 65 is hereby stated as the policy of Southwestern for all employees, with the exception of presently employed officers of instruction (as stated below).

For administrative officers this means retirement at the end of the fiscal year (June 30) during which the administrator reaches age 65. Employment may be continued on a year by year basis, with authorization by the President, for up to two years. If continued beyond two years, authorization must be by the Board.

For officers of instruction, this means that those who have reached age 65 by the end of the fiscal year (June 30) will not be extended contracts for the following year. Employment may on occasion be continued on a year by year basis, contingent upon desire for continued employment by the faculty member, recommendation for continued employment by the Dean of the College, and approval by the President, for each year of additional employment. Beyond two years of additional employment, authorization must be by the Board. The adoption of this action by the Board is not intended to affect, and does not affect, presently employed officers of instruction.

For other employees of the college, existing policy is the same as that stated above for administrators, and will continue in effect.

It is clearly understood that present policy regarding retirement, as with any other policy of the college, is subject to future amendment by Board action. This includes the possibility of lowering of normal retirement age for existing employees at some future date.

The effective date of the present action will be immediately upon passage by the Board of Trustees.

The Committee adjourned at approximately 6:00 P.M.

Mrs. Frank Mitchener, Jr.
Acting Secretary

REPORT OF THE COMMITTEE ON BUILDINGS AND GROUNDS:

Present: Russel S. Wilkinson, Chairman; E.B. LeMaster, Jefferson Davis, Dan F. Goodwin, Jr., William H. Dale from the Board of Trustees, Lawrence K. Anthony and Albert M. Johnson from the faculty, William Jones and Anne Brantley from the Student Body, and Fred E. Young, Jr. and Roy R. Twaddle, Jr. members ex officio.

The meeting was called to order at 3:40 P.M. in Room 300 of Clough Hall.

The minutes of the October 13, 1971 meeting were reviewed by the Chairman.

A petition to the Committee signed by 195 students was read by Miss Brantley. The petition requested that the Committee not demolish the buildings housing the Black Students Association and the Common House unless better facilities could be provided. Mr. Wilkinson discussed the directive of the October meeting that called for the demolition of the buildings in question. He assured the student members that the Committee at that time had determined that adequate space for the two activities could be provided in the Student Center. He pointed out the hazardous condition of the present buildings and emphasized the fact that the Committee was interested primarily in finding better quarters for both groups. Miss Brantley then stated that she believed that the petition had resulted from a lack of understanding of the aims of the Committee by the students who had expressed concern. It was requested that the two student members pass on to the student body the findings and recommendations of the Committee. The Committee then directed that the demolition of the buildings be accomplished during the summer of 1972.

The Chairman reported that the property on Overton Park and McLean had not been sold but that proposals for purchase are still being considered. He informed the Committee that a lot in Birmingham had been sold for \$1,500.

The need for the renovation of the refectory was reviewed. Mr. Young reported that the cost of estimated repairs had advanced to approximately \$100,000, and that while overtures had been made to several foundations, the necessary funding is not available at this time.

Mr. Twaddle informed the Committee that no further efforts to repair the leaks in the Science Building have been made by the contractor despite the fact that the matter has been placed in the hands of the college lawyer.

Concerning campus security, Mr. Young reported that racks for bicycles have been provided in several locations on the campus. The student members requested additional lighting for the area behind the sorority houses.

There being no further business, the meeting adjourned at 4:20 P.M.

Albert M. Johnson, Secretary Pro Tem.

Remarks of Dr. W.J. Millard to Board of Trustees on March 16, 1972:

It has been my privilege to serve on the Board of Trustees of Southwestern with the last four Presidents. They were Drs. Diehl, Rhodes, Alexander and Bowden. That means I have seen a lot of life. I have seen it when the cup was bitter, as well as when it was sweet, and I have observed what made it bitter as well as sweet.

Existentialism promises to sweeten the cup but in reality does not. An elementary definition of this concept of life is -- it is an introspective humanism whereby the individual is aware of his subjective nature and its potential and the freedom with which to develop it. This thinking has become so widespread that it is being expressed in such popular songs as "I Gotta Be Me, I Gotta Be Free." It is quite obvious that, with such a philosophy, life can go off in all directions, disregarding the wise mores which have been proven in the cauldron of time.

Freedom is a frequently misunderstood word. It is not an absolute as many suppose. It cannot stand alone. A citizen is free "within the law." When he goes beyond the law, he loses his freedom. The same rule applies to Christians. They are free to do what is approved by God in Christ. They are free to love God and their fellowman; that means to love one another in the context of God. There is no virtue in love per se. It all depends on what you love. If you love the wrong things, your love for them will destroy you. "Love never fails." Time has proven the love of Christ to be a wise love producing the best results among mankind. Consequently, we are not free to violate it. I was reading in the book of Judges the other day and came across this verse, "There was no king in Israel in those days, and every man did as seemed right in his own eyes." If you find that verse and read the next few chapters you will see what a sordid mess Israel got into. Given the same cause, you will get the same effect today. Life is just that orderly.

Existentialism is not new. It first appeared in the Garden of Eden. It failed then and again in Judges and it is failing now, and it will always fail because of its inherent weakness. It provides no absolutes to which the individual can relate his introspective explorations. Without these dependable qualities many run into an impasse from which they seek escape, some through drugs and a few through the portals of death, trying in vain to find dependable reality for the mind and soul.

There is only one redemption for existentialism. That is, prefix it with the word Christian. Christianity encourages its devotees to "examine themselves" -- look inward to see if the qualities of life that are there compare favorably with those that are in the teachings and spirit of Christ, for Christ is to life what rules are to mathematics, science and rhetoric. Experience reveals that whoever relates his life to Christ builds upon rock.

This is where Southwestern comes into the picture. Dr. Diehl built "genuineness and excellence" into the purpose and work of this institution and they have been preserved by succeeding administrations. But academic genuineness and excellence are found in many other colleges and universities. Genuineness means to be true to the source, and Christians believe that God is the source of truth and goodness. Excellence means to excel in what you do.

Therefore the uniqueness of Southwestern among educational institutions today is that it relates knowledge to God and interprets life within the framework of the Almighty in an excellent manner.

All that I am saying has been said thousands of years ago and time has proven it trustworthy: "The fear of the Lord is the beginning of wisdom and the knowledge of the Holy One is insight." To ignore this is to be a "cake not turned."