

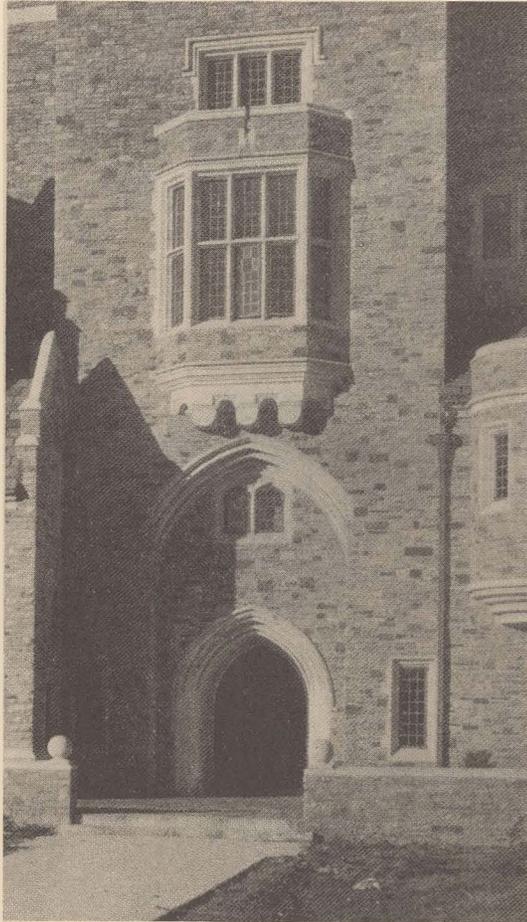
SOUTHWESTERN
BULLETIN



MEMPHIS, TENNESSEE

DECEMBER, 1935

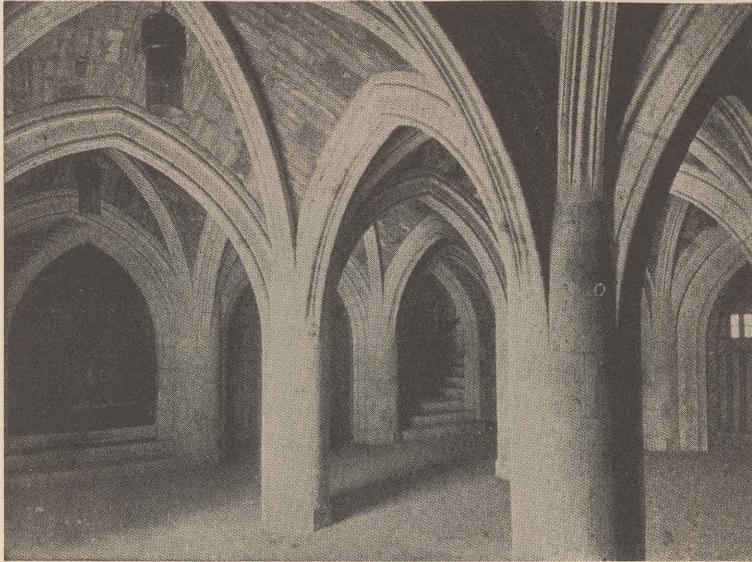
*Reprinted October 8, 1983
Commemorating the dedication of
The Charles E. Diehl Memorial*



Main Entrance, Palmer Hall

F O R E W O R D

N September 24, 1925, SOUTHWESTERN, The College of the Mississippi Valley, founded in Clarksville, Tennessee, as Southwestern Presbyterian University, opened its doors in Memphis, Tennessee. On November 26-28, SOUTHWESTERN held a "Jubilee and Inaugural Celebration," the two-fold purpose of which was to commemorate its fifty years of service as a college, and to solemnize its opening in Memphis. On the second day of the celebration, in Hardie Auditorium of Palmer Hall, the college buildings were formally presented to the Board of Directors of SOUTHWESTERN by the Reverend Albert Bruce Curry, D.D., of Memphis. In accepting the buildings on behalf of the Board, President Diehl took occasion to enunciate the aims and ideals of SOUTHWESTERN. To his address this booklet, a regular number of the College Bulletin, is devoted.



Cloistered Hallway, Palmer Hall

"Moral efficiency is the fundamental argument for liberal culture."

—Woodrow Wilson.

* * *

"Education yields its best fruits when mixed with religion."

* * *

"The supreme need of the world is moral manhood, for character is the basis of all real worth and greatness."

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*"Ill fares the land, to hastening ills a prey,
Where wealth accumulates and men decay."*

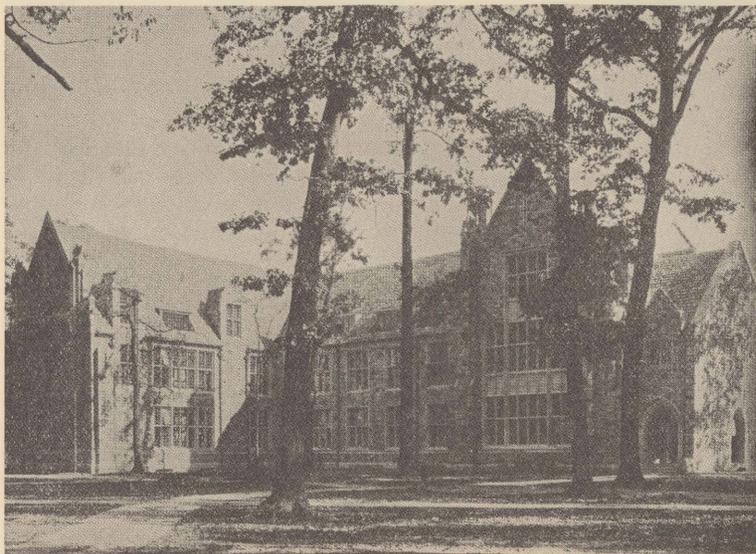
"The Ideals of Southwestern"

It may not be amiss at this time to say a few words about our ideals, about the motives which actuated us in our planning, about the purposes of this institution, to make clear what has been in our minds and what we are trying to do. A brief historical reference will enable us to do this the more understandingly.

Before the Civil War there was on the part of the Presbyterian Church a well-defined policy of higher education for this territory. The program was to have one first-class Christian college for each Synod. The state system of schools had not been elaborated, and the education of this section was largely in the hands of the Presbyterians. In each Synod there was a Presbyterian College, or the nucleus of one. Stewart College, LaGrange College and Oakland College were all doing excellent work, and were growing in endowment, in equipment, in patronage and in prestige. The effect of the war upon these institutions was pitifully destructive, and the hardships of the reconstruction age intensified the burdens. There was nothing but desolation and poverty. The colleges were closed; in some cases the buildings were literally torn down and the equipment destroyed. In other cases the property was confiscated and endowments were lost in Confederate money. But the Presbyterians did not despair. They determined to rebuild their schools along with their homes, their churches and their fortunes. There were no rich men who could heavily endow any of these institutions. The ground must be recovered inch by inch, a process which was slow and trying, but out of their poverty they gave even to the point of sacrifice.

In view of this poverty and the consequent impossibility of re-establishing all of the educational institutions owned by the Presbyterian Church before the war, Dr. B. M. Palmer, of New Orleans, and other prominent leaders of the Church, notably Drs. J. B. Shearer, John N. Waddel and Jas. A. Lyon, felt that it would be wise to change the ante bellum program. Their plan was that all these Synods should unite and pool their interests and build one university for the whole territory. This plan was finally approved, and after years of agitation and endeavor, Southwestern Presbyterian University came into being in 1875, having taken over as a nucleus the properties of Stewart College, a Presbyterian institution located at Clarksville, Tenn.

For the past fifty years this institution has functioned, and its record is honorable. It has never been a university in the proper sense of that term. It has been an excellent college of arts and sciences, to which for many years there was appended a theological



Science Building

department, which, by reason of lack of funds, had to be suspended in 1917. The college was never adequately endowed or equipped. Good, honest work was done, and there were high moral and educational ideals. There were great teachers on its faculty, men who were poorly paid, who served in sacrificial devotion for the love of Christ, just as truly as the missionaries who go to foreign lands.

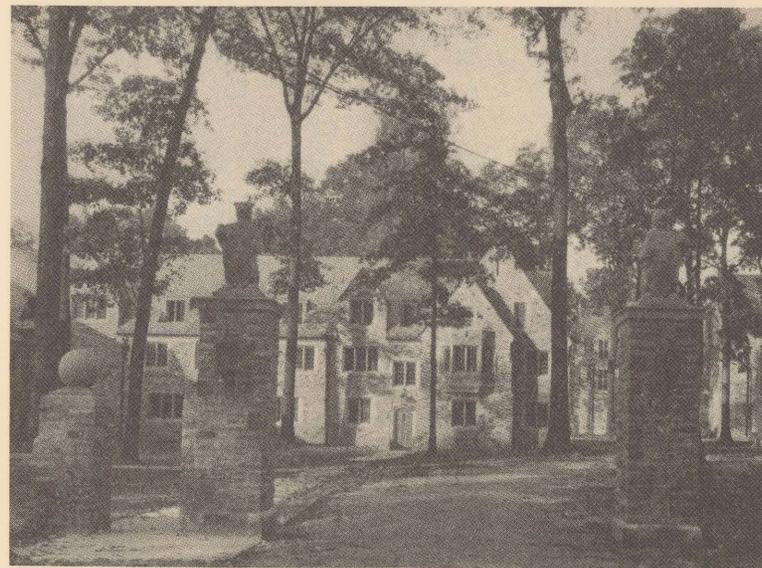
Twenty-five years ago the church came to realize that the institution was badly located for the territory it was presumed to serve, and an attempt was made to move it. That proposed removal was defeated by the action of the Court, and as a result the Church lost much of its enthusiasm for the college and neglected it. Tremendous advances have been made in education during the past quarter of a century. Standards have been raised, new equipment has been called for, expenses of all kinds have multiplied, but there was little or no increment to the endowment. The tide was at low ebb, and then it was found that Memphis wanted the College and the Synods wanted Memphis to have it.

Here was the chance of a lifetime; a chance to set the standard of an institution for all time; a chance to go forth unhampered by past mistakes, architectural and other, and to launch an institution which was as nearly ideal for its purpose as painstaking investigation and careful thought and planning could make it. Realizing that the good is ever the enemy of the best, we did not seek merely the

good, but the best. There was ever before us the idea of excellence. It was our purpose to launch here an institution which would endure for centuries, and which would command the respect and quicken the pride of succeeding generations.

The institution we were planning for was not a state or a municipal or an independent institution, but a Presbyterian institution; an institution which is avowedly Christian, and which as such is shot through with that passion for honesty and that hatred for all sham which is really fundamental in any interpretation of Christianity, and without which no institution can be regarded as Christian, whatever be its claims, its forms of government, its courses of study, or its ceremonies.

Further, this institution was not to be a university or a technical school or a professional school, but a college of liberal culture. We were not planning a university, not only because of the enormous amount of money necessary for such an institution—money which was not available—but also because we were not interested at this time in establishing a university. The institution we had in mind was one which was vitally concerned with scholarship, but which was even more concerned with character and manhood; an institution which believes in the life eternal, and, as a consequence, in real moral values; an institution which stands for the essential permanence of truth, beauty and goodness.



Ashner Memorial Gateway and Robb Hall (Dormitory)



The Davidson Hill Memorial Room

We were planning an institution which indeed some day may become a university, but which now seeks to give a liberal education; one which does not primarily concern itself with utilitarian values, but which contemplates a disciplined mind, a freed soul, a broadened personality, and an upright life. Cardinal Newman points out that there is no one word in the English language to express this objective of liberal education. We have the word "health" when used in reference to the body, and the word "virtue" when used in reference to our moral nature, but we must explain in many words what we mean by a liberal education. Kant says, "Man's greatest concern is to know how he shall properly fill his place in the universe and correctly understand what he must be and do in order to be a man." The college we were planning for was to attempt to teach its students something of human life, man, and the world, and to lead them to master human life; to know it as a whole.

We had before us ever the ideal of excellence, of the best for the purposes we had in mind. We did not and do not care at all about mere bigness or numbers. We have had much to say through the past years about the superiority of the small college, and we might have been making a virtue out of necessity, but we were not. We still believe what through the years we have been saying, and we realize that this College in Memphis could not remain small. Therefore, we sought in our planning to preserve the advantages of

the small college, in spite of the fact that the numbers will increase, by adopting in large measure the Oxford plan of a cluster of small colleges, making such adaptations of this scheme as seemed wise and beneficial. The plan provided for unit colleges of from 150 to 200 students as about the ideal size for the helpful development of a common life, and, further, for the breaking up of this number into small groups for more intimate fellowship. This unit college was to have a common dining hall, but was to be housed in five small dormitories, each of which would care for some thirty-five men and an instructor.

To adopt this plan would not be the cheapest way to handle the situation, but it would be the best for developing men and women. We were not unmindful of the difficulty of securing funds or of the sacrifices represented by many of the funds entrusted to us, and we felt that it was our sacred duty to husband our resources, to make every expenditure count, and to secure the full value for every dollar expended; but we did not feel that economy was the only consideration, or even the first consideration, nor that cheapness is necessarily economy. Therefore, our Board of Directors nearly four years ago officially adopted this principle: "That, while every proper economy will be observed in the planning for and the administration of SOUTHWESTERN, the fundamental principle upon which all our planning shall proceed is the welfare, and especially



A Bit of the Wooded Campus



Dining Hall (left); Calvin Hall (right)

the moral welfare, of the students, for whom the institution exists, even though the application of this principle proves to be more costly in dollars and cents."

With this general principle in mind we entered upon our task. We have studied other institutions and have profited by their excellences and their mistakes. We have received help from many sources, but we have copied nothing and we have slavishly followed no one. Each institution should have its own individuality, and should work out its own problems for itself.

In selecting the site we sought the best for our purpose—the ideal location and sufficient ground for the developments of the long future. It was not the cheapest ground available, but it was the best, and, as a matter of fact, as a result of the generous co-operation of Messrs. E. B. LeMaster, R. B. Snowden, J. T. Fargason, W. A. Hein and Mayor Rowlett Paine, it was secured at a remarkably low cost.

Having decided to build along collegiate Gothic lines because of the infinite variety and charm of that type of architecture, we sought to discover and ally with us the outstanding authority in this country on collegiate Gothic. We secured Mr. Chas. Z. Klauder, of Philadelphia, as our consulting architect. Because of his connection and training with Mr. Klauder, his accessibility and his experience in the South, we secured Mr. Henry C. Hibbs, of Nash-

ville, as the architect responsible to us; and because of their outstanding ability and their familiarity with local conditions, we secured also the firm of Jones & Furbringer as supervising architects.

There is in this country much pseudo-Gothic architecture, a cheap imitation which may content the ignorant or untrained, but which calls forth the contemptuous ire of the enlightened critic. This we proposed to avoid. Genuineness is characteristic of the heart of this institution, and we wanted this note sounded everywhere, even in the construction of the physical plant. It was to be enduring, for we were building for generations to come. It was to be beautiful, for the aesthetic side of man's nature is important and a college of liberal culture dare not overlook it. It was to be genuine throughout, free from all substitutions and cheap, make-believe effects, for this college has a hatred for sham. It is a source of satisfaction to know that our architectural ideal has been realized, and that not even the most caustic and unfriendly critic can now or hereafter indulge in a smile of derision at our expense.

It is encouraging, too, to note that, while we believe these are the most beautiful college buildings in the South, they are not the most expensive, and they are much less expensive than are the same sort of buildings in those two colleges in the North where such buildings are found. This is due in part to the fact that we bought our own quarry at a very reasonable cost and that we quarry our own stone. Thus, in addition to having an adequate supply of ideal building material for the future, we are able to construct these buildings as cheaply as we could construct them of brick.

For years some men have thought of a college as Mark Hopkins on one end of a log and a student on the other. That day, however, has long since passed. We still need Mark Hopkins and the student, but in this day, for the sciences at least, there must be a great deal of equipment on that log. Through the past years this inadequate equipment has been our most conscious need. We determined now to provide properly for our sciences, and we have done so. Every proper economy was practiced, but nothing essential was omitted. Our laboratory, which still awaits a donor to be finally named, is probably the last word in a chemical laboratory for a college of arts and sciences. Eventually it will be used solely for chemistry, but at present it houses all the sciences.

If we had been planning an institution of a different type, it would have been possible to open the college without making provision for the residential group of buildings, but we could not be true to our ideal of a Christian college in Memphis without including at least the beginnings of the residential group. This group also is correct architecturally, and it is planned with the greatest care in accordance with our expressed ideal. The barracks or factory plan where the students are herded like cattle is cheap, but it did not conform to our ideal. Nor, on the other hand, did the plan of



Dormitories

furnishing luxurious suites with private baths or with lavatories in the rooms appeal to us as wise. We had in mind the student, and endeavored to plan so that we could expect him to do his best work and attain his highest development. We had in mind the development, not only of his intellectual, but also of his moral and social and aesthetic nature. The dormitories were to be comfortable, sanitary, enduring and beautiful. They were to have about them the atmosphere of home. And thus there is nothing monumental about them. There is no suggestion of a horde or a throng, but the domestic note is sounded, as distinguished from the institutional.

For the most part there are suites of two rooms for two men—a common study and a common sleeping room, the arrangement which is best adapted for Southern students, and which is preferred by them. Some rooms are naturally more desirable than others, but the same price is charged for each, a system which we trust will encourage the spirit of democracy. A living room or social room is found in each dormitory, which we believe will mean a great deal in the social and religious development of the students. There they can gather for their hall meetings, for mission study classes, for keeping the morning watch, for teas, and for other social events.

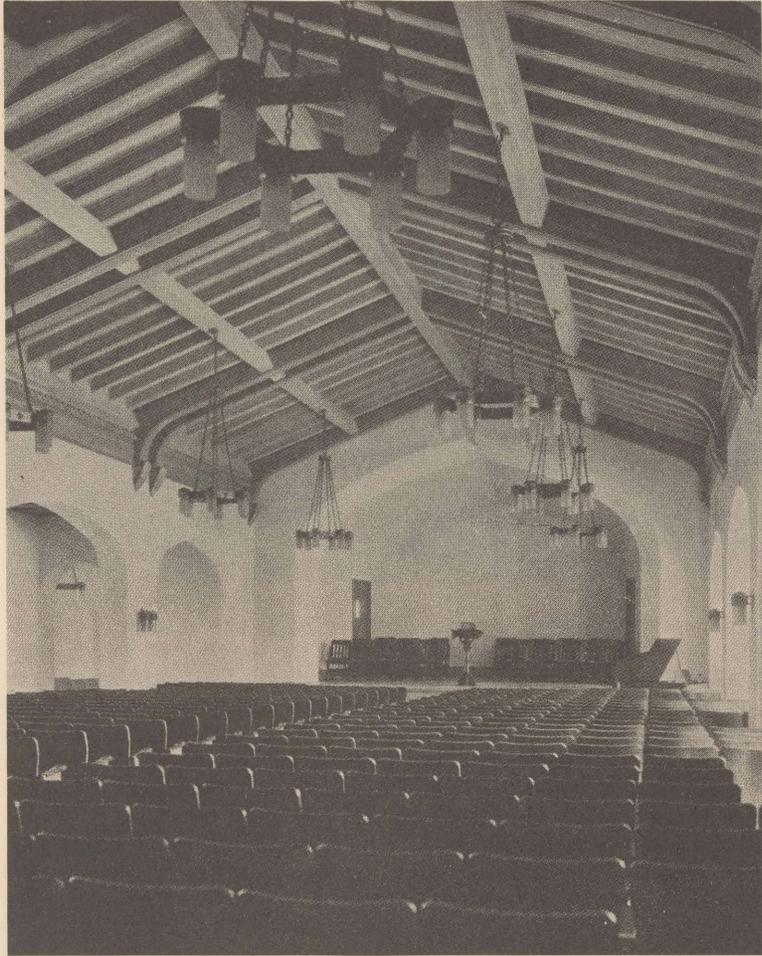
This we felt was the minimum plant with which we could open a college of this kind, and we knew also, with the exception of a

temporary provision for physical development, that it was the maximum plant until the present buildings are fully provided for, unless some one should give as a memorial other dormitories or faculty residences, which are sadly needed.

We recognize that man is a gregarious animal, and that it is natural that young men and young women should surround themselves with congenial associates. We believe that properly conducted fraternities and sororities are on the whole beneficial to the student. We approve the policy of having fraternity and sorority houses, provided that these are on the campus under college jurisdiction and that they are merely lodges, or club houses, but we do not favor residential houses. The college is quite willing to co-operate with these various groups in developing fraternity and sorority quadrangles, in each of which the college will plan to erect a building for the non-fraternity and the non-sorority students, houses which shall be quite as attractive as those of the other groups. In order that there may be no unseemly rivalry, the groups themselves through the Pan-Hellenic Council will determine the maximum and minimum cost of these houses, and in order that the plant may be a harmonious whole the President and the architect of the college will approve the plans and specifications of each structure.

The instructional cost of higher education is well-known, and it is impossible to do the work properly for less than the recognized minimum cost, which is from \$400 to \$450 per student. Where it is done for less, it is done either at the expense of the faculty or the student, or both. With the ideal of excellence before us, and with an utter disregard for mere numbers, it is not surprising that we should feel that we could render the largest service by training adequately a comparatively small number of select students, in accordance with our means, rather than by accepting all who desired to come, and then doing the best we could for them with the limited means at our disposal. It is our plan, therefore, to limit the number of students we accept by our ability to give them the best advantages. As our funds increase, more students will be accepted. We would rather do a limited work thoroughly and well than to attempt a larger work which we could not do in accordance with our ideal.

Since our student body must be limited we believe that we should be most careful in its selection. Why should we waste our time on those who are not prepared to do first-class college work or who are not motivated by a serious purpose? We seek not the rich or the socially prominent, but the worthy—those who are morally sound, who are intellectually fit, and who have the desire to excel. We believe that this college has a definite contribution to make to its students and to society, and that this can best be done in the lives of those who spend here four full years, and, for this reason, as well as for others, we shall not encourage the reception of transfer students.



Hardie Auditorium

It is our ideal to attempt nothing that we cannot do as well as it can be done in this country, and for this reason we are offering only the bachelor's degrees. We are conservative, but our faces are toward the morning. We know of few if any short cuts. We are not concerned with half-baked theories or with foolish experimenting. With regard to methods we believe, with Pope, that we should

"Be not the first by whom the new are tried,
Nor yet the last to lay the old aside."

The time will never come when the teacher is not the most important part of the college. He is the college in the active sense; all other things are circumstances, machinery, arrangements. He is the mind that learns and teaches. If he does well, then all is well; if he does ill, the college is a failure. It is of the utmost importance; therefore, that the instructional force should be made up, not of immature and inexperienced teachers who can be secured at small cost, but of inspiring teachers, great personalities, who seek to advance knowledge not only among themselves, but among their students, who are anxious that their students should develop, not only in intellect, but in character, in their whole personalities. We believe, therefore, that it is for the best interests of the work to have a comparatively small faculty of well-paid, full professors rather than to have a larger faculty composed mainly of assistant professors and instructors who are serving on a lower salary scale. We desire in this college only professors who have a whole-hearted allegiance to Jesus Christ, but they must also be men of sound scholarship and men who are deeply interested in the well-rounded development of their students. Some institutions may be content with a perfunctory interest or professional relationship on the part of a professor towards his students, but we seek men who, in addition to the interest they naturally have in the mastery of their particular subjects, are interested quite as much in the welfare of these awkward, careless, foolish, thoughtless, but lovable boys and girls. Such a teacher has little time for the things which give him reputation among his colleagues, and often he is ignored or overlooked but such teachers are valuable to society beyond the price of rubies.

Not all of our ideals are fully realized, particularly those relating to the payment of adequate salaries to the members of our faculty and of providing for them comfortable homes, but for the most part we have carried out our plans as they have been briefly sketched, and we hope before long to be able to do for our faculty that which it so eminently merits.

With high resolve and honest purpose SOUTHWESTERN opens her doors in Memphis. She holds aloft the unpurchasables as the objects of desire and bears an unfaltering testimony to the value of spiritual ideals. She seeks to prepare for generations yet unborn by handing down unsullied to this generation our rich heritage of the past. She labors to send out men and women with strong characters and disciplined minds which are to be put at the disposal of the world's need for the solution of its desperate problems, for the alleviation of its myriad ills, and for the bringing in of that better day when wrong shall cease, and liberty and love and truth and right o'er all the earth are known as in their throne above.