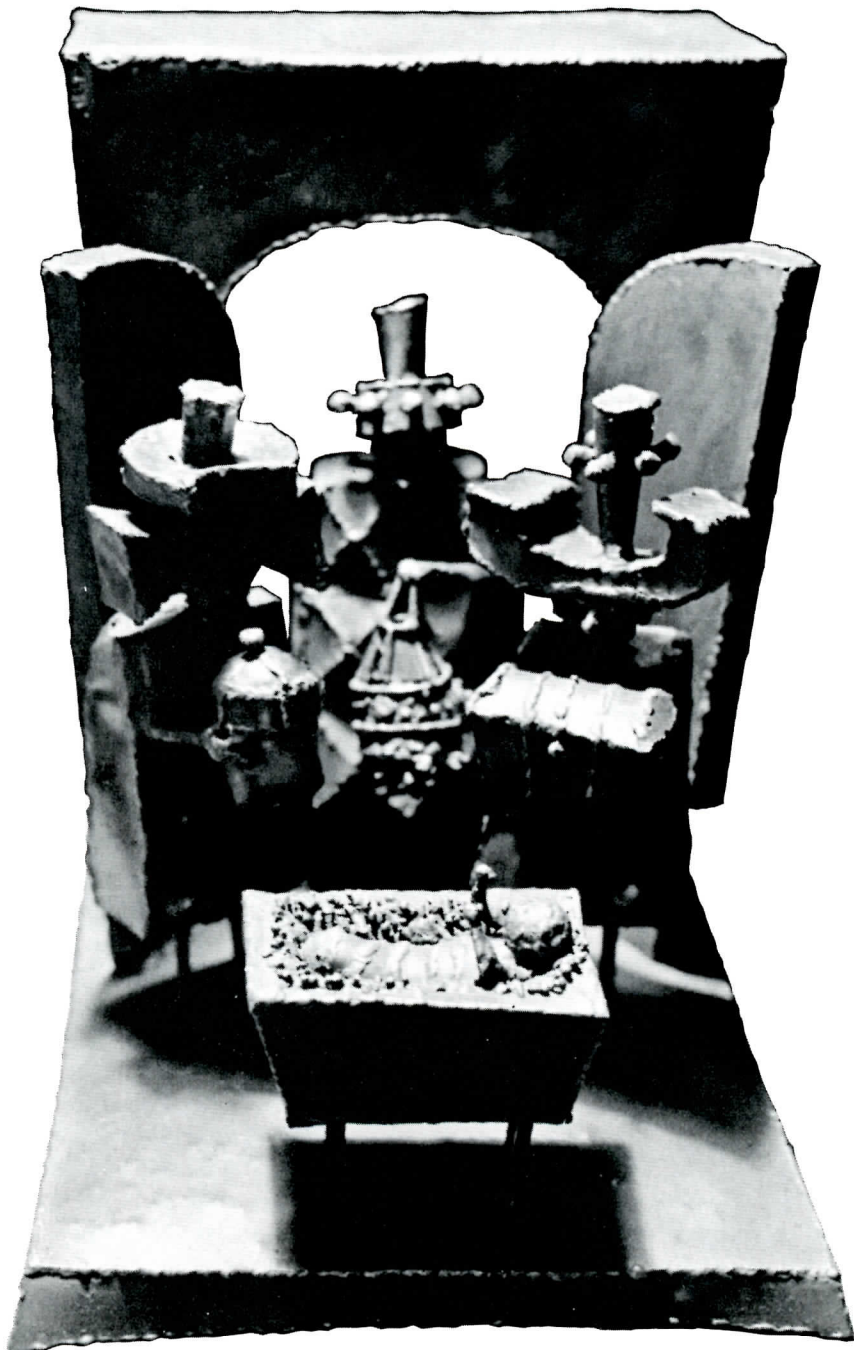




# *Southwestern News*





# Southwestern News

NUMBER 1      DECEMBER, 1968      VOLUME XXXII

What's happening at Southwestern?..... 1  
 A report on the actions of the Board  
 concerning social regulations, drinking,  
 and the establishment of four new committees

Mother of God .....by Julius Melton 2  
 An Ancient Concept Sheds Light on the Meaning  
 of Christmas Today

High, Wide, and Handsome ..... 5  
 The Frazier Jelke Science Center

Homecoming Was Never Like This ..... 8

A Special Report  
 The Plain Fact Is ..... Insert

A Southwestern Report ..... 11  
 The Plain Fact Is                    by M. J. Williams

You May Be Able To Double Your Help..... 12  
 The Matching Gifts Program

Review of William P. Murphy's book,  
*The Triumph of Nationalism* ...by D. M. Amacker 14


Mileposts ..... 17

Lynx Chat ..... 17

What are the '68 grads doing?..... 21

*Editor*

JEANNETTE HOLLENBERG BIRGE '42

 *Southwestern News*



**ON THE COVER:** Sculpture, "Magi," by Lawrence K. Anthony, M.F.A. Artist in residence and associate professor of art.

The *Southwestern News* is published four times a year, in March, June, September, and December, by Southwestern At Memphis, 2000 North Parkway, Memphis, Tennessee 38112. Member, American Alumni Council. Second-class postage paid at Memphis, Tennessee. Correspondence and address changes should be directed to the Alumni Office, Southwestern At Memphis.

RHODES COLLEGE ARCHIVES

# What's happening at Southwestern?

## A report on the actions of the Board concerning social regulations, drinking, and the establishment of four new committees

■ At its regular meeting on October 17-18, 1968, the Board of Directors of Southwestern At Memphis adopted the following resolution:

"For many years utmost confidence has been reposed in the students of Southwestern for the conduct of their lives as members of the college community. Such confidence in student responsibility has proved to be not only justifiable, but it also is essential to the kind of college Southwestern seeks to be.

"The Board of Directors, therefore, resolves that there shall be established a committee of students, with advisory members from the faculty and administration, which shall be charged with general responsibility for establishing and enforcing social regulations for the residence halls, the fraternity lodges, and the Thomas W. Briggs Student Center, such regulations to be subject to administrative approval."

In short, this resolution is an extension of the principle behind Southwestern's Honor System, an integral part of the college since early 1900. (Interestingly, our Honor System was created by Southwestern students.) It was agreed that students who are charged with the responsibility of enforcing rules of the college under the Honor System should share in the responsibility for establishing and enforcing social regulations of the campus. An *ad hoc* committee of faculty and students is now meeting to consider how the organization of the committee recommended by the Board can best be effected.

■ With respect to the use of intoxicating beverages, the Board of Directors adopted the following catalogue regulation:

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

The Board also adopted a statement which creates a student-faculty committee whose duty shall be the interpretation and enforcement of this regulation.

Further clarification of the catalogue regulation is found in this statement to appear in the student handbook:

"College policy forbids any group to serve alcoholic beverages at dances and other social functions. The purpose of this ruling is to place limits so that the use or non-use of alcohol will remain an individual decision.

"College policy limits drinking by individuals in prohibiting drinking in such public areas as the refectory and the student center. The purpose of this ruling is to guard the rights of those who do not drink and to avoid over-casual and undisciplined appearance.

"A student-faculty committee is authorized to interpret and apply the general policies referred to above. This same committee will sit in judgment on instances of abuse or violation of policy and on objectionable behavior associated with over-indulgence, such as destruction of property and interference with another's right to privacy and quiet.

"Students, faculty and staff members of the college have the responsibility to report to the committee any observed instances of the violation of these policies."

The committee authorized to interpret and apply these policies is being considered by the student-faculty *ad hoc* committee and will be established as soon as possible.

■ A resolution by the Board of Directors to amend the By-Laws of the college to establish four new committees represents a significant revision of the committee structure of the Board. These new committees are the Committee on Faculty, Committee on Students and Educational Program, Committee on Development and Institutional Planning, and the Committee on Buildings and Grounds. The Dean of the College will be an *ex officio* member of the Board's Committee on Faculty. Two members of the faculty and two students will serve with Board members on the Committees on Students and Educational Program, Development and Institutional Planning, and Buildings and Grounds. The Committee on Student and Educational Program will consult with the faculty on curriculum, broad questions of campus life, and constantly re-examine the effectiveness of the college's total program. The Development and Institutional Planning Committee is charged with long range planning and the establishing of institutional priorities for construction, the size of the college, and further for helping develop resources to meet these needs. The Building and Grounds Committee will consider construction, renovation, maintenance of buildings and the overall development of the campus.

Commenting on the significance of students and faculty being asked to sit on committees of the Board of Directors, Dr. David Alexander said:

"The Board has invited student-faculty representation on some of its committees for the same reason that it invites non-board members who are experts in the management of investments to sit as voting participants in the Investment Committee. For many years such financial experts have assisted the Directors in making decisions about investment policy. It is similarly necessary for the Board to have assistance from and formal communication with the faculty and students so that plans may be made with the assistance of those most directly affected by the policies of the college."

# Mother of God

An Ancient Concept Sheds Light on the Meaning of Christmas Today

by Julius Melton

I

A woman was pregnant.  
The Angel said to Mary,  
"Hail, O favored one,  
The Lord is with you . . .  
You will conceive . . .  
And bear a son . . .  
The Son of God."

Time was also pregnant.  
Of the coming of Jesus Christ  
into the world,  
the Apostle Paul said,  
"In the fullness of time,  
God sent forth His son,  
born of woman,  
born under the law."

Creation itself was pregnant.  
Again, Paul said,  
"The whole creation  
has been groaning in travail  
together until now,"  
as he spoke of the coming of  
the New Age.

The fulness of time came.  
Creation itself was in travail.  
Creation and time—  
the matrix of divinity.  
Mary, the Mother of God.  
Divinity appearing  
in and through creation.

In the early years  
of the Christian church  
a great and fierce controversy  
raged about the use of the word  
"Mother of God" or "God-bearer"  
in connection with Mary.

It had nothing to do  
with dislike of Mary,  
but rather some churchmen thought  
it would be much better  
to speak of her as  
Christ-bearer than as God-bearer.  
The church decided, however,  
that it was not enough  
to call her Christ-bearer.  
For one might choose  
to think of Christ  
as the most original man,  
a creative religious genius.  
"God-bearer" we must call her,  
they decided.

Why?  
Because otherwise,  
so their thinking went,  
how shall we know God?

God comes to us.  
He is known,  
if He is known at all,  
through creation.

For as part of creation,  
our ability to know  
is limited by what we are.  
We can know nothing unrelated  
somehow to creation.

God must somehow  
be born in and through creation,  
if He comes to us at all.

The message of Christmas—  
and the fact that invests creation  
with its highest meaning—  
is that God was born  
in and through creation.

Mary, the Mother of God—  
the most striking and poignant  
symbol of this truth and reality.  
Divinity coming through humanity.

This may seem weird or unreal  
to us. But all reality is changed  
in the Incarnation.

Or maybe not so much changed  
as given again the significance  
intended in the creation stories  
in the book of Genesis,  
which proclaimed that matter  
is not at all alien  
to the presence of God.

It is interesting to ponder the  
meaning of terms often used  
in the various churches.

Blessed Mother of God . . .

Holy Virgin . . .

Holy Bible or Holy Scripture . . .

Holy Gospel . . .

Holy Catholic Church . . .

Blessed Sacrament . . .

Holy Communion . . .

Holy Baptism.

This short sermon was prepared for and given at a chapel convocation during Advent. Dr. Melton, Associate Professor of Bible and Religion and Assistant to the President, is the author of *Presbyterian Worship in America*, John Knox Press, 1968.

Holy . . . Blessed.  
"Blessed art thou among women,"  
said the Angel to Mary.  
"Holy Catholic Church,"  
say Christians in their creed.  
Commonplace things.  
A peasant girl  
in the back country—Mary.  
A group of fishermen, tax collectors,  
insurance salesmen,  
college students—Church.  
Eating bread and sipping wine.  
Washing in water.  
Called holy . . . blessed.

They are called this because of  
what comes to birth through them.  
The Incarnation,  
the coming of God into human life,  
has hallowed the everyday things  
of life,  
made them into sacraments.

These symbols call our attention  
to the supreme fact  
that almost anything or anybody  
can be a vehicle  
for an encounter with God . . .  
or can put us on the road to one.

## II

The time preceding the coming  
of Christmas—  
the Advent season—  
has traditionally been considered  
a time for self-examination.

If one is inclined  
to examine himself,  
of what significance  
is all of the ancient discussion  
about the "Mother of God" to him?  
Possibly this.  
Mary is the most striking  
and poignant symbol for  
what we have been talking about.  
She deserves veneration as such.  
She was the first.

But have you ever  
thought of yourself  
as called to be God's mother?  
If you smile,  
you are smiling at an idea  
suggested, at least,  
by words of Jesus himself.

Once someone came and told him  
his mother and brothers  
were outside to see him.  
"But he replied . . . 'Who is my  
mother, and who are my brothers?  
Whoever does the will  
of my Father in heaven is my  
brother, and sister, and mother.'"

On another occasion, a well-  
meaning woman in the crowd,  
using a common expression of the  
day, called out to Jesus,  
"Blessed is the womb that bore you,  
and the breasts that you sucked!"

But Jesus said,  
"Blessed rather are those  
who hear the word of God  
and keep it."

What do we find  
when we receive a revelation—  
a life-changing insight—  
when we meet the divine  
in and through  
these blessed bearers of God?

What we find is no Christmas  
bauble, no gift to be amused by  
or to muse over.  
We find God.

God, who comes  
always demanding that we realize  
His significance for us  
and communicate it  
to others.

He comes with an Annunciation  
to us, as He did to Mary.  
"Blessed art thou . . ."  
at having been given  
this revelation.  
Highly favored.  
But favored with a task!  
Like Mary. Bearing God.

We will quite rightly be puzzled,  
as she was.  
We will need the support  
of words like "Fear Not."  
We cannot explain it to others.  
For it will be no more clear that we  
have received God into ourselves  
than that Mary's womb  
bore the Son of God  
and not just any baby.

No more obvious to others  
that God has come into our lives  
than it was to observers  
that Jesus of Nazareth  
was the Christ (rather than a rustic  
needing psychiatric care).  
Blessed . . . Highly favored.

But if the Incarnation—  
the coming of God into creation—  
means anything—it means  
that God really enters life.

Enters weak and ungodlike  
lives like ours.  
Lets His honor dwell there.  
Dwell there subject to overlook  
to misinterpretation,  
to rejection.  
But also bringing  
into the life in which He dwells  
the deepest meaning there is.  
And always remaining open,  
for the truest sort of finding.

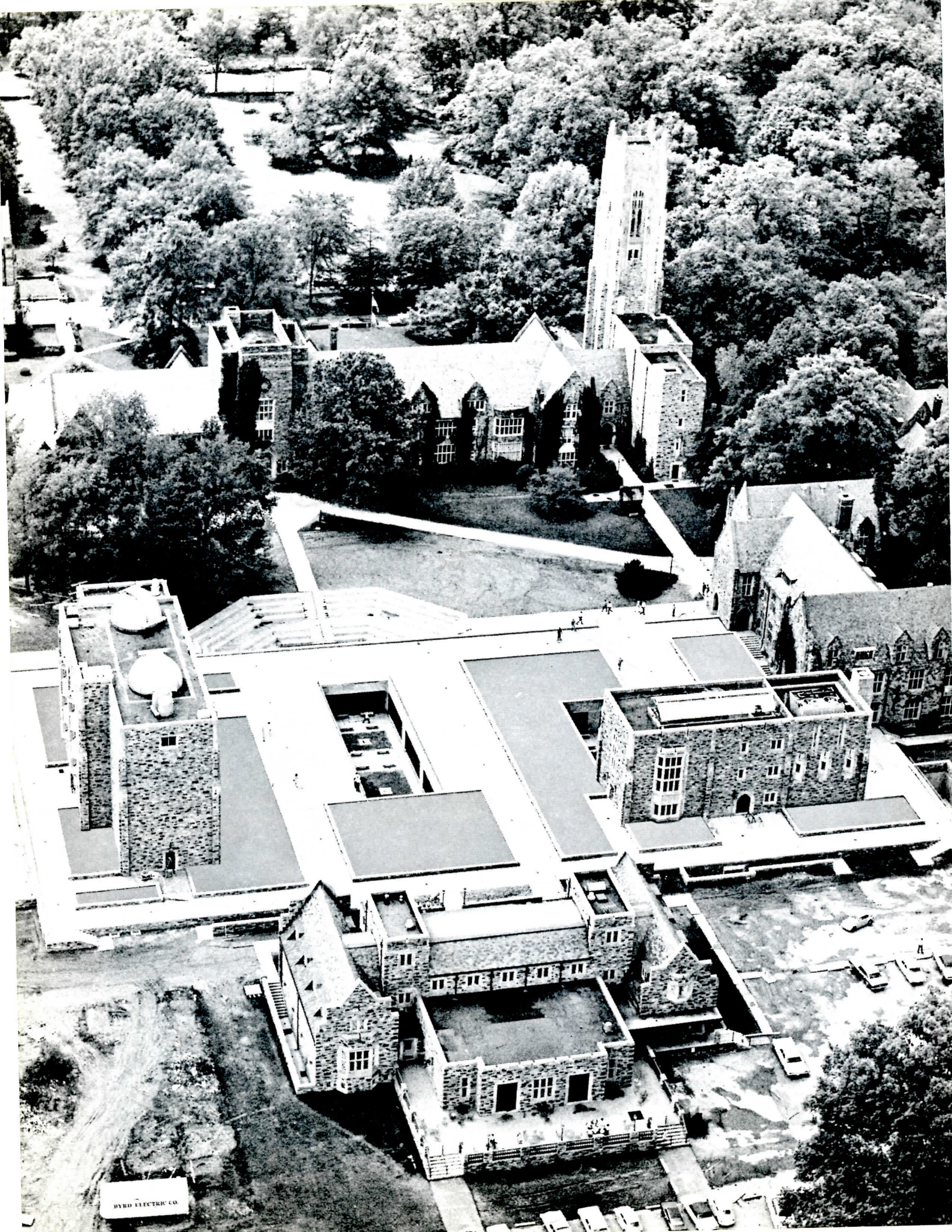
A familiar Christmas carol goes:  
O Holy Child of Bethlehem,  
descend on us, we pray;  
cast out our sin, and enter in,  
be born in us today.  
He is born IN us.  
Or can be.  
But He is also born THROUGH us.  
He comes to us through others.  
He comes to others through us!

What depths of meaning  
do you suppose may be wrapped up  
in Jesus's words  
"He who doeth my father's will  
is my . . . mother"?

You and me?  
The matrix of divinity?  
Bearers of God?  
How?

Through being natural.  
But being natural is perhaps  
the most difficult thing for us—  
while also the easiest.  
We are bearers of God  
by being natural, for,  
since the Incarnation,  
natural includes the divine.

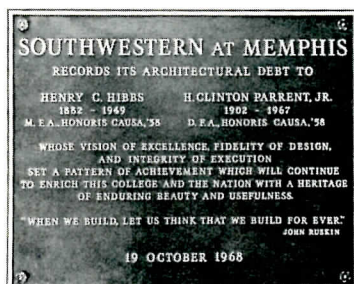
*(continued on page 16)*



HYRD ELECTRIC CO.

SW's new science center is

# High, Wide, and Handsome



Reaffirmation of the high purposes of educational and intellectual achievement for which Southwestern stands was the hallmark of the three-day dedication of the college's magnificent new science center complex, composed of the Frazier Jelke Science Center, Kennedy Chemistry Hall, and the Buckman Library.

The celebration began on Thursday evening, October 17, with a dinner honoring the board of directors. It was there that the retirement of Mr. A. Van Pritchart, who for 12 years has served with diligence and consummate skill as chairman of the board, was announced, and the identity of his successor, Mr. Robert D. McCallum, made known.

There followed on Thursday night, Friday, and Saturday, the various events of the scientific symposium, a program extraordinarily stimulating and beautifully fit together into a comprehensive discussion of visual perception.

And what could have been more fitting than to cap this science center dream-come-true with a symposium dealing with vision . . .

Do you remember these words of the alma mater?

And dream such dreams as old men dream  
And visions young men see . . .

For the Frazier Jelke Science Center is the realization of a dream four decades old. Dr. Diehl and his colleagues prepared a master plan in 1924, in which three buildings—for chemistry, biology, and physics—would be placed in close proximity. Only the chemistry

building was to be built in the first phase, to be shared for a time by all the sciences. The time lasted until now. Though the depression shattered the college's immediate hopes, Dr. Diehl kept the plans. President Rhodes pursued the dream, and in his administration the complex was designed, and now in the third year of President Alexander's presidency it has become a reality.

The Frazier Jelke Science Center, the Berthold S. Kennedy Chemistry Hall, the Buckman Library, and the other facilities could not have been completed without the devoted service and the superlative generosity of many persons. The entire complex stands as a magnificent witness to the generosity of Messrs. Boyd, Buckman, and Kennedy, of the Ford Foundation, and to all who have helped the college attain the matching grant. It offers also a tribute and a challenge to those who will use it—faculty and students alike.

The new construction adds some 85,000 square feet of floor space, to triple the area for the departments of biology, chemistry, physics, and mathematics. An idea of its immensity may be visualized from the fact that the excavation took away more than an acre of earth to a depth of eight feet. The Center's lavish open spaces in the principal corridor are one of the handsomest places on the campus as well as an investment in the future, for the facilities were planned to be flexible and adaptable to the needs of the college for a long time to come.



Mr. Hallam Boyd,  
President of the Frazier Jelke Foundation



Dr. Berthold S. Kennedy



Dr. Stanley J. Buckman

## Biology Department

The Biology Department offers a well-balanced, modern program attuned to the needs of the science major who wishes to pursue in depth preprofessional or pregraduate studies, as well as to the requirements of the liberal arts student whose interests are broad and general. It occupies approximately one-half of the new portion of the Science Center. In addition to eight well-equipped teaching laboratories with adjoining preparations rooms, the biology facilities include: eight faculty offices with contiguous research laboratories; individual laboratories for student research, tissue culture work, and radioisotopes and radiation studies; an electron microscope complex; auxiliary rooms for live animals, instruments, low-temperature work, photography and equipment fabrication; a greenhouse; a herbarium; seminar rooms and a reference collection in the Buckman Library.

### Faculty

Clinton L. Baker (Ph.D., Columbia University), Professor  
Arlo I. Smith (Ph.D., University of Washington), Professor  
Robert L. Amy (Ph.D., University of Virginia), Professor and Chairman  
Julian T. Darlington (Ph.D., University of Florida), Associate Professor  
Charles O. Warren, Jr. (Ph.D., University of Florida), Assistant Professor  
James D. Witherspoon (Ph.D., Purdue University), Associate Professor  
Bobby R. Jones (Ph.D., University of Missouri), Assistant Professor  
Carl E. Johnson (B.S., LeMoyné College), Instructor

*An advanced biology laboratory, viewed from the open court around which biology teaching laboratories are grouped.*



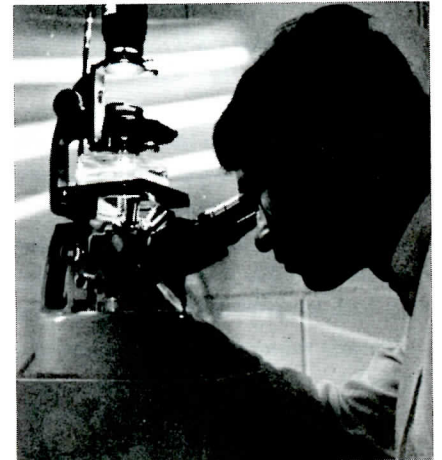
## Mathematics Department

The Department of Mathematics offers a range of instruction in pure and applied mathematics sufficient to provide breadth and depth in the training of prospective mathematicians. Courses of study are available to prepare students for graduate study in mathematics, to train students for secondary school teaching, and to enable students to enter a wide variety of other mathematical positions. For students majoring in other areas, courses are taught both to increase technical competence and to contribute to general education.

The faculty is comfortably housed in the new science complex. Offices are adjacent to the Buckman Library. The faculty has a growing research program in several areas of analysis, algebra, foundations, and applied mathematics.

### Faculty

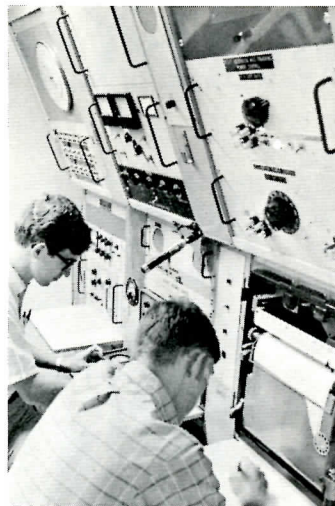
M. L. MacQueen (Ph.D., University of Chicago), Visiting Professor  
Jack U. Russell (Ph.D., University of Illinois), Professor and Chairman  
Marshall Phillip Jones (Ph.D., University of Virginia), Associate Professor and Associate Dean of the College  
William C. Nemitz (Ph.D., Ohio State University), Associate Professor and Director of the Computer Center  
G. Kenneth Williams (Ph.D., University of Virginia), Associate Professor  
Michael Ashley Rotenberg (Ph.D., University of London), Associate Professor  
John Todd McCall, Jr. (M.S., University of Wisconsin), Associate Professor  
Angelo Margaritis (Ph.D., Cornell University), Associate Professor



*In the tissue culture laboratory, a senior biology major examines living cells with the aid of an inverted microscope.*



*The Data Control Center of the 31-inch reflecting telescope is housed in the physics tower.*



## Physics Department

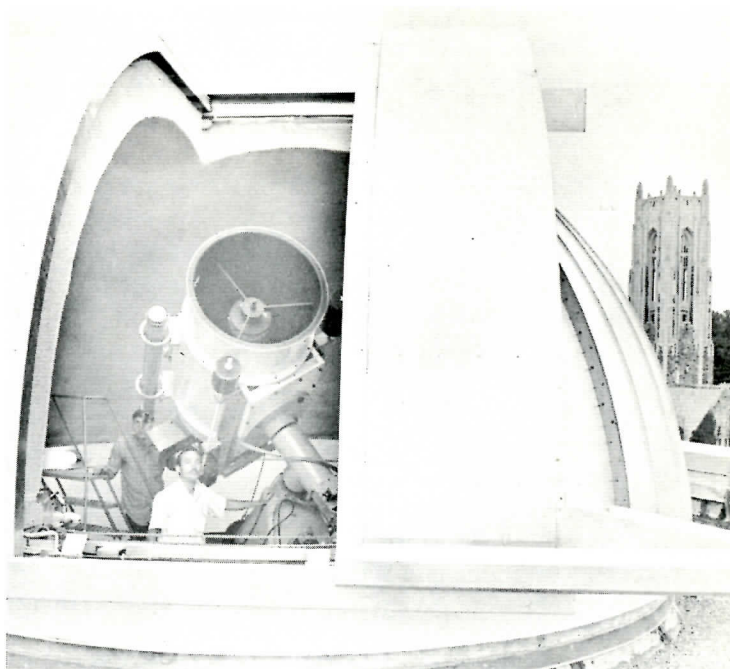
In addition to the basic curriculum offerings leading to the bachelor of arts and the bachelor of science degrees in physics, this department has been actively engaged in research in the area of infrared physics for the past decade. By committing its professional research activities to this one general area, the department realizes a "number of staff/area of research" ratio that is as great, or greater, than that of some large graduate universities. As a result of work done under contract with the Air Force Cambridge Research Laboratories and with assistance from the National Science Foundation and the Research Corporation, the department has engaged its students in undergraduate research experiences ranging from continuing in-house programs to total solar eclipse expeditions.

### *Faculty*

- J. H. Taylor (Ph.D., John Hopkins University), Professor and Chairman. Director, Laboratory of Atmospheric and Optical Physics
- F. R. Stauffer (M.S., Bucknell University), Associate Professor. Associate Director, Laboratory of Atmospheric and Optical Physics
- \*J. L. Streete (Ph.D., University of Florida), Assistant Professor
- \*E. A. Barnhardt (M.S., Vanderbilt University), Assistant Professor
- \*E. S. Dorman (Ph.D., Johns Hopkins University), Assistant Professor
- \*Also holds appointment as Research Physicist in the Laboratory of Atmospheric and Optical Physics

## Chemistry Department

The Chemistry Department follows the curriculum prescribed by the American Chemical Society for the professional training of chemists as the requirement for a major in chemistry. The staff is made up of professors whose primary interests are in one of the four major fields of chemical study (inorganic, organic, quantitative, and physical) and in the numerous interrelated areas such as biochemistry, physical organic, physical inorganic. Students have the opportunity to become acquainted with all of these disciplines and to specialize



*The telescope occupying one of the domes atop the physics tower provides a modern contrast to the classic Richard Halliburton Tower.*

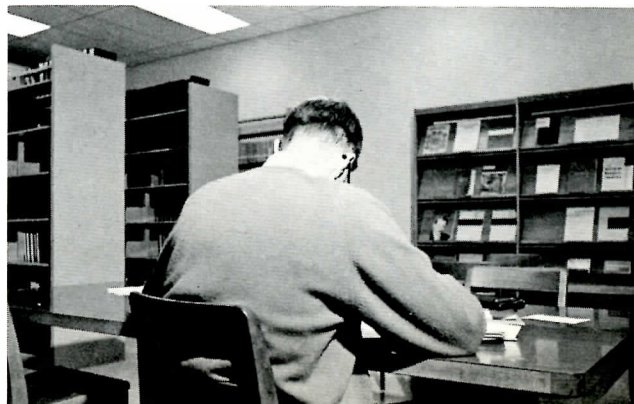
in any of them by way of research projects and advanced courses.

Kennedy Hall facilities provide separate offices and research laboratories for instructors as well as research facilities for chemistry majors. An extensive amount of the latest research equipment is available for student and faculty use. Joint programs with other institutions make available additional complementary equipment.

### *Faculty*

- Raymond T. Vaughn (Ph.D., University of Missouri), Professor
- M. Foster Moose (Ph.D., Columbia University), Professor
- Herbert S. Emigh (M.S., University of Mississippi), Instructor and Supervisor of Laboratories
- Harold Lyons (Ph.D., Oklahoma State University), Professor
- H. M. Gilow (Ph.D., State University of Iowa), Associate Professor and Chairman
- Richard D. Gilliom (Ph.D., Massachusetts Institute of Technology), Associate Professor
- R. J. Olcott (Ph.D. candidate, University of Wisconsin), Assistant Professor

*Among the new additions to Kennedy Chemistry Hall is the library.*

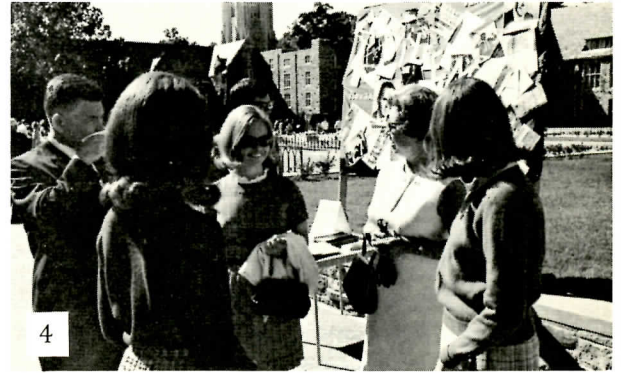


*“Put yourself in the picture,”  
read the invitations—  
and you did . . .*

# HOME COMING

*Dr. Robert Charpie's pace setting address dedicating the new Science Center got things off to a high-flying start, but it was Mr. Van Pritchardt, retiring board chairman, who pulled off the day's biggest surprise when he unveiled the plaque in tribute to president emeritus Peyton Nalle Rhodes. Dr. Rhodes is not often at a loss for words . . . this was the exception (1).*

*Next, a swinging combo (2), a chance to move around and get in on the action (3), a “come to the fair” arrangement of student groups (Honor Council, Dilemma, etc.) to answer alumni questions about their projects (4) . . . These were just a few of the highlights at the buffet luncheon set on the broad patios and steps of the Science Center (5, 6).*



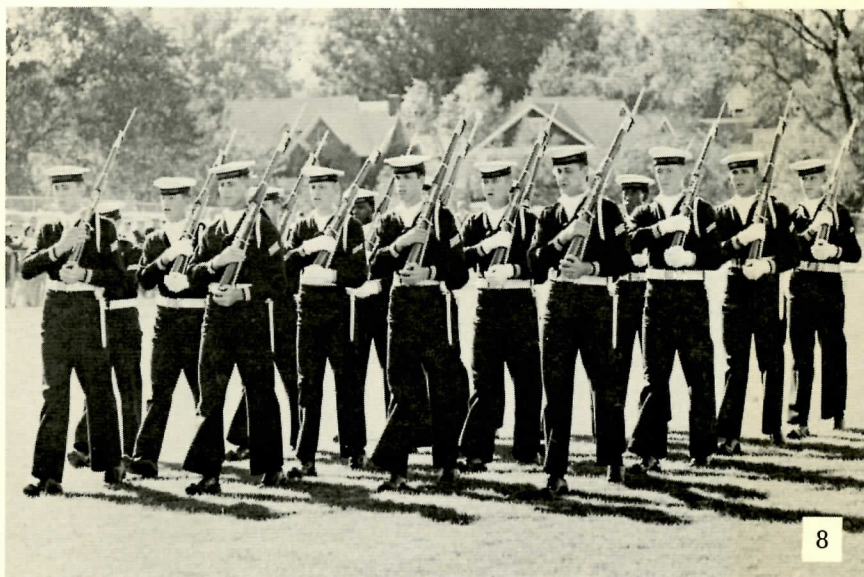
# WAS NEVER LIKE THIS



7



11



8



12



9



10

The weather was perfect . . . it was a shining fall day . . . and we took on the Coast Guard Academy at the game. Adm. Wesche presented our Homecoming Queen with flowers (7), and at half-time the Guard's crack drill team put on a performance that held the crowd spellbound (8). The Academy color guard and band added more sparkle to the day (9, 10), as did the touchdowns (11)—final score, SW 33, Coast Guard 7. The alumni cocktail supper at the University Club, following the game (12), was a delightful windup for most of the alumni, though many also took in the student dance later at Holiday Rivermont where the band (this one, from Atlanta) played on . . .



# The Plain Fact Is...

... our colleges and  
universities “are facing  
what might easily  
become a crisis”

---

---

**O**UR COLLEGES AND UNIVERSITIES, over the last 20 years, have experienced an expansion that is without precedent—in buildings and in budgets, in students and in professors, in reputation and in rewards—in power and pride and in deserved prestige. As we try to tell our countrymen that we are faced with imminent bankruptcy, we confront the painful fact that in the eyes of the American people—and I think also in the eyes of disinterested observers abroad—we are a triumphant success. The observers seem to believe—and I believe myself—that the American campus ranks with the American corporation among the handful of first-class contributions which our civilization has made to the annals of human institutions. We come before the country to plead financial emergency at a time when our public standing has never been higher. It is at the least an unhappy accident of timing.

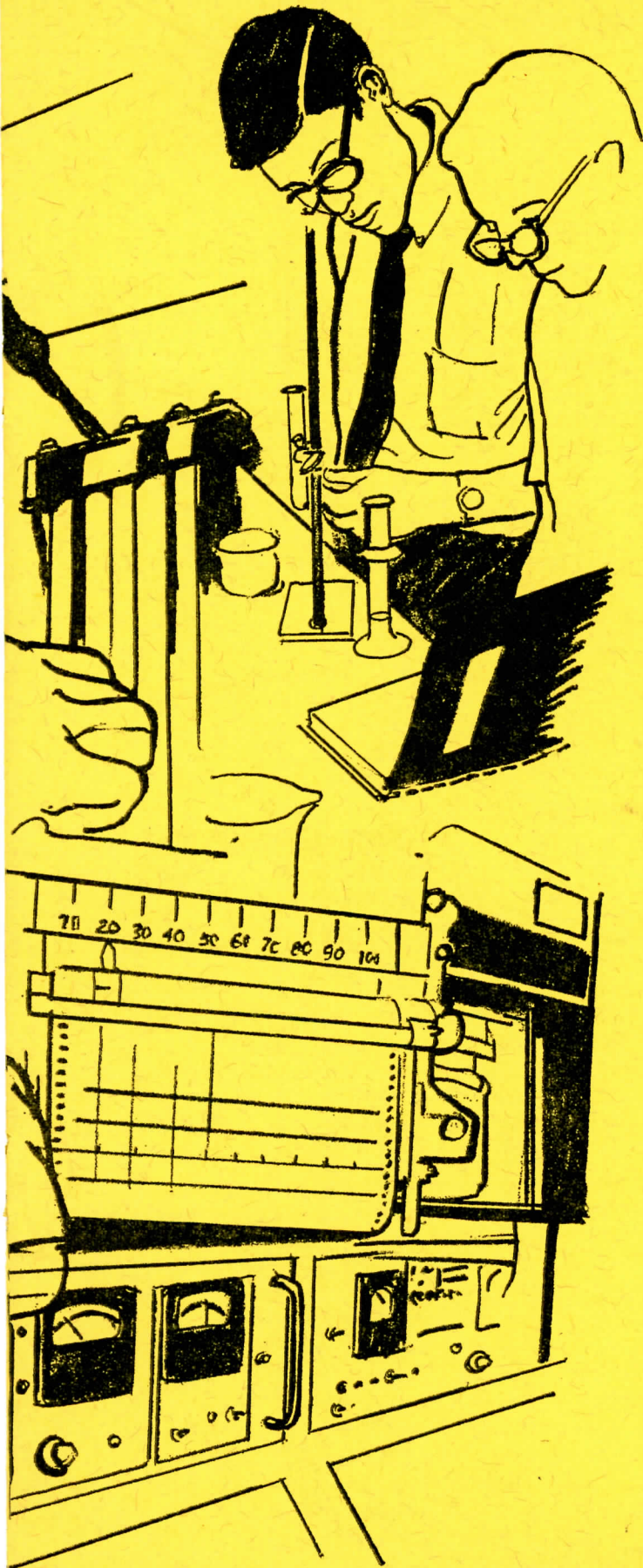
—MCGEORGE BUNDY  
*President, The Ford Foundation*

---

---



## A Special Report



A STATE-SUPPORTED UNIVERSITY in the Midwest makes a sad announcement: With more well-qualified applicants for its freshman class than ever before, the university must tighten its entrance requirements. Qualified though the kids are, the university must turn many of them away.

▶ A private college in New England raises its tuition fee for the seventh time since World War II. In doing so, it admits ruefully: "Many of the best high-school graduates can't afford to come here, any more."

▶ A state college network in the West, long regarded as one of the nation's finest, cannot offer its students the usual range of instruction this year. Despite intensive recruiting, more than 1,000 openings on the faculty were unfilled at the start of the academic year.

▶ A church-related college in the South, whose denomination's leaders believe in strict separation of church and state, severs its church ties in order to seek money from the government. The college must have such money, say its administrators—or it will die.

Outwardly, America's colleges and universities appear more affluent than at any time in the past. In the aggregate they have more money, more students, more buildings, better-paid faculties, than ever before in their history.

Yet many are on the edge of deep trouble.

"The plain fact," in the words of the president of Columbia University, "is that we are facing what might easily become a crisis in the financing of American higher education, and the sooner we know about it, the better off we will be."

THE TROUBLE is not limited to a few institutions. Nor does it affect only one or two types of institution. Large universities, small colleges; state-supported and privately supported: the problem faces them all.

Before preparing this report, the editors asked more than 500 college and university presidents to tell us—off the record, if they preferred—just how they viewed the future of their institutions. With rare exceptions, the presidents agreed on this assessment: *That the money is not now in sight to meet the rising costs of higher education . . . to serve the growing numbers of bright, qualified students . . . and to pay for the myriad activities that Americans now demand of their colleges and universities.*

Important programs and necessary new buildings are

---

---

ALL OF US are hard-put to see where we are going to get the funds to meet the educational demands of the coming decade.

—A university president

---

---

being deferred for lack of money, the presidents said. Many admitted to budget-tightening measures reminiscent of those taken in days of the Great Depression.

Is this new? Haven't the colleges and universities always needed money? Is there something different about the situation today?

The answer is "Yes"—to all three questions.

The president of a large state university gave us this view of the over-all situation, at both the publicly and the privately supported institutions of higher education:

"A good many institutions of higher learning are operating at a deficit," he said. "First, the private colleges and universities: they are eating into their endowments in order to meet their expenses. Second, the public institutions. It is not legal to spend beyond our means, but here we have another kind of deficit: a deficit in quality, which will be extremely difficult to remedy even when adequate funding becomes available."

Other presidents' comments were equally revealing:

► *From a university in the Ivy League:* "Independent national universities face an uncertain future which threatens to blunt their thrust, curb their leadership, and jeopardize their independence. Every one that I know about is facing a deficit in its operating budget, this year or next. And all of us are hard-put to see where we are going to get the funds to meet the educational demands of the coming decade."

► *From a municipal college in the Midwest:* "The best word to describe our situation is 'desperate.' We are operating at a deficit of about 20 per cent of our total expenditure."

► *From a private liberal arts college in Missouri:* "Only by increasing our tuition charges are we keeping our heads above water. Expenditures are galloping to such a degree that I don't know how we will make out in the future."

► *From a church-related university on the West Coast:* "We face very serious problems. Even though our tuition is below-average, we have already priced ourselves out of part of our market. We have gone deeply into debt for dormitories. Our church support is declining. At times, the outlook is grim."

► *From a state university in the Big Ten:* "The budget for our operations must be considered tight. It is less than we need to meet the demands upon the university for teaching, research, and public service."

► *From a small liberal arts college in Ohio:* "We are

on a hand-to-mouth, 'kitchen' economy. Our ten-year projections indicate that we can maintain our quality only by doubling in size."

► *From a small college in the Northeast:* "For the first time in its 150-year history, our college has a planned deficit. We are holding our heads above water at the moment—but, in terms of quality education, this cannot long continue without additional means of support."

► *From a state college in California:* "We are not permitted to operate at a deficit. The funding of our budget at a level considerably below that proposed by the trustees has made it difficult for us to recruit staff members and has forced us to defer very-much-needed improvements in our existing activities."

► *From a women's college in the South:* "For the coming year, our budget is the tightest we have had in my fifteen years as president."

WHAT'S GONE WRONG?

Talk of the sort quoted above may seem strange, as one looks at the unparalleled growth of America's colleges and universities during the past decade:

► Hardly a campus in the land does not have a brand-new building or one under construction. Colleges and universities are spending more than \$2 billion a year for capital expansion.

► Faculty salaries have nearly doubled in the past decade. (But in some regions they are still woefully low.)

► Private, voluntary support to colleges and universities has more than tripled since 1958. Higher education's share of the philanthropic dollar has risen from 11 per cent to 17 per cent.

► State tax funds appropriated for higher education have increased 44 per cent in just two years, to a 1967-68 total of nearly \$4.4 billion. This is 214 per cent more than the sum appropriated eight years ago.

► Endowment funds have more than doubled over the past decade. They're now estimated to be about \$12 billion, at market value.

► Federal funds going to institutions of higher education have more than doubled in four years.

► More than 300 new colleges and universities have been founded since 1945.

► All in all, the total expenditure this year for U.S. higher education is some \$18 billion—more than three times as much as in 1955.



Moreover, America's colleges and universities have absorbed the tidal wave of students that was supposed to have swamped them by now. They have managed to fulfill their teaching and research functions and to undertake a variety of new public-service programs—despite the ominous predictions of faculty shortages heard ten or fifteen years ago. Says one foundation official:

“The system is bigger, stronger, and more productive than it has ever been, than any system of higher education in the world.”

Why, then, the growing concern?

Re-examine the progress of the past ten years, and this fact becomes apparent: The progress was great—but it did not deal with the basic flaws in higher education's financial situation. Rather, it made the whole enterprise bigger, more sophisticated, and more expensive.

Voluntary contributions grew—but the complexity and costliness of the nation's colleges and universities grew faster.

Endowment funds grew—but the need for the income from them grew faster.

State appropriations grew—but the need grew faster.

Faculty salaries were rising. New courses were needed, due to the unprecedented “knowledge explosion.” More costly apparatus was required, as scientific progress grew more complex. Enrollments burgeoned—and students stayed on for more advanced (and more expensive) training at higher levels.

And, for most of the nation's 2,300 colleges and universities, an old problem remained—and was intensified, as the costs of education rose: gifts, endowment, and government funds continued to go, disproportionately, to a relative handful of institutions. Some 36 per cent of all voluntary contributions, for example, went to just 55 major universities. Some 90 per cent of all endowment funds were owned by fewer than 5 per cent of the institutions. In 1966, the most recent year reported, some 70 per cent of the federal government's funds for higher education went to 100 institutions.

McGeorge Bundy, the president of the Ford Foundation, puts it this way:

“Great gains have been made; the academic profession has reached a wholly new level of economic strength, and the instruments of excellence—the libraries and



*Drawings by Peter Hooven*

---

---

**E**ACH NEW ATTEMPT at a massive solution has left the trustees and presidents just where they started.

—A foundation president

---

---

laboratories—are stronger than ever. But the university that pauses to look back will quickly fall behind in the endless race to the future.”

Mr. Bundy says further:

“The greatest general problem of higher education is money . . . . The multiplying needs of the nation’s colleges and universities force a recognition that each new attempt at a massive solution has left the trustees and presidents just where they started: in very great need.”

**T**HE FINANCIAL PROBLEMS of higher education are unlike those, say, of industry. Colleges and universities do not operate like General Motors. On the contrary, they sell their two primary services—teaching and research—at a loss.

It is safe to say (although details may differ from institution to institution) that the American college or university student pays only a fraction of the cost of his education.

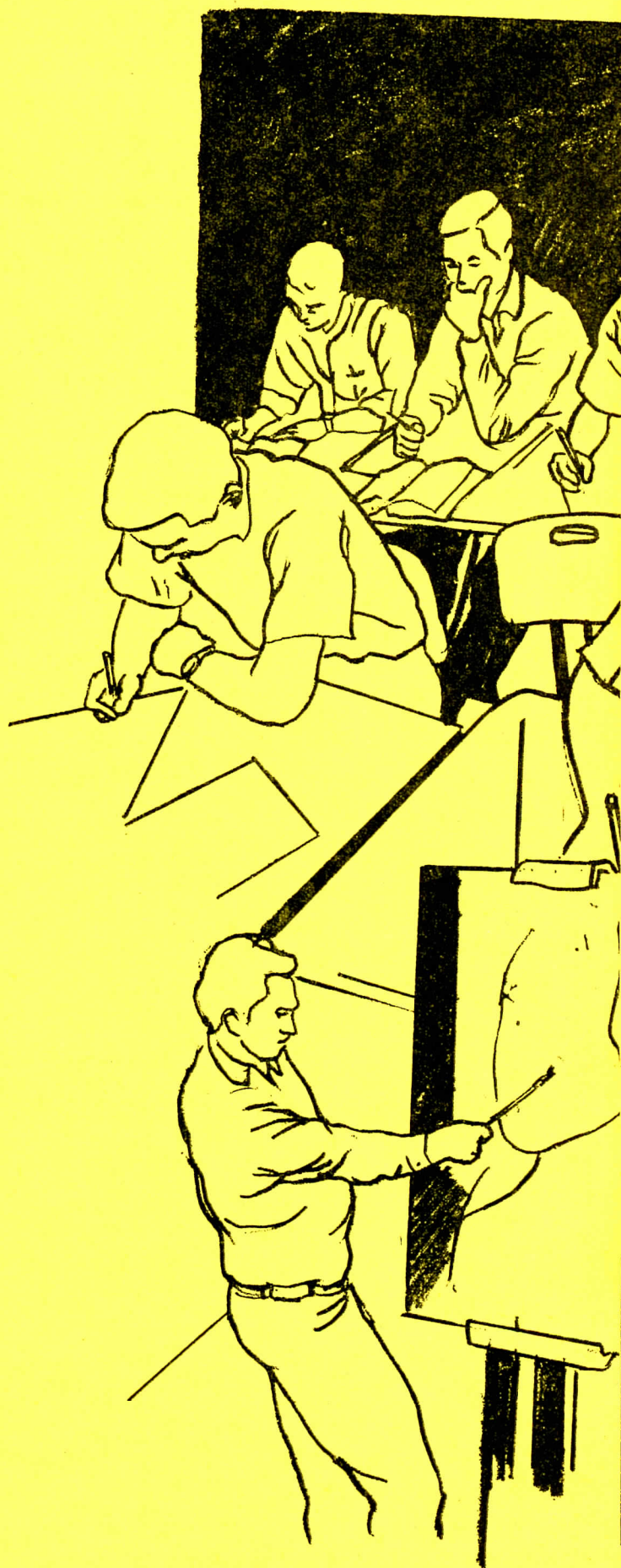
This cost varies with the level of education and with the educational practices of the institution he attends. Undergraduate education, for instance, costs less than graduate education—which in turn may cost less than medical education. And the cost of educating a student in the sciences is greater than in the humanities. Whatever the variations, however, the student’s tuition and fees pay only a portion of the bill.

“As private enterprises,” says one president, “we don’t seem to be doing so well. We lose money every time we take in another student.”

Of course, neither he nor his colleagues on other campuses would have it otherwise. Nor, it seems clear, would most of the American people.

But just as student instruction is provided at a substantial reduction from the actual cost, so is the research that the nation’s universities perform on a vast scale for the federal government. On this particular below-cost service, as contrasted with that involving the provision of education to their students, many colleges and universities are considerably less than enthusiastic.

In brief: The federal government rarely pays the full cost of the research it sponsors. Most of the money goes for *direct costs* (compensation for faculty time, equipment, computer use, etc.) Some of it goes for *indirect costs* (such “overhead” costs of the institution as payroll departments, libraries, etc.). Government policy stipulates that the institutions receiving federal research grants





must share in the cost of the research by contributing, in some fashion, a percentage of the total amount of the grant.

University presidents have insisted for many years that the government should pay the full cost of the research it sponsors. Under the present system of cost-sharing, they point out, it actually costs their institutions money to conduct federally sponsored research. This has been one of the most controversial issues in the partnership between higher education and the federal government, and it continues to be so.

In commercial terms, then, colleges and universities sell their products at a loss. If they are to avoid going bankrupt, they must make up—from other sources—the difference between the income they receive for their services and the money they spend to provide them.

With costs spiraling upward, that task becomes ever more formidable.

**H**ERE ARE SOME of the harsh facts: Operating expenditures for higher education more than tripled during the past decade—from about \$4 billion in 1956 to \$12.7 billion last year. By 1970, if government projections are correct, colleges and universities will be spending over \$18 billion for their current operations, plus another \$2 billion or \$3 billion for capital expansion.

Why such steep increases in expenditures? There are several reasons:

- ▶ Student enrollment is now close to 7 million—twice what it was in 1960.

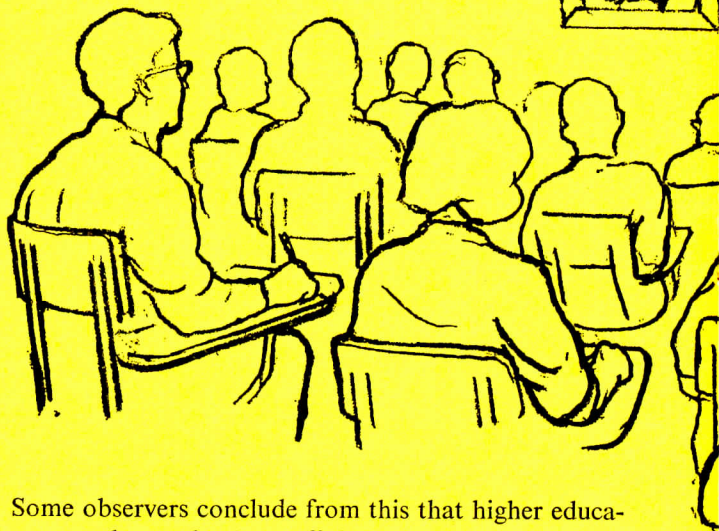
- ▶ The rapid accumulation of new knowledge and a resulting trend toward specialization have led to a broadening of the curricula, a sharp increase in graduate study, a need for sophisticated new equipment, and increased library acquisitions. All are very costly.

- ▶ An unprecedented growth in faculty salaries—long overdue—has raised instructional costs at most institutions. (Faculty salaries account for roughly half of the educational expenses of the average institution of higher learning.)

- ▶ About 20 per cent of the financial “growth” during the past decade is accounted for by inflation.

Not only has the over-all cost of higher education increased markedly, but the *cost per student* has risen steadily, despite increases in enrollment which might, in any other “industry,” be expected to lower the unit cost.

Colleges and universities apparently have not improved their productivity at the same pace as the economy generally. A recent study of the financial trends in three private universities illustrates this. Between 1905 and 1966, the educational cost per student at the three universities, viewed compositely, increased 20-fold, against an economy-wide increase of three- to four-fold. In each of the three periods of peace, direct costs per student increased about 8 per cent, against a 2 per cent annual increase in the economy-wide index.



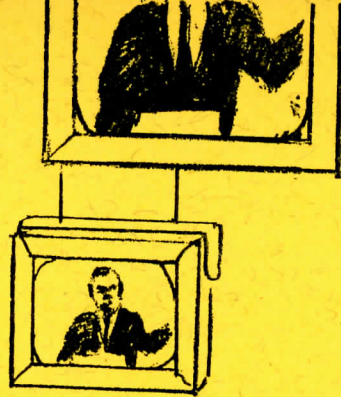
Some observers conclude from this that higher education must be made more efficient—that ways must be found to educate more students with fewer faculty and staff members. Some institutions have moved in this direction by adopting a year-round calendar of operations, permitting them to make maximum use of the faculty and physical plant. Instructional devices, programmed learning, closed-circuit television, and other technological systems are being employed to increase productivity and to gain economies through larger classes.

The problem, however, is to increase efficiency without jeopardizing the special character of higher education. Scholars are quick to point out that management techniques and business practices cannot be applied easily to colleges and universities. They observe, for example, that on strict cost-accounting principles, a college could not justify its library. A physics professor, complaining about large classes, remarks: “When you get a hundred kids in a classroom, that’s not education; that’s show business.”

The college and university presidents whom we surveyed in the preparation of this report generally believe their institutions are making every dollar work. There is room for improvement, they acknowledge. But few feel the financial problems of higher education can be significantly reduced through more efficient management.

**O**NE THING seems fairly certain: The costs of higher education will continue to rise. To meet their projected expenses, colleges and universities will need to increase their annual operating income by more than \$4 billion during the four-year period between 1966 and 1970. They must find another \$8 billion or \$10 billion for capital outlays.

Consider what this might mean for a typical private



university. A recent report presented this hypothetical case, based on actual projections of university expenditures and income:

The institution's budget is now in balance. Its educational and general expenditures total \$24.5 million a year.

Assume that the university's expenditures per student will continue to grow at the rate of the past ten years—7.5 per cent annually. Assume, too, that the university's enrollment will continue to grow at *its* rate of the past ten years—3.4 per cent annually. Ten years hence, the institution's educational and general expenses would total \$70.7 million.

At best, continues the analysis, tuition payments in the next ten years will grow at a rate of 6 per cent a year; at worst, at a rate of 4 per cent—compared with 9 per cent over the *past* ten years. Endowment income will grow at a rate of 3.5 to 5 per cent, compared with 7.7 per cent over the past decade. Gifts and grants will grow at a rate of 4.5 to 6 per cent, compared with 6.5 per cent over the past decade.

"If the income from private sources grew at the *higher* rates projected," says the analysis, "it would increase from \$24.5 million to \$50.9 million—leaving a deficit of \$19.8 million, ten years hence. If its income from private sources grew at the *lower* rates projected, it would have increased to only \$43 million—leaving a shortage of \$27.8 million, ten years hence."

In publicly supported colleges and universities, the outlook is no brighter, although the gloom is of a different variety. Says the report of a study by two professors at the University of Wisconsin:

"Public institutions of higher education in the United States are now operating at a quality deficit of more than a billion dollars a year. In addition, despite heavy construction schedules, they have accumulated a major capital lag."

The deficit cited by the Wisconsin professors is a computation of the cost of bringing the public institutions' expenditures per student to a level comparable with that at the private institutions. With the enrollment growth expected by 1975, the professors calculate, the "quality deficit" in public higher education will reach \$2.5 billion.

The problem is caused, in large part, by the tremendous enrollment increases in public colleges and universities. The institutions' resources, says the Wisconsin study, "may not prove equal to the task."

Moreover, there are indications that public institutions may be nearing the limit of expansion, unless they receive a massive infusion of new funds. One of every seven public universities rejected qualified applicants from their own states last fall; two of every seven rejected qualified applicants from other states. One of every ten raised admissions standards for in-state students; one in six raised standards for out-of-state students.

**W**ILL THE FUNDS be found to meet the projected cost increases of higher education?

Colleges and universities have traditionally received their operating income from three sources: *from the students*, in the form of tuition and fees; *from the state*, in the form of legislative appropriations; and *from individuals, foundations, and corporations*, in the form of gifts. (Money from the federal government for operating expenses is still more of a hope than a reality.)

Can these traditional sources of funds continue to meet the need? The question is much on the minds of the nation's college and university presidents.

► **Tuition and fees:** They have been rising—and are likely to rise more. A number of private "prestige" institutions have passed the \$2,000 mark. Public institutions are under mounting pressure to raise tuition and fees, and their student charges have been rising at a faster rate than those in private institutions.

The problem of student charges is one of the most controversial issues in higher education today. Some feel that the student, as the direct beneficiary of an education, should pay most or all of its real costs. Others disagree emphatically: since society as a whole is the ultimate beneficiary, they argue, every student should have the right to an education, whether he can afford it or not.

The leaders of publicly supported colleges and universities are almost unanimous on this point: that higher tuitions and fees will erode the premise of equal oppor-

---

---

**T**UITION: We are reaching a point of diminishing returns. —A college president

It's like buying a second home. —A parent

---

---

tunity on which public higher education is based. They would like to see the present trend reversed—toward free, or at least lower-cost, higher education.

Leaders of private institutions find the rising tuitions equally disturbing. Heavily dependent upon the income they receive from students, many such institutions find that raising their tuition is inescapable, as costs rise. Scores of presidents surveyed for this report, however, said that mounting tuition costs are “pricing us out of the market.” Said one: “As our tuition rises beyond the reach of a larger and larger segment of the college-age population, we find it more and more difficult to attract our quota of students. We are reaching a point of diminishing returns.”

Parents and students also are worried. Said one father who has been financing a college education for three daughters: “It’s like buying a second home.”

Stanford Professor Roger A. Freeman says it isn’t really that bad. In his book, *Crisis in College Finance?*, he points out that when tuition increases have been adjusted to the shrinking value of the dollar or are related to rising levels of income, the cost to the student actually declined between 1941 and 1961. But this is small consolation to a man with an annual salary of \$15,000 and three daughters in college.

Colleges and universities will be under increasing pressure to raise their rates still higher, but if they do, they will run the risk of pricing themselves beyond the means of more and more students. Indeed, the evidence is strong that resistance to high tuition is growing, even in relatively well-to-do families. The College Scholarship Service, an arm of the College Entrance Examination Board, reported recently that some middle- and upper-income parents have been “substituting relatively low-cost institutions” because of the rising prices at some of the nation’s colleges and universities.

The presidents of such institutions have nightmares over such trends. One of them, the head of a private college in Minnesota, told us:

“We are so dependent upon tuition for approximately 50 per cent of our operating expenses that if 40 fewer students come in September than we expect, we could have a budgetary deficit this year of \$50,000 or more.”

► **State appropriations:** The 50 states have appropriated nearly \$4.4 billion for their colleges and universities this year—a figure that includes neither the \$1–\$2 billion spent by public institutions for capital expansion, nor the appropriations of local governments, which account

for about 10 per cent of all public appropriations for the operating expenses of higher education.

The record set by the states is remarkable—one that many observers would have declared impossible, as recently as eight years ago. In those eight years, the states have increased their appropriations for higher education by an incredible 214 per cent.

Can the states sustain this growth in their support of higher education? Will they be willing to do so?

The more pessimistic observers believe that the states can’t and won’t, without a drastic overhaul in the tax structures on which state financing is based. The most productive tax sources, such observers say, have been pre-empted by the federal government. They also believe that more and more state funds will be used, in the future, to meet increasing demands for other services.

Optimists, on the other hand, are convinced the states are far from reaching the upper limits of their ability to raise revenue. Tax reforms, they say, will enable states to increase their annual budgets sufficiently to meet higher education’s needs.

The debate is theoretical. As a staff report to the Advisory Commission on Intergovernmental Relations concluded: “The appraisal of a state’s fiscal capacity is a political decision [that] it alone can make. It is not a researchable problem.”

Ultimately, in short, the decision rests with the taxpayer.

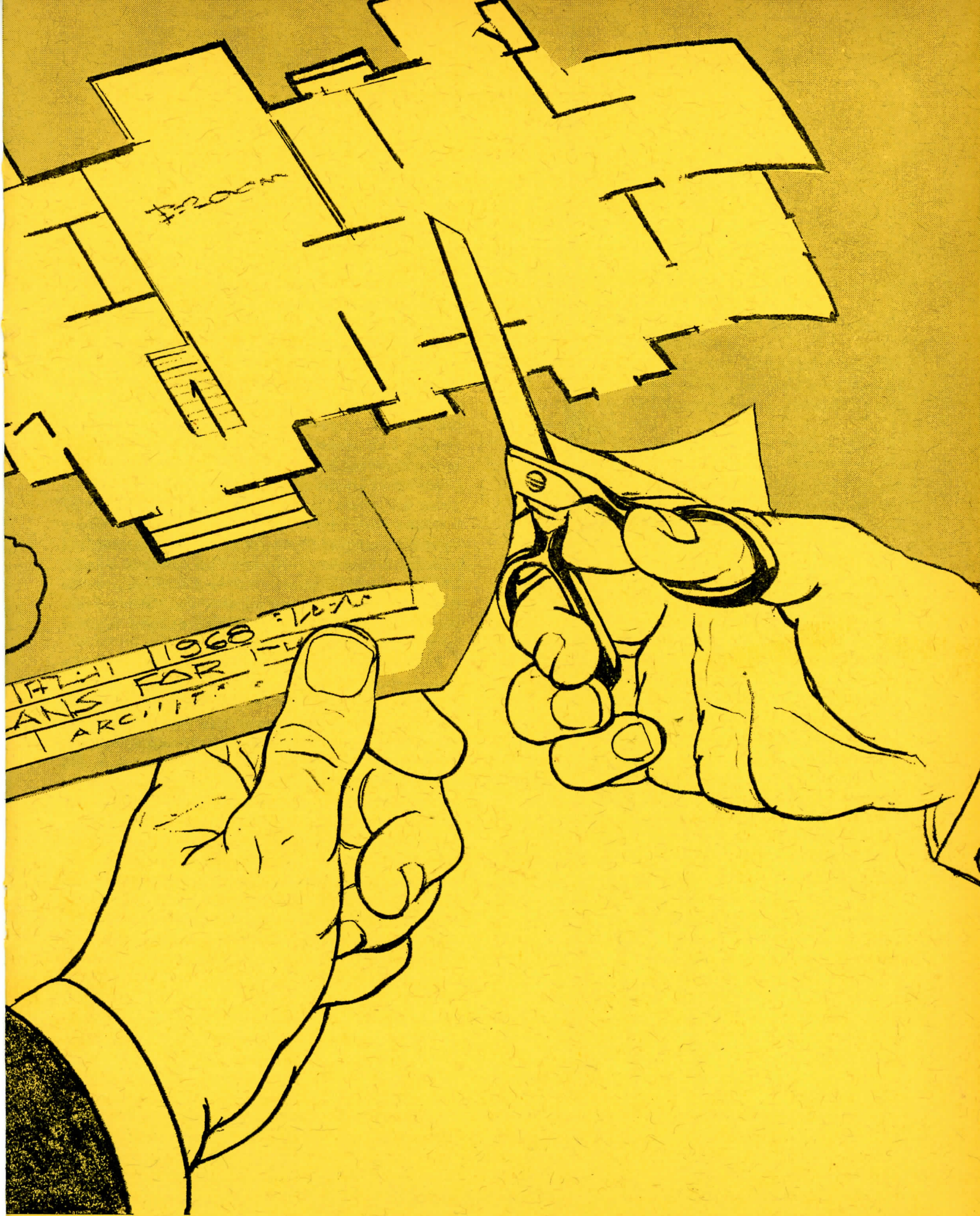
► **Voluntary private gifts:** Gifts are vital to higher education.

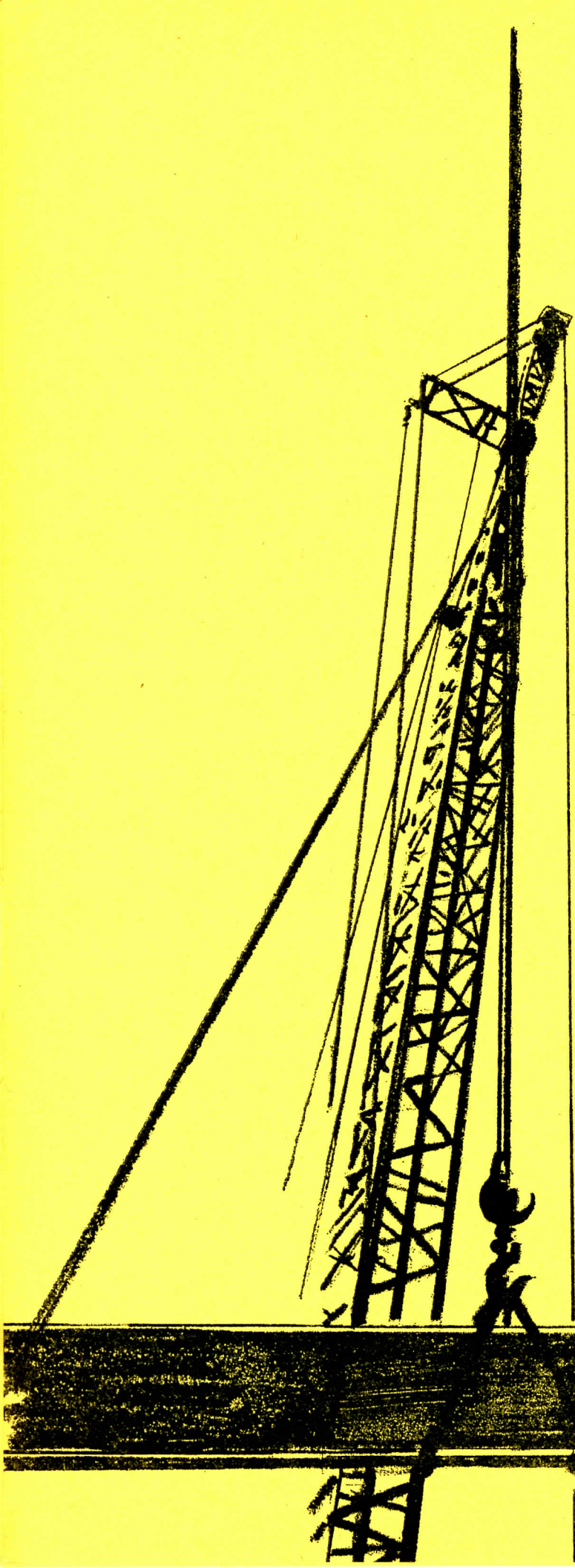
In private colleges and universities, they are part of the lifeblood. Such institutions commonly budget a deficit, and then pray that it will be met by private gifts.

In public institutions, private gifts supplement state appropriations. They provide what is often called “a margin for excellence.” Many public institutions use such funds to raise faculty salaries above the levels paid for by the state, and are thus able to compete for top scholars. A number of institutions depend upon private gifts for student facilities that the state does not provide.

Will private giving grow fast enough to meet the growing need? As with state appropriations, opinions vary.

John J. Schwartz, executive director of the American Association of Fund-Raising Counsel, feels there is a great untapped reservoir. At present, for example, only one out of every four alumni and alumnae contributes to higher education. And, while American business corporations gave an estimated \$300 million to education





in 1965-66, this was only about 0.37 per cent of their net income before taxes. On the average, companies contribute only about 1.10 per cent of net income before taxes to all causes—well below the 5 per cent allowed by the Federal government. Certainly there is room for expansion.

(Colleges and universities are working overtime to tap this reservoir. Mr. Schwartz's association alone lists 117 colleges and universities that are now campaigning to raise a combined total of \$4 billion.)

But others are not so certain that expansion in private giving will indeed take place. The 46th annual survey by the John Price Jones Company, a firm of fund-raising counselors, sampled 50 colleges and universities and found a decline in voluntary giving of 8.7 per cent in 12 months. The Council for Financial Aid to Education and the American Alumni Council calculate that voluntary support for higher education in 1965-66 declined by some 1.2 per cent in the same period.

Refining these figures gives them more meaning. The major private universities, for example, received about 36 per cent of the \$1.2 billion given to higher education—a decrease from the previous year. Private liberal arts colleges also fell behind: coeducational colleges dropped 10 per cent, men's colleges dropped 16.2 per cent, and women's colleges dropped 12.6 per cent. State institutions, on the other hand, increased their private support by 23.8 per cent.

The record of some cohesive groups of colleges and universities is also revealing. Voluntary support of eight Ivy League institutions declined 27.8 per cent, for a total loss of \$61 million. The Seven College Conference, a group of women's colleges, reported a drop of 41 per cent. The Associated Colleges of the Midwest dropped about



---

---

**O**N THE QUESTION OF FEDERAL AID, everybody seems to be running to the same side of the boat.

—A college president

---

---

5.5 per cent. The Council of Southern Universities declined 6.2 per cent. Fifty-five major private universities received 7.7 per cent less from gifts.

Four groups gained. The state universities and colleges received 20.5 per cent more in private gifts in 1965-66 than in the previous year. Fourteen technological institutions gained 10.8 per cent. Members of the Great Lakes College Association gained 5.6 per cent. And Western Conference universities, plus the University of Chicago, gained 34.5 per cent. (Within each such group, of course, individual colleges may have gained or lost differently from the group as a whole.)

The biggest drop in voluntary contributions came in foundation grants. Although this may have been due, in part, to the fact that there had been some unusually large grants the previous year, it may also have been a foretaste of things to come. Many of those who observe foundations closely think such grants will be harder and harder for colleges and universities to come by, in years to come.

**F**EARING that the traditional sources of revenue may not yield the necessary funds, college and university presidents are looking more and more to Washington for the solution to their financial problems.

The president of a large state university in the South, whose views are typical of many, told us: "Increased federal support is essential to the fiscal stability of the colleges and universities of the land. And such aid is a proper federal expenditure."

Most of his colleagues agreed—some reluctantly. Said the president of a college in Iowa: "I don't like it . . . but it may be inevitable." Another remarked: "On the ques-

tion of federal aid, everybody seems to be running to the same side of the boat."

More federal aid is almost certain to come. The question is, When? And in what form?

Realism compels this answer: In the near future, the federal government is unlikely to provide substantial support for the operating expenses of the country's colleges and universities.

The war in Vietnam is one reason. Painful effects of war-prompted economies have already been felt on the campuses. The effective federal funding of research per faculty member is declining. Construction grants are becoming scarcer. Fellowship programs either have been reduced or have merely held the line.

Indeed, the changes in the flow of federal money to the campuses may be the major event that has brought higher education's financial problems to their present head.

Would things be different in a peacetime economy? Many college and university administrators think so. They already are planning for the day when the Vietnam war ends and when, the thinking goes, huge sums of federal money will be available for higher education. It is no secret that some government officials are operating on the same assumption and are designing new programs of support for higher education, to be put into effect when the war ends.

Others are not so certain the postwar money flow is that inevitable. One of the doubters is Clark Kerr, former president of the University of California and a man with considerable first-hand knowledge of the relationship between higher education and the federal government. Mr. Kerr is inclined to believe that the colleges and universities will have to fight for their place on a national priority list that will be crammed with a number of other pressing



---

---

**C**OLLEGES AND UNIVERSITIES are tough. They have survived countless cataclysms and crises, and one way or another they will endure.

—A college president

---

---

problems: air and water pollution, civil rights, and the plight of the nation's cities, to name but a few.

One thing seems clear: The pattern of federal aid must change dramatically, if it is to help solve the financial problems of U.S. higher education. Directly or indirectly, more federal dollars must be applied to meeting the increasing costs of *operating* the colleges and universities, even as the government continues its support of students, of building programs, and of research.

**I**N SEARCHING for a way out of their financial difficulties, colleges and universities face the hazard that their individual interests may conflict. Some form of competition (since the institutions are many and the sources of dollars few) is inevitable and healthy. But one form of competition is potentially dangerous and destructive and, in the view of impartial supporters of all institutions of higher education, must be avoided at all costs.

This is a conflict between private and public colleges and universities.

In simpler times, there was little cause for friction. Public institutions received their funds from the states. Private institutions received *their* funds from private sources.

No longer. All along the line, and with increasing frequency, both types of institution are seeking both public and private support—often from the same sources:

▶ **The state treasuries:** More and more private institutions are suggesting that some form of state aid is not only necessary but appropriate. A number of states have already enacted programs of aid to students attending private institutions. Some 40 per cent of the state appropriation for higher education in Pennsylvania now goes to private institutions.

▶ **The private philanthropists:** More and more public institutions are seeking gifts from individuals, foundations, and corporations, to supplement the funds they receive from the state. As noted earlier in this report, their efforts are meeting with growing success.

▶ **The federal government:** Both public and private colleges and universities receive funds from Washington. But the different types of institution sometimes disagree on the fundamentals of distributing it.

Should the government help pay the operating costs of colleges and universities by making grants directly to the institutions—perhaps through a formula based on enroll-

ments? The heads of many public institutions are inclined to think so. The heads of many low-enrollment, high-tuition private institutions, by contrast, tend to favor programs that operate indirectly—perhaps by giving enough money to the students themselves, to enable them to pay for an education at whatever institutions they might choose.

Similarly, the strongest opposition to long-term, federally underwritten student-loan plans—some envisioning a payback period extending over most of one's lifetime—comes from public institutions, while some private-college and university leaders find, in such plans, a hope that their institutions might be able to charge "full-cost" tuition rates without barring students whose families can't afford to pay.

In such frictional situations, involving not only billions of dollars but also some very deep-seated convictions about the country's educational philosophy, the chances that destructive conflicts might develop are obviously great. If such conflicts were to grow, they could only sap the energies of all who engage in them.

**I**F THERE IS INDEED A CRISIS building in American higher education, it is not solely a problem of meeting the minimum needs of our colleges and universities in the years ahead. Nor, for most, is it a question of survive or perish; "colleges and universities are tough," as one president put it; "they have survived countless cataclysms and crises, and one way or another they will endure."

The real crisis will be finding the means of providing the quality, the innovation, the pioneering that the nation needs, if its system of higher education is to meet the demands of the morrow.

Not only must America's colleges and universities serve millions more students in the years ahead; they must also equip these young people to live in a world that is changing with incredible swiftness and complexity. At the same time, they must carry on the basic research on which the nation's scientific and technological advancement rests. And they must be ever-ready to help meet the immediate and long-range needs of society; ever-responsive to society's demands.

At present, the questions outnumber the answers.

▶ How can the United States make sure that its colleges and universities not only will accomplish the minimum task but will, in the words of one corporate leader,



---



---

NOTHING IS MORE IMPORTANT than the critical and knowledgeable interest of our alumni. It cannot possibly be measured in merely financial terms.

—A university president

---



---

provide “an educational system adequate to enable us to live in the complex environment of this century?”

► Do we really want to preserve the diversity of an educational system that has brought the country a strength unknown in any other time or any other place? And, if so, *can* we?

► How can we provide every youth with as much education as he is qualified for?

► Can a balance be achieved in the sources of higher education’s support, so that public and private institutions can flourish side by side?

► How can federal money best be channeled into our colleges and universities without jeopardizing their independence and without discouraging support either from the state legislatures or from private philanthropy?

The answers will come painfully; there is no panacea. Quick solutions, fashioned in an atmosphere of crisis, are likely to compound the problem. The right answers will emerge only from greater understanding on the part of the country’s citizens, from honest and candid discussion of the problems, and from the cooperation and support of all elements of society.

The president of a state university in the Southwest told us: “Among state universities, nothing is more important

than the growing critical and knowledgeable interest of our alumni. That interest leads to general support. It cannot possibly be measured in merely financial terms.”

A private college president said: “The greatest single source of improvement can come from a realization on the part of a broad segment of our population that higher education must have support. Not only will people have to give more, but more will have to give.”

But *do* people understand? A special study by the Council for Financial Aid to Education found that:

► 82 per cent of persons in managerial positions or the professions do not consider American business to be an important source of gift support for colleges and universities.

► 59 per cent of persons with incomes of \$10,000 or over do not think higher education has financial problems.

► 52 per cent of college graduates apparently are not aware that their alma mater has financial problems.

To America’s colleges and universities, these are the most discouraging revelations of all. Unless the American people—especially the college and university alumni—can come alive to the reality of higher education’s impending crisis, then the problems of today will be the disasters of tomorrow.

---

The report on this and the preceding 15 pages is the product of a cooperative endeavor in which scores of schools, colleges, and universities are taking part. It was prepared under the direction of the group listed below, who form EDITORIAL PROJECTS FOR EDUCATION, a non-profit organization associated with the American Alumni Council.

Naturally, in a report of such length and scope, not all statements necessarily reflect the views of all the persons involved, or of their institutions. Copyright © 1968 by Editorial Projects for Education, Inc. All rights reserved; no part may be reproduced without the express permission of the editors. Printed in U. S. A.

DENTON BEAL  
*Carnegie-Mellon University*

DAVID A. BURR  
*The University of Oklahoma*

MARALYN O. GILLESPIE  
*Swarthmore College*

CHARLES M. HELMKEN  
*American Alumni Council*

GEORGE C. KELLER  
*Columbia University*

JOHN I. MATTILL  
*Massachusetts Institute of Technology*

KEN METZLER  
*The University of Oregon*

RUSSELL OLIN  
*The University of Colorado*

JOHN W. PATON  
*Wesleyan University*

ROBERT M. RHODES  
*The University of Pennsylvania*

STANLEY SAPLIN  
*New York University*

VERNE A. STADTMAN  
*The University of California*

FREDERIC A. STOTT  
*Phillips Academy, Andover*

FRANK J. TATE  
*The Ohio State University*

CHARLES E. WIDMAYER  
*Dartmouth College*

DOROTHY F. WILLIAMS  
*Simmons College*

RONALD A. WOLK  
*The Carnegie Commission on Higher Education*

ELIZABETH BOND WOOD  
*Sweet Briar College*

CHESLEY WORTHINGTON  
*Brown University*

\*

CORBIN GWALTNEY  
*Executive Editor*

JOHN A. CROWL  
*Associate Editor*

WILLIAM A. MILLER, JR.  
*Managing Editor*

---

# The Plain Fact Is...

"... the difference between the endowment income and other self-generated income and the actual cost of an education at Southwestern is considerable, and it's growing."

by M. J. Williams



The plain fact is... that Southwestern is still working on its twin objectives: (1) maintenance of a high-quality academic environment, and (2) an opportunity for young men and women from diverse backgrounds to be part of and to benefit from this environment.

These objectives demand responsibility in three areas. Responsibility to students, responsibility to faculty, and responsibility to the community.

Providing a setting which stimulates the desire for academic excellence and for the maximum development of the total being into the kind of citizen we need for today's world and will need for tomorrow's world is part of our responsibility to students. This involves the potential for participation in athletics, equipment that is up to date, use of a first-class library, and, of course, good living and social facilities.

Responsibilities to the faculty include providing an environment in which the teacher can work creatively and effectively with his students. This means physical facilities such as classrooms and lab equipment, supplies, etc., which are conducive to the teaching process. It means, too, some freedom from severe economic worries.

Within the community, the college is responsible for furnishing a focal point for continuing education through music, art, academic programs and the exchange of ideas.

In some of these areas, we do not have to hang our head. Our new Science Center, our faculty-student ratio, our center for continuing education are among the best.

In others, we still need improvement and we will work constantly to improve these areas.

Frankly, most of these responsibilities translate themselves into money. Where does the money come from? Some of it comes from the Ford Foundation Challenge Campaign (see the September *Southwestern News*) we have just successfully concluded, thanks to the generous support and help of alumni and other friends of the college. Some money is raised from our endowment to offset advancing costs, but, as President Alexander has said (p. 6, March, 1968, *Southwestern News*), "the difference between the endowment income and other self-generated income and the actual cost of an education at Southwestern is considerable, and it's growing." Of course, the Synods of Alabama, Louisiana, Mississippi, and Tennessee, participate in the educational process by providing very real and valued financial help.

Today, your college needs your help as never before. We need to call on you for direct financial help; we need to call on you for help in locating funds which will add to our endowment. Quite frankly, we need to add to our endowment at about the rate of five million dollars a year for the next two or three years, to give the kind of stability to Southwestern that it needs in order to accomplish the objectives I mentioned at the outset of this article.

The plain fact is, we need you, your energies, your thoughts, as well as your financial support.

Southwestern's new treasurer, Mr. M. J. Williams, was formerly the head of accounting at E. I. DuPont de Nemours and Co., Inc., Memphis. A Millsaps graduate, he has a master's degree in business administration from the University of Mississippi and has done further graduate work at Duke.

# You May Be Able to Double Your Help

to Southwestern without even feeling it if you or your spouse work for one of these Matching Gifts Program companies.

Many alumni and friends of the college are already familiar with the program, but new firms have joined it and others have extended their provisions, so won't you check this list to see if your company has such a program and, if it does, take a moment to fill out the coupon and return it to us?

There are various ways in which these firms will "match" your gift to Southwestern and, as a general rule, the program of a parent firm will apply to its divisions, subdivisions, and affiliated companies.

Since employee eligibility requirements vary among companies, we request that if you or your spouse are employed by any company listed below, or by a company associated with one that is listed, you complete the coupon and return it. We will check our records to see precisely the policy of your company before asking for a "match." In any event, the Matching Gifts Program has become an increasingly significant source of annual support. You may be sure that we appreciate your taking the time to let us know if your firm is one of those listed.

12

Abbott Laboratories  
 Abex Corp.  
 Aeroglide Corp.  
 Aerojet-General Corp.  
 Aetna Life & Casualty  
 Air Products and Chemicals, Inc.  
 Air Reduction Co. Inc.  
 Allegheny Ludlum Steel Corp.  
 Allied Chemical Corp.  
 Aluminum Co. of America  
 American Bank & Trust Co. of Pa.  
 American Enka Corp.  
 American Express Co.  
 American & Foreign Power Co., Inc.  
 American Home Products Corp.  
 American Metal Climax Found.  
 American Optical Co.  
 American Potash & Chemical Corp.  
 American Smelting & Refining Co.  
 American States Insurance  
 American Sterilizer Co.  
 American Sugar Co.  
 American Tobacco Co.  
 Arkwright-Boston Manufacturers Mutual Ins. Co.  
 Armco Steel Foundation  
 Armstrong Cork Co.  
 Ashland Oil & Refining Co.  
 Associated Box Corp.  
 Associated Spring Corp.  
 Athos Steel and Aluminum, Inc.  
 Atlas Chemical Industries, Inc.  
 Atlas Rigging and Supply Co.

Bank of California, N.A.  
 Bank of New York  
 Bankers Life Co.  
 Barton-Gillette Co.  
 Bloch Brothers Tobacco Co.  
 Blue Bell Inc.  
 Bowen, Gurin, Barnes & Roche, Inc.  
 G. A. Brakeley & Co., Inc.  
 Bristol-Myers Co.  
 Brown-Forman Distillers Corp.  
 Brown & Root, Inc.  
 Burlington Industries, Inc.  
 Business Men's Assurance Co. of America  
 Business Press Intern'l., Inc.  
 Butterick Co., Inc.

Cabot Corp.  
 Callanan Road Improvement Co.  
 Campbell Soup Co.  
 Canadian Gen. Electric Co., Ltd.  
 Carborundum Co.  
 Carpenter Steel Co.  
 Carrier Corp.  
 Carter-Wallace, Inc.  
 Cavalier Corp.  
 Central Illinois Light Co.  
 Central & South West Corp.  
 Cerro Corp.  
 Champion Papers Inc.  
 Chase Manhattan Bank, N.A.  
 Chemical Bank of N.Y. Trust Co.  
 Chemical Construction Corp.  
 Chrysler Corp.  
 Cities Service Company  
 Citizens & Southern National Bank  
 Clark Equipment Co.  
 Cleveland-Cliffs Iron Co.  
 Cleveland Electric Illuminating Co.  
 Cleveland Inst. of Electronics  
 Cleveite Corp.  
 James B Clow & Sons, Inc.  
 Coats & Clark Inc.  
 Colonial Parking, Inc.  
 Columbia Gas System, Inc.  
 Columbian Carbon Co.  
 Columbus Mutual Ins. Co.  
 Combustion Engineering, Inc.  
 Commercial Solvents Corp.  
 Conn. General Life Ins. Co.  
 Conn. Light & Power Co.  
 Conn. Mutual Life Ins. Co.  
 Consolidated Coal Co.  
 Consumers Power Co.  
 Container Corp. of America  
 Continental Can Co., Inc.  
 Continental Ins. Cos.  
 Continental Oil Co.  
 Cook Foundation, Conn.  
 Cooper Industries, Inc.  
 Copley Press Inc.  
 Copolymer Rubber & Chemical Corp.  
 Corn Products Co.  
 Corning Glass Works  
 Crompton Co., Inc.  
 Crouse-Hinds Co.  
 Cutler-Hammer Inc.  
 Cyprus Mines Corp.

Dayton Malleable Iron Co.  
 Deering Milliken, Inc.  
 Diamond Alkali Co.  
 Diamond Crystal Salt Co.  
 Diamond Shamrock Oil & Gas Co.  
 A. B. Dick Co.  
 Dickson Electronics Corp.  
 Difco Laboratories  
 Dow Chemical Co.  
 Dow Corning Corp.  
 Draper Corp.  
 Dresser Industries, Inc.  
 Wilbur B. Driver Co.  
 Dun & Bradstreet Group Cos.

Eastern Gas & Fuel Associates  
 Easton Car & Construction  
 Eaton-Dikeman Co.  
 Eaton Yale & Towne, Inc.  
 Ebasco Services, Inc.  
 Electric Bond & Share Co.  
 Electric Storage Battery Co.  
 Ensign-Bickford Co.  
 Equitable of Iowa  
 Esso Education Foundation  
 Ex-Cell-O Corp.

Federal-Mogul Corp.  
 Federated Dept. Stores, Inc.  
 Ferro Corp.  
 Firemen's Mutual Ins. Co.  
 Firestone Tire & Rubber Co.  
 First Nat. Bank of Hawaii  
 The First New Haven National Bank  
 First Penn. Banking and Trust Co.  
 Fluor Corp. Ltd.  
 Ford Motor Co.  
 Ford Motor Co. of Canada, Ltd.  
 Forty-Eight Insulations, Inc.  
 Foster Wheeler Corp.

E & J Gallo Winery  
 Gardner-Denver Co.  
 General Atronics Corp.  
 General Electric Co.  
 General Foods Corp.  
 General Foods Limited  
 General Learning Corp.  
 General Mills, Inc.  
 General Public Utilities Corp.  
 General Telephone & Electronics Corp.  
 General Tire & Rubber Corp.

M. A. Gesner of Illinois, Inc.  
 Getty Oil Co.  
 Gibbs & Hill, Inc.  
 Gillette Co.  
 Ginn & Co.  
 Girard Trust Bank  
 B. F. Goodrich Co.  
 W. T. Grant Co.  
 Great Northern Paper Co.  
 Griswold-Eshleman Co.  
 Guardian Life Ins. Co. of America  
 Gulf Oil Corp.  
 Gulf States Utilities Co.  
 Guy Gannett Broadcasting Services

Hamilton Watch Co.  
 Harris Trust and Savings Bank  
 Harris-Intertype Corp.  
 Harsco Corp.  
 Hartford Electric Light Co.  
 Hartford Insurance Group  
 Hawaiian Telephone Co.  
 Hayes-Albion Corp.  
 Hercules Incorporated  
 Hershey Foods Corp.  
 Hewlett-Packard Co.  
 Hill Acme Co. of Ohio  
 Hoffman-La Roche, Inc.  
 Honeywell, Inc.  
 Hooker Chemical Corp.  
 Hoover Company  
 J. M. Huber Corp.  
 Hughes Aircraft  
 Humble Oil & Refining Co.

Ingersoll-Rand Co.  
 Insurance Co. of North America  
 Interchemical Corp.  
 International Bus. Machines Corp.  
 International Flavors & Fragrances Inc.  
 International Tel. & Tel. Corp.  
 Itek Corp.

Jefferson Mills, Inc.  
 Jefferson Standard Broadcasting Co.  
 Jefferson Standard Life Ins. Co.  
 Jewel Companies, Inc.  
 John Hancock Mutual Life Insurance Co.  
 Johnson & Higgins  
 Johnson & Johnson  
 S. C. Johnson & Son, Inc.

Jones & Laughlin Steel Corp.

Kaiser Steel Corp.  
Kendall Co.  
Kerite Co.  
Kern County Land Co.  
Walter Kidde & Co.  
Walter Kidde Constructors  
Kidder, Peabody & Co., Inc.  
Kimberly-Clark Corp.  
Kingsbury Machine Tool Corp.  
Kiplinger Association, Inc.  
Richard C. Knight Ins. Agency,  
Inc.

Knox Gelatine, Inc.  
Koehring Co.  
The Koppers Foundation

Lamson & Sessions Co.  
Lawyers Co-operative  
Publishing Co.  
Lehigh Portland Cement Co.  
Lever Brothers Co.  
Line Material Industries  
Lorillard Corp.  
Lubrizol Corp.  
Ludlow Corp.  
Lummus Co.

M & T Chemicals Inc.  
MacLean-Fogg Lock Nut Co.  
Mallinckrodt Chemical Works  
P. R. Mallory & Co., Inc.  
Manufacturers Hanover Trust  
Co.  
Manufacturers Mutual Fire  
Ins. Co.  
Marathon Oil Co.  
Marine Corp.  
Marine Midland Grace Trust  
Co. of N.Y.

Martha Washington Kitchens  
Mass. Mutual Life Ins. Co.  
Matalene Surgical Instruments  
Co., Inc.  
Maytag Co.  
McCormick & Co., Inc.  
McGraw Edison Power Systems  
McGraw-Hill, Inc.  
Medusa-Portland Cement Co.  
Mellon Nat. Bank & Trust Co.  
Merck & Co., Inc.  
Metropolitan Life Ins. Co.  
Middlesex Mutual Assurance  
Co.  
Midland-Ross Corp.  
Miehle-Goss-Dexter, Inc.  
Mobil Oil Corp.  
Mohasco Industries, Inc.  
Monticello Life Ins. Co.  
Moog, Inc.  
Morgan Construction Co.  
Motorola Inc.  
Munsingwear, Inc.  
Mutual Boiler & Machinery  
Ins. Co.  
Mutual Life Insurance Co. of  
N.Y.  
Mutual of Omaha-United of  
Omaha

National Biscuit Co.  
National Cash Register Co.  
National Distillers & Chemical  
Corp.  
National Lead Co.  
National Steel Corp.  
Natural Gas Pipeline Co. of  
America  
New England Gas/Electric  
Assoc. Sys.  
New England Merchants Nat.  
Bank of Boston

New England Mutual Life  
Ins. Co.  
Newhall Land and Farming Co.  
New York Times  
The New Yorker Magazine,  
Inc.  
Northeast Utilities Service Co.  
Northwestern Mutual Life Ins.  
Co.  
Northwestern National Life  
Ins. Co.  
Norton Co., Mass.  
John Nuveen & Co., Inc.  
Oklahoma Gas & Electric Co.  
Olin Mathieson Chemical Corp.  
Oneida Ltd.  
Owens-Corning Fiberglas Corp.

Parker-Hannifin Corp.  
Paul Revere Life Ins. Co.  
Pennsalt Chemicals Corp.  
Pennsylvania Power & Light Co.  
Penton Publishing Found.  
Petro-Tex Chemicals Corp.  
Phelps Dodge Corp.  
Philip Morris, Inc.  
Phillips Petroleum Co.  
Pickands Mather & Co.  
Pillsbury Co., Minn.  
Pilot Life Ins. Co.  
Pitney-Bowes, Inc.  
Pittsburgh Nat. Bank  
Pittsburgh Plate Glass Co.  
Preformed Line Products Co.  
Provident Life and Accident  
Ins. Co.  
Provident National Bank  
Prudential Ins. Co. of America  
Putnam Management Co., Inc.

Quaker Chemical Corp.

Ralston Purina Co.  
Reader's Digest  
Rex Chainbelt, Inc.  
R. J. Reynolds Foods, Inc.  
R. J. Reynolds Tobacco Co.  
Riegel Paper Corp.  
Riegel Textile Corp.  
Rio Algom Mines Ltd.  
Rochester Germicide Co.  
Rockefeller Brothers Fund, Inc.  
Rockefeller Family & Associates  
Martha Baird Rockefeller Fund  
for Music, Inc.  
Rockwell Manufacturing Co.  
Rockwell-Standard Corp.  
Rodman Training Center, Inc.  
Rohm & Haas Co.  
Rust Engineering Co.

SCM Corporation  
SKF Industries, Inc.  
Sadtler Research Laboratories,  
Inc.  
St. Regis Paper Co.  
Sanders Associates, Inc.  
Schering Corp.  
Scott Paper Co.  
Joseph E. Seagram & Sons, Inc.  
Sealright Co., Inc.  
Security Nat. Bank of Long  
Island  
Security Van Lines, Inc.  
Seton Leather Co.  
Sherwin-Williams Co.  
Signal Oil & Gas Co.  
Signode Corp.  
Simmons Co., N.Y.  
Sinclair-Koppers Co.  
Sinclair Oil Corp.  
Singer Co.

Smith Kline & French  
Laboratories  
Smith-Lee Co., Inc., N.Y.  
Sperry & Hutchinson Co.  
Spruce Falls Power & Paper  
Co., Ltd.  
Stackpole Carbon Co.  
Standard Oil Co. (Ind.)  
Standard Oil Co. (N.J.)  
Standard Oil Co. (Ohio)  
Standard Pressed Steel Co.  
Stauffer Chemical Co.  
Sterling Drug Inc.  
J. P. Stevens & Co., Inc.  
Stone & Webster, Inc.  
Suburban Propane Gas Corp.  
Sunray DX Oil Co.  
W. H. Sweney & Co.

Taylor Corp.  
Tektronic, Inc.  
C. Tennant, Sons & Co. of N.Y.  
Tenneco, Inc.  
Texas Eastern Transmission  
Corp.  
Textile Machine Works  
Textron Inc.  
J. Walter Thomson Co.  
J. T. Thorpe Co.  
Time, Inc.  
Towers, Perrin, Forster &  
Crosby, Inc.  
Towmotor Corp.  
Trans-World Airlines  
Travelers Insurance Companies  
Turner Construction Co.

Union Oil Co. of California  
Uniroyal, Inc.  
United Aircraft Corp.  
United Fruit Co. Foundation,  
Inc.  
United Illuminating Co.  
United States Borax & Chem.  
Corp.  
United States Trust Co. of N.Y.  
Upjohn Co.

Varian Associates  
Victaulic Co. of America  
Vulcan Materials Co.

Wallace-Murray Foundation  
Wallace & Tiernan Inc.  
Wallingford Steel Co.  
Warner Brothers Co., Conn.  
Warner-Lambert Pharmaceu-  
tical Co.  
Warner & Swasey Co.  
Washington Nat. Ins. Co.  
Watkins-Johnson Co.  
C. J. Webb, II  
Welch Grape Juice Co., Inc.  
Western Publishing Co.  
Westinghouse Air Brake Co.  
Westinghouse Electric Corp.  
Weyerhaeuser Co.  
Whirlpool Corp.  
White Motor Corp.  
John Wiley & Sons, Inc.  
Williams & Co., Penn.  
Winn-Dixie Stores, Inc.  
Wolverine World Wide, Inc.  
Worthington Corp.  
Wyandotte Chemicals Corp.

Xerox Corporation

Young & Rubicam, Inc.

Totals: 397

Revised September 1968



# The Triumph of Nationalism

*State Sovereignty, the Founding Fathers, and the Making of the Constitution*

by William P. Murphy

*Reviewed by D. M. Amacker, Professor Emeritus of Political Science*

*the Orgill Chair*

*Southwestern At Memphis*

To show that today's exercise of national authority is historically legitimate and in accord with the Founders' grand design is the aim of this book. From Dr. Murphy's compilation of evidence in the drafting of the Articles of Confederation, debates in the Constitutional Convention of 1787 and state ratifying convention afterward it seems proved that most leading Founders intentionally sought to hobble or end the state particularism of 1776-87.

14 However, state sovereignty ideas were widely and deeply lodged in the minds of the masses and died hard (if at all). The foresight of the Framers was far in advance of the instinctive mass feelings of affection for the state. Legalistic and historical arguments did not, and do not, exercise primary local loyalty. The later expression of such feeling in "strict interpretation" of the Constitution and resentment against Federal "encroachment," has persisted through the Civil War and on down to our own times.

It has been estimated that only about a third of the American people of 1787-89 positively favored the Constitution. The Constitution, on this view, was "put over" by an elite of national patriots endowed with the vision of genius.

The book under review is based on Dr. Murphy's dissertation for the J.S.D. degree in the Yale Law School, but was really sparked by his "bizarre personal situation" at the University of Mississippi after 1954 and until his appointment to the University of Missouri Law School in 1962.

Through early intellectual and environmental experiences in childhood and student days in Memphis, service as a Naval officer in World War II from January 1942 through 1945 (mainly in the Western Pacific)\* and law study in Virginia and Yale Universities, William Murphy emerges as a stalwart American nationalist. He had come to regard as outmoded the doctrines of extreme state rights and the state interposition of its sovereignty against enforcement of Federal law illustrated in the Virginia and Kentucky Resolutions of 1798.

It is not surprising, then, that during his second year as Professor of Constitutional Law at Ole Miss, in a letter to the press of Memphis and Jackson, Mississippi, he stoutly defended the national supremacy and the Supreme Court's authority in the desegregation decisions of 1954. A wordy storm thereupon broke over his head. In the Preface he wryly and wittily describes his adventures in this hubbub. Charges were hurled about that the Court had flouted state sovereignty, states' rights, the Tenth Amendment, sound principles of Constitutional Law, the Federal system, etc. One orator explained that his state could not secede: the state constitution forbade it.

In 1957 a prominent Virginia editor published "The Sovereign States," re-affirming the interposition doctrine along with the compact theory of the Constitution, and declaring the U.S. government an agent

\*He resigned from inactive status in 1955 with the rank of Lieutenant Commander.

of the states and to be rejected when acting in excess of authority. From the favorable reaction in some Southern states and beyond, it became clear that these supposedly defunct doctrines were still cherished in many tradition-minded circles.

Dr. Murphy continued to defend his views in his classes and in law journal articles, quickly becoming *persona non grata* locally and statewide. From this total experience and to confirm his position he felt impelled to expand his doctoral dissertation into the present published study.

## *Prelude to Nationhood*

Drastically simplified, his thesis is that the Articles of Confederation, 1781-89, represented little more than an alliance among near-sovereign states, and its Congress was merely a diplomatic assembly dealing with state governments and lacking the structure and powers for effective rulership of an independent country. (There were no executive and no judicial branches; no tax, commerce, or exclusive currency powers, etc.) The nationalists, contemning this inadequacy, engineered the creation of the Constitution, a supreme law, not a compact, establishing three branches of government, with sufficient, but not excessive powers, whose laws should fall upon individuals and stand supreme over state constitutions and laws. This Union would be irrevocable and states would enjoy autonomy with large and undefined powers, but no longer true sovereignty.

Dr. Murphy has organized his



treatise in four parts: Entitled "State Sovereignty before the Constitution," Part I deals with the early conflicts between state and nation, and the failure of the Articles government; though admittedly the Articles system was a necessary transition between the Continental Congress and the Constitution.

#### *The Founding Fathers*

Part II is particularly useful and convenient for easy study and reference on the thinking and contributions of the remarkable men who founded the Union. The fifty-five delegates of the twelve states attending the Constitutional Convention at Philadelphia from May to September, 1787 (Rhode Island rejected participation) are sketched as to background, experience, attitudes, and opinions expressed in the Convention. Seventy-four had been chosen, but nineteen refused appointment or failed to attend.

John Adams and Jefferson, away on diplomatic missions in Europe, were among the notables absent, as were Patrick Henry, John Hancock, and Samuel Adams. The fifty-five actually attended sporadically; about thirty formed the average daily assemblage. Thirty-nine signed the Constitution.

Jefferson referred to the members as an "assembly of demi-gods." This encomium may seem excessive; yet a modern historian has said that "no gathering of leaders of a newly independent nation . . . has had more cumulative political experience than the Convention of 1787." Among them were three former delegates to the Stamp Act Congress and seven to the First Continental Congress; eight had signed the Declaration; thirty had fought in the Revolution; forty had served in the Confederation Congress; twenty had shared in drafting their state constitutions; most had been officials in state governments; seven were governors. Under the Constitution two became Presidents; twenty-five, Senators and Representatives; five, Justices of the Supreme Court; and four, ministers to foreign countries. About thirty were college graduates. Many had

studied abroad. Over thirty had studied law.

#### *The Advanced Nationalists*

"There is no doubt," writes Dr. Murphy, "That almost all of these delegates . . . were personally committed to the nationalist philosophy. Twelve might be called advanced nationalists: Washington, Hamilton, Charles Pinckney, Langdon, Read, Gorham, Franklin, Robert Morris, Ingersoll, Madison, Wilson and Gouverneur Morris." Washington and the last three were among the most influential.

Examining the General's position before and during the Convention, Dr. Murphy finds that "in Washington's view the primary evil in the governmental system was the sovereignty of the states, and the cure necessary was to create a national government which had increased powers and was armed with some means of enforcing its supremacy." Madison probably wrote the Virginia Plan, basis of effective union.

Dr. Murphy says of James Wilson: "More than most delegates, Wilson had a vision of the America that was to be. Wilson said that when he considered the amazing extent of country, the immense population which is to fill it, the influence which the government [to be formed] will have not only on the present generation . . . and their multiplied posterity but on the whole globe, he was lost in the magnitude of the object."

Gouverneur Morris declared that ". . . the whole human race will be affected by the proceedings of this convention."

#### *Moderate Nationalists*

Twenty-one of the delegates were "moderate nationalists." Such were Dickinson, Rutledge, C. C. Pinckney, King, Johnson, Ellsworth, Sherman, Paterson, Carroll, with a dozen others, including Randolph, Mason, and Gerry, who, though non-signers for relatively minor reasons, favored the Constitution in principle.

#### *The Uncommitted and States Rights Advocates*

A third group of fourteen could be labelled "uncommitted." The re-

maining five were strong state sovereignty advocates: Lansing and Yates of New York, Luther Martin and Mercer of Maryland, and William Blount of North Carolina. Blount nevertheless signed.

#### *The Triumph of Nationalism*

Part III describes the actual creation and drafting of the Constitution after consideration of the Virginia and New Jersey plans. These pages present with a fresh view and modern sophistication the oft-told story of the firmness, wisdom, patience in crisis and readiness to compromise on non-essentials, of the nationalist leaders in laying the foundations of a nation. No citizen of today's continental Republic and leading world Power should ever tire of re-reading the account of the "miracle" at Philadelphia, (Washington's word) in Dr. Murphy's stirring and scholarly history.

#### *Ratification*

The final act in this great drama, ratification of the Constitution, is not ordinarily recounted in the detail it merits. It was a fierce, often bitter, intellectual contest between brilliant and resolute opponents; yet the controversy remained, in general, on a high level. As has been rather acidly remarked, "The Constitution and state ratifying conventions occurred during that brief period when America's intellectual leaders were her political leaders." This Part (IV) alone would justify the entire volume, for it is here that the dramatic story in its essentials is made readily and conveniently available.

On adjournment of the Convention, September 17, 1787, the draft Constitution was immediately published in all leading journals, and there began the battle of the pamphleteers to mold opinion and influence the selection and policy of the delegates and the decisions of the forthcoming state ratifying conventions.

The labels "Federalist" and "Anti-Federalist" were at once attached to the two sides. It should be noted that the word "federalist" now took on a new (and modern) sense. Hitherto

it had meant a state rights advocate, a "Confederationist," in contrast to "nationalist." Now it was changed to mean a proponent of the "Federal" Constitution establishing a single indestructible nation-state of indestructible (sub-) "states." "Anti-Federalist" was applied to its opponents. The national motto *E Pluribus Unum* (out of many, one) is thus an accurate characterization of our Federal Republic.

This voluminous literature, opposing the Constitution and supporting it, was published in late 1787 and 1788. Special mention should be made of the classic "Federalist Papers" by "Publius," in the New York press. Of the eighty-five papers, Hamilton probably wrote fifty, Madison thirty, and Jay five. These essays had much to do with neutralizing hostile opinion in the Empire State, situated like a keystone in the arch of the thirteen states and indispensable to the Union as we know it.

Delegates to the ratifying state conventions had been ordered elected by the qualified voters in the states. Ratification went fairly easily at first. Delaware approved unanimously on

December 7, 1787; Pennsylvania by 43 to 23 on December 12; New Jersey on December 18, and Georgia on January 2, 1788, both unanimously; and Connecticut on January 9, 1788, by 128 to 40. But some obstructionism in the Pennsylvania and Connecticut conventions presaged serious difficulties ahead. In Massachusetts, Maryland, South Carolina, New Hampshire, Virginia, and New York the debates were bitter, the opposition resolute, and the votes often close. In New York Hamilton's brilliant oratory in the ratifying convention (June-July, 1788) and the news, during its debates, of New Hampshire's ratification as the ninth state, bringing the Constitution into effect, were largely responsible for winning the convention's approval, if only by the razor-thin margin of 30 to 27. So narrowly was the present Union saved!

North Carolina stalled until November 21, 1789, nearly seven months after Washington's inauguration, before finally ratifying, 194 to 77. Rhode Island ignored the new government until threatened with treatment as a foreign nation and voted

into the Union as late as May 29, 1790.

If there was a miracle at Philadelphia, there was an even greater one in the outcome of the thirteen conventions of the states. The author has been at pains to examine each ratification contest and digest the debates to manageable but adequate compass.

#### *A View of State Power*

Dr. Murphy remarks acutely in concluding: "The state sovereignty of the Articles was extinguished and replaced by the state autonomy of the Constitution. Although the *existence* of state power is not a *constitutional* limitation on the scope of national power, the responsible *exercise* of state power can operate, in many areas, as a *political* limitation on the *use* of national power."

Finally: "There has been no departure from our ancient moorings. The Constitution was intended to endure for ages to come, and consequently to be adapted to the various crises of human affairs. The grand design has not been abandoned. It is continually being fulfilled." □

## Mother of God

CONTINUED

Empty materialism  
and studied avoidance  
of the sacramental significance  
of everything around us  
is what is unnatural.

Obedience and doing God's will  
do not call for retirement  
from life and the world  
and movement into secluded  
contemplation of God.

Far from blotting out a man's  
responsibility in the midst of life,

God chooses the midst of life  
as the very place where  
He makes His revelation to us,  
and where He continues  
His revealing activity through us.

A God-bearer need not be  
an accomplished theologian,  
a proficient mystic,  
or an athlete  
in practicing his piety.  
Mary wasn't.

God's demand is simply  
for an humble,  
obedient acceptance  
of the demand  
that comes with  
the revelation of Himself.  
For a setting out on the way,  
walking by faith,  
not by sight.

For us faithfully to use  
the tools at hand—  
words, concepts,  
opportunities, abilities.

It is this sort of open, trusting  
inability that is counted  
as ability by God, and used by Him  
to give both to us  
and to others  
knowledge of Himself.

It is this sort of open,  
trusting humanity  
that can still bear divinity  
out into the life of the world,  
which so sorely needs the  
Christmas message,  
"God is with us," and the  
reality of His presence  
in our midst.

# Mileposts

## ADVANCED DEGREES

- 1958 Edward N. Kearny III, Ph.D., American U.  
 1965 Ronald Allen, J.D., U. of Alabama Law School  
 Roger L. Hart, M.A., Princeton U.  
 Louie Spencer, M.B.A., Harvard U.  
 M. Alfred Todd, M.D., U. Tenn.  
 1966 Martha L. Lockwood, M.A., U. of Iowa  
 1967 John White, M.A.T., Emory U.

## WEDDINGS

- 1938 *Grace Waring* to Clyde Hughey  
 1958 Mary Ann Warner to Dr. Edward Kearny III  
 1960 *Neva Kyser* to John Carmichael  
 1961 *Dixie Virginia Carter* to Arthur Lloyd Carter  
 1963 Virginia Muller to Robert Norton  
 1965 Grace Johnson to Ronald Allen  
 Julianna Lang to Stephen Paul Lightman  
 Margaret Ann Harwood to Allan Korsakov  
 1966 *Suzanne Aivazian* to Robert Cohan  
 Layne Beaumont to Thomas Gaines  
 Iris Irizarry to Robert Trumbull  
 Cecilia Ventrini to William Mackey, Jr.  
 1967 Linda Marshall to William Gus Breyspraak  
 Jan Riddle to Herbert Hill, Jr.  
 1968 *Becky Bowden* to Richard Mayhew  
 Lindley Darden to Teak Martin  
 Judy McDonald to Ed Yarbrough  
 Catherine Prouty to Brad Camp  
 Patricia Teague to Dub Ashton  
 Beverly Hughes to Stephen Cole  
 Claire Jackson to Rut Tufts, Jr.

## BIRTHS

- 1961 Mr. and Mrs. George E. Foster (Carolyn Orr), a daughter, Diane Lee, April 16  
 1962 Mr. and Mrs. Alan Strautman, Jr., (Helen Jackson), a son, David Charles, June 29  
 1963 Mr. and Mrs. Robert C. Threlkeld (Susie Rudder '64), a son, Edward Colin, Aug. 17  
 Mr. and Mrs. David Watts, a son, Keith David, Oct. 23  
 1965 Mr. and Mrs. Alan Meierhoefer, a son, Curt Howard, Sept. 28  
 Dr. and Mrs. Hobart H. Sewell, Jr., (Terry Tidwell '65), a daughter, Shelby Lin, Aug. 19  
 Mr. and Mrs. J. W. Teipel (Paula Thomas), a son, James William, Oct. 22, 1967

## DEATHS

- 1916 Dr. C. C. Edmondson, Waukesha, Wis., date unknown  
 1925 The Rev. Dr. Charles G. Bruce, Aug. 28, 1967  
 1930 Mrs. George Marlowe (Gladys Fite), Sept. 23

# Lynx Chat

## 1931

Three alumnae were among the handful of VIP's on hand to greet His Highness Prince Philip, when he stopped briefly in Memphis en route to the Olympic games in Mexico City . . . they were *Liz Alley Ahlgren (Mrs. Frank)*, *Janet Tucker Pryor (Mrs. Downing) '38*, and *Ruth Gaskell Woodbury (Mrs. Harry) '40*, whose husbands were all members of the welcoming delegation.

## 1932

*Nell (Jones) and Johnny Hughes* entertained cellist Pablo Casals at a formal seated dinner in their home when he was guest artist with the Memphis Symphony in October.

## 1935

*Charles Sherman*, President of Leader Federal Savings and Loan Association of Memphis, was elected President of the Tennessee Savings and Loan League at its annual meeting in Gatlinburg.

## 1937

Our deepest sympathy to *Betty Jane Bloompot Ledbetter (Mrs. Henry N.)* on the death of her husband October 17, in Phoenix. Mr. Ledbetter, formerly of Memphis, moved to Phoenix in 1948 and owned the Phoenix Auto Supply Co. until he retired because of illness four years ago. He was 54. Betty Jane's address is 841 West Clarendon Avenue, Phoenix, Ariz. 85013.

## 1939

Reunion—April 26!

*Charlie Freeburg* called the Alumni House one day in September to find out

how to get a Southwestern arm chair. After we explained (Memphis alumni just call the Office and say what day they want to pick the chair up), we found out he wanted it for his new office, so we couldn't resist checking that out and it's handsome. In the new Holiday Inn building at Union and McLean, the firm (Freeburg Realtors) deals in all kinds of real estate but specializes in the property management field. Furthermore, when Charlie saw how good-looking one chair was, he ordered another one.

Class President *Sam Mays* has been re-elected to a second term as secretary of Kiwanis. Sam did a great job as liaison between Coast Guard and SW for Homecoming arrangements and now he's busy hatching plans for the class reunion in April. You'll be hearing from him about them. Remember the date—April 26.

Bearing gifts, smiling widely, bowing politely, Saichi Sakai visited Alumni House for a few hours last summer and charmed everyone he met. This Japanese alumnus was visiting the United States on a (Japanese) government grant to study education. He is assistant professor of English at Nagoya Commercial University in Nagoya. To come this far and not see several special Southwestern friends was unthinkable, so Sakai went to Laurel, Miss., where he saw *Frances Weaver Patterson (Mrs. R. G.) '37* and *Betty Jones Bradford (Mrs. Irwin) '37*, and others. And he went to Austin, Tex. to see *Eldridge Armistead '38* and his family. (Eldridge wrote later to say how much they enjoyed his visit . . . Eldridge has retired from the Air Force (Lt. Col.) and is now with the Texas Education Agency. Saichi went to New York City and Canada before returning to San Francisco, and expected to meet Mrs. Sakai for a holiday in Honolulu before their return to Japan.

## 1941

Sue and Bill Dillard couldn't make it



Alumni from far and near at Homecoming party: seated are Mrs. Harold Falls (Jessie Woods) '44, Wynne, Ark.; Mrs. Lynn Broadfoot (Catherine Ramsey) '41, Des Moines; Mrs. Hylton Neill (Stella Jones) '40, Seattle; and Lynn Broadfoot '37. Standing are Harold Falls '40 and Hylton Neill '39.

At Homecoming post-game party:



Molly (Hawken '44) and Hap Hill '41 relaxed a minute before party got under way. Hap is Alumni Association president.



Betty Bouton Smith (Mrs. Harland) '47 and Les Crain '51 were co-chairmen of the event.



Anne Marie (Caskey '52) and Judd Williford '50. Anne Marie is Southwestern's new Dean of Women.

for Homecoming but they did the next best thing—came the following weekend. (They live in Dallas.)

Grace (Mays) and Richard Lunt live in Chadds Ford, Pa., and they did come to Homecoming while they were back for a quick visit. They're another pair who never stay long enough for friends to see as much as they'd like.

## 1943

Morgan Fowler was elected president of the Tennessee General Sessions Judges Association at the group's annual conference in Gatlinburg this past September.

## 1944

Reunion—April 26!

Curtis Hughes is the new choral director for Tucson's Canyon del Oro High School. His previous position was that of organist and choir director at Trinity Presbyterian Church in Tucson.

Our deepest sympathy to Anne Hord Kenworthy, whose husband, William P. (Bill) died suddenly, after a heart attack in September at their home, 135 Cherry Road. There are four Kenworthy children, Bill, Jr., a senior in college, Mary, a college freshman, Elizabeth, in high school, and Henry, four.

Janet Kelso Lowrey (Mrs. Perrin), who was a manuscript editor at the U. of Chicago Press after leaving the English Dept. at Chicago State College in 1967, has returned to Chicago State as an instructor in English.

## 1945

Ed Boldt, senior vice president and director of marketing for First National Bank, Memphis, was elected second vice president of the Bank Public Relations and Marketing Association at the group's 53rd annual convention in Chicago.

Larry Cohen is one of the new directors of the Memphis Kiwanis. He's an M.D. (ear, nose, throat).

## 1946

Rezneat Darnell lives in Bryan, Texas, and is Professor of Oceanography at nearby Texas A&M U. In 1948, Darnell received the master of arts degree from Rice U., to which he added the Ph.D., in 1953, from the U. of Minnesota. He is a member of the Board of Trustees of his church (Unitarian), a research fellow of the American Association for the Advancement of Science, vice president of the Wisconsin Academy of Sciences, Arts and Letters, and a member of several conservation groups and professional societies.

Betty (Belk) and Paul Moorhead and their children returned in August from their seven months' stay in England, where Paul worked and studied at Galton Laboratory, University College, London. A Ph.D., Paul is a member of the staff at The Wistar Institute of Anatomy and Biology, in Philadelphia. For a fascinating account of some of his work at Wistar, see the March issue of *Scientific American*. The article includes some excellent color photographs taken by Paul ... it's titled "Human Cells and Aging," intriguing subject matter for all alumni.

## 1948

Anne Love is a social worker at the Georgia Mental Health Institute in Atlanta. As announced in the June *News*, Anne got her master's degree in social



Denby Brandon '50



Anne Caldwell '51



Charles Sullivan III '53

work from the U. of Georgia in August '67.

Trent Wood has been promoted to the position of assistant vice president of United Municipal Investment Corporation.

## 1949

Reunion—April 26!

Jack Hall went to Greece last summer—his eighth trip for underwater archaeological research on inundated sites off the western shores of the Gulf of Messenia. Recent translations of the Linear B Tablets—clay pictographs in ancient Greek—contained topographical allusions to the locations of these sites. An associate professor of classics and humanities at the U. of Miami, Jack was awarded one of five summer research grants in the Arts and Humanities. The University provided funds for the grants as a token contribution to the current minimal governmental effort and in recognition of the importance of research in these areas. Jack has been a member of the UM faculty since 1963. He got his master's degree in 1950 and his Ph.D. in 1957—both from Vanderbilt.

Bill Wade represented Southwestern at the inauguration of the President of East Tennessee State U., Johnson City, October 23.

## 1950

Denby Brandon's company will have new quarters around the first of the year; the four-story Brandon Building is now under construction near the corner of Bellevue and Lamar. Denby Brandon & Associates of Memphis, Pan-American Life Insurance Agency, will occupy space on the third and fourth floors of the new building.

Edwin Howard, veteran amusements and books editor as well as "The Front Row" columnist for *The Press-Scimitar* and *Showtime*, has branched out in still another dimension and now communicates with people he never reached before . . . He appears on the 6:00 p.m. newscast on WMC-TV on Wednesdays and Fridays, when he comments on entertainment events and occasionally reviews books. If you live in the area and haven't heard him yet, tune him in; it's worthwhile, and besides, he says what he has to say so well!

## 1951

Anne Caldwell is the new Director of Alumnae Affairs at Queen's College in Charlotte, N. C., and it didn't take Queens long to snatch this winner, SW's former Dean of Women. Anne left the SW campus in July and went to Charlotte to visit her parents. The Alumni Office received Queen's news release about her new appointment in September, just too late for inclusion in that issue of the *News*.

Toby Bunn has written a new book, *German Politics and the Spiegel Affair*,

*A Case Study of the Bonn System*, published by the University of Louisiana Press. Toby is associate professor of political science at the U. of Houston, co-editor and a contributor to *Politics and Civil Liberties in Europe*.

Les Crain is one of the new directors of Memphis Kiwanis . . . An attorney, he's also a member of the SW Alumni Assoc. Exec. Council and was co-chairman of the Homecoming party for alumni at the University Club . . . he's one of the Club directors too.

## 1952

Our deepest sympathy to Jean Meshew and his family on the tragic death of the second Meshew son, 15 year old John Philip, September 29. Janet and Jean have lived in Chattanooga since June of 1966, when Jean became rector of the Thankful Memorial Episcopal Church there. Other Meshew children are George J. II, 16, Jed, 13, Joshua, 11, and Amy, 5.

Jim Ratcliffe was Southwestern's official representative at the inauguration of Thomas Dutton Terry, S.J., as the 25th President of the U. of Santa Clara October 24. Jim lives in Oakland, Calif.

## 1953

Don Ramier, Plough, Inc., area manager for the Pacific and Far East, has been named vice president and director of a 50-50 joint venture company, Coppertone (Japan) Ltd. The Japanese government recently granted Plough permission to establish the firm. This is the first validation by Japan's Foreign Investment Council for as much as 50% ownership by a foreign company to compete in the Japanese cosmetics market, and has been interpreted by Plough as a liberalizing trend in Japan's protected field of foreign investment. The Coppertone line was introduced in Japan in 1964, through Central Soap & Cosmetics Co. Don will continue to be based in Memphis.

Alice and Charles Sullivan III have moved to Toronto with their three children, Elizabeth, Cannon, and Susan. Charles, formerly manager, Consumer Relations Dept., Plough, Inc., has been promoted to president of the new Plough (Canada), Ltd.

## 1954

Reunion—April 26!

With a change of address notice from Miami to Barrington (Ill.) came a note from Joane Brown Rushing saying that Bubber is a Capt. with United Air Lines now. She wrote, "Bill is in 7th grade and Carol 5th—looks like they will be at SW before too many years."

## 1956

Harrylyn Graves Sallis (Mrs. Charles) writes that she and Charles had a great

visit with Robin (Sprague) and Carl Walters when Carl conducted services at Fondren Presbyterian Church in Jackson (Miss.) in August. Charles, Associate Professor of History at Millsaps College, got his Ph.D. in history from the U. of Ky. at the same time Harrylyn received a master's degree in music there (1960). Carl did his graduate work at Union Theological Seminary, where he earned the Th.M. and Th.D. degrees, and is Associate Professor of Bible and Religion and Associate in Continuing Education.

Carol Ann (Quade '60) and Bryan Smalley are moving to San Francisco where Bryan will go into the practice of orthopedics with Dr. Leland Johnson on January 1, having just finished a residency in orthopedic surgery at the internationally recognized Campbell Clinic, Memphis. Bryan got his M.D. at U. T. in 1959 and then did his military (Navy) service. Carol Ann and he have two little girls. Should old friends try to reach them in the Bay area, they will be at home at 97 Lakeview Drive, Daly City, Calif.

## 1957

Ever wonder if you'd be able to scream when you were terrified? Harriette Mathewes Beeson did, but no more. Her scream brought Fred to his feet, fighting. They describe their intruder the night of September 1 as being "a Negro, about 30, and pretty big—about 6 feet and solidly built." Fred said, "I chased him into the kitchen and kept trying to hit him or catch him. I kept wondering why he wasn't trying to get me back." (Apparently that's when he was stabbing Fred nine times.) "I kept yelling to Harriette to get me a knife or something to hit him with. When I backed up to get the knife from her, he escaped out the back door. I didn't know he'd hit me until he left and I looked down and was so bloody. I was amazed." Fred was lucky that the stab wounds, in both arms, left rib cage, and lower abdomen, hit no vital organs. At that, he had to be hospitalized several days and recuperation at home required still longer. Fred's an agent with State Mutual Assurance Co. of America. He and Harriette live in East Memphis with their two daughters, 7 and 4. (Editor's note: a new addition to the household is a Labrador retriever.)

## 1958

Ed Kearny is an Assistant Professor of Government at Western Ky. U. He and Mary Ann Warner, a graduate student in Linguistics at Georgetown U., were married on June 15, in Washington, D. C. John Quinn was a groomsman. Ed earned the M.A. degree in psychology at La. State U. in 1961 and obtained the Ph.D. in government from the American U. this year.

A letter from John Gay in September included a Brussels (Belgium) address,



John Gay '58

5 rue du Champs-de-Mars, effective immediately, and news that, now that he is out of the Army, he and Frances are studying French and preparing for their next post, tentatively set for the Congo in August, 1969 . . . "In Congo, tentatively I will be working as a pediatrician in an international, interdenominational hospital, Institut Medical Evangelique, at Kimpese, approximately 100 miles from the capital city of Kinshasa (Leopoldville) . . . We are going to Congo via Brussels under the auspices of the United Christian Missionary Society (Disciples of Christ). Our first term is for four years out of country." The Gays have three children, 7, 4, and 18 months. John got his M.D. at Tulane, did his internship and residency (pediatric) at U. S. Army Tripler General Hospital in Honolulu, later served as Chief of the Dept. of Medicine, Pediatric and Allergy Services at Sandia Base Army Hospital in Albuquerque. In March he was named a Diplomate of the American Academy of pediatrics.

## 1959

Reunion—April 26!

*Lamar Rickey* (Mrs. Tom Parker), whose professional name is Lara Parker, made her debut on Broadway when the new play, "Woman Is My Idea," opened at the Belasco Theatre September 25.

## 1960

(Major) *Jim Gay* is now a doctor at Walter Reed Hospital and has an apartment in nearby Wheaton, Maryland.

*John Hixon* was Southwestern's official delegate at the inauguration of Allen Keith Jackson as President of Huntingdon College, Montgomery, Ala., on October 24.

## 1962

*Mary Lou (Carwile '64) and Jim Finley* are now in Seattle where Jim is doing his second year of residency in internal medicine, to be followed by two years of fellowship in gastroenterology at the U. of Washington Hospital . . . they have a one-year old son, Bill. Jim got his M.D. at Vanderbilt in 1966.

*Ed Gaines*, recipient of the Garner International Law Scholarship and a Ford Foundation Scholarship, won the Deposit Guaranty Bank Award for Wills, Trusts, and Estate Planning and the American Jurisprudence Award for Family Law, and earned the Juris Doctor degree in law from Ole Miss in mid-August, shortly before he and Grace Chrestman were married August 24. They're at home in Gulfport (Miss.) where Ed has joined the law firm of Palmer and Stewart.

## 1963

*Bill Hall* noted with a recent contribution that he's starting his second year of dental school, at Loyola, in New Or-



Bob Sessum '65

leans, and expects to be in the Crescent City for the next three years.

*Bob Norton* is an instructor in philosophy at Bucknell U. and a candidate for the Ph.D. degree from Syracuse U. (See Weddings.)

## 1964

Reunion—April 26!

*Eleanor (Lawrence) and Tom Geiger* have been in the Peace Corps in Panama (Purio, Prov. de Los Santos) for over a year now.

*Edward Miller* moved from Nashville to Memphis with his wife and two children, Melia, 2, and Ned, 9 months, in September. He is with the CPA firm of Ernst and Ernst.

*Ollie Rix Threadgill* and his wife have been appointed regular term missionaries to Congo by the Presbyterian U. S. Board of World Missions . . . he will serve as an educational missionary and she will be a medical missionary. Ollie was secretary to the campus minister at George Washington U. (where he earned his M.A. degree) in 1965, and in 1966 served as staff director of the National Student Christian Federation Political Commission. He has also assisted at "The Bridge," the hospitality house for international students sponsored by the World Missions Board. He was on the faculty of Davidson High School in Mobile immediately prior to accepting the Congo appointment. Mrs. Threadgill is the former Dorothy Kay Riggins. She received her B.S. in nursing from the U. of Ala. and her M.S. in Public Health Nursing from the U. of Md., has participated in Student Summer Missions for the Southern Baptist hospital, has been a Baptist Student Union summer missionary in Ajloun, Jordan, and an instructor in Public Health nursing at the U. of Ala.

## 1965

*Ronald Allen* received the Juris Doctor degree from the U. of Ala. Law School in August, was married (see Weddings) and went on active Army service as a 2nd Lt. in September. Ft. Lee, Va., was his first Army base; he expected to be transferred to Ft. Carson, Colo., after nine weeks and to be there till August '69.

*Alan Meierhoefer* is studying for his Ph.D. in chemistry at Mississippi State U. He, Charlotte, and their son (see Births) live in Starkville.

"For too long a period of time there were altogether too many graduate students who were known as A.B.D.'s—all but dissertation," reads a release from the Woodrow Wilson National Fellowship Foundation. It continues, "Our program, financed by the Ford Foundation, is one way of ensuring that needless delays are minimized." The news release announced 48 doctoral candidates at 23 graduate schools in the U. S. and Canada who had won Woodrow Wilson Dissertation Fellowships. Each fellowship makes it possible for



Currie Johnston '68

the student to devote full time to research and writing of his doctoral thesis and thus qualify for the Ph.D. and prompt entrance into the profession of college teaching. One of the 48 winners was *James E. Shelton*, who has been doing graduate work at Vanderbilt in the field of classical languages.

With a notice of change of address, *Elizabeth Shippen* wrote that she is teaching school at Subic Bay Naval Station in the Philippines.

*Paula Thomas Teipel* (Mrs. J. W.) wrote to tell us that her husband received his Ph.D. in July and is now doing post doctoral research at the U. of Calif. at Berkeley. (See Births.)

*Ann Witte* loves her job in Senator Curtis's office in Washington. He is the Senator (Republican) from Nebraska. Ann has an apartment in Arlington.

*Bob Sessum* was a chaplain-intern last summer—one of a small number of seminary students working in the new Dept. of Pastoral Care at the Memphis Med. Center. The program combined teaching with the actual pastoral counseling of hospital patients, a project we hope to describe in more detail in a later issue of the *News*. Bob is in his third year at Virginia Theological Seminary, Alexandria.

## 1966

*Ray Bye* was Southwestern's representative at the inauguration of John Garber Drushal as eighth President of The College of Wooster, Wooster, Ohio, on Friday, October 11.

*Bob Trumbull* was married August 31 to Miss Iris Irizarry of San Juan, Puerto Rico. The wedding took place in the Ramey Air Force Base Chapel. Bob is a sergeant in the Air Force.

## 1967

*Rosie Gladney* is teaching English at Northside High, a nearly new Memphis high school with a 1500 student enrollment . . . as announced in the Sept. *News*, Rosie got her M.A. at the U. of Mich. in August.

*Dick Jennings* has been promoted to an account executive by Ward Archer and Associates, Memphis-based advertising and public relations agency.

*Currie Johnston* has been commissioned a second lieutenant in the Air Force. He graduated from OTS at Lackland AFB and was assigned to Craig AFB, Ala., for pilot training.

*Bob Mehrle* represented Southwestern at the inauguration of President Benjamin Franklin Payton, Benedict College, Columbia, S. C., on November 2.

Unless some of them have moved while the *News* was being printed, four '67-'68-'69 Southwestern couples have apartments in the same complex: *Kris (Pruitt) and Eddie McColgan*, *Sandra (Wade) and Larry Churchill*, *Margaret (Jackson) and Rut Tufts*, and *Linda and Gus Breyspraak*. The men are all Duke divinity students.

# What are the '68 grads doing?

- ADAMS, Dana, SW Psych. Dept.  
ADAMS, Judith, Claims Rep., Social Security, Ga.  
ANDERSON, Helen Wray, Teaching Math, Norfolk, Va.  
ARNOLD, Scott III, NAVY O.C.S.  
ATKINSON, Betty, Real Estate Dept., Citizens & Southern National Bank, Atlanta, Ga.  
ATKINSON, Geo. Jr., Planters Gin Co. (Cotton)  
ATKINSON, Suzanne Morgan, Lausanne School for Girls, Montessori Ass't.  
BEALL, Mary Elizabeth, Peace Corps (Thailand)  
BENDER, Dana, Systems Engineer, IBM  
BINGHAM, Julie, Graduate School (Pol. Sci.), U. of Chicago  
BROOKS, Danna J. Edmonds, First Natl. Bank, Teller  
BRUCE, Ann, Secretarial work and graduate school (educ.)  
BRUNINGA, Carolyn, Graduate School (Spanish), Emory U.  
BRYAN, Mary, Secretarian work and graduate school  
CAMP, Jr., Catherine Prouty, Birm. Publ. Co., Proofreader  
CARLAND, Aaron A., Graduate School (Theol.), Princeton  
CARRUTH, Marian Stockton, Teaching (Special Ed.)  
CHISM, Priscilla, Graduate School (Social Work), U.T. Med.  
COLE, Stephen, Teaching math  
COOK, Bruce, Graduate School (Theol.), Princeton  
CRUDUP, Olive, Graduate School (French), U. of N. C.  
DARDEN, Sarah, Graduate School (Phys. & Med. Genetics), U. of Ala.  
DAVIS, Thomas Jr., Teaching (Creedmore, N. C.)  
DAVIS, William, Jr., Mphs. & Shelby Co. Health Dept.  
DeSHAZO, Michael, Graduate School (Med.), Tulane  
DILLPORT, Donald, Graduate School (Law), U. of Va.  
EARLY, Margaret, Teaching English  
ELLIS, W. W., Graduate School (Med.), Med. College of Ga.  
FEY, Jennifer, Teaching (Spec. Ed.), Shelby Co.  
FLETCHER, Frank, Graduate School (Med.), U. of Tenn.  
FONG, Carol, Graduate School (Statistics), Memphis State U.  
GALLOWAY, Michael, Graduate School (Music), Ohio State  
GASTINEAU, Timothy, Teaching  
GASTON, Clifton III, Graduate School (Hist.), Tulane U.  
GIBSON, Ronald Lee, Holiday Inns of America  
HANNA, Leslie, Graduate School (Spanish), Memphis State U.  
HARVIN, Nora, Medical Research, U. Tenn.  
HAWKES, David, Graduate School (Chem.), Memphis State U.  
HAWKES, Barbara Derrick, Social Worker (Child Welfare)  
HAZARD, George S., Jr., Teaching (English), Chattanooga  
HENDRICKSON, W. G., Graduate School (Den.), U. of Tenn.  
HETTINGER, Michael, Graduate School (Med.), U. of Tenn.  
HINKLE, Prinscilla, Computer Programmer (NASA)  
HOGUE, Hugh H., Jr., Graduate School (Management), Memphis State U.  
HON, Mary, Graduate School, U.T. School of Social Work  
HUBBARD, William, Graduate School (Law), Vanderbilt  
JACKSON, Jon, Teacher's Cert. (English), M.S.U.  
JAPPE, Ruth, Teaching (Latin-Geography)  
JUDD, John, Graduate School (Entomology), Cornell U.  
KEATHLEY, Carol Sue Cato, Teaching Piano  
KEESEY, Jo K., Jr., Graduate School (Biochem.), Cornell U.  
KILGORE, David, Graduate School (Theol.), Pittsburgh Sem.  
KIRKLAND, Nathaniel, Jr., Graduate School (Med.), U. Va.  
LaPLANTE, Sharon Ann Hales, Fashion Co-ordinator, Sears  
LARSON, John W., Graduate School (Theol.), Columbia Sem.  
LESH, Barbara, Graduate School (Chem.), Duke U.  
LEWIS, Michael, Pipeline Construction  
LUCAS, Susan, Fla. State Dept. of Public Welfare  
LYDICK, Walter, Jr., Graduate School (Microbio.), U. of Miss. Med. Cen.  
McCARTHY, Bruce, Graduate School (Law), U. of Tenn.  
McKNIGHT, Katherine, Pub. Relations Ass't, Nashville, Tenn.  
McMILLAN, John, Teaching (English), Jackson, Tenn.  
McMINN, John, III, US ARMY  
MADDOX, Julia, Social Security, Nashville, Tenn.  
MANDO, Jane, Teaching, Charleston, S. C.  
MARTIN, Mary, Secretary  
MARTIN, Teackle, Graduate School (Med.), U. of Chicago  
MARTIN, Ann Darden, Graduate School (Philosophy), Chi. U.  
MATTHEWS, Jo, Social Worker, Ga.  
MAY, W. W., Graduate School (Med.), U. of Tenn.  
MAYHEW, Rebecca Bowden, Controller's Office, U. of Ark.  
MITCHELL, James B., Jr., Teaching, Shelby County  
MORRIS, Robert L. II, Kuykendall Staff  
MURDOCK, Sue Ellen, Junior Planner  
NEIMAN, John, Bus. Adm. Program, U. of N. C.  
NORTHCROSS, Verdelle, Teaching, Shelby Co.  
NUSSBAUM, Luther, Teaching  
O'KELLY, Mary Louise, Miller-Hawkins Bus. College  
OONK, Marian, Graduate School (Elem. Ed.), U. of N. C.  
OWEN, Judith, Psychiatric Soc. Work, Bolivar, Tenn.  
PADEN, Annie Taylor Olson, Housewife  
PARMELEE, Charlotte, Junior Planner  
PATTON, Nancy, Graduate School (MAT-Hist.), Vanderbilt  
PHELPS, Audrey Kennedy, Teller, First Natl. Bank  
PINE, John, U.S. ARMY  
PINEO, Linda Boyd, Exec. Sec., Holiday Inns of America, Inc.  
POUNDERS, Louis, Graduate School (Archi.), U. of Tenn.  
RIGGAN, Jim, First Natl. Bank  
ROBBS, Brett, Graduate School (English), Vanderbilt  
ROBERTSON, Jon H., Graduate School (Med.), U. of Tenn.  
ROBERTSON, W. W., Jr., Medical School, Vanderbilt  
SCHIFFMAN, Charles, Law School, Memphis State U.  
SEABROOK, Gail, Social Worker, Memphis Housing Auth.  
SHAW, (Chuck) Chas. W., Draftsman  
SMITH, Virginia, Graduate School (Educ.), Emory U.  
SMITH, William, Teaching, Coaching  
SPANN, Bonnie Fort, Surgical Hostess, Ark. Bapt. Med. Cen.  
STEELE, Donald, Graduate School (Theol.), Union Theol. Sem.  
STORER, Susan, Graduate School (Eng.-Hist.), King's College, London  
STRAUTMAN, Richard, Programmer, Kimberly-Clark, Wis.  
STRICKLAND, Sidney, Grad. Sch. (Biochem.), U. of Mich.  
STRICKLAND, Carol Colclough, Grad. Sch. (Eng.), U. Mich.  
STROUPE, Gibson, Graduate School (Theol.), Vanderbilt  
TAYLOR, Jack H., Jr., Junior Planner  
TAYLOR, Suzanne Troth, Admin. Ass't, First Natl. Bank  
THOMAS, Susan Shackelford, Teaching  
THORNTON, Susan, Grad. Sch. (B.D.), Union Theol. Sem.  
TURNER, W. D., Grad. Sch. (Microbio.), Memphis State U.  
WALKER, J. Otey, NAVY, O.C.S.  
WATROUS, Ronald, Graduate School (Law), S. Meth. U.  
WEATHERSBY, H. J., Grad. Sch. (Law), Memphis State U.  
WEAVER, John E., Grad. School (physics), U.T. Space Inst.  
WILD, Betsy Springfield, Teaching, Orange, Va.  
WILLIAMSON, James F., Jr., NAVY O.C.S.  
WINBORN Sarah, Graduate School (English), Auburn U.  
WRAY, Harmon Lee, Jr., Graduate School (Theol.), Duke U.  
WRIGHT, Ed T., Jr., Graduate School (Math.), Notre Dame  
YARBROUGH, Judy McDonald, Graduate School (Hist.), Vanderbilt  
YOUNG, Thomas, Grad. Sch. (Psych.), Memphis State U.

# April 26, Alumni Day . . . This year it's D-Day.

D is for Davis (as in Prof. John History) . . . Dr. Davis, who proposes to shed his mantle of public orator, master of obsequies, and poet-laureate when he retires in June, will be the speaker of the evening as well as man of the hour.

## April 26.            D-Day.            A Day To Remember.

### 1968-69 Basketball Schedule

Nov. 30	U. of Tennessee at Martin	Away	Jan. 30	David Lipscomb College	Away
Dec. 2&3	Jackson Invitational Tournament	Away	Jan. 31	Georgia State College	Away
Dec. 6&7	Dixie Tournament	Home	Feb. 4	David Lipscomb College	Home
Dec. 11	Christian Brothers College	Home	Feb. 7	Belhaven College	Away
Jan. 8	Lambuth College	Away	Feb. 8	University of the South	Away
Jan. 13	University of the South	Home	Feb. 10	Lambuth College	Home
Jan. 15	Millsaps College	Away	Feb. 12	Christian Brothers College	Away
Jan. 18	Georgia State College	Home	Feb. 15	Union University	Home
Jan. 21	U. of Tennessee at Martin	Home	Feb. 17	Millsaps College	Home
Jan. 24	Belhaven College	Home	Feb. 20-22	C. A. C. Tournament	Home
Jan. 27	Little Rock University	Away	Feb. 26	U. of Missouri at St. Louis	Home



# Southwestern News

**SOUTHWESTERN AT MEMPHIS**  
2000 NORTH PARKWAY  
MEMPHIS, TENNESSEE 38112