

# SOUTHWESTERN TODAY

News of Southwestern At Memphis: students, alumni, faculty, staff and friends.

Vol. 1, No. 2

Memphis, Tennessee

November 1974

*This month's Southwestern Today is devoted to a topic of special interest to alumni, friends and other members of the Southwestern community—a draft of Southwestern's Ten-Year Master Plan.*

*The Draft Plan is presented here with the urging that alumni and friends of the college read it thoroughly, consider it carefully and offer suggestions and comments on how it might be improved.*

*Your suggestions will be considered by the Long Range Planning Team as it prepares the Master Plan for final consideration by the Board of Trustees in January 1975.*

## Draft: 10-Year Master Plan

### I. Preface

Why develop a Ten-Year Master Plan for Southwestern At Memphis? We are witnessing in the middle of the 1970s a reassertion of the spontaneous in response to a surfeit of the programmed and the prepackaged. This period in the history of America holds opportunity for the freeing of persons from the intrusive control of their lives by outside forces. Why, then, write a Ten-Year Master Plan?

There is no complete answer to the conflict between spontaneity and plan. One way to face the future is to plan **nothing**, to be passive and "let the future happen." The problem with this in the life of an institution is that other influences and leadership will rush in to fill the vacuum, and the future will be determined by those less committed to Southwestern.

Southwestern has chosen to consider and to plan the future of the institution, yet hopefully to do it in such a way that it does not oppress our creativity or our worth as persons. This was done by faculty, administrators, students, alumni, parents, leaders of the Mid-South, friends of the college, and trustees;

all participating in a long-range study. Having a say in determining our future together is a better way than abdication or indecision.

Writing a Ten-Year Master Plan poses not only a concern about spontaneity but a question about motives. In trying to control the future don't we reach for the apple of omnipotence, by making Godlike presumptions about other people's lives? This is another question that cannot be answered completely. Its dangers and temptations should be kept before us always. God is the God of the future as well as of the past. As we plan the strong future of Southwestern, let us remember the humor of Kenneth Boulding: "Predicting the future may be injurious to your health!" the reality of Robert Burns: "The best laid plans of mice and men gang aft a-gley," and the humility of Jesus of Nazareth: "Yet not my will but yours be done."

#### Long-Range Study Format

This Ten-Year Master Plan is the culmination of a study begun informally by the Board of Trustees in the fall of 1972 and developed into a coordinated nine-step two-year long-range planning process in the spring of 1973.

**Step 1** was the organizing of a com-

mittee to write a "Case Statement for Southwestern," a statement of beliefs, purposes and achievements of the college.

**Step 2** began with an off-campus feasibility study of the Case Statement conducted by an outside consulting firm. Opinions and feedback were gathered from 45 people interviewed. The interviewees included Trustees, church leaders, foundation executives, business leaders, alumni, and members of the Memphis community and Mid-South area. The "Case Statement for Southwestern At Memphis" was modified in light of suggestions.

**Step 3** initiated an inclusive planning process in the fall of 1973 with the selection of a Long Range Planning Team made up of representatives from students, faculty, administration and alumni. This group began work by assigning to every member responsibility to write a paper entitled, "Future History of Southwestern—1983." Ideas from these "Future Histories" were gathered together in one document and set in a preliminary order of priority. The Long Range Planning Team then adopted the philosophy, ideals and purposes for the college.

**Step 4** was a restudy of the religious commitments of the college begun by the ad hoc Committee on Church Relations of the Board. This committee also included faculty, administrators, students and Trustees. The Board adopted a "1974 Statement of Christian Commitment and Church Relationship."

**Step 5** began also in the winter of 1973 with the appointment of 11 Task Forces. Each Task Force studied one aspect of the college's life in great detail by involving even more people on and off the campus. The Task Forces were instructed to make 10-year projections on the basis of tight budgets, but with increases that will exceed the inflationary drain by 1 to 2 per cent. An additional guideline for the Task Forces was to list programs of high priority for Southwestern's future, even though they did not conform to the above budget restrictions. After four months' intensive study, the recommendations of these Task Forces to the Long Range Planning Team comprised a working-document of 212 pages.

**Step 6.** The Long Range Planning Team, after thorough study of the Task Force reports, identified 209 specific suggestions in digesting the 212-page working document. In a two-day retreat of the Long Range Planning Team, held in July 1974 at Paris Landing State Park, the hard work of setting priorities was tac-

kled. For each of the 209 recommendations four questions were answered:

1. Is the suggestion important enough to be included in the Ten Year Master Plan? (All other suggestions were referred through normal channels, i.e., Budget Team, Curriculum Committee, etc.)
2. How much will it cost?
3. When should it be implemented?
4. Will the required funds be provided through the normal budget, capital funds, or special gifts?

**Step 7** was the writing and distribution of the First Draft of the Ten-Year Master Plan to members of the Long Range Planning Team for study and editing during the early fall of 1974.

**Step 8** is the distribution of the Draft Ten Year Master Plan to the Board of Trustees, faculty, administrators, student body, alumni and friends of the college. As part of Step 8, we invite you to participate in developing the Master Plan by sending your suggestions to the Long Range Planning Team for consideration as they make final changes before presenting the Plan to the Board of Trustees for final adjustment/approval at the January 1975 Board meeting. We will hold a discussion meeting on the campus November 18 to explain and clarify the Draft Plan and to hear suggestions for its improvement.

**Step 9**, the final step, will be the further amendment and adoption of a Ten-Year Master Plan by the Southwestern Board of Trustees at the winter meeting of January 1975.

#### Significance of Southwestern's Long-Range Study

With Southwestern's Ten-Year Master Plan the college will have clearly defined goals, priorities, academic objectives and fiscal projections. Another benefit of the two-year endeavor described above is that 23 suggestions and ideas are already becoming realities in the life of the college (such as increased student internships, monthly college newspaper, Economics Department Advisory Council, renovation of the Refectory and stadium, etc.).

Will the Ten-Year Master Plan be flexible or fixed? Will it be implemented or filed away? The answers to these two questions are: flexible and implemented. Flexible, because a Long Range Planning Team will look at the Plan each year and recommend adjustments and improvements to the Board of Trustees. Im-



plemented, because every department of the college will be guided by the Ten-Year Master Plan as they formulate their Annual Objectives each year.

This long-range study actively involved over 200 people in planning the future of Southwestern, and now invites the feedback and suggestions of 9,500 others.

The accomplishments of the past give us a great legacy. According to the College Rater Inc.:

—Southwestern ranks among the top three colleges and universities in the South Central United States (along with Rice and Vanderbilt) in the states of Alabama, Arkansas, Kentucky, Louisiana, Mississippi, Oklahoma, Tennessee and Texas.

—Southwestern ranks among the top 10 church-related colleges in the United States.

The future is not entirely in our hands, but to the extent that we are stewards of the heritage, the assets, and the people-resources of Southwestern, I commend this Draft Plan for your study and your help to make it better.

James H. Daughdrill, Jr.  
Chairman,  
Long Range Planning Team

## II. Philosophy and Purpose

Southwestern At Memphis, a small church-related college of liberal arts and sciences, is emerging as a national resource of unusual quality. By sending its professors and students into the community, and by bringing the community onto the campus, Southwestern is a college of liberal arts in the broadest and best sense: it relates learning to life.

Located in mid-town Memphis at the hub of the Mid-South, Southwestern stands alone in this area for its contributions to its city, its region, the Presbyterian Church, and to the larger Christian community. Through its educational program, its students, faculty, and alumni, the college has had a significant influence not only on the lives of its graduates, but on the quality of life of an entire region.

What Southwestern has accomplished leads now to the opportunity for important new stature and educational service.

This mission begins with a view of life.

### A. View of Life

One of the most distinctive and valuable dimensions of Southwestern today is its developing consensus on the meaning and importance of liberal education at a time when higher education in America appears uncertain about the substance and value of the liberal arts.

Southwestern's church relationship has been an advantage here. Far from leading to sectarianism or dogmatism, it has been an instrumental factor leading to a shared commitment that self-liberation and self-development have a greater end and a larger purpose than self-gain and mastery over the natural world and other men.

Southwestern believes that life's purpose is to understand, to create, and to love, and that the purpose of liberal education is to fit men and women for worthy living. This consensus finds expression in the actual education program of the college.

Our need to understand requires knowledge of the physical world since we are a part of nature. Southwestern holds the unusually high requirement of three terms of the natural sciences of all students, and provides excellent courses of study for majors in this area.

Our need to understand, however, requires more than just experiences

of the world and its peoples, for we have the gift of reason. A liberal education therefore must involve rigorous and confident knowledge of history and of society, as well as of nature. A richness and vigor of intellectual content must mark liberal education, and does so here at Southwestern.

Southwestern believes that all people, and therefore our students, have the ability to envision a better life and a better world. Such envisioning requires self-knowledge, knowledge that can be difficult and painful. It also requires knowledge of society, of its problems and their possible solutions. It requires that students' horizons be expanded worldwide. Liberal education should, and at Southwestern does, open the students' eyes to the nature of themselves, to poetry, literature, to the societies of other peoples, the thrust of history, in ways that invite expanding vision of a life of service and creativity.

We need to create. The young men and women now entering college have experienced a lifetime of television and prepackaged learning that tends to make them passive recipients of entertainment and education. Believing that active participation in creativity is a fundamental mark of man, Southwestern places special emphasis on student participation in the creative arts, in the planning and development of the student's own education, and in participatory education through off-campus internships and other enlightening experiences.

We need to love. Mankind is a social animal. Only through interaction with other people can we discover our own humanity. Only through open and genuine inter-personal relationships within a community can one overcome loneliness and isolation. Thus, life on the Southwestern campus is structured in ways to maximize community. And all students are encouraged to study the social sciences as part of their liberal education.

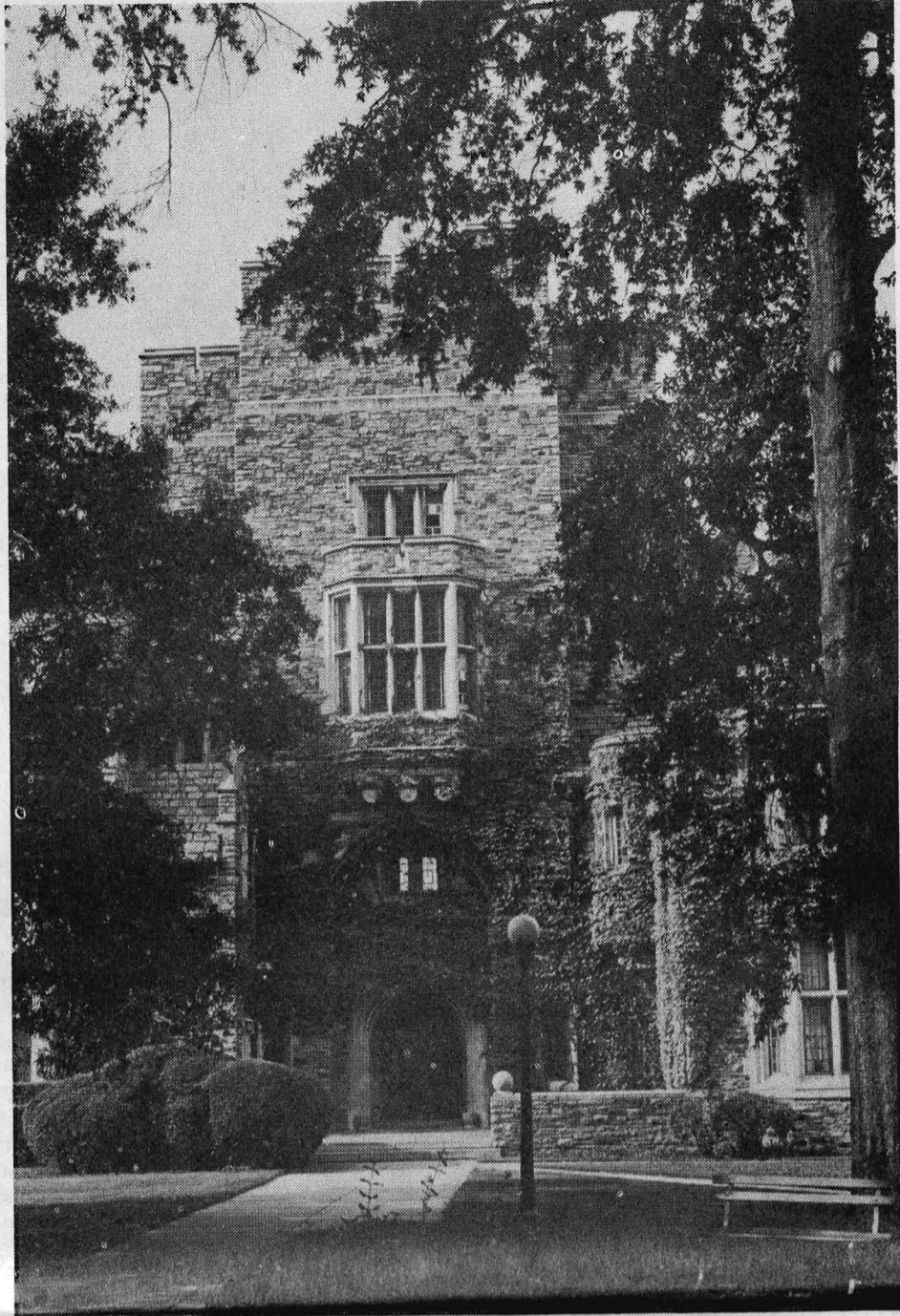
We today, like our forebears, find the profoundest fulfillment of life in those moments when we are faithful to ourselves and to our God. At Southwestern, therefore, a department of religious studies is incorporated in the educational program and is one of the outstanding departments of the college. Periodic services of worship are held. The deepest religious yearnings and experiences of members of the college community are respected and encouraged.

Southwestern At Memphis exists to nurture life in the full realization of humanness under God. By dealing honestly with society, by developing unashamed maturity, in bringing value judgments to bear on decisions of life, by encouraging leaders who can help to create a more just and humane society, the college seeks to inspire men and women to do what is true.

### B. Southwestern's Service to its Students

Southwestern seeks to serve the active questioner, not the passive learner. The college has long recognized the educational value of a heterogeneous campus community and actively seeks qualified students from diverse social, economic, racial and geographic backgrounds. The fact remains, however, that Southwestern attracts most of its students from the Mid-South and southeastern United States, and it is here that the college's fullest influence is felt.

During the first days on campus, a new student at Southwestern learns that he or she is important and what the student does is, in large part, up to him or her. The student will decide what courses to take; what social groups to join; what hours to keep; whether to go out for sports or give time in volunteer service, or both. In making these and all other decisions, the student will be learning. He or she will be supported by



the community of which the student is now a member: faculty, administrators, and other students, who are there to provide information, and to offer instruction, counsel, and guidance. Above all, the student will be encouraged to live up to the best within him or her.

### Human Values

With its view of life, Southwestern continues to make human values a central focus of its over-all program. While the trend in education has been toward large universities and masses of students, Southwestern continues to maintain a small community conducive to strong student-faculty relationships. The college stresses a personal atmosphere of campus life, and the availability of well-qualified faculty whose primary dedication is to the student and to teaching. An attribute of this atmosphere was the continuation of helpful cooperation between students and Southwestern's administration and faculty during the recent period of turmoil and polarization on many American campuses.

### Honest Dialogue

Respect for the teaching/learning process sets the style of education at Southwestern. The conviction that truth will emerge in honest and critical dialogue is at the heart of the college's educational philosophy. This is held to be true whether the dialogue is between teacher and student, teacher and teacher, student and student, or between members of the campus and the outside communities. The college consciously avoids the dogmatic and doctrinaire, whether from the left or the right, whether political or ecclesiastical. It holds rather that seeking the truth in an open, liberal, and free environment is the best way to educate and to learn.

### Student-Initiated Learning

Education at Southwestern emphasizes motivating a student's own will to know and to act creatively and responsibly on the basis of that knowledge. The curriculum, there-

fore, seeks to stimulate a student's own interest and intellectual curiosity. The student is entrusted with primary responsibility for his or her own individual education. The student may choose from a wide selection of courses in the humanities, the social sciences, the natural sciences, and the arts. If there is not a course offered on a subject in which the student is interested, he or she may, through arrangement with a professor, take a tutorial or a directed inquiry on a topic of the student's own choosing. Yet, Southwestern has maintained degree requirements guaranteeing that at least a third of college work for all students is devoted to achieving a broad knowledge of the liberal arts. The curriculum remains flexible and responsive to the present knowledge explosion and to future developments in education and society as they relate to Southwestern's view of life.

### Student Responsibility In Campus Life

It has been the college's experience that demonstrating trust in students by placing much of the responsibility for their own actions squarely on their shoulders is the best way to strengthen moral character as well as intellectual maturity. Through management experience, students learn to identify and evaluate options and their consequences and so to accept the results of a decision taken. Opportunities for growth in which students exercise their own responsibility are provided by the Student Government Association, the Honor Council and to a large degree the Social Regulations Council, which recommends and adjudicates social policy on campus. The Student Center is under a Board of Governors controlled by students. Publications are the responsibility of student editors and the student Publications Board. The college makes clear the expectation regarding the policy that each student will be respectful of the rights of others, particularly in campus residences. Student participation

on faculty committees and on the Board of Trustees is further evidence of the belief that a free flow of ideas and opinions is necessary for the pursuit of truth and to the well-being of an academic community.

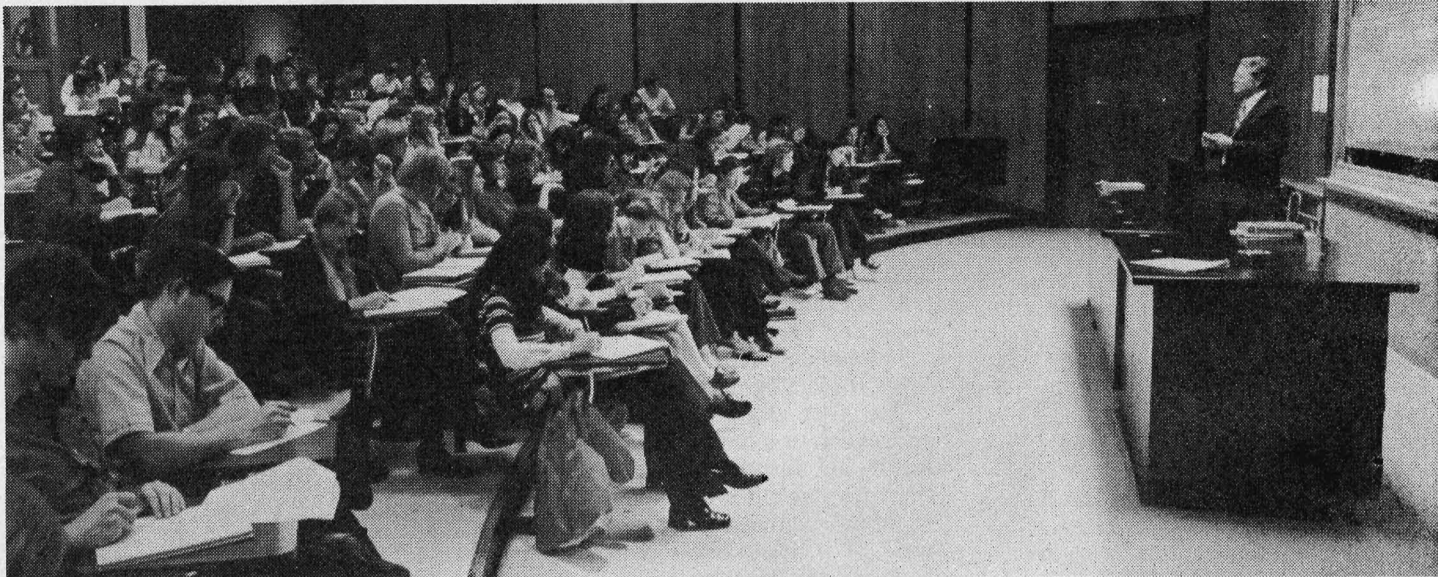
### Student Life Beyond the Campus

Southwestern believes that students need to be able to test the knowledge they receive in college against the realities of the world beyond the campus. As students grow in understanding themselves, they need to grow in understanding others and in how they relate to them. Southwestern answers this need by relating students directly with society.

**The Directed Inquiry Program** allows a student to pursue his or her own interests under faculty guidance and with the approval of the college's Special Studies Committee and offers many opportunities for putting classroom experience to work. Through this program, biology students have assisted with research projects at St. Jude Children's Research Hospital, anthropology students have gone on excavation expeditions in South America, and Communications Art Majors have produced a campus-wide three-day Renaissance Festival and invited the entire city to attend (an invitation accepted by several thousand young people and adults).

A recent example of a Directed Inquiry in Religion serves to illustrate the value of this kind of off-campus educational experience. A Southwestern junior was asked by the chaplain of the Shelby County Jail to lead a study-discussion group for inmates. When the chaplain was stricken with a heart attack, the Southwestern student was named acting chaplain. The college approved his chaplaincy for academic credit as a Directed Inquiry under a faculty supervisor from the Department of Religion. The faculty supervisor said of the experience: "This is a way we have of linking together academic and community concern. This fits in with the idea we have here: to relate learning to practice." The student summed it up this way: "I tried to tie everything in together — college, prison, church." And there are other benefits: three inmates were moved to write a new psalter in jail language, **Praises from Prison**, which has been printed for use at Shelby County Jail and other penal institutions; a downtown Memphis church has established a Chaplain's Discretionary Fund and other Southwestern students collected and contributed some 500 books for their classmate's imprisoned congregation.

**Internships**, particularly through the department of Psychology, Political Science, and Economics and Business Administration, offer students unusual opportunities for "on the job training" during their undergraduate years at Southwestern. Stu-



dents are placed in work situations with banks, businesses, law offices, and various city and state social agencies.

### Faculty

The faculty of Southwestern is made up of men and women of high academic achievement who teach not only within the bounds of their disciplines, but who teach in the most profound sense through their roles as advisers to students, as listeners, as active participants in campus and community life.

Over 80 per cent of Southwestern's faculty hold appropriate terminal degrees, usually Ph.D.'s, and many have been chosen over the years to receive support for research from federal agencies and private foundations, notably in the sciences. The faculty is also well represented each year in the publication of scholarly books and articles. A remarkable degree of loyalty to Southwestern has been displayed by the faculty as evidenced by the remarkably low rate of faculty turnover.

There are currently 80 full-time professors and 20 part-time teachers: a faculty student ratio of about 1:12. This kind of personal education is costly and affordable now at Southwestern only through stringent economy measures. However, the college is committed to the kind of education that can take place only between a student and a fully qualified professor on a one-to-one or a few-to-one basis.

### Regular and Special Education Programs

The beginning point for evaluating the worth of any college must be the quality of its educational program. That Southwestern has achieved a standard of excellence is evidenced by the college's meeting or surpassing all standards for accreditation, in its recognition by the Ford Foundation as "a regional center of excellence" and the awarding of a challenge grant of \$1.9 million, by the \$200,000 support for faculty awarded by the Andrew W. Mellon Foundation, and in the level of advanced academic and professional achievement of its alumni.

In a unique way, Southwestern combines educational excellence in both the lower division and upper division of the college campus. A student entering a massive university faces the problem that his freshman year is meager, characterized by large classes, taught often by graduate assistants. The student at Southwestern, however, relates to full-time faculty from the beginning of the freshman year, both in small classes and other settings. At the upper levels, Southwestern's able faculty, ample programs offered by 20 departments, and contacts with other urban institutions offer a range of high-quality education rare among liberal arts colleges. The results can be judged by the high proportion of Southwestern students who are accepted at the finest graduate and professional schools. Our students have been awarded Rhodes Scholarships, Danforth Fellowships, Woodrow Wilson Fellowships and National

Science Foundation Fellowships.

It is particularly important for the Mid-South to have such an educational standard-bearer during the last third of this century. This region of the country has only begun to achieve optimal utilization of its human and material resources — a process requiring an assured flow of intelligent, responsible and well-educated professionals and civic leaders.

### An Innovative Tradition

Southwestern has historically met the inevitability of change by consciously adopting a policy of considered and responsive innovation. Along with traditional formats of lecture courses, laboratory classes and creative exercises in arts and music, there have long been more imaginative approaches to learning.

In fact, many of the more experimental programs of the past proved so effective that they became, over time, regular parts of the total program.

#### Honors Program

For example, in 1920, the college inaugurated the Honors Plan, affording the qualified student the opportunity for intensive work on a chosen topic. Modified in 1929, it continues today as the **Honors Program**. The opportunity it provides for independent research of this depth and substance is unusual at the undergraduate level and it gives the student especially valuable preparation for advanced study.

#### Tutorial Plan

In 1931, Southwestern introduced one of its most distinctive and valuable curriculum features, the **Tutorial Plan**. One of the pioneers of this type of teaching in America, the college modeled its system after the methods of the English universities of Oxford and Cambridge. The two or three students who meet with a faculty tutor experience the kind of independent study linked with individual attention that is not possible even in the smallest lecture course.

#### Man in the Light of History and Religion

In 1946, an interdisciplinary course, **Man in the Light of History and Religion**, was inaugurated which has become a hallmark of Southwestern and a model for other institutions that began to experiment with this teaching method much later. Initiated through the joint efforts of the Religion, History, and Philosophy Departments, the course seeks to provide the freshman with a broad foundation and clear perspective with which he may integrate knowledge in his later studies and throughout life. The continued success of this course and the reaction of alumni long graduated attest to its educational value.

#### Comprehensive Examination

With the graduating class of 1949, a **comprehensive examination** covering the major field of study became a requirement before the awarding of a degree. This requirement continues with the belief that it gives shape, unity, and a sense of completion to undergraduate study in a major field.

#### Freshman Colloquium

Among more recent academic in-

novations that have become valuable components of the Southwestern educational program is the **Freshman Colloquium** that immerses the first-year student in small group discussion courses focusing on modern interests and ideas. As with the "Man" course, its purpose is to help freshmen to acquire from the beginning the habit of integrating knowledge, evaluating facts beyond their traditional academic labels. For example, a course in photography taught by both an artist and a physicist confronts an incoming student with a totally new approach to the concept of this subject.

#### Directed Inquiry

As discussed earlier, individualized study has been afforded also at Southwestern by the **Directed Inquiry** option. This offering allows the student the chance to pursue a topic of his or her own choosing, under faculty guidance.

#### Three-Term Calendar

The **three-term academic calendar** at Southwestern was devised after study by the faculty to support more efficiently the educational program of the college. It allows the year to be punctuated with natural breaks around Christmas and Easter, and affords a six-week period just before summer for flexible use in either traditional or experimental academic enterprises. During this short term, independent study on campus, in local research facilities, or abroad, is encouraged.

#### Foreign Study

Opportunities for **study abroad** are recognized as valuable additions to the educational program at Southwestern. The college enjoys an established relationship with Aix-en-Provence, and encourages programs in Germany and in Mexico. Four years ago, Southwestern initiated a summer program in British Studies at University College, Oxford, England. This program now attracts students from colleges and universities throughout the country. A new program on the Renaissance began this spring with students combining classroom study on campus with a three-week tour of the art and architecture of Italy.

To answer life's changing needs, Southwestern melds its proven ways with new ideas and approaches from the arts, sciences, professions, business and industry. Its programs and method will be adapted to take advantage of improved methods of teaching, new approaches to learning, and new insights into problem solving as they arise.

#### Campus

In many ways, the campus of Southwestern is an ideal collegiate community: 100 acres of trees, stone Gothic buildings, slate roofs, leaded glass windows, the Fisher Memorial Garden. There are spacious laboratories for sciences; a physics tower with the only telescopic domes in this region; complete studios for art; a library of 150,000 volumes; a modern Center for Continuing Education. The oldest building opened its doors in 1924; the newest in 1971. Yet, because each building follows the original master plan for the campus in



location and in design, there is a beauty and aesthetic sensitivity that captures the philosophy and spirit of the college.

### Where Southwestern Stands Today

Southwestern is today a strong liberal arts college. Its commitment to superior teaching and reasoned educational innovation make it attractive to both students and their parents, as revealed by the stable pattern of enrollment and high caliber of students. The level of interest and support from its constituency is high and growing. Southwestern has a productive faculty of recognized competence. The equipment with which they work and which is available to students is almost unparalleled in quality in any similar institution. The college's library resources are recognized as outstanding for a liberal arts college. Southwestern's administration is a dedicated group seeking to utilize advanced management methods in a personalized, open administrative style. The Board of Trustees is strong and active. Operating deficits, occurring during rapid expansion in the mid-sixties, have been stopped without sacrificing vital college programs. The college now operates on a balanced budget.

Southwestern displays in abundance all the attributes of a high quality liberal arts college. But the Southwestern mission does not stop here. The college is called beyond the world of academe to serve its region and its church.

### C. Southwestern's Service to the Church

Through its relationship with the Presbyterian Church, U.S., Southwestern has immediate contacts and opportunities for service with all of Tennessee, Mississippi, Louisiana, Alabama, and because of structural changes in the church, with all of Texas, Oklahoma, Arkansas and Kentucky. Thus, as an institution of the church, Southwestern's opportunities for regional service have been greatly expanded.

Many church-related institutions of higher education have taken steps to weaken or dissolve any meaningful church-college relationship. Southwestern has examined carefully its relationship with the Presbyterian Church in the U.S., both through a task force of the Long Range Planning Committee of the college and through an ad hoc Committee on Church Relationship of the Board of Trustees. The findings and conclusions of both of these groups confirm the belief that the Christian faith and the ties between the college and the church represent an integral part of Southwestern's approach to education.

In a "Statement of Christian Commitment and Church Relationship" adopted by Southwestern's Board of Trustees on May 24, 1974, 10 marks of Southwestern as a Christian, church-related college were cited:

1. Opportunities for corporate worship.

2. Demonstration of social concern.
3. Balance of Commitment and Freedom.
4. Personal concern for students.
5. Courses in Bible and religion.
6. Providing intellectual stimulus to the church.
7. Providing leaders for church and society.
8. Maintaining Christian governance and leadership.
9. Provides service to the church.
10. Reporting to the church.

The fact that Southwestern is a church-related college has led it to fulfill an important two-way function. As one of some 800 institutions of higher education where the principles of Christianity and Christian concern for human beings find expression in the education of young men and women, the college, as an institution related to the church, serves the world.

With important insight, Dr. John Evans of the General Executive Board of the Presbyterian Church in the U.S., once spoke of a "college-related church." As such, the church keeps in touch with the mainstream of our society and culture through its colleges. Southwestern has served this purpose with distinction over many years.

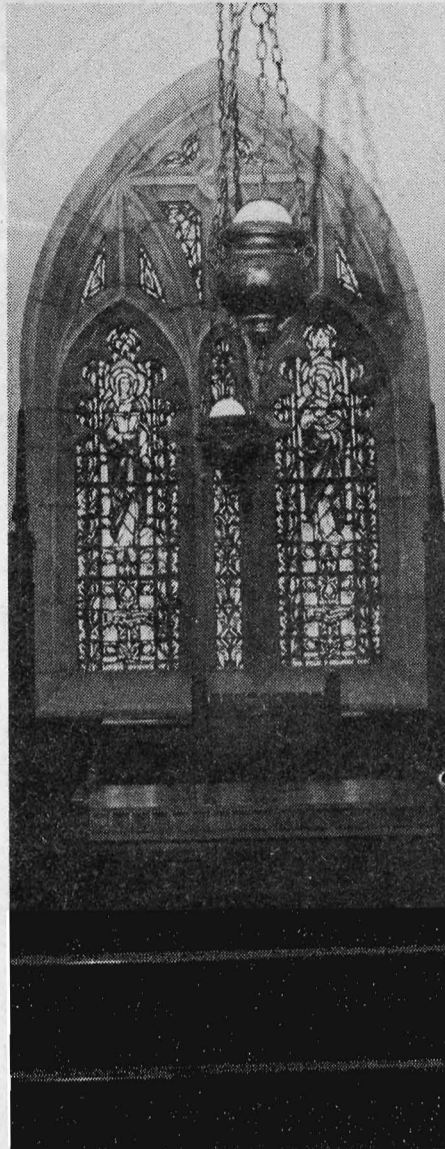
The college brings the values for which the church stands into the undergraduate educational discipline. But the college also serves the church directly through its facilities, book collections, preparation of students for the ministry, provision of quality education for children of the church.

At the Southwestern Counseling Center the college operates the Presbyterian Career and Personal Guidance Center supported by the Synods of Red River and the Mid-South. Working in cooperation with the Presbyterian Churches throughout these Synods, the Center provides career and educational counseling for young people and adults.

Churches throughout Memphis avail themselves of the services of **The Southwestern Singers**, the highly regarded concert choir of the college. Additionally, the Singers appear on tour each spring and visit churches across the South. Another group, the **Southwestern Liturgical Performing Group**, is invited often to present programs of worship in dance before church congregations in the region.

The leadership of members of the Southwestern community in churches throughout the area is impressive. They are represented on church governing bodies, as teachers, choir directors, lay leaders. The college also provides ministers for churches without full-time pastors.

A recent form of service to the Christian community comes from a partnership between the Committee on National Ministry of Memphis Presbytery and the college in the establishment of an **educational FM radio station** on campus. Funded entirely by the Presbytery as a means of mass ministry, the college operates the station with an all-volunteer staff of students and interested mem-



bers of the community.

Through a special program under the auspices of the Department of Religion, Southwestern offers **training for students interested in church careers as Directors of Christian Education**. The college's Department of Music offers a **specialization in sacred music** for students entering careers in this area of church service.

Southwestern's **Center for Continuing Education** is becoming an even more important resource to ministers in this area as local churches and presbyteries are providing funds and leave time for pastors to continue their studies year to year. Another service the college provides to ministers of the area is inviting them to participate in programs conducted by leading churchmen. From time to time throughout the year, guest ministers come to the campus to hold convocations with students, conduct classes, and to serve as a resource for local clergymen.

Southwestern's doors are always open to the church. The college hosts meetings of various kinds, ranging from a local church's production of "Godspell" to a city-wide Presbyterian service conducted by the General Moderator of the Presbyterian Church in the U.S.

### D. Southwestern's Service to Memphis and the Mid-South

The resources Southwestern has concentrated on campus to support its undergraduate experience are impressive. But this liberal arts, primarily residential, college is located in the center of a metropolis. Thus, the mission of the college has led to service far beyond the classroom.

The greater Memphis area is Southwestern's first opportunity for service off-campus. The strong relationship between the college and its city dates from the active role city fathers played in helping to move the college to Memphis in 1924. Today's civic leaders look to Southwestern for the contributions it can make to the educational, cultural and societal needs of the city. The college, in turn, looks to the city as a resource for educational experiences, opportunities for students to apply knowledge and for leadership involvement in college affairs.

Since Memphis is the only major city in the Mid-South area that includes western Tennessee, northern Mississippi, eastern Arkansas, south-east Missouri and southwest Kentucky it has become the region's unofficial capitol. As the only college of its kind in Memphis, Southwestern, in turn, has become a significant source of service to the region. With Memphis' giant medical center, business, industry, and cultural offerings, many people in this five-state region are involved in the life of the city. They benefit as students too, from the presence of Southwestern through continuing education programs, and through other offerings of the college.

Southwestern's overriding contribution to its region is providing an undergraduate institution within the area of nationally recognized standard. Of the 1973-74 student body of 1,065, 307 students were Memphians, and another 592 came from the mid-south United States. Financial aid was necessary for many of these students to attend Southwestern, and 125 of the Memphis students alone were receiving over \$200,000 in aid.

As Southwestern students graduate, many of them settle in Memphis or return after graduate or professional school to make their homes here. Currently there are over 3,000 Southwestern alumni in the greater Memphis area. They are represented on the City Council and the County Court, and are among the city's leading attorneys, ministers, businessmen, doctors, teachers and architects. Whatever their position, most of them are actively involved in civic affairs, in support of the church or synagogue, community improvement, and the cultural life of Memphis.

Even as undergraduates, Southwestern students have a positive impact on the Memphis area. **The Kinney Program**, organized and staffed entirely by student volunteers, serves the Crippled Children's Hospital, St. Jude Hospital, John Gaston Hospital, Kennedy V.A. Hospital, Tennessee Psychiatric Hospital, the Home for Incurables, the School for the Mentally Retarded, Holy Names Center, and in churches and schools across the city.

About 2,000 Memphians annually are involved in programs of Southwestern's Edward J. Meeman **Center for Continuing Education**. Since 1946 the Center has provided an unusual experience in adult liberal education for Memphis, and is the only undergraduate institution in America represented on the University Council on Education for Public Responsibility. In addition to regular study-discussion programs, two special courses have attracted national attention. The **Institute for Executive Leadership** has as its purpose the development of leaders in the field of business. The **Memphis Urban Policy Institute** brings together public officials, civic leaders and social scientists with visiting experts in an endeavor to understand the forces inherent in the urbanization process and to analyze their consequences for public policy.

Although Southwestern's resources to provide for guest artists and visiting lecturers are limited, many **renowned artists and speakers** visit the campus each year. A month's residency of the Hungarian String Quartet in the early 1970s was such a rewarding experience for both the Southwestern and the Memphis communities that the college has arranged for the Bartok String Quartet to be in residence at Southwestern during January of 1976. In 1973-74 in joint sponsorship with Concerts International of Memphis, Southwestern has helped bring to Memphis the Belgrade Chamber Orchestra, the Guarneri String Quartet, and the Philadelphia Orchestra. Dilemma, the Southwestern student-conceived-and-sponsored annual symposium, has brought annually to Memphis and the Mid-South nationally known



speakers such as Gerald Ford, Ralph Nader, George McGovern, William Rusher and William Sloan Coffin. Students are supported by friends in the Memphis community in their efforts to provide a forum for the exchange of ideas, and an open invitation to participate is extended throughout the region.

Many regular and **special academic programs** of the college are open to the people of Memphis and the Mid-South without charge. A symposium on Criminal Justice in Contemporary Society held this year was funded by the college Committee on Research and Creative Activities with the express purpose of involving members of the greater community and public officials. Nationally and locally known speakers addressed problems in American justice and proposed their own solutions. A theme of the symposium was the possible effect of these solutions on Memphis and Shelby County. In another area, many Memphians took advantage of an invitation to participate in an undergraduate program on the Renaissance and sat in on a two-week series of films and lectures.

Another mutually beneficial effort brings leading **professional and business** people to the campus as **part-time teachers**. For example, two leading Memphis attorneys have conducted a special course in the Department of Political Science on Law and Urban Problems. A leading Memphis newspaperman leads a course in journalism for the Department of English. In this way the college is able to enhance its regular offerings by involving qualified professionals on a part-time basis. It also provides for additional avenues of communication between the campus and the Memphis community.

Reaching out from the college into the community, members of the Southwestern faculty serve as **volunteers** and as resource experts for local agencies, business and industry, and as participants in governmental and civic councils and committees. For example, one Southwestern professor was asked by the Mayor of Memphis to conduct a study of drug usage in the Memphis public schools. Others have served as labor arbitrators and as advisers to various corporations and organizations.

**Internships** benefit both the college, in taking the student into the world to apply his knowledge, and the community, in making available working talent at little or no cost. For example, last year 18 Southwestern students held positions with various agencies of government in the State of Tennessee under the program of Urban Studies Internships. Through the college's working relationship with the Child Development Center of Memphis, students in psy-

chology were able to observe and work in an interdisciplinary program of diagnosis and treatment with development problems. On campus the Diagnostic Testing Center, funded by the Law Enforcement Assistance Administration, serves the juvenile courts of West Tennessee. Students assist in psychological evaluation, report writing, staff conferences, consultation with professionals, and visiting in a number of correctional institutions. This program provides a much-needed community service, primarily in the form of individual psychological reports on over 300 juveniles annually, and recommendations to juvenile courts in West Tennessee.

A continuing service of Southwestern to its city and region is the college's feeling that its **facilities** should be available to any bona fide group or organization needing a place to meet. Throughout the academic year, groups, ranging from conservation clubs to church groups, from family planning to political organizations, hold their meetings on the Southwestern campus at times that do not conflict with the undergraduate program and activities. During the summer when the college is not in session, further use of the campus is made by groups who desire residence hall and dining accommodations for workshops or meetings lasting more than one day. It is during the summer, too, that the Southwestern gymnasium and athletic facilities become a day camp and the staff of the Department of Physical Education become counselors for over 400 underprivileged children in a summer program sponsored by the NCAA and the President's Council on Physical Fitness.

Southwestern At Memphis is an outstanding college that serves students, church and region. With pride in the college's standing and accomplishments, we turn now to the future.

### III. Goals for the Future--'75-'84

The future of Southwestern holds opportunity to continue the college's values and ideals, yet to strengthen the college in their service. With this vision, we establish goals for the future — goals that begin with action-verbs, and with people.

#### A. Academic Program

Southwestern's major thrust and reason for being is to provide academic excellence in the liberal arts and sciences. This is administered through a structure of Divisions and Departments.

1. Provide students with wider vocational opportunities by encouraging more flexible majors including diversified and contract majors and by encouraging more stated interdepartmental majors.

2. Increase internship opportunities to give students learning experiences that combine practical training with liberal education.

3. Encourage the formation of Divisional Councils to coordinate and to act as clearing houses for the placement of students in internships, to coordinate proposed course offerings, and to facilitate bridge majors.

4. Strengthen the academic program of the college through the creation of 20 Endowed Chairs, one in each Academic Department. The endowed chairs will provide income and recognition to those scholars, leaders and teachers whose work is particularly outstanding, on five-year renewable terms.

5. Establish a Department of Sociology in order to equip students who seek careers in the healing arts and sciences, in social work and in the improvement of the quality of urban and social life.

6. Expand the educational ministry of the college into the community, region, church, and among people of post-college age by increasing Southwestern's summer offerings of self-supporting conferences, symposia, and workshops.

7. Provide for faculty renewal through workshops to upgrade teaching and communications skills, through faculty exchanges, released time and continuing education. Faculty renewal is increasingly necessary in this age of rapidly expanding knowledge and changing techniques.

8. Create five positions designated as Departmental Fellow to help the college attract highly promising young professors to join the Southwestern faculty, serving as officers of instruction while completing doctoral work.

9. Establish five Visiting Professorships on a nontenured basis. Supplemental salary will be required for Southwestern to attract to the campus a series of the nation's leading scholars in various fields for a limited time — from one term to one or two academic years. The teaching work of each Visiting Professor might be combined with research, community service or innovative educational opportunities for students.

10. Establish a Continuing Education-Faculty Committee to seek closer cooperation between continuing education and undergraduate education, to explore ideas such as including a number of qualified undergraduate students in the Institutes for Executive Leadership; to coordinate study offerings such as the American Cities Seminar developed by the CEC and the Political Science Department; to coordinate work with theological seminaries to offer the Doctor of Ministry, Doctor of Sacred Theology, or Doctor of Divinity degrees; and to study the feasibility of offering certificate and degree programs through the Center for Continuing Education.

11. Establish a Policy Research Institute to expand the college's services to the region by doing policy research for governmental, business and nonprofit groups.

12. Establish the faculty position Director of Electronic Media and Officer of Instruction in the Communications Arts Department. This person would direct the operation of Southwestern's radio (and possibly TV) stations, initiate and promote programs from the Center of Continuing Education using the electronic media, and teach in the Department of Communication Arts. The person filling this position should not be the director of the Continuing Education Center.

13. Renovate the Buckman Library to accommodate increased

#### Implementation Schedule

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holdings in mathematics and biology journals.

14. Build a Center for Performing Arts to accommodate four areas of urgent need for adequate facilities:

- a. A multi-purpose auditorium for campus convocations, performing groups and artists, Dilemma, etc.
- b. The Communications Arts Department — classrooms and facilities for drama and media productions, etc.
- c. Radio Station WLYX-FM — to incorporate the station as related to the Communication Arts Department.
- d. The Department of Music — teaching and practice rooms and space for work now carried on in Tuthill Hall.

15. Renovate Palmer Hall. The oldest building on the campus is still central in its importance and contribution to the life of Southwestern's academic and administrative programs. Renovation can be done in stages: Tile, carpets, paint, lighting, etc. in stage one; central air conditioning in stage two.

16. Adapt rooms for seminar use. The teaching-learning format has changed from lecture with desks-in-rows; to discussion and participation. More and better-equipped seminar rooms, in place of, or in addition to, the traditional lecture rooms will facilitate this improved teaching-learning format.

17. Renovate Hardie Auditorium to provide a semi-circular auditorium with a seating capacity of 200-250 for small concerts, drama productions, and a large seminar room.

18. Offer increased educational opportunities for women who are interested in going back to college, or getting additional continuing education, or preparing for different lifestyles as the variety of these opportunities increases for women in today's society.

19. Offer special program for superior secondary school students. These programs might include: courses of enrichment of the secondary school courses the students might be taking, courses of advanced placement with college credit, and courses ancillary to the students' proposed collegiate majors. Such a program would serve the community, attract superior high school students to Southwestern through academic contact, and serve the needs of outstanding students.

20. Begin a Visiting Artists Program to attract to the campus nationally recognized performers and artists for the benefit and enrichment of the campus community and the surrounding area.

21. Offer more sophisticated computer science courses through the enlargement of the computer center in Kennedy Hall. Equipment should include a basic card machine with substantial secondary storage discs and an on-line printer. The equipment should have FORTRAN capability for teaching and for scientific use, and COBOL capability for teaching and administrative data processing. Continued investigations of new technology should be made to study the feasibility of having computer terminals available at strategic spots on the campus.

22. Expand the Burrow Library Collection. Except for faculty, the Burrow Library is Southwestern's most important educational resource. Library holdings are one of the chief measurements when accrediting and rating agencies study a college. With the knowledge explosion, it is of critical importance that Southwestern improve and expand the Burrow Library as an outstanding resource.

### B. Student Life

23. Increase the services offered to Southwestern students through a broadened program of career guid-

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ance, vocational counseling, and placement service.

24. Strengthen the opportunities for enriched social and community life by upgrading the facilities and programs of the Briggs Student Center. Offer better opportunities to commuting students to become more active participants in the extra-curricular and social life of the campus. (Continuing the single, campuswide community concept is hereby planned, rather than going in the direction of having two communities — East and West campus residence colleges.)

25. Provide equality of opportunity for women students in academic, athletic, extracurricular, and career counseling services, and all areas of the college's life.

26. Maintain a competitive intercollegiate athletic program in the College Athletic Conference and broaden the Physical Education course offerings to include more opportunities in the "lifetime sports," by separating responsibilities for coaching teams from that of teaching Physical Education.

27. Build a swimming pool to strengthen the college's programs of recreation, physical education and intercollegiate athletics. Further study should be made to determine if the practicality of a "convertible" swimming pool, to provide for indoor swimming during most of the academic year, and outdoor swimming for participants in the summer programs of the college, guests and campus community.

28. Renovate and improve tennis courts, install lighting, water-fountains, quality surfaces and better quality fencing, to increase the use and enjoyment of the tennis courts. Those who use the tennis courts, but who are not Southwestern students or not family members of the faculty or staff, should be charged a fee to help maintain the tennis courts and to pay the costs of a supervisor during the afternoon and evening hours and during the summer months.

29. Employ a college chaplain. To help build a supportive community for students requires the dedication of all members of the campus community, but an important step in this direction is the employment of a college chaplain for Christian counseling, to help organize worship services, preach, to teach as an officer of instruction, and to lead extracurricular forums, study groups, etc.

30. Build student apartment complex to offer alternative housing patterns to an increased number of resident students. The apartment building or complex would be designed primarily for students, but could be rented to others if student requests for the facilities did not insure full occupancy.

31. Recognize the achievements of outstanding alumni and students by providing Alumni Awards to students who have excelled in three areas: academic, athletics, and performing arts.

32. Strengthen the role of the faculty in the regulation of social life at Southwestern.

33. Renovate the Residence Halls including central air conditioning. They will be made more attractive and comfortable to the end that Southwestern will be able to attract students in the years of increased competition among colleges.

### C. Admissions

34. Increase the student enrollment to 1,200 full-time equivalent students.

35. Strengthen the future of the college and its ability to attract outstanding students by increasing student financial aid, with the income from a Scholarship Endowment increased by \$5 million. (Project for 1984.)

36. Recruit high-ability students by giving added weight to extracurricular leadership, accomplishments and abilities, as well as academic abilities (measured by secondary school

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grades and national testing services). Theoretically admissions' policy has two extremes: One extreme is to grant all financial aid on the basis of the needs of students. The opposite extreme is to grant all financial aid on the basis of the needs of the college (i.e. to attract the best student scholars, athletes, musicians, leaders, etc.). The effect of this goal is to move slightly along the line from the former pole in the direction of the latter.

37. Develop the "whole college" approach to recruiting. During the next 10 years the competition for an approximate stable number of potential students will increase sharply. Admissions/Recruitment budget should be increased, but the job cannot be done by recruiting specialists working in isolation. Each department of the college should not only seek closer cooperation with the Admissions Office but should look for ways to increase recruiting efforts through its staff and students.

## D. Administration

38. Increase maintenance budget. Southwestern has one of the most beautiful campuses in the country. The buildings and grounds are important parts of the educational process and set the "tone" of educational quality. It is imperative that the beauty and function of these facilities be maintained and improved to the quality of educational excellence for which the college is noted. This is expensive. But mediocrity and shoddiness is the alternative. During the next 10 years additional funds must be designated for replacement, coordinated through a Useful Life and Replacement Schedule.

39. Create an Office of College Research to furnish increased and timely data to academic divisions and departments, and to the administration (especially the Offices of Student Affairs and Admissions).

40. Consider a wall for the campus. Our nation has seen an upsurge in theft, property damage and violence. Security-consciousness has become a way of life for most Americans. Twice during the next 10 years the question of building a fence or wall, in keeping with the architecture and beauty of the campus, will be thoroughly considered.

41. Seek out and eliminate overt or covert discrimination against women and minority members if such practices exist. The liberal arts college should provide an ideal example of the equal and just treatment of all persons.

42. Increase compensation, first, to catch up with salaries paid by institutions of comparable quality and to keep up with the erosion of purchasing power caused by inflation; then, to strengthen the position of Southwestern in attracting the most capable faculty, administration and staff possible. This is the college's highest budget priority.

43. Establish a President's Discretionary Fund. From time to time in the life of every institution there arise emergencies and opportunities that must be met quickly if the college is to overcome the problem or seize the opportunity. The President's Discretionary Fund will provide for this and enhance the effectiveness and flexibility of the administration.

44. Establish a Campus Beautification Fund. Income from this fund will provide for the over-all planning, landscaping and improvement of the campus grounds. This will provide funds above those budgeted for regular care and maintenance to enhance the beauty of the Southwestern campus.

## E. Constituent Relations

45. Initiate Annual Alumni Lecture Series. Alumni interest in the college will be generated by providing annual Alumni Lectures, at which one or two distinguished scholars and

national or international leaders would speak, providing a format for enrichment for our alumni and outstanding publicity for the college. Out-of-town alumni would be invited to return to the campus for this outstanding opportunity.

46. Attract qualified student athletes to Southwestern and strengthen the college's intercollegiate athletic program, by: 1) Providing Leadership Scholarships to increase the limited number now available. 2) purchasing needed athletic equipment and facilities, and 3) providing Supplementary Scholarships so that workstudy programs could be fulfilled by participation in selected varsity sports.

47. Develop a network of Alumni Leaders in cities where there are sufficient Southwestern alumni to have activities. Alumni leaders will serve as contact persons to promote the college in their area.

48. Hold an annual Parents' Weekend. Parents like to visit the college, but are often reluctant, lacking an "occasion." The Parents' Weekend, probably in the spring, would feature several athletic events, presentations of the performing arts, and discussions with the college President and panels of professors and students. If the program is first-rate, the participation should be also.

49. Produce a color audio-visual on Southwestern. Multiple copies of an audio-visual presentation on Southwestern will be available to alumni clubs, admissions counselors, churches, etc. (Because styles and programs change quickly, we recommend slides with recorded cassette soundtracks based on current technology.) All copies should be constantly kept up to date and the content changed entirely every three years.

50. Expand the college's radio station WLYX-FM to AM Transmission, to provide quality programs for the Memphis area and a creative outlet for the work of faculty and students, to provide expanded educational opportunities for students in Communication Arts, to broaden the college's continuing education program to off-campus students, and to build awareness of and identity with Southwestern in the Memphis area.

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### Persons Serving on the Long Range Planning Team and its Task Forces

Ray M. Allen '44	Michael P. Kirby
Bruce G. Allbright III '74	W. Larry Lacy '59
Robert L. Amy	V. Markham Lester '73
Rebecca Sue Anderson '75	Robert R. Llewellyn
E. Allen Barnhardt '59	Harold Lyons
Richard A. Batey	Katherine Elizabeth Maddox '77
Stephen H. Bills '75	Harriet P. McLean '39
Paula Mary Block '74	Marshall E. McMahon
Josh G. Brown III '65	Mary Jo Miller
Linda Faye Brown '75	James R. Morris
Milton P. Brown, Jr.	Fred W. Neal
Richard M. Bruno '74	William C. Nemitz '50
Katherine Ann Bullard '77	Gregory S. Oldham '75
Mary Ann Burkhart	Robert G. Patterson
Duke E. Cain '73	Jeffrey R. Perkins '74
Yerger H. Clifton	Melissa Lynn Pietzuch '74
F. Thomas Cloar '62	Louise Pryor '74
Jack R. Conrad	Fred D. Pultz
Carla Cooper '74	W. Russell Ries, '75
Brant S. Copeland '74	Joye F. Romeiser '42
Serena Ann Crawford '75	Betty M. Ruffin
Jane Lampton Dalrymple '76	Andrew S. Scott III '75
James H. Daughdrill, Jr.	Herbert W. Smith
Granville D. Davis	Susan L. Smith '72
C. I. Diehl '31	Gordon D. Southard
Mary Margaret Falls '75	Wilmer A. Sweetser
Jean Carter Fisher '71	Jack H. Taylor '44
Jane M. Fleet '47	Loyd C. Templeton, Jr. '56
G. Herbert Gunn '76	John C. Turpin '55
Helen N. Hall	Roy R. Twaddle, Jr.
Robert G. Hamilton '75	James M. Vest
May Maury Harding '48	Carl F. Walters '56
Douglas W. Hatfield	Charles O. Warren
Raymond S. Hill	G. Kenneth Williams
Leslie I. Jaco, Jr. '74	Bernice W. White
James W. Jobs, Jr.	Anne Marie Williford '52
Albert M. Johnson '30	F. Jay Wills '75
W. L. Jones	Margaret Rosalind Wilson '74
Marshall P. Jones '59	James D. Witherspoon
T. M. Keesee, Sr.	Frank M. Wright
	Ron A. Yarbrough



Members of the newly formed Business Advisory Council in their October meeting

**New Advisory Council meets**

**Businessmen study SW curriculum**

Faculty, administrators, students and Memphis businessmen met last month to take a close look at how Southwestern prepares its students for careers in business.

The meeting marked the start of a new program initiated by Mark McMahon, Chairman of the Economics and Business Administration Department.

The businessmen were members of the newly formed Business Advisory Council, charged with evaluating the

Department's curriculum in light of personal experience in business.

Meetings such as last month's will be held twice yearly, in the spring and fall, to discuss the business preparation received by Southwestern students. The Council and the Department will work together to further develop the educational program.

Melvin Grinspan, president of the Sam Shainberg Co., is chairman of the 12-member Council. Grinspan, opening the meeting, expressed enthusiasm for the new program and said he believes the Council will prove beneficial to the college and the business community alike.

Also serving on the Council are Edgar H. Bailey, chairman of the board and chief executive officer, Leader Federal Savings and Loan Association; Jack Belz, president, Belz Enterprises; Rex M. DeLoach, partner, Touche Ross & Co.; John H. Dobbs, partner, Hull-Dobbs-Oakley Supervision Service; Mildred B. Long, president and treasurer, J. Strickland and Co.; W. Neely Mallory Jr., vice president, Memphis Compress and Storage Co.; Patricia W. Shaw, vice president, Universal Life Insurance Co.; John M. Tully, president, Anderson-Tully Co.;

John C. Whitsitt, executive vice president, First National Bank of Memphis; W. Howard Willey, president, Union Service Industries; and Spence Wilson, president, Kemmons Wilson Inc.

**Lynx tied for conference lead**

The Lynx football team as of mid-October was tied with Rose-Hulman Institute for first place in the College Athletic Conference (CAC).

Both teams held a 1-0-1 record in the conference after playing to a 14-14 tie Oct. 12 on Fargason Field.

Southwestern's CAC victory was a 44-0 rout of Principia College the previous week. The Lynx' over-all record after the Oct. 12 tie was 1-2-2, which includes a 7-0 loss to Washington University Sept. 28.

The Lynx cross-country team faced top runners from the Mid-South at the Harding Invitational on Sept. 28. Mark Edwards finished 51st out of 121 runners. At the David Lipscomb Invitational Oct. 5 Mark Edwards and Fritz Stauffer trimmed 30 seconds and 2½ minutes, respectively, off their previous times for that track.

Southwestern's golfers placed fourth at the Sewanee Invitational Oct. 4-5.

The student-organized soccer team, now in its fifth season, has met with varying success. The team is 1-3 overall.

The women's volleyball team, after two defeats this season, faces a tournament at U.T.-Martin and a six-team tourney at Murray, Ky.

**Calendar November**

- 6—Ingmar Bergman Festival: "Monika" and "Wild Strawberries," 8 p.m., FJ-B.
- 6—Faculty recital: Robert Eckert, pianist, 8:30 p.m., Hardie Auditorium.
- 7—Women's Volleyball: Southwestern vs. Lambuth and Memphis State.
- 10—Recital: Piano duo—Georgia McGehee and Beth Sanders, 7 p.m., Hardie Auditorium.
- 11—Meeting: Environmental Action Council of Memphis, 7:30 p.m., FJ-B.
- 11—Meeting: Sierra Club, 7:30 p.m., FJ-B.
- 13-15—Play: "The Importance of Being Earnest," 7:30 p.m., Theatre 6, Palmer Hall.
- 15—Movie: "Minnie and Moskowitz," 8 p.m., FJ-B.
- 16—Class Recital, 1:30 p.m., Hardie Auditorium.
- 19—Faculty recital: Charles Mosby, pianist, 8:30 p.m., Hardie Auditorium.
- 20—Movie: "A Day in the Life of Ivan Denisovich," 8 p.m., FJ-B.
- 23—Common House: "Crawdad."
- 25—Common House: Lynx Lair.
- 27-30—Thanksgiving recess.

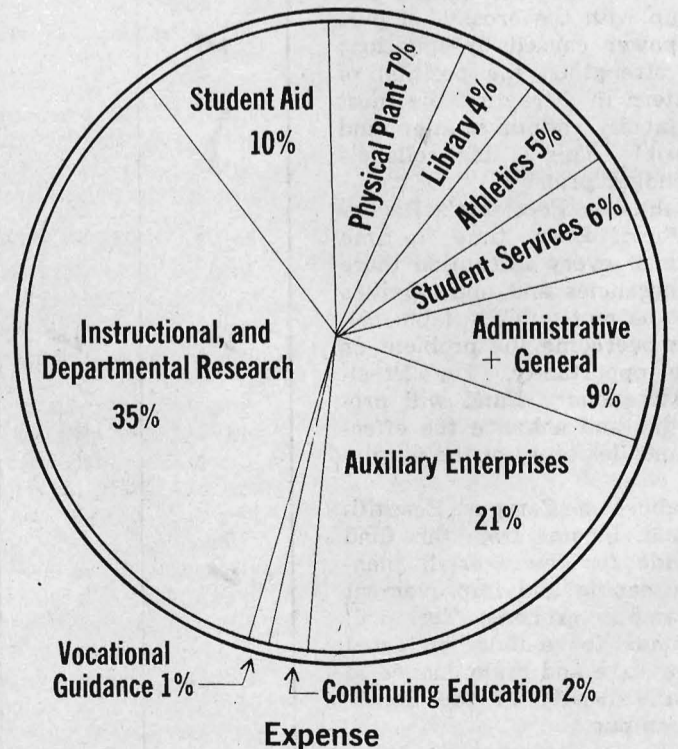
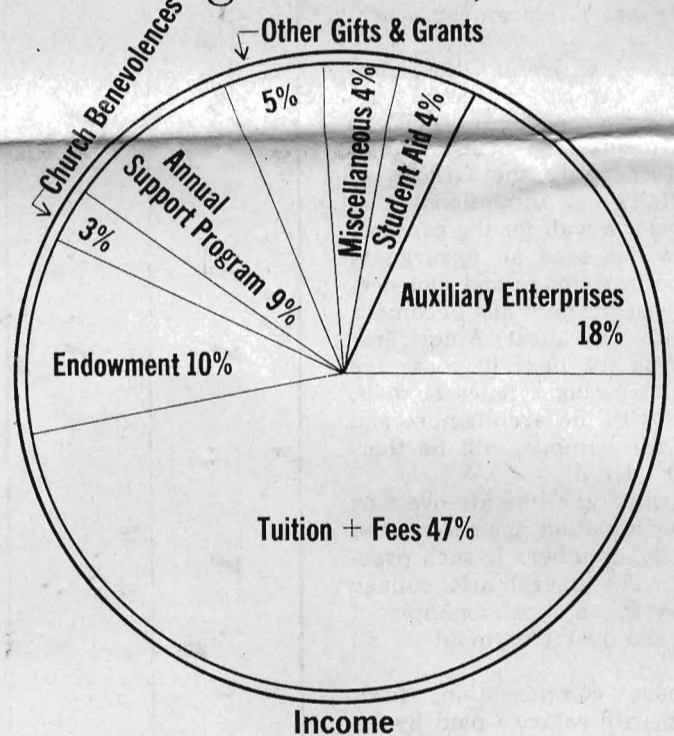
**December**

- 5—Senior degree piano recital: Judy Rich, 7 p.m., Hardie Auditorium.
- 9—Meeting: Environmental Action Council of Memphis, 7:30 p.m., FJ-B.
- 14—Class recital, 1:30 p.m., Hardie Auditorium.

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*The College Dollar, 1973-74*



Even with tuition at an all-time high, you can see that these costs represent less than half the funds needed to operate Southwestern. Add in all other sources of revenue, and there still is a gap between income and expense: a gap that must be bridged each year through annual gifts to the college.