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## Minutes of the Meeting of Board of Trustees of Southwestern at Memphis December 20, 1969

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MINUTES OF THE MEETING OF THE BOARD OF DIRECTORS  
OF SOUTHWESTERN AT MEMPHIS  
HELD IN THE DIRECTORS ROOM  
JANUARY 30, 1969

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The Board of Directors of Southwestern At Memphis met at the call of the Chairman in the Directors Room, Palmer Hall, on the campus, at 9:30 A.M., on Thursday, January 30, 1969.

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

The roll call showed the following members present:

Term expiring 1969

Walter P. Armstrong, Jr.  
H. Richard Copeland  
Orrick Metcalfe  
Edmund Orgill

Term expiring 1971

David H. Edington, Jr.  
Mrs. J. Maury McIntyre  
W. Neely Mallory

Term expiring 1972

L. Palmer Brown III  
John H. Bryan, Jr.  
Dan F. Goodwin, Jr.  
Larry D. Kennon  
Edward B. LeMaster  
Robert D. McCallum  
W.J. Millard  
William H. Mitchell  
Rene de Visme Williamson

Term expiring 1970

Belin V. Bodie  
William C. Rasberry  
S. Shepherd Tate  
John W. Wade  
Russel S. Wilkinson

J.D. Alexander, ex officio

Absent members were C.W. Butler, Jr., William H. Dale, Stanley J. Buckman, Edward W. Cook, Park H. Moore, Jr., Mrs. Henry C. Collins, Ross M. Lynn, Mrs. Lee D. McLean, John B. Ricker, Jr., Sidney A. Stewart, Jr., Mrs. David K. Wilson, Sterling J. Edwards, Jr., A.V. Pritchardt, Norfleet Turner, Henry C. Watkins, and Earl W. Mallick. (Mr. Mallick, a member of the Board whose term expires in 1969, joined the meeting at 10:15 A.M.).

Mrs. Erma Solomon, Assistant Secretary, was present by invitation.

The Chairman stated that Messrs. Butler and Pritchardt were not able to attend this meeting of the Board because of illness, and all those present joined in expressing the hope that they would have a speedy and complete recovery.

Dr. Alexander noted that Mr. William H. Mitchell had recovered from a serious automobile accident some months ago, and expressed the pleasure of the Board that he was able to attend the meeting. (See minutes of meeting of Board of Directors held October 17-18, 1968, page 13).

Upon motion by Mr. Mallory, seconded by Mr. Wilkinson, the minutes of the Board of Directors meeting held October 17-18, 1968, and the minutes of the Executive Committee meetings held November 18 and December 20, 1968, copies of all of which had been received by members of the Board, were approved.

President Alexander stated that Dr. Ed S. Dorman, '58, had resigned as Assistant Professor of Physics and Research Physicist in the Laboratory of Atmospheric and Optical Physics, effective at the end of the third term of the 1968-69 session, and that James R. Beacham had been appointed as Assistant Professor of Physics, effective September, 1969.

President Alexander reported orally on the status of the S. DeWitt Clough Humanities Building (See minutes of Executive Committee meeting held 12/20/68, page 2) and stated that there is a shortage of some \$400,000 in hand to complete this structure. He stressed the imperative need for this facility, which was endorsed by Messrs. Armstrong and Wilkinson, and expressed the hope that the Board would be able to find means which would enable work to begin soon on this building. Mr. Wilkinson, Chairman of the Building Committee, stated if the firm of Allen & O'Hara, which will soon complete the new residence hall for women, and which had submitted a bid of \$1,035,578 (See letter of 11/22/68), which bid could be held firm for a short time, could begin construction before moving its equipment and men from the campus, that a considerable savings could be effected.

President Alexander further reported that he had received a communication from Miss Beth Marr, '70, a member of the Student Senate, in which she outlined the students' evaluation of the program and the serious lack of adequate facilities in the fine arts.

After a full discussion by the Board of ways and means of financing the estimated \$400,000 which is needed, it was moved by Mr. Rasberry and seconded by Mr. Metcalfe that a contract for the S. DeWitt Clough Humanities Building be awarded to Allen & O'Hara, Inc., Memphis, under that firm's proposal of November 22, 1968, of \$1,035,578; that the funds on hand or promised of \$700,000 to \$800,000 be used for this purpose; that the Finance Committee be authorized to negotiate with banks and obtain commitments for loans if necessary to complete the building, and that money from sources not otherwise designated be applied to this purpose. This motion was unanimously carried, with President Alexander not voting.

President Alexander stated that shortly after the death of the College Architect, Mr. H. Clinton Parrent, Jr., on September 30, 1967, he contacted Mr. Thomas Woodard, of the firm of Barge, Waggoner and Sumner, Engineers and Planners, of Nashville, Tennessee, with the request that he proceed with final plans and drawings for the Ruth Sherman Hyde Women's Gymnasium and Swimming Pool, so that bids for this structure could be secured. (See minutes of Executive Committee meeting held 12/18/67, page 4; also minutes of Executive Committee meeting held 3/18/68, pages 1 and 2). President Alexander reported that as of this date Mr. Woodard had not submitted final plans and drawings.

After a discussion of the property located at 1822 Overton Park Avenue as it will be affected by the Expressway which will take at least one-third of the city block on which the Memphis College of Music, Southwestern's Department of Music, is located, it was moved by Mr. Orgill, seconded by Mr. Rasberry, that the

President be authorized to obtain as soon as possible an estimate of the cost to move and replace the facilities of the College of Music on the main campus of the college, and use the estimate in our dealings with the state and federal governments, which motion was unanimously adopted.

President Alexander stated that he had received this morning the Report of the Committee on Institutional Racism, which had been prepared by a self-appointed committee of Southwestern students. Dr. Alexander discussed the report, a copy of which will be sent to each member of the Board. (Copy of report attached to these minutes). (See pages 10-22).

It was necessary for Mr. L. Palmer Brown III to leave the meeting at eleven o'clock.

The members of the Board were invited to have lunch at 12:30 P.M., with the members of the Board's Selection Committee to secure a successor to President Alexander, together with the Faculty/Students Advisory Committee, to meet in the Bell Room of Hugh M. Neely Hall, and other members of the Board to meet in the Brooks Room of Catherine Burrow Refectory.

The Board recessed at 11:15 A.M. for fifteen minutes and reconvened at 11:30 A.M.

The Chairman, Dr. Millard, made the following report for the Committee on Honorary Degrees:

The Board's Committee on Honorary Degrees met on Tuesday, January 21, 1969, in the Directors Room, Palmer Hall, on the campus.

Those present were W.J. Millard, Chairman; Robert D. McCallum, J.D. Alexander, and Granville D. Davis. Dean Jameson M. Jones was unable to attend because of a previous commitment.

The meeting was opened with prayer by the Chairman.

A number of nominations of outstanding persons were considered by the Committee, and it voted to recommend to the Board of Directors the following persons for honorary degrees to be conferred at the graduation exercises on Monday, June 2, 1969:

DOCTOR OF DIVINITY

William David Brown, '50.....Memphis  
Minister, Whitehaven Presbyterian Church

Robert Price Richardson, Jr., '51.....Richmond, Virginia  
Minister, Bon Air Presbyterian Church

DOCTOR OF HUMANITIES

A. Van Court Pritchartt.....Memphis  
(Approved by Board at its meeting on October 17-18,1968)

C. Vann Woodward.....New Haven, Connecticut  
Professor of History, Yale University

DOCTOR OF CIVIL LAW

Winton M. Blount....., Washington, D.C.  
United States Postmaster General

Winthrop Rockefeller..... Little Rock, Arkansas  
Governor of Arkansas (commencement speaker)

The Committee also recommends that the Distinguished Service Medal be awarded to Frank E. Faux, Memphis, at the graduation exercises on June 2, 1969.

Upon motion by Dr. Millard, seconded by Dr. Edington, the report was unanimously adopted.

President Alexander made a brief report for the Investment Committee, stating that the First National Bank and Union Planters National Bank of Memphis had been appointed as custodians of Southwestern's funds, that all college securities had been re-registered in nominee accounts of these two banks, and that the United States Trust Company of New York had been given full and absolute discretion in the investment of college funds. All transactions by United States Trust Company are to be reported to the Treasurer of the College the same day in which they are made, and the Treasurer will report all changes in the portfolio to the Investment Committee once a month. He stated that the Investment Committee had been meeting every two months, but in view of the authority given to the United States Trust Company the Committee will in the future meet every month in order to review the transactions made by the United States Trust Company.

At this time Messrs. Loyd C. Templeton, Jr., Director of Development, A.P. Perkinson, Jr., Associate Director of Development, and M.J. Williams, Jr., Treasurer of the College, were invited to the meeting.

Mr. Wilkinson, General Chairman of the Southwestern Continuing Challenge, made a brief report on the progress of this effort, which was amplified by a report by Messrs. Templeton and Perkinson, which report is as follows:

The 1968-69 Annual Fund campaign is progressing along the general outlines presented to the Board in its meeting of last October, with the faculty and staff division, the Board of Directors Campaign, and the Parents Division of ASP being fully underway. The other major portions of the campaign - Alumni and Memphis Community Campaign (ASP) - are fully organized and will be "kicked off" in middle and late February. The Development Office continues its work with the National Corporations and Foundations on a regular basis.

The College is indeed fortunate to have the benefit of outstanding volunteer leadership. These leaders are:

Mrs. David K. Wilson, Chairman of the Development Committee of Nashville, Tennessee the Board of Directors, and Honorary Chairman of 1968-69 Annual Fund

Russel S. Wilkinson, General Chairman, 1968-69 Annual Fund GOAL  
\$412,500

William B. Allen, Chairman	Alumni Loyalty Fund	\$112,500
Ray U. Tanner, Co-Chairman		
Edmund Orgill, Chairman	Board of Directors Campaign	75,000
Robert L. Amy, Chairman	Faculty & Staff Division	10,000
Russel S. Wilkinson, Chairman	Memphis Community Campaign (ASP)	
Wendell L. Whittemore, Chairman	Parents' Division (combined goal)	150,000
Development Office	National Corporations and Foundations	<u>65,000</u>
	Total Goal	\$412,500

To date, the 1968-69 Annual Fund campaign has received contributions as follows:

<u>Category</u>	<u>Amount</u>	<u>Percent of Goal</u>
Directors	\$ 36,515	48.7
Faculty & Staff	7,852	78.5
Alumni	4,437	3.9
Memphis Community Campaign (ASP)	25,745	17.1
National Corporations	12,646	50.6
Foundations	<u>20,000</u>	<u>50.0</u>
Total to date (1/30/69)	\$107,225	26.0

The solicitation of the special gifts section of the Memphis Community Campaign (ASP) is being launched today. Russel Wilkinson will be handing out to Memphis area Board members solicitors' kits containing cards for some 75 prospects whose gifts should account for approximately two-thirds of the total goal of \$150,000. Each kit also contains each prospect's past giving record, some instructions, a question and answer sheet and a copy of the fund-raising brochure. This brochure, of which we are quite proud, will be distributed to more than 10,000 alumni, friends of the college, and other prospective donors.

The reaching of our goal of \$412,500 is going to be difficult, but it can be done. All Directors will be called upon for help in seeking prospects and for soliciting financial support, and we are confident in the outcome of all our efforts.

Mr. Williams stressed the need to raise the money in order for the college budget to be balanced, after which he and Messrs. Templeton and Perkinson departed from the meeting.

President Alexander announced the death on January 26, 1969, of Mr. C.M. Gooch, of Memphis, upon whom Southwestern conferred the honorary degree of Doctor of Education in 1949. Upon motion by Mr. Kennon, which was duly seconded by Mr. LeMaster, the Board requested President Alexander to prepare a resolution for Mr. Gooch, a copy of which to be sent to Mrs. Gooch. The resolution is as follows:

## IN MEMORIAM

## CECIL MILTON GOOCH

To Cecil Milton Gooch men and women everywhere owe an unpayable debt of gratitude, for he was a true philanthropist. He used his business acumen well and amassed material wealth. But many men have done that. He carefully husbanded his resources and applied them to well-chosen causes and projects. But, again, many men have done that. Mr. Gooch's greatness lay in his extraordinary devotion to his church and to the education of young men and women, a devotion which makes him appear to have worked not for his own gain but for the greatest benefit of the largest number of people. Herein rests true philanthropy - the love of one's fellow men and the selfless dedication of all that a man has and is to the needs of others.

Mr. Gooch was a Christian in whom the glory of faith shone like a beacon of hope and joy to all who knew him. He was a friend whose company was a delight and whose good humor was a source of cheer. By the Grace of God he was an instrument of good and an example of service.

Upon this college he showered his generosity. Countless students were enabled to come to Southwestern by the splendid assistance of the C.M. Gooch Foundation, the noble creation of himself and Mrs. Gooch. His other gifts brought Southwestern honor and an increase of its resources.

When men and their institutions owe one man so much, the debt can only be discharged by greater zeal for good and by a more vigorous pursuit of the goals of a faithful life. This is paramountly Mr. Gooch's legacy and challenge to all who follow. Let it be said of him in the language of the Book he loved so well:

"Well done, thou good and faithful servant."

Therefore, the Board of Directors of Southwestern At Memphis has resolved to offer its profound sympathy to Mrs. Boyce Alexander Gooch, to express its gratitude to her, and to cause this resolution to be inscribed and presented to her.

The Chairman, Mr. McCallum, read the following letter of resignation from President Alexander:

January 15, 1969

Mr. Robert D. McCallum, Chairman  
Board of Directors  
Southwestern At Memphis  
Memphis, Tennessee

Dear Mr. McCallum:

On January 13, 1969, the Board of Trustees of Pomona College elected me president of that institution upon the retirement of President E. Wilson Lyon. I must, therefore, offer you my resignation as president of Southwestern At Memphis. In order to give you sufficient notice and time to find a successor, I have asked the Board of Trustees of Pomona to allow me to remain here until December 1st at the latest.

It may be, however, that you will wish me to vacate the office before that date, in which case I shall be able to leave Southwestern any time after July 1st. I am convinced that there are compelling reasons why you might prefer an earlier departure, chief among them being a more orderly transition in the new fiscal and academic year. Nevertheless, my resignation will take effect at the time you feel it to be best for the college in the period between July 1 and December 1.

How hard it was for me to reach this, the most difficult, decision of my life! If Pomona College had not offered me a new dimension of challenges arising from the unique university and collegiate affiliations it enjoys in the Claremont University Center and Graduate School, I would not have considered allowing my candidacy to go forward. Because of my personal commitment to this ideal of educational cooperation I feel that moving to Pomona is the proper action for me to take.

My love for Southwestern will never wane, and my desire to serve it in new ways is boundless. Perhaps the most honest manner of expressing my emotions is to say that the excitement of becoming a part of the Pomona College community is tempered by deep sadness and genuine regret at leaving our friends and colleagues at Southwestern.

Yours sincerely,

/s/ David Alexander

President Alexander stated that he and Mrs. Alexander had found it very difficult to decide to leave Southwestern, and that they had accepted the invitation from Pomona College with great regret. He also stated that it had been an honor and privilege to be associated with the members of the Board of Directors, and that he and Mrs. Alexander are deeply grateful for all that has been done for them since coming to Southwestern.

The Chairman, Mr. McCallum, on behalf of the Board thanked President Alexander for the outstanding job he has done for the college in so short a time, and stated that he and his family would go to California with the very best wishes of the entire college community.



President Alexander at this point excused himself from the meeting.

After a discussion of President Alexander's resignation, upon motion by Mr. Kennon, which was seconded by Mr. Mitchell, it was unanimously voted to accept with regret his resignation as of July 31, 1969, or earlier at the discretion of the Board.

The Chairman announced the personnel of the Board's Selection Committee to secure a successor to President Alexander, together with the personnel of the Faculty/Students Advisory Committee as follows:

BOARD'S SELECTION COMMITTEE

A.V. Pritchardt, Chairman  
Walter P. Armstrong, Jr.  
Mrs. J. Maury McIntyre  
Earl W. Mallick  
W.J. Millard  
Norfleet Turner  
John W. Wade  
Russel S. Wilkinson  
Rene deVisme Williamson

FACULTY/STUDENTS ADVISORY COMMITTEE

Dean Jameson M. Jones, Chairman  
Dean Granville D. Davis, Vice Chairman  
Professor Robert L. Amy  
Professor Fred W. Neal  
Professor J.H. Taylor  
Professor C. Kenneth Williams  
  
James W. Johnson, Jr., President, Student  
Government Association  
James M. Vardaman, Jr., Vice President, SGA  
Carol Caldwell, President, Honor Council  
Charles T. Haug, Commissioner of Undergraduate  
Men, SGA  
John A. Howell, President, Senior Class

The Chairman read the following letter which President Alexander had written to Mr. James W. Johnson, Jr., President of the Student Government Association:

January 20, 1969

Mr. James W. Johnson, Jr.  
Southwestern At Memphis  
Memphis, Tennessee

Dear Jim:

I read with interest the announcement of the proposed resolution to be considered by the Student Senate. It may be helpful to you in your consideration of this resolution to have some information about typical presidential selection processes.

In each case of which I have any knowledge, the selection committee is in effect a screening committee. The Selection Committee's duties include preparing lists of names for consideration, obtaining information about candidates, and conducting all its affairs under the most stringent conditions of confidentiality. The latter point is extremely important not so much for the Committee as for the candidates. Unless the Committee can offer guarantees of confidentiality, some men will not allow themselves even to be considered, a point which is especially true of other college presidents who might be considered. The Committee must therefore preserve the confidentiality of its investigations and interviews.

Another general point about Selection Committees is that their name is a misnomer. At best they are merely nominating committees whose duties end with a recommendation, usually unanimous, to the Board. The election is of course in the hands of the legal trustees of the corporation, and not in the hands of the Selection Committee.

With these general points in mind, the Chairman of the Board of Southwestern has appointed a committee from the Board and he has asked Dean Jameson Jones to be chairman of an advisory committee from the college. I expect that these committees will meet together, reach a consensus, and present the recommendation to the Board of Directors.

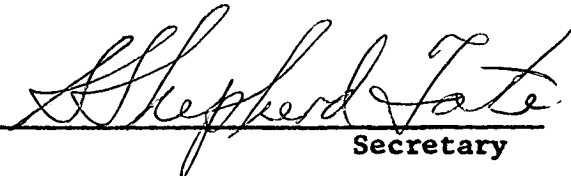
It is, of course, important that the new president enjoy the confidence of the entire constituency of the college - the general public, the Church, the Alumni, the students, the faculty, and the Board itself. The selection process is designed to find such a person, and your confidence is a vital ingredient in that process.

Yours sincerely,

/s/ David Alexander

The Chairman announced that there would be a meeting of the Executive Committee on February 24, 1969, and a meeting of the Board of Directors on March 19 and 20, 1969.

The meeting adjourned at 12:45 P.M. for lunch, after which the Selection Committee and the Faculty/Students Advisory Committee met to discuss procedures to follow in seeking a new president.

  
Secretary

REPORT OF COMMITTEE ON

INSTITUTIONAL RACISM

JANUARY 6, 1969

Committee Chairman: Jeff Carter

Committee Members: Pat Carter, Carol DeForest, Linda Henson,  
Onzie Horne, Linda Lampley, Nancy Martin,  
Neil McElroy, Walker McGinnis, and Ronald Register

REPORT OF AD HOC COMMITTEE ON  
INSTITUTIONAL RACISM

I. INTRODUCTION

Institutional racism is the many things that are built into and perpetuated by an institution (or system) that tends to stifle a group, thus preventing them from fullest development as people. It is not the overt act of injustice stemming from racial prejudice. Because it is not obvious, this subtle racism is the hardest to define and correct, and often the most damaging. For these reasons this committee has tried to objectively look at 'life at Southwestern' and to point out as well as suggest improvements in several aspects of the college that are detrimental to the student body.

UNIVERSITY POLICIES OFF CAMPUS

The financial policy, the investments and land holdings of Southwestern (one of the issues involved in the student unrest at Columbia University), were first dealt with. It was found that almost all the college's investments are in the form of stocks, which are registered with the Stock Exchange (and supposedly in compliance with all civil rights laws). The college also owns some local stocks which were received as gifts and are not traded. These include Holiday Inn and Plow, Inc..

The land holdings of the school include a lot with apartments on McClain and the land and apartments on University.

III. CAMPUS EMPLOYMENT

In early October when the committee first met with Mr. Williams, the new college treasurer, one of the most overt examples of systematic racial discrimination was present in the inadequate working benefits of the non-academic employees (referring only to the maids and yardmen) at Southwestern. Because of a recent action at that time, these workers were receiving minimum wage although their salary still was below minimum standards of wage for the Memphis community. They were not covered by any medical plan and received no sick leave benefits. There had been no definite vacation policy and there was no pension (retirement) plan for the employees.

Since this time, however, great strides have been made in this direction largely because of the efforts of Mr. Williams. The maids and yardmen are now given a salary comparable to the college secretaries. Their salary has been increased to \$1.60 an

hour, and they now receive sick leave pay. They are required an annual physical examination as are the other school employees and have been brought into line with major medical and insurance policies. These employees have a vacation plan which is the same as that of the other salaried employees (with the exception of the maids and other employees who work only ten months). Work is also being done to find a suitable disability plan.

This discrimination also has formed a pattern in job assignments -- all maid and yardmen being black with foremen being white. It is noted by the committee that Negroes have been added to the secretarial staff of the college, and it is felt that similar action is needed in the overseeing of the manual labor of the school. The committee also recommends that Saga Food Service meet the same basic standards concerning employee benefits that are held by Southwestern.

#### IV. ADMISSIONS

Because there was a committee set up to study recruiting procedures and scholarship programs of Southwestern, this committee did not deal with Southwestern's admission procedures extensively. In meetings with professors including Dr. Tucker of Southwestern's admissions committee, there were some aspects of these programs that the ad hoc committee on racism felt important enough to point out.

Admission requirements are quite high, especially for those students who might have had a poor high school background (which is true for those students from many of the Negro high schools in the South). The faculty has, however, defeated proposals concerning the admission of the 'high risk' student. It was brought out that the faculty feels that such a student could not compete at Southwestern and would need a special program developed. Such a program was deemed impossible because of limited funds and faculty. Despite such a poor reception by the faculty as a whole, interested professors and students have worked on a "special program" for high risk students with possibilities of outside financial aid.

Until the last academic year (1967-68) there had been no recruiting done by Southwestern at any Negro high schools. At this time the program is minimal and done only at local black schools. Such a program is completely inconsistent with Southwestern's principles and continues to provide a completely unnatural situation -- a campus containing three per cent Negro students in a community which is forty per cent black. The committee suggests the following alternatives:

- (1) Recruitment in high schools using students from the Southwestern community. Intensive work in the black high schools with at least one (possibly all) Negro student from Southwestern in the recruiting group.
- (2) A Negro be added to the Admission Department.
- (3) Because much of the recruitment has been done by invitation and through the Presbyterian Church, the Negro community has been grossly neglected. We recommend that individual churches be made aware of the responsibility to work in the Negro community when they recruit.

I. INTRODUCTION

Accepting the fact that the Negro as a vital factor in the development of America as well as world society has been virtually ignored by the Southwestern curriculum, the committee has done research on the nature of programs being instituted by various other colleges and universities (e.g. Columbia, Antioch, Trinity of Texas, University of Wisconsin, Florida Presbyterian, Oberling and Carleton) to resolve similar deficits in their own curricula. In addition to a research of materials foreign to the Southwestern campus, the committee has taken the initiative to consult with students, faculty and administrative representatives on our campus in a conscientious attempt to resolve a consensus of need, the content of need, and feasible solutions toward the need's satisfaction. Realizing the limitations imposed by a limited budget and faculty, we have concluded the unfeasibility of introducing a totally new curriculum and, instead, submit the following curriculum amendments and additions for adoption by the SGA, etc., for proposal to the appropriate departments and administrative officials.

The changes we are proposing in this report are of two types: (1) incorporating Negro history, literature, art, psychology, etc. in our existing courses and (2) instituting new courses with black content that are vital to our education. Discussions with professors have brought out the advantages and drawbacks involved in both of these actions.

On the one hand, there is a distinct advantage in incorporating black content into existing courses, for a large number of students who are not particularly interested in, or who do not have the time to take a course dealing with the Negro. Also this approach is the most feasible with the limited monies and faculty of Southwestern. There is, however, great difficulty in reworking courses, for professors wish to protect their right to choose and control course material. Also it is hard to include black studies in already too-broad survey courses. It presents the difficulty of not being able to pursue them deeply enough. Thus arises the necessity for instituting new courses. Such courses can offer intensive study in Negro history and art -- courses that give an insight into the Negro as well as the Negro-White relationship. There is fear in some areas that creating separate black content courses will emphasize a division between the races and further cause separation. It must be noted here that there will never be racial understanding as long as the white man continues to ignore the Negro in American history, the Negro in building the African continent, and the other facets of Negro involvement in the world today. As has already been stated, the only way that some of these subjects can be dealt with is as a separate course.

II. INCORPORATION

In a study of all the courses offered at Southwestern, the committee was concerned with: (1) which courses did black content need to be added in order to give the student a proper perspective;

and (2) how courses already including black content could be enriched or made more relevant to rapidly changing conditions. The following suggestions made by the committee are to be presented to the professor in charge of the course and his feelings about possible incorporation of the suggestions obtained. The courses with possibilities for additions and/or enrichments are as follows.

A. Anthropology and Sociology

210-211 General Sociology

Compare social structures, processes, and functions of cultures that have distinct racial differences.

305 Social Psychology

Has tremendous potential. There needs to be some attempt to focus on the "white problem", as well as an effort to identify and probe the cultural values of White America. Is White America's identity based on the concept of White-supremacy?

318 The Arts and Society

Needs to be more widely publicized for students who would be interested in such a course do not know it exists. A less obscure name for the course might be "Primitive Art of Africa, the Americas and South Pacific".

311 The Family

Another course with great potential. This committee would like to include a report from Carleton College describing a similar course about the family:

"The frequency and character of the matriferal family as it occurs in the Carribean, South America and USA. The Conditions of its maintenance (e.g. lack of viable male role due to poverty and lack of community) and history as a tradition. (2) Differences between the black middle class and black lower class family. (3) Differences in socialization between white and black children (e.g. white child's life is often more structural than the black child's life)."

321 Urban Society

Important to understand the conditions under which the great percentage of the American Negro lives. The many opportunities for field work should be taken advantage of. Possibly this could lead to third term work project which would be given full credit.

B. Bible and Religion

103-104 Man In The Light of History and Religion

Need to use materials that include outstanding Negro men in American history. Also a need to include a lecture and/or discussion on African history. (This may require the redefinition of African history as Western history.) Also important to incorporate discussion and reading of the White-black problem in modern U.S. if the last unit of the old syllabus is used.

Economics

## Underdeveloped Areas: Background and Current Problems

Causes and problems of economic growth in areas such as Africa, Latin America and the Orient.

English

## The Negro in American Literature

Possibilities of giving students credit for current courses being taught in the Adult Education Center on a similar subject, or a modification of the existing AEC course with subject matter from same type of course being taught at Carleton. The course that deals with the Negro in American literature at Carleton is an examination of poetry, essays and narratives about the Negro written by white and black authors of the nineteenth and twentieth centuries. Readings would include Melville's Benito Cereno; Twain's Huckleberry Finn and Fuddinhead Wilson; Richard Wright's Black Boy and Native Son; Faulkner's Go Down Moses; Baldwin's Notes of a Native Son and Nobody Knows My Name; Ellison's Invisible Man and essays from Shadow and Act; poetry by Lei Rai Jones, Langston Hughes and Claud McKay. Students with no previous background in Negro culture would be urged to read Silberman's Crisis in Black and White, Jones's Blue's People, Elkin's Slavery and related books before they enrolled in the course.

The integrity of each author and literary work would be respected and students would be discouraged from fitting these works into a preconceived political or social doctrine. Their primary task would be to define the attitudes and values that each work embodies, and especially to see how the total form of the work, its artistic rhetoric, presents or expresses feeling and thought.

E. History

## History of Africa

A whole continent and people ignored by history department. It must be noted that the University of Wisconsin has seven separate courses in African history. Some examples are: (1) Nationalistic Movements in Sub-Saharan Africa; (2) History of Africa to 1880; (3) History of Africa since 1880; (4) History of West Africa; (5) History of East and Central Africa; (6) History of North Africa; and (7) History of Equatorial Africa.

## The Negro in America in the 20th Century

A focus on the Negro protest from Booker T. Washington to H. Rapp Brown. Attention is also given to the social, political and economic life of the Negro American. White reaction to Black Protest is examined, both in the South and the Nation as a whole. Reading materials include works by leading novelists, historians and sociologists. (Possibly will be made unnecessary by new course second term of this year. See next part of report.)

F. Interdepartmental

## Anthropology-Biology: Heredity, Environment and Human Population

A study of racial differences, how races are formed, and the inter-racial distribution of genetic characteristics.



IV. WIDER PUELICITY OF NEGRO ORIENTED CURRICULUM

The committee would like to note that there will probably be two new courses dealing with Negro subject matter offered second and third terms. Second term a type of American Negro study course is to be offered dealing with the history, literature and psychology of Negro-White America. It will be an interdepartmental course with Professor Lanier, Dr. Warren, Professor McLain and Professor McClure as possible participants. A third term seminar in Negro literature is also in the planning by Professor Farris.

The need for publicity for the above mentioned two courses and the already existing courses that have great potential to increase understanding and respect between the races is great. Students, even if they are concerned about the current racial problems and their ignorance about them, have to pursue academic requirements and courses in their majors, seldom taking time to mull over a catalogue and discover vital courses in other departments. It must be also noted here that many of the course descriptions and titles in the catalogue are vague. Also many universities (including Carleton and Columbia which we studied extensively) are offering majors and minors in Negro studies, thus publicizing the existence of such courses while they are obscured at Southwestern. For these reasons the committee sees it as extremely important that courses that can educate and thereby create racial understanding, be given more extensive publicity. It is recommended that a list of such subjects be made available to the student body before registrations. This should be a responsibility of the proposed committee as set up in Section III of this report. Some existing courses that the committee recognized as valuable in this area and should be considered for such a list are:

## Anthropology and Sociology

- #202 Society and Culture
- #203 Man in Contemporary Society
- 305 Social Psychology
- 318 The Arts and Society
- 321 Urban Society
- #334 Social Change
- 341 Peoples of Africa
- 345 Peoples of North America
- 355 Race and Culture

## Bible and Religion

- 231 Man's Quest for Meaning
- 232 Theological Ethics
- 233 Social Issues in Christian Perspective
- 331 Religion and Culture

## Economics

- 209 Comparative Economic Systems (with revisions as report earlier stated)

## English

- 213-214 Folklore
- 301 Twentieth Century Poetry

## History

- 422 The United States in the Twentieth Century
- 401-402 Intellectual History of the United States
- 431 The Old South
- 432 The Civil War and Reconstruction

## International Studies

- 414 Political Development in the New States
- 416 The Politics of the Emerging Nations

It concerned the committee that the majority of these courses are new or are just taught every other year.

V. DIRECTED INQUIRY

During the committee's investigation, several programs of study were found to be of great value. Because of faculty limitations, however, it was found impractical to propose these programs as part of the permanent curriculum; therefore, we propose the following courses be directed to the appropriate departments for consideration and suggestion as Directed Inquiry for interested students.

## HISTORY

Mississippi and the South

A study of the role of Mississippi in the South and of the South in the nation. Primary emphasis will be on the Negro in southern society in three periods: the Old South, Reconstruction, and the New South. (Course description from Carleton College Report of Ad Hoc Committee on Negro Affairs.)

American Negro Slavery

An intensive examination of the institution of slavery in the American South, including a comparative look at other slave systems.

North and South Sectionalism: The Negro Question (Antioch)

## PHILOSOPHY

Philosophy and Civil Disobedience

An attempt to illustrate the need for conceptual clarity, that is knowing what we mean by what we say, in deciding how to act in practical and moral situations, and an attempt to work towards such clarity in considering the nature and justification of civil disobedience. Readings from classical sources and from recent philosophical discussions of these questions. (Carleton)

## POLITICAL SCIENCE

Politics in Black Africa

A seminar exploring political patterns of independent black Africa, its search for unity and order as well as its quest for economic progress and modernization. While attention will be focused on problems such as nationalism, regionalism, and tribalism, the larger role of African states in international politics in the form of Pan-Africanism under the United Nations system will also be discussed.

## ECONOMICS

Physical and Human Problems in Underdeveloped Countries (Antioch)VI. WORK STUDY

The committee's final proposal in the field of Curriculum deals with a program of work-study where a student can be given academic credit for working on a job off campus. Such a program gives a student the opportunity to relate concepts gained in the class room to real-life situations, to work outside the college community and to study first-hand different people and situations. A study of this type is recommended for the third term and can be accompanied by a paper, or 1 examination, or no requirement at all (this last recommendation is usually used when the professor accompanies the student). Such a program exists at Trinity University and the area of work study is determined by student-professor consultation. Antioch college runs a similar program called "Beachhead Colleges" where a professor and a group of students live in a community and work to solve the communities' problems. Such work is usually in the ghettos of Washington.

VII. STAFFING

Staffing for the proposed curriculum changes or a project similar to the "Beachhead Colleges" can be handled by making use of present faculty members who have the appropriate competence where teaching loads can be adjusted. Generally provision would have to be made for proper preparation either through a reduction of teaching load or financial assistance for summer study.

Also of great importance is the question of finding out to what extent white faculty members interested in the traditional curriculum can become aware of limitations and broaden their conception of subject matter. The fact that this narrowness is usually unconscious makes broadening all the more difficult. However, unless it occurs, the college is doomed to continue a distorted emphasis and present a partial picture of Afro-American culture and history and thereby deprive all students of part of their proper education in a multi-racial society. So, the examination of the faculty member of himself and in some way bringing about changes in his own attitudes and point of view is prerequisite to solution of this problem.

Secondly, the need for black professors to teach some of the proposed courses is essential. The college has made sincere attempts to obtain Negro professors; however, because they are highly demanded, and few in number, and because of the obvious disadvantages of living in the Memphis community, the attempts have been for the most part unsuccessful. The college is going to have to realize that more than a "sincere" effort is going to be needed to obtain the qualified Negro professors. It is highly recommended that a group be set up with the responsibility of finding such professors. Also, these courses can be staffed by visiting professors or supplemented by travelling lecturers. Many of the Negro educators are now employed in this capacity. Teacher and course exchanges with LeMoyné College also offer great opportunities.

## SECTION III

INTRODUCTION

As pointed out by Bill Shamblin, vice-president of WSA, racism is primarily the 'white peoples' problem. Much of the crime in the streets results from direct, intentional white racism; but so much racism is unknown to the white person without realizing it, white racism, often unpleasant rather than discriminating, is found in our arts and culture, having an indirect bad connotation for blacks. It is often hard to see this hidden type of racism and hence much harder to fight or break down. People of the community often do not recognize racism and are oblivious to it. It is much easier to say to the black, "tell me what's wrong," rather than the whites seeing their own problem and correcting it.

People fall back on the solution of integration, but this does not necessarily mean that the individual will escape from his own racist views, especially when he is not aware of many of these views. We find a possible answer through education. We can teach ourselves to become aware of the problem. We have discovered countless ways of doing this--through new books, films and speakers. Perhaps through this, directed by a commission established for this purpose, we can define the problem of racism and truly understand its far-reaching effects.

II. COMMISSION

This committee recommends the establishment of a permanent commission on Race Relations, with the commissioner appointed by the president of the Student Government Association. Membership of this new commission shall be open to anyone interested, the number being limited by the commissioner. It is suggested that this committee, because of its familiarity with the problems and purposes involved, constitute the core of this new commission.

The duties of the Committee on Race Relations shall be to use this committee's report as a starting base and to accomplish the stated recommendations of this committee on racism. These duties include: working with the heads of the various departments to get curriculum changes, working with the administration, especially the admissions and finance offices for needed improvements, and obtaining suggested films, books, pamphlets and speakers and making them available to the student body. It was suggested to have information available to the student body through a special area ~~in the~~ Student Center or display in Burrow Library. Included in this report is a list of available books, pamphlets, films, and speakers.

Another suggested duty of this commission is to hold a "special emphasis week-end" on race relations. This week-end would include films, speakers and discussions on the various aspects of the problem of racism for both white and black, and to present to the student body the purposes and future plans of the Commission on Race

Relations. It is hoped that this week-end of activities and special emphasis will create interest in the Commission, find qualified, interested students to work on the commission, and to create a better understanding between the races on this campus.

A. SUGGESTED BOOKS FOR RACE RELATIONS COMMITTEE

NOTE: The books listed are just a few of the more prominent ones dealing with the Negro-White relationship. It was found that of the first 29 books listed below, the Southwestern Burrow Library had less than half (only 13) of these volumes. It is recommended by the committee that work be done in conjunction with the library to obtain these books for Southwestern's library. Also it is suggested that the Miller bibliography on the Negro be used for more extensive lists of books dealing with the White-Negro problem.

Nigger - Dick Gregory  
Soul on Ice - Eldridge Cleaver  
 \*Dark Ghetto - Kenneth Clark  
 \*Report of the National Advisory Commission on Civil Disorders  
White Reflections of Black Power - Charles U. Fager

The above are basic introductions which could be a basis for a self-taught course in white racism. Those marked by a star (\*) are available now in Burrow Library.

The Algiers Motel Incident - John Hersey  
Rivers of Blood, Years of Darkness - Robert Conot  
The Torture of Mothers - Truman Nelson

The above books are factual accounts of events preceding or concurring with several crises in the black vs. white institutional racism. None are available in Burrow Library.

\*Black Power: The Politics of Liberation In America - Stokely Carmichael and Charles Hamilton  
 \*The Wretched of the Earth - Frantz Fanon  
The Right of Revolution - Truman Nelson

The above are books of theory and/or theoretical approaches to the racial crisis.

The Autobiography of Malcolm X - Malcolm X with Alex Haley  
 \*The Fire Next Time - James Baldwin  
 \*Killers of the Dream - Lillian Smith

The above are personal accounts by Negro authors of the realities of the racial crisis.

The Negro in the Making of America - Benjamin Charles  
 \*Crisis In Black and White - Charles Silberman

The above are historical accounts of the growth of the racial crisis.

\*Containment and Change - Carl Ogelsby and Richard Shaull  
 \*Social Darwinism In American Thought - Richard Hofstadter  
Race War - Ronald Segal

## \*The Arrogance of Power - J. William Fulbright

The preceding are books which explain how the crisis remains under present economic and foreign policy.

- Black and White - William Erik and Louis Humes  
 \*Prejudice and Your Child - Kenneth Clark  
The Negro In America - Arnold Rose  
Toward a Theory of Minority Group Relations - Herbert A. Blalock  
Sex and Racism In America - Calvin C. Herubon  
Strangers Next Door - Robin Williams Jr.

The above are psychological and sociological approaches to the racial crisis.

- \*Death At An Early Age: The Destruction of the Hearts and Minds of Negro Children In the Boston Public Schools - Jonathan Kozol  
 \*36 Children - Herbert Kohl  
Children of Crisis - Robert Coles

The above are studies of the effects of racism (over a long period of time) on children who must cope with the situation.

Other suggestions for the library are:

- Poetry by Le Roi Jones, Langston Hughes and Claud McKay  
Go Down Moses - William Faulkner  
Stride Toward Freedom - Martin Luther King, Jr.  
Before the Mayflower - Lerone Bennett, Jr.  
The Invisible Man - Ralph Ellison  
The Strange Career of Jim Crow - C. Vann Woodward  
Negro Politics - James A. Wilson  
Black Chicago - Allan Spear  
Race and Reason - Carleton Putnam  
Manchild in the Promised Land - Claude Brown  
Caste and Class in a Southern Town - John Pollard  
Black Reconstruction in America - W.E.B. DuBois  
From Slavery to Freedom - John Hope Franklin  
Racial Crisis in America - Killian  
From Plantation to Ghetto - Meier, August and Rudwick  
An American Dilemma - Dunbar Myrdal  
The Negro American - Kenneth Parsons

## B. SUGGESTED FILMS FOR RACE RELATIONS COMMITTEE

- "Harvest of Shame" - CBS documentary  
 "The Run From Race - The Flight of Middle Class Whites from Central City" - CBS documentary  
 "Special on Black America" - CBS special (.40 plus shipping)  
 "No one in Viet Nam Called Me Nigger" - NSA  
 "A City is Burning" - Memphis State University  
 "A Time for Burning" - produced by Negro college students

The above films are suggested to be used during the year in conjunction with the Student Center and S.G., and as main portions of the proposed "race relations" week-end. The committee also feels that it is important that some of the above films be required

viewing by some classes, especially history and religion, and it directs the newly formed commission to work toward this end.

C. SUGGESTED PAMPHLETS FOR RACE RELATIONS COMMISSION

Introduction, Definition and Analysis - Frank H. Joyce  
People Against Racism/2631 Woodward Ave./Detroit, Michigan 48201

\*The Student As Nigger - Jerry Farber

Repression in America (People Against Racism)

What is Relevant Research For An Anti-Racist Organization? - People Against Racism

\*White Racism And the Common Man: An Extension of the Keerner Commission's Report on American Racism - Pomy M. Powlinson

\*Someone Said We are White Racists In a Nacist Society... What Do We Do? - Palo Alto group

\*Howard A White Racism Project - David Steinberg

\*The Other Bodies In the River - Lloyd F. Delany

\*Keerner Report - National Advisory Commission on Civil Disorders

The Black Men in Vietnam - Available from Time magazine

\*Those marked by stars can be obtained through National Student Association.

D. Suggested speakers for Race Relations Commission:

Stanley Elkins  
C. Eric Lincoln  
James Farmer  
James Baldwin  
Noel Day  
Tom Hayden  
Ossie Davis  
Howard Zinn

John H. Franklin  
Tom Pettigrew  
Ralph Ellison  
Robert Hayden  
Carl Lohan  
William Stringfellow  
Kenneth Clark  
Dick Gregory