

MAJOR NOTES

millsaps college
alumni news
winter, 1965



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millsaps college alumni magazine
winter, 1965

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One Man's Opinion

Since the last edition of **Major Notes** reached you we have seen an ending and a beginning in time, and Millsaps College has seen an ending and a beginning in its history.

Benjamin Graves has been named the seventh president of the College, succeeding Homer Ellis Finger, '37, who was elected to the episcopacy of the Methodist Church in July (see story on Page 3).

It was in 1938 that Dr. Marion Lofton Smith, a clergyman, succeeded Dr. David Martin Key, a layman, as president of Millsaps College. Now Dr. Graves, a layman with experience in business and industry as well as the classroom, succeeds Dr. Finger, a clergyman. Thus the balance between lay and clerical leadership which has been maintained through the years emphasizes the joint partnership between the church and the lay community in the nurture and support of Millsaps College.

The changes which the years always bring can be expected to accelerate in the future. The year 1965 and the years to follow it will see higher education, along with all of the elements of our society, caught up in these changes. Committed churchmen who believe that Christian higher education can best lead men out and that Christ is the Lord of change will serve at Millsaps and will give the new president strong and enlightened support in the great task which faces him.

● Interesting and somewhat startling statistics have been released by the Ford Foundation concerning one of the world's most pressing problems — the population explosion.

Since 1954, Foundation officials report, the world's population has increased by 600 million people, the equivalent of the combined population of the United States, all of South America, and the Soviet Union. In the United States, problems of air pollution, educational facilities, urban deterioration, and the quality of modern life in general have been intensified by the growing population, but in the poorer two-thirds of the world it hangs like a spectre over every human being.

According to the Foundation, the hard facts of economic development and the compound interest of human fertility combine to frustrate hopes for a better life. Food production and industrialization in some of the newly developed countries have increased significantly but gains in per capita income have been minimal. More people are surviving, but often under such wretched conditions that existence has little meaning.

● This year's alumni program continues the imaginative approach to alumni responsibility inaugurated last year. Known as the Grass Roots Program, it is built around a plan which takes alumni and administrative officials in force to localities inside and outside the State of Mississippi. The meeting features brief talks by officials, followed by a question-answer session. When possible, outstanding student groups furnish entertainment. Occasionally key business and professional men are invited to luncheons as a "friend-raising" gesture. A special feature of the Millsaps Day in the community selected is the organization of a Key Man Committee composed of alumni and friends who agree to represent the College in their home towns in varying areas of concern such as public information, fund raising, extracurricular interests, recruiting, et cetera.

● Despite continuing difficulty in scheduling opponents with similar standards in athletics, prevailing sentiment among administrators and faculty athletic committee members at Millsaps strongly favors strengthening of the current college program of intercollegiate athletics.

Officials agree with Elton Trueblood, of Earlham College, that intercollegiate athletics, in its proper relationship to scholarship, gives needed balance to campus life.

J. J. L.



President Graves, second from left, chatted with student body officers on one of his early visits to the campus. From the left are Gary Fox, president of the student body; Dr. Graves; Kathy Khayat, treasurer; Jeanne Burnet, secretary; and Gerald Jacks, vice-president.

Benjamin Graves Is New President

Board Chooses Educator with
Background in Business for
Top Post

An "Ivy League quality in a Christian atmosphere" for Millsaps is the goal of Millsaps' new president, Dr. Benjamin B. Graves.

Dr. Graves, occupant of the Milner Chair of Industrial Economics in the School of Business at the University of Mississippi, was named the seventh president of Millsaps on December 19. He will serve as acting president until June 1, when he will begin a full four-year term.

Announcement of his appointment to the post was made by the Millsaps Board of Trustees. It was the culmination of months of interviews by a special selection committee composed of representatives of the faculty, the Board of Trustees, the Associates, and the Alumni Association. The committee was headed by Nat S. Rogers, president of the Board.

Dr. Graves succeeds Homer Ellis Finger, Jr., who was elected a bishop in the Methodist Church in July after twelve years as Millsaps' president.

A native Mississippian, Dr. Graves has also taught at Louisiana State University, advancing from the rank of part-time instructor to assistant professor in the three years of his association with the university. In 1962 he became an associate professor at the University of Virginia, remaining there until last August, when he moved to the University of Mississippi.

Dr. Graves was for a number of years associated with Esso Standard Oil Company in staff and advisory capacities in Baton Rouge and New York in the fields of employee relations and personnel management, business and cost analysis, purchasing and public relations.

A 1942 graduate of the University of Mississippi, where he held a college record for quality points earned in one semester's work, Dr. Graves received the Master's degree in business administration from the Harvard Graduate School of Business Administration and the Ph. D. degree from LSU.

He is the author of several articles which have appeared in Louisiana publications. He assisted in the production and editing of a documentary film which was one of three American films winning awards at the Venice and Edinburg film festivals in 1955. Entitled "The Pirogue Maker," the film was produced by Standard Oil Company.

A Methodist, Dr. Graves was vice-chairman of the Official Board of University Methodist Church in Baton Rouge. He is currently a member of University Methodist Church in Oxford.

He held offices in the Chamber of Commerce and the United Givers Fund in Baton Rouge.

During World War II he served in the Navy. He was a member of the Naval Reserve until 1955, when he resigned with the rank of lieutenant commander.

Born in Soso, Mississippi, Dr. Graves, 44, is married to the former Hazeline Wood. The couple has three children, Benjamin, Janis, and Cynthia.

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The Second Revolution

By Gordon G. Henderson

Something has been happening to the study and teaching of political science in recent years. That "something" is important enough to be described as a revolution. It is most certainly not just a fad. Nor is it merely an academic plaything of interest only to teachers in their ivory labs. It has left its mark on those perhaps closest to politics: the professional politician. What that something is and why it is important is what this article is all about.

Actually there are two revolutions, products of the same set of intellectual influences, perhaps, and related in a fashion, but separable phenomena nonetheless. The first of these revolutions is what may be called a behavioral (as opposed to a traditional) emphasis. The very word "behavioral" is for some in the profession a very dirty word indeed. But like it or not, those in the political science profession today must be aware of this development even if only to be able to say why they do not think much of it. Those who reject behavioralism in toto are few in number. More common are those who do not think enough of this approach to the analysis of politics to deal with it in their own teaching and study of politics. As a whole the profession has accepted this development, at first somewhat grudgingly but now fairly wholeheartedly, as one may readily see simply by reading the professional political science journals.

What is the argument between the behavioralist and traditionalist all about? Books could be written (books have been written) about what the behavioralist believes and why he is disenchanted with the old ways of studying and teaching about politics. He feels that the traditionalist, with his emphasis on institutions, on constitutions, on laws and organization charts and structures, on the more "formal" element of politics (the behavioralist might say on the "formalities" of politics), is ignoring the most important element in politics: Man! Probably most of us have suffered through a high school civics course in which the powers and operations of legislative bodies and city councils and similar institutions of government were described. On this kind of study the behavioralist is likely to heap scorn. He insists that the traditional study of politics concentrates en-

tirely too much on mere description, and assumes (often incorrectly) that political institutions such as legislative bodies actually operate the way the civics textbooks say they are supposed to. The professional politician, the behavioralist would say, could give you an earful about that fallacy. His major points of criticism, then, of the old ways of teaching and study of politics are twofold: the behavioralist insists that these old ways study the wrong thing, that the heart of scholarly study of politics ought to be on what political institutions really do, how they really operate, rather than on how they are supposed to behave; and secondly, the behavioralist reminds us that man is at the heart of all political activity. "Ours is not a government of laws," says he; "no government can be. What we can and do have is a government of men under laws." To restore man to politics, then, remains a cardinal aim of the behavioralist.

The Ph. D. candidate at a university that reflects the behavioral orientation to politics is as likely to study where first- and second-grade children get their beliefs about politics, or study the linkage between public opinion and the members of a legislative body, as he is to study the organization of the U. N. General Assembly or the implementation of the 24th Amendment to the U. S. Constitution. (And even so, the last two mentioned subjects could be so organized as to lend themselves to a behavioral analysis; the result, however, would look quite different — the problems posed and the evidence sought after perhaps strikingly different — from the kind of analysis that the student would do if he handled the subjects in the traditional way.)

If the behavioralist has any motto to guide him it is surely this one of two parts: One part says, "Things are not what they seem." The other says, "Only men do things."

Enough for the moment on the traditionalist versus behavioralist conflict. Behavioralism has made its imprint on the study and teaching of politics and, while it is far from being accepted by all who teach and study politics, its mark on the discipline of political science is unmistakable. This the literature and subject matter of the profession clearly attest. Courses in college de-

NT IN POLITICS

In Political Science

ILLUSTRATED BY DAVID COLLINS, '67

partments of political science now exist that were unheard of only a generation ago; public opinion, voting behavior, small group behavior, elite structure, decision-making theory, and dozens more could be found in a quick survey of college catalogs. And of course there is a vast and important literature on these and like subjects. Even the newspapers, which cannot be said to be always quick to recognize change, in fact recognize this revolution every time they print an analysis of congressional voting behavior or the latest public opinion polls.

The behavioral revolution in political science is now about a generation old and in this time has "arrived," so to speak. The second revolution is much newer (it is scarcely more than ten years old) and has yet to win full acceptance within the profession. This second revolution we may call the "revolution of numbers." When someone in the profession thinks of the behavioral emphasis he is likely to think of the Survey Research Center of the University of Michigan. When he thinks of this second revolution, he is likely to think of different institutions and different people, places such as the Massachusetts Institute of Technology, and the Carnegie Institute of Technology, and people like Professor William Riker of the University of Rochester and Professor Herbert Simon of the Carnegie Institute.

Those who are in the forefront of this second revolution would have students of politics place increasing emphasis on formulating questions about politics so that they can be answered with numerical evidence. This emphasis promises to have as great an effect on the discipline of political science as the behavioral revolution has had in its way, although exactly what effect this change of direction and emphasis will have on the discipline is not exactly clear even to those who urge it on. At the least it promises to do two things: As it moves forward it will require the students of the subject to master certain quantitative techniques. (Even now it is virtually impossible to read the journal of the American Political Science Association unless one knows at least some elementary statistics. And there are many books on a variety of political subjects that cannot be read except by those who have even more knowledge



Dr. Gordon G. Henderson

THE AUTHOR

Major Notes owes a deep debt of gratitude to Dr. Gordon Henderson, chairman of the political science department, who came through in a big way when asked to help with this issue on political science. All of the articles in the political science section were written by Dr. Henderson.

He has been a member of the faculty since 1962. He holds the Bachelor of Arts, Master of Arts, and Ph. D. degrees, all from Columbia University. He has taught at Middlebury College (Vermont), The City College of New York, and Rutgers University.

of mathematics and/or statistics than this.) This second revolution also guarantees excitement! Some of the studies in existence that rely entirely on mathematical formulations and techniques have let us see things about the political process that were only vaguely suspected before. A case in point is the use of one mathematical theorem to demonstrate how an astute parliamentarian can maneuver a legislative body to defeat a measure for which there is majority support in a body that is governed by majority vote. It would take most of this magazine to explain fully the technique required to bring about this situation, but let it be said here that it involves laying before the group three alternative proposals, or more, chosen or designed to guarantee that no one of the proposals can muster a majority behind it. Nor is study of this kind mere abstruse, impractical theorizing about an unreal world. In at least one occasion of major importance, the Federal Aid to Education Act of 1956, the device was used to defeat the legislation before the House of Representatives. Yet one wonders exactly how many members of the House knew what was being done to them!

Some examples will serve to show the kinds of questions that appear to be readily answered by resort to counting operations of various kinds. These examples will also serve to illustrate to what extent such analyses have already found a place in the study of politics.

Election returns have for decades been of interest to students of politics. Part of the reason for this continued interest in them is doubtless no more than a general curiosity about "what the election means," an interest every American seems to be born with. Then, too, it is usually easy to get hold of election returns, and the very accessibility of them to most students of politics doubtless accounts in part for the attention paid to them. Whatever the reason for the interest students have shown in them, election returns continue to be subject to many kinds and levels of analysis. Analysis which seeks to show after each election how various groups within the electorate voted — labor, Protestants, farmers, Negroes, various age groups, businessmen, and so on — are now a staple of the political literature, so much so indeed that your daily newspaper is bound to contain a number of such analyses after each major state or national election.

The range of skill which is brought to analyses of election returns can only be described as considerable. Some analyses are pretty pedestrian, cut-and-dried affairs; others show a good deal of clever handling and sophistication in the use of statistical methods. Fortunately the latter kind are becoming more common, though not, it must be noted, common enough to drive out the first kind.

Because election returns are expressed in numerical form, they early caught the eye and attention of students of politics interested in quantitative analysis. In recent years some excellent studies have appeared which show the variety of treatment which election data can be subject to, and how much information election returns contain that must remain hidden from anyone who does not have the required statistical tools to dig it out.

Among the studies which deserve mention are two by the late V. O. Key, Jr., one on Southern politics and the other on American state politics, and one by Paul Lazarsfeld on voting behavior in a presidential election. The works of Key are particularly notable for containing some ingeniously devised charts, tables and computations that could well serve to persuade any Doubting Thomases of the contribution a grasp of statistics can make to the student of electoral behavior.

Sophisticated though some of this kind of analysis is, it is doubtful that anyone has mined the field of election returns for all it can yield. To cite just one instance, a discovery of a few years back, it has been found that there is an apparent equality between the ratio of votes in a two-party election and its cube as the ratio of contested seats won by the two parties. This relationship, be it noted, appears to hold whether one is speaking of elections in this country, in England, or New Zealand, the three countries in which the formula has been tested.

Other areas of political behavior in which the evidence takes the form of numbers, and which have long attracted the attention of some students of politics, are legislative voting and "voting" by judges in a multi-member court. In both instances the overall interest of students is the same: to try to discover whether the members of the body being studied, a legislature or a court, tend to divide consistently into identifiable groups. This kind of analysis is done through a study of roll-call votes, and this of course limits the analysis to bodies in



"What this second revolution promises to do is to lead students of politics to lean more heavily on mathematics than they have in the past . . ."

which, at least in some appreciable number of instances, votes are recorded for every member of the body. In the main this has meant that this kind of study is limited to Congress and most state legislatures; in the case of courts, it is limited to the U. S. Supreme Court and the handful of state supreme courts in which the voting records of justices in cases are a matter of public record. Using this kind of analysis, one hopes to be able to identify the groups into which the body being studied tends to divide, and, if these groups tend to shift from decision to decision, then to explain why these shifts occur. Going somewhat deeper into the matter, one may then be able to say something about the leadership of the body, the pressures the members tend to respond to, the presence or absence of cohesion and the reason for that presence or absence, and about other matters that patterns in legislative or judicial voting behavior may be taken as evidence for.

While election returns and roll call votes provide much of the raw material for statistical and mathematical analysis, they are by no means the only data in the study of which statistics and mathematics are useful. Neither do the kinds of operations just described exhaust the list of mathematical or statistical tools which have proved useful to those interested in quantitative measurement.

In analysis of power structures and in small decision-making units, such as a subcommittee of Congress or the Security Council of the United Nations, some students have used what is called the Shapley-Shubik index of voting power, an index based on the number of times a given member's vote is pivotal. In some areas of defense and election strategy, other students have found game theory relevant in at least a modest measure. Still other students, faced with what looks like a nearly unmanageable aggregate of data, have turned to computers for speed, accuracy, and depth of analysis. Notable among the many kinds of analysis are those devised by a group of faculty members at the Massachusetts Institute of Technology. One piece of work done by the MIT group (whose project is known as the "Simulmatics Project") was predicting the outcome of the 1960 presidential election. A multitude of influences were introduced into the program representing both voter types and issues, thus making it an example of the kind of research that is feasible only if one has access to a computer.

As observed earlier, the use of mathematics in the study of politics is a fairly recent development, but already it has proven its value in at least a limited way. Its promise is far from fulfilled. This does not mean, however, that we may expect any time soon either that mathematics and politics will become united disciplines, or that we may expect mathematicians as such to make good students of politics. What this second revolution — here called the revolution of numbers — promises to do is to lead students of politics to lean more heavily on mathematics than they have in the past in cases in which the problem being investigated shows promise of being suitable for subjection to mathematical treatment. There seems to be little danger that a "cart before the horse" situation will arise. Students of politics seem in no danger of defining problems simply because they can be dealt with by the tools of mathematics and statistics. The latter clearly are tools for the student of politics, no matter what they may be to the mathematician.



"... the behavioralist reminds us that man is at the heart of all political activity. 'Ours is not a government of laws,' says he; 'no government can be. What we can and do have is a government of men under laws.' To restore man to politics, then, remains a cardinal aim of the behavioralist."

"Major Victor Joppolo, U. S. A., was a good man. You will see that. It is the whole reason why I want you to know his story." Thus does John Hersey begin his study of the politics of getting a bell for Adano. There will always be good (and bad) men whose encounters with politics need telling. There are many ways in which such stories may be told, and the astute political novel is not the least of them. The lessons of politics are many and seem to require perpetual re-learning. We dare not exclude any possible avenue of learning them. Too often the novel and even the bizarre of yesterday have become the old hat and second nature of today. Mathematics and statistics may seem like unlikely tools to advance the condition of political knowledge, as unlikely perhaps as that every home of tomorrow should have access to a built-in computing center as today it has access to the electric power station. But merely because either possibility may seem remote is not reason enough for counting either of them out.

Trends In Political Science

A brief look at studies
discussed at the Conference
on Mathematical
Applications in
Political Science

In July Dr. Gordon Henderson attended the Conference on Mathematical Applications in Political Science on the campus of Southern Methodist University. Sponsored by the National Science Foundation, it lasted ten days. There were thirty-three participants and some ten lecturers. The purpose of the conference was to bring the political scientists up to date on how mathematics and statistics are being used in the study of politics, a concept which Dr. Henderson described in the preceding article.

A number of studies were discussed at the conference. Some of them are described by Dr. Henderson as follows:

Harold Guetzkow is a professor of psychology, political science, and sociology at Northwestern University. His first love is international simulation. One of his projects is to gather a large group of people in a simulated situation such as people in a foreign office are in a time of crisis. He then feeds them information to see how they react to it. Sometimes the situations are drawn from history — for example, the situation in foreign offices in the leading nations of the world immediately before the outbreak of World War I. The object in a simulation such as this is to see how the people representing, say, Germany, the United States, and Great Britain will react, the decisions they will make, whether for example they will decide to go to war as the actual nations did in 1914.

In some of his simulations he has gone so far as to persuade large numbers of diplomats representing various countries in Washington to come to Northwestern University for a long weekend and participate in a project of this kind. In other projects he has used high school students, and in many he has used college students, mainly because they are near at hand.

In all of this what he has been trying to find out is how such factors as information, decision-making process, personality characteristics, and so forth affect the decisions that are made. In one interesting project all of some 1200 letters, notes, and memoirs written by the leading participants in the governments of Western Europe immediately before the outbreak of World War I were carefully examined and phrases such as "I am concerned about" or "I am hesitant about" or "I am worried about" were carefully noted. Then the participants in a simulation project were hypnotized and Professor Guetzkow and his assistants would say to them, "You are worried about such and such, now what is your decision on this?" in order to see whether this mood or feeling of the decision-maker would have a material effect on the decision he would make.

2 Professor Sidney Ulmer, who was the main conference lecturer, dealt extensively with bloc or cluster analysis of judicial and legislative bodies. This is an area where mathematics and statistics are extremely useful and much good work has been done revealing significant characteristics of legislative and judicial bodies that one could scarcely know about unless one used mathematical and statistical analysis. Most work in this area has concentrated on the United States Supreme Court and a few state courts, such as the Supreme Court of Michigan, which are like the United States Supreme Court in many important respects, mainly in function and stability.

We hear much talk about the liberal and conservative wings of the Supreme Court, but such vague labels are not terribly helpful to understanding clearly the influences that seem to shape the decisions that come out of the internal decision-making processes of the court. Bloc analysis by identifying the blocs (and there are often more than two) is very helpful to understanding what the significant forces are that operate on the court. The same is true of legislative bodies; here, too, we hear much about certain blocs — the farm bloc, the labor bloc, the Northern Republican-Southern Democratic coalition in Congress, liberals and conservatives, and so on. But without a close bloc analysis of a body such as Congress we would not know much about cohesion, the factors that promote cohesion among each bloc, the issues on which the bloc seems to operate most effectively — that is, to stick together best — and so forth.

Much of the work that has been done on bloc analysis of both courts and legislatures, frankly, has been shoddy, but within the last three years or so a number of really quite simple yet at the same time sophisticated techniques or analyses have been devised, and at this conference these were spelled out for us and their usefulness demonstrated.

3 One of the most interesting of the lectures was on voting behavior in a legislative body. This lecture demonstrated beautifully how something could be known about politics only through the use of mathematical analysis. It dealt with what is called in mathematics the "Arrowian Theorem." Briefly what is involved here is the analysis of a device which under certain circumstances a legislator or group of legislators may use in order to prevent a body from reaching a decision. I will not bother to indicate all of the conditions that must be present to guarantee success for such a maneuver, but I will say that it involves putting three alternatives before a legislative body which are tied together in some fashion, as for example a bill — alternative number one — with two amendments proposed — alternatives number two and three. This is a situation which often exists in legislatures — two amendments to a bill is not at all an uncommon situation — and yet there is no doubt that in many, many instances in legislative bodies members of the legislature have not been able to figure out why it is that when a bill was presented for passage with two amendments proposed it was impossible to obtain a majority for any one of the three alternative choices. The Arrowian Theorem demonstrates how a situation could occur and shows clearly why it would be that it would be quite impossible under the circumstances for the legislature to reach any decision.

4 Another special lecture dealt with the authorship of certain disputed Federalist Papers. Using a number of statistical techniques, including a procedure known as Bayes Theorem — a technique the worth of which is disputed by some classically oriented statisticians—the attempt was made to assign authorship to each of the disputed papers. I won't go into details on this; the effort was reported in the *New York Times* and a thoroughly comprehensive report on the work was given in an article that appeared in the *Journal of the American Statistical Association*.

Dr. Henderson concluded by giving his impressions of the conference: "In the first place it offered definite evidence for something that has been obvious for several years, and that is that increasingly students of politics are finding it necessary to use quantitative techniques in order to find out what it is they want to know about political life. This is a trend which is well underway and which is bound to continue. One of the best things about the conference was that there was absolutely no one there who was in love with quantitative techniques for their own sake. All of these people had discovered in their own way that in order to get an answer to a question about politics that was bothering them, they simply had to turn to available quantitative procedures. Even more than this, the people at this conference were highly experimental and devised their own techniques of analysis to suit their own needs. This is most encouraging, for it indicates that among the profession of political scientists there are at least some people who are willing to be daring and experimental in their handling of political data. The results that they have achieved through their daring, at least so far as this is evidenced by the conference, is impressive.

"The second and last thing which was impressive about the conference was what some of the lecturers told us about what they and others were doing to introduce mathematical and statistical analysis into the college curriculum to all students, not just the selected few political science majors in their colleges who were interested in such things, but to, say, all the students in the freshman year taking political science. Some of the measurement techniques which were illustrated at Dallas we are introducing into the American government course at Millsaps this year. Some of them are very simple but produce important information. The student that we get, therefore, should not only be able to use them but to find it worthwhile to do so because he will find out something about political behavior that he wouldn't otherwise.

"I think it is perfectly clear that increasingly anyone who wants to understand what is going on in politics — even if he does little more than read a daily newspaper — is going to have to learn something about these quantitative techniques. Already polls and pollsters appear more and more in the newspapers and they become as indispensable to an understanding of politics as is a very general understanding of what the Constitution prescribes. This I think we will see a great deal more of in the future, and if we, particularly at the college level, are to turn out students who are able to understand politics, we are simply going to have to give them the tools that everybody else is using to analyze politics."

Multiple Exposures: A Way to Learn

A Memo to the Dean

To: Dean Laney
Re: Programs in Politics
From: G. Henderson

This is a report on various programs in politics operated by the department of political science. In preparing this report I have had the help of three Millsaps students who have participated in these programs: Glenn Abney, David Reynolds, and Stan Taylor.

The Washington Semester Program: Millsaps has long participated in this program in cooperation with the American University in Washington, D. C. In fact, I believe that Millsaps was one of the colleges that founded the Washington Semester Program. At any rate, today Millsaps is one of about forty colleges and universities participating, and we are entitled to send two students each fall semester.

Under the program, one hundred five students, approximately, from colleges in every part of the United States study in Washington, D. C., for one semester, usually during the student's junior year.

The value of study under this program is considerable. Students see government in action; they do individual research of a kind that brings them into direct contact with persons in and out of government; and they meet students from across the nation.

The series of seminars which students attend and which leading participants in government and politics are invited to address give the students a chance to hear and talk to major figures in government and politics. Last semester, for example, students in the program attended seminars addressed by, among others, Leon Keyserling, former Chairman of the Council of Economic Advisers; Paul Rand Dixon, Chairman, the Federal Trade Commission; Eric Goldman, Special Assistant to the President; William Taylor, General Counsel, the Commission on Civil Rights; Stewart Udall, Secretary of the Interior; Anatol Dobrynin, Ambassador of the USSR; Justices William O. Douglas and Hugo L. Black; Chief Judge David L. Bazelon; Burke Marshall, Assistant Attorney General; Congressman Clarence Brown; Speaker of the House John McCormack; Senator Sam Ervin; Congressman Tom Sneed; Congresswoman Edith Green; James R. Hoffa and James Carey.

Many persons in government today were once them-

selves participants in the Washington Semester Program. In part because these people remember their own days in the program, and in part because the program has had a long record of success and has earned the respect of many people in national government and politics, students find that many doors in Washington are open to them simply because they are participants in the highly respected Washington Semester Program.

There is some danger at this moment that Millsaps next year will be voted out of the program. The rules established for participation say that any institution which does not send students to participate for two consecutive years shall be dropped. Our record of participation in recent years has been poor, with the result that if we do not send students next year we will be dropped from the program. A major reason that our students have not been going lately is money. Both last year and this, students who would like to have gone did not do so because of financial reasons. Unless something can be done for the scholarship student who would like to go (and some of our best students are scholarship students) Millsaps will, as of the end of this academic year, find itself unable to send any more students to participate in the Washington Semester Program.

The Mississippi Legislative Intern Program: In February of last year this department inaugurated the "Mississippi Legislative Intern Program."

This program is designed to take advantage of the fact that Millsaps is located in the capital city of the state. Students thus are afforded a unique opportunity to study the making of public policy first-hand.

A student enrolled in this program serves as an aide to a member of the Mississippi Legislature for one semester during a regular legislative session. He works with the legislator to whom he is assigned at a variety of tasks, which may include research, writing, marking up of bills, and so on.

In the spring semester of last year, two Millsaps students participated in this program. Both served as aides to individual senators and also to Senator George Yarbrough, the President Pro Tem of the Senate. They also worked on the drafting of legislation under the supervision of the Revisor of Statutes, Mr. Hugo Newcombe. Both Senator Yarbrough and Mr. Newcombe gave generously of their time to help the students become better acquainted with the legislative process.

As with any new program a number of kinks showed up in this first trial. The experience this first time clearly showed the desirability of students' getting to know the working of both chambers of the Legislature, and for the students participating to have frequent opportunity to discuss with each other what they are doing. Committees in the Mississippi Legislature, as in most legislative bodies in this country, are the heart of the legislative process. Student interns could provide a valuable service to committees, and learn much at the same time, if they worked closely with a particular committee; that would also make the Intern Program a better program.

Special Lectures: In this department we are deeply interested in seeing that no opportunity to give our students a first-hand acquaintance with the process of state government be overlooked. The development of the Mississippi Legislative Intern Program was the natural expression of this interest, just as our membership in the Washington Semester Program demonstrates our interest in seeing that students have a chance to see the operation of the national government at first-hand. But programs like this are limited to a small number of students. What of the student who cannot participate? We recognize the value to him of taking as close a look as possible at the operation of state government and are trying to do something for him by asking various participants in state government and politics to deliver lectures in their special areas of competence to the students enrolled in our course in state and local government. The response to requests made recently to various persons in government and politics to participate in this new venture has been excellent: No one has refused. The upshot is that during the second semester students taking the state and local government course will hear lectures given by the lieutenant governor, five elected department heads, a few federal officials located in Jackson (the head of the Jackson office of the F. B. I. has agreed to come), and major figures in political parties and pressure groups.

One of the things that makes teaching and study of

politics in Mississippi most attractive is the willingness of people in government and politics here to take time from their busy schedules to cooperate in an undertaking like this. Our students benefit enormously from this kind of cooperation.

The Political Archives: While talking to people can be an excellent way to learn about politics, it can never be more than a supplement to learning about government by studying the records of the activity of government. Among the records of greatest use are such things as election returns, budget and finance reports, annual reports of various agencies and offices of government, the journal of both houses of the Legislature, and so on. Unfortunately students face problems of two kinds in using these materials. Often it is difficult to know what records are available, and then it is often hard to get hold of records even if you know they exist.

This year we are making a modest effort to ease these difficulties. Our collection of materials on Mississippi government is poor. It must be expanded greatly. Only in the area of election returns is the collection adequate. It is probably the most complete collection of data on Mississippi elections since 1890 to be found anywhere. It is true that we cannot turn whole classes of students loose on these returns (there is only one copy of them), but they can be made available for individual research when there are no more than one or two students working on a particular project which requires access to these returns.

As for the other problem — knowing what is available in the way of records of state and local government activities — this semester we intend to prepare, with the cooperation of Miss Charlotte Capers, the State Archivist, a guide to periodical publications of the State of Mississippi. This, when completed, will contain (we hope) a complete listing of such documents with appropriate notations of the frequency of publication, the issuing officer, and a description of the contents. No such guide exists at present and such a guide, when complete, should be an invaluable aid to anyone doing research which requires using official state publications.



The political science department plans to work with the State Department of Archives and History in preparing a guide to periodical publications of the State of Mississippi. Neil Folse, assistant professor of political science, looks over material with Mrs. W. O. Harrell (Laura Satterfield, '34), research assistant in the department of archives.

Political Science at Millsaps

POLITICAL I

On-The-Scene Student of Politic

David Reynolds, of Iuka, Mississippi, students in the Legislative Intern Program Dr. Henderson. He revisits the scene of for MAJOR NOTES.



Informal chats with members of Mississ provided David with insight into political

ERN:

Millsaps' first
last year by
political study



David looks out over the now empty — temporarily — Senate Chamber. The possibility that he might one day occupy one of the seats is not remote.



making body
the state.



The Capitol's library was a ready source of political material.



Much of David's work at the Capitol involved research for the Senators.



Political Science at Millsaps

History

Through A Live Mike

In which the entire staff of the new oral history project interviews himself about the project.

By Gordon G. Henderson

INTERVIEWER: Since nothing has been written about the oral history project before, would you tell us what exactly it is?

MR. HENDERSON: It's a project I have had in mind for some time. I have discussed it with a number of people, but until this year I have not done anything really to get it off the ground.

As to what it is, the words themselves are very descriptive. It's a project designed to record the history of significant events of our generation. It is different from usual historical writing in two respects: It is history written exclusively by those who participated in or have first-hand knowledge of the events themselves, and it is history written by talking into a tape recorder.

INTERVIEWER: Does this mean that anyone using the materials gathered will have to listen to the tapes?

HENDERSON: No indeed. In fact, it is likely that no one will have access to the tapes but me. We intend to make a transcript of the tape and submit it to the person making the tape and let him have a chance to edit it for any gross errors he might have made because at the time he made the tape he did not have a clear recollection of some particular point, or did not have notes at hand to refresh his memory.

Not making the tapes available will, I think, drive psychologists frantic! They would be very much interested in slips of the tongue and things like that, things that could only be known by listening to the tapes themselves. These will not show up on the typed transcripts. But psychologists will just have to fret. We are interested in candor and accuracy and we feel it is necessary to offer the person making the tape an opportunity to make changes in what he said into the recorder when candor and accuracy would seem to make that necessary.

INTERVIEWER: Who will be able to use these recordings or transcripts?

HENDERSON: As I said, I am the only one who will have access to the tapes. As for the typed transcripts, anyone with a legitimate scholarly interest in the subject matter will have access to them, within certain limitations which may be laid down by the person making the tape.

INTERVIEWER: What kind of limitations?

HENDERSON: We want the fullest possible and the most candid interview, and since this may well mean having the interviewee comment on persons and events near at hand and "sensitive," we know it is reasonable for the person making the interview to request either that nothing in the interview or maybe certain parts of it not be made public for a period of years. A second kind of limitation we will honor is that the transcript be made available to someone only after the person making the interview has given his consent for that person to use it.

What we want is for the person making the tape to feel free to say what he wants to say without any hesitation, and we are more than willing to meet any requirements he may want to lay down on the use of the transcript.

INTERVIEWER: How many persons have been interviewed so far?

HENDERSON: As of now, January 1, 1965, exactly none! We have secured agreement to participate from seventeen persons and expect to make a start on five of these interviews by the end of the month.

INTERVIEWER: Who are some of the people who have agreed to do this?

HENDERSON: That I won't tell you now. For one thing we have not asked everybody we want to ask yet and if I gave you anyone's name now, someone we have on our list to ask in the next few months might feel hurt that he wasn't asked first!

I will say that every one of the people who has agreed to participate is very well known. They are all the kind of people whose names are familiar to everybody and get in the paper a lot.

INTERVIEWER: How soon can we expect to find out who is participating?

HENDERSON: I don't expect to have any transcripts completed and ready for use at least until the summer, and maybe not even then. I'd say it might be as much as a year before we have any sizeable collection of oral history memoirs ready for use.

INTERVIEWER: How long do you expect the project to take?

HENDERSON: Forever! An oral history project should be a continuing thing, taking form and direction from the unfolding of events themselves. As for immediate plans, I have a list of about ninety people to ask, all of them active and important in political and governmental affairs. That should keep me busy for a couple of years!

INTERVIEWER: How do you select the persons to be interviewed?

HENDERSON: At the moment we use two criteria. First, the person must have been a major participant in political events. Second, he must be a recognized figure of some importance in an event, or he must have had some kind of connection with the event (though not actually a participant in it) so as to have information that we think would be valuable to have in our oral history of the event.

INTERVIEWER: Has anyone refused to participate?

HENDERSON: So far the opposite has been true, and the experiences of oral history projects at other universities would suggest that this would be generally true. Most people who are asked to "take mike in hand" agree readily. For one thing I think they can see the importance of doing this; I think they are interested in seeing that future generations have a complete and accurate history of the great events of our times. Many of them doubtless have thought about sometime setting down something — in a memoir, a book, articles — about the events in which they played a part, and I think they see the oral history project as a chance to do just this with a minimum amount of effort on their part. For some of them, I know — they have told me this — our asking them to participate in the oral history project has given them just that little push that was needed to make them do something they have at times thought they should and would like to do anyway.

INTERVIEWER: Then I take it you are pleased with the cooperation you have received.

HENDERSON: Indeed I am! At least two of the people who have agreed to participate have offered to let us have documents, notes, memoirs, tape recordings and so on to go along with the tape recordings they make. I think we are on the way to having shortly a first-rate collection of materials on Mississippi politics.



Delegates listen intently to a point of order question.



Arizona delegates lead demonstration.

Political Science at Millsaps

Mock Conventions— Another Teaching Aid



Goldwater backers cheer for candidate.



This year's convention was the first Republican rally staged at Millsaps. Party not in power is chosen. Left: Demonstration materials lie in readiness for nominating address.

Events of Note

PRESIDENT WELCOMED

Things reached the point this year that faculty and staff members were about ready to prepare a statement with which they would answer telephone calls and greet visitors. It would have said, "No, I don't know who the new president will be, and no, I don't know when he will be named."

Not that the strongly evident interest in the future of Millsaps was not appreciated; it was. But everyone was glad when the day finally came that the answer could be, first, "We'll know Saturday," and then "Dr. Benjamin B. Graves."

There was no doubt in anyone's mind that here indeed was a matter of utmost importance to Millsaps College, but the campus functioned so smoothly under the Laney-Christmas-Wood regime that College personnel were sometimes amazed at the urgency to know conveyed by others.

Details of President Graves' background are given elsewhere in this issue. He is welcomed to the campus for more reasons than one.

ALDERSON WINS HONOR

Richard Alderson, baritone, instructor of music, was named Singer of the Year for the Southern Region of the National Association of Teachers of Singing in competition in November.

Alderson was to represent the Southern Region in national competition to be held in Minneapolis December 27-30. A cash award in the amount of \$1,000 will be given to the first place winner in Minneapolis, with other awards designated for the next three winners.

National winners will also be given an opportunity to audition for the Metropolitan Opera Company, the Lyric Opera Company of Chicago, and the San Francisco Opera Company.

MISS WELTY LECTURES

No more prestigious affair has ever been held on the campus than Eudora Welty's winter address as Writer-in-Residence.

A near-capacity audience gathered to hear the internationally famous

author speaker on the subject "The Southern Writer today: An Interior Affair."

Commenting that Southern writers are "on call to be crusaders," Miss Welty stated that they will continue to do what all good writers have always tried to do: write honestly and with love.

"As far as writing goes," she said, "which is as far as living goes, hate is a deadly emotion. . . . We in the South are being hated today and we may hate back. This is devastating. . . . It could kill us. We must write in love."

Miss Welty's complete address will appear in a future issue of *Harper's*. She will deliver another address on the campus in the spring.

NSF GRANT RECEIVED

A National Science Foundation research grant has been awarded to Rondal Bell, chairman of the biology department, for continuation of work begun at the Institute of Arctic and Alpine Research last summer.

Bell attended the Institute at the University of Colorado under the auspices of a similar grant.

The research involves taxonomic studies of various species of ground squirrels by use of electrophoresis of their sera.

The largest part of the grant will be applied by Bell directly to his project. A specified amount will be used by the College either in further support of the research or in other ways contributing to the strengthening of science education at Millsaps.

REQUIREMENTS RAISED

Minimum grade level for the Dean's List has been raised from 2.0, or B, to 2.25.

The faculty has also approved a change in requirements for graduating cum laude and magna cum laude, effective last spring. To graduate cum laude a student must have an average of 2.25 rather than 2.00, and to graduate magna cum laude a student must maintain a 2.70 average rather than 2.6.

Officials said the reason for the change is to restore the distinction and honor to being named to the

Dean's List or graduating cum laude or magna cum laude. Minimum entrance requirements at Millsaps have been raised, which has in turn raised the ability level of the student body.

DUREN FUND ESTABLISHED

A loan fund has been established by an alumnus who has distinguished himself as a Methodist minister, an editor, and a biographer in the 62 years since his graduation.

Millsaps officials have designated the fund The William Larkin Duren Loan Fund in honor of the establisher.

The loan fund will be available to any student who "gives strong evidence that he will be a credit to himself and his college," according to stipulations of the contract.

Dr. Duren, now a resident of New Orleans, made the initial contribution to the fund. He is a 1902 graduate of Millsaps.

The loans will be repayable to Millsaps at 3% interest per annum. Repayment of the loans may begin as late as two years after leaving Millsaps.

Dr. Duren earlier had presented the books from his personal library to the Millsaps-Wilson Library.

Listed in "Who's Who in Methodism," Dr. Duren is a former editor of the *New Orleans Christian Advocate*, which served Mississippi Methodists before the *Mississippi Methodist Advocate* was established. He also served as pastor in the North Mississippi Conference of the Methodist Church.

He is the author of *Charles Betts Galloway: Orator, Preacher, and Prince of Christian Chivalry*; *Francis Asbury: Founder of American Methodism*; *The Top Sergeant of the Pioneers* (biography of Jesse Lee); and *The Trail of the Circuit Rider*.

In establishing the fund Dr. Duren stated, "I hope in deepest sincerity that loans from the Fund may be a means of arousing the creative genius in many young men for years after my body has returned to dust."

He said that he chose Millsaps as the school at which to establish the fund because "in addition to its being the logical place for such a loan fund

I have chosen it deliberately because of what it has meant in my own life."

Officials stated that it was anticipated that friends of Dr. Duren would like to make contributions to the fund in his honor.

MEMPHIS MEETING HELD

A dinner meeting for persons in the Memphis area interested in Millsaps College was held on December 7 at St. John's Methodist Church.

Representing Millsaps at the meeting were Dean Frank Laney, Dr. R. H. Moore, and James J. Livesay. Also appearing on the program were the Troubadours, this year's version of the 14-member ensemble which toured Europe last spring for the USO. The Troubadours, who are all members of the Concert Choir, were in Memphis with the choir for an appearance with the Memphis Symphony.

Dr. W. F. Murrah served as chairman of the Memphis meeting, with the Reverend Roy C. Clark acting as co-chairman. Committee members were Mrs. Hattie H. Boone, Dr. and Mrs. Dean Calloway, William J. Crosby, Mr. and Mrs. Ralph McCool, and William Wofford.

MARINE AQUARIUM ADDED

A marine aquarium has been added to the list of teaching tools in the biology laboratory, partly because "the strange animals of the sea are still relatively mysterious to the scientific world."

Jim McKeown, instructor of biology, says that very little is known about the life, habits, and diseases of salt water fish.

But the principal reason for McKeown's aquarium is purely utilitarian: it provides living organisms for study in place of preserved ones. The trend to the study of living organisms is noted throughout the biology department, with a new greenhouse providing material for the botanists.

For example, in freshman biology labs sea urchins are injected with a substance which causes them to release gametes. Students are able to observe the fertilization of eggs and the early stages of development.

McKeown's aquarium is filled with animals with such descriptive names as sea horses, flamingo scallops, sea urchins, star fish, coral fish, red sponge, organ pipe coral, cluster coral, elk's horn coral, and brain coral.

Many of them would not be recognized as animals by the average per-

son. Many look like plants, and almost all are exotically beautiful — another *raison d'être* for marine aquariums.

The sea fan, for example, is a wispy and intricately designed animal which looks like a lacy fan. Organ pipe coral looks more like a stone than an animal. Sea urchins look like extremely spiny flowers.

The favorites of most people, McKeown says, are the sea horses. As the small animals moved effortlessly through the water, McKeown called attention to the fact that they change color. One swam near a cluster of white coral and turned white — not completely white, but enough so that he was camouflaged against the coral.

The marine aquarium calls for more than ordinary care, however. The tank can contain no metal parts. There must be good filtration and good light and the temperature level must be kept between 70° and 85°. A special size of sand must be used in order to keep the particles from clogging the sub-sand filter. And, of course, the tank must contain salt water.

"Marine organisms are very sensitive to change in salt concentration," McKeown says. "The water must be kept at a constant level to keep the salt concentration equal."

McKeown says he uses a synthetic salt water mix, which is less expensive than transporting water from the coast. While saltiness is the primary characteristic of sea water, it contains many other minor elements

which are necessary for marine life.

One other requirement was listed by McKeown: care must be taken not to include natural enemies.

The Millsaps scientists have made one discovery: The octopus cannot as yet adapt to tank life. They require more room and will die if confined to a tank.

And, McKeown says, observations such as this can be valuable. That's why he would like to see marine aquariums become as popular as fresh water tanks.

NEW GREENHOUSE BUILT

Latest addition to the campus is a greenhouse which will be valued at approximately \$10,000 when fully stocked.

Financed in part with funds from a National Science Foundation grant, its primary purpose is to grow plants for botany classes. It is also being used for faculty and student research projects.

The greenhouse is located just west of Sullivan-Harrell Science Hall.

It is divided into two units. One is used for foliage plants and one is set up for growing non-foliage or flowering plants. The difference in the two units is a matter of temperature and shade. Foliage plants require warmer temperatures and heavy shade.

The shade is provided by a white-wash solution. The glass frames in the building have been covered with varying thicknesses of the mixture.

The two units are further divided



MARINE AQUARIUM: Animals which don't look like animals are characteristic. The aquarium provides living organisms for use in laboratory study.

into sections. A propagating section is covered with plastic to keep the moisture content high. A ground bed has been filled with tropical plants. In the flowering unit sections are devoted to hydroponics — a method of growing plants in solution rather than in soil — and sand cultures.

The greenhouse is equipped with an automatic thermostat and an automatic ventilation control.

SINGLETARY APPOINTED

A Millsaps College graduate has been named by President Johnson as director of the Job Corps and another Millsaps alumnus has been appointed to succeed him as chancellor of the University of North Carolina at Greensboro.

Dr. Otis A. Singletary will be on leave from his duties as chancellor. Dr. J. S. Ferguson, dean at Millsaps until 1962, will be acting chancellor.

The Job Corps is a key part of President Johnson's anti-poverty program. It "will provide basic education, work and skill training in residential centers across the country for young men and women who are victims of poverty," according to an announcement from the White House concerning Dr. Singletary's appointment.

Dr. Singletary, a 1947 graduate of Millsaps, has been chancellor at North Carolina since 1961. He earned the Master of Arts and Doctor of Philosophy degrees at Louisiana State University. He is married to the former Gloria Walton, a 1948 graduate of Millsaps.

Dr. Ferguson, '37, was a member of the history faculty from 1944 until resigning to go to North Carolina in 1962. He was appointed to the position of academic dean in 1954.

He received his Master of Arts degree from LSU and the Ph. D. degree from the University of North Carolina. He was a Ford Scholar at Yale University in 1952-53.

According to the announcement, the Job Corps constitutes "the major effort among the youth programs" of the Office of Economic Opportunity, directed by Sargent Shriver.

TROUBADOURS RECEIVE PRAISE

The Millsaps Singers have so long been known for religious music that a departure requires a little adjustment.

Now there's a choral group on the campus which devotes itself almost

(Continued on Page 21)

Major Miscellany

1910-1919

A career which has included founding two companies, serving a judgeship, providing legal counsel, and banking is the story of **O. B. Taylor, Sr.**, '06. The two companies are Magnolia State Savings and Loan and Mississippi Valley Title Insurance Company, both of which are Jackson firms. Now 84 years of age, Mr. Taylor has been active in church and civic affairs.

1920-1929

The Character of Quality, the official history of Greenwood Mills, is the latest of **George O. Robinson's** books, which also include **And What of Tomorrow** and **The Oak Ridge Story**. Mr. Robinson, a '28 graduate, is a former newspaperman and once served as secretary to the late U. S. Senator Pat Harrison. During World War II he assisted in preparing the stories which were released when the first atomic bomb fell over Hiroshima.

Despite the fact that he has had thirty-eight operations in thirty years, **Howard Calhoun**, '29, leads a busy life which includes serving as laboratory technician with the Sunflower County Health Department in Indianola, Mississippi, and a hobby which has produced 3,000 tomato plants, 2,000 flowering plants, and more than 200 ornamental shrubs. A bone infection required the surgery and has resulted in twelve back operations and the loss of a leg. Mr. Calhoun built a small hothouse two years ago and began developing his interest in botany, a hobby which he may expand into a business when he retires.

1930-1939

A veteran of twenty-two years of service, Colonel **Ransom C. Jones**, '26-'28, retired as commander of the 9990th Air Reserve Recovery Squadron in September. Mr. Jones is senior partner of the architectural firm of Jones and Haas, which he founded

following his release from active service with the Air Force in 1946. Among his accomplishments are the Mississippi Coliseum, the Woolfolk State Office Building, and Murrah High School. He and Mrs. Jones, the former **Jessie Vic Russell**, '34-'36, and their three children reside in Jackson.

Walter N. Permenter, Jr., '32, has joined the Education Services Office at Keesler Air Force Base, in Biloxi, Mississippi, as an education assistant. Mr. Permenter held a similar post at Greenville AFB, Mississippi, before moving to Biloxi.

The principal speaker at Pearl River Junior College's Homecoming Banquet this year was **Malton Bullock**, '36, assistant superintendent of the Moss Point City Schools. Mr. Bullock played professional baseball with the Philadelphia Athletics for two years following his graduation from Millsaps, and since that time has been engaged in educational service in the state of Mississippi.

After completing more than twenty-one years of active service Lt. Cdr. **Kathleen Clardy**, Grenada '33-'36, has retired from the Supply Corps, United States Navy. She is attending George Washington University in Washington D. C.

The Jackson School Board has named Mrs. George LaFollette (**Lois Biggs**, '37) principal of Poindexter Elementary School. Mrs. LaFollette was a fifth grade teacher at Key Elementary School before her promotion. She has taught in Hinds County and Jackson schools for twelve years.

Dr. **O. Earl Harper**, '39, has been installed as president of Taylor Jones Medical Society of Abilene, Texas. Dr. Harper has practiced medicine in Abilene since 1949. He and Mrs. Harper, the former Mary Hedrick, have three children.

1940-1949

Harvard University Press has brought out under the Belknap Press imprint the first two volumes of the **Diary of Charles Francis Adams**, edited by Aida DiPace Donald and **David Donald**, '41. The diary is expected to run through 18 volumes. A New York Times reviewer called the completed volumes "a superlative job." Dr. Donald, the winner of the Pulitzer Prize for history in 1961, is a member of the faculty at Johns Hopkins.

A top job in the nation's manned space flight program has been assigned to **J. Pemble Field**, '41, whose official title is director of Gemini program control. The program is part of the National Aeronautics and Space Administration Headquarters' Office of Manned Space Flight. Mr. Field's work has been almost entirely with jet propulsion and missiles since 1945. Mrs. Field, the former **Elizabeth Durlley**, '40, has joined her husband in Washington. They have two daughters.

Dr. H. P. Boswell, '42, has been named staff pathologist at Jefferson Davis County Hospital in Prentiss, Mississippi. He is also director of the laboratories of Marion General Hospital in Columbia and the Jefferson Davis County Hospital. Dr. Boswell, who received his medical education at the University of Mississippi and the University of Tennessee, has served residencies in obstetrics and gynecology at Kapiolani Maternity Hospital in Honolulu, Hawaii, and in pathology at Baptist Hospital in New Orleans.

Harris M. Carter, '38-'40, has been named assistant to the president of the Ortho Division of California Chemical Company, in which position he will handle various aspects of the Ortho operations, with particular emphasis on commercial fertilizer development. One of the original employees of the company when it was organized in 1957, Mr. Carter also worked on the Manhattan Project, predecessor of the Atomic Energy Commission, and helped develop the first component for atomic energy. He and his wife and children reside in Orinda, California.

Ernst and Ernst, accounting firm with its Southern office in New Orleans, has announced the admission to partnership of **Edwin C. Daniels**, '42. Mr. Daniels is a certified public accountant.

Now associated with **Look** magazine in the theatre, motion picture and television section, **Jack Ryan**, '61, has been keeping Jacksonians informed about transplanted Mississippians in New York City through a column in the **Jackson Daily News**. He recently wrote of the popularity of Brad Crandall — a Millsaps alumnus who uses a pseudonym and for whom a class thus cannot be given — who is a nighttime personality on WNBC and who was written up in **Time** in May; and of **Ben Hall**, '39-'41, of the **Time** staff and author of **The Best Remaining Seats**, who recently wrote an article for the **Herald Tribune** Sunday magazine on the demise of the Paramount Theatre.

From the insurance world comes news that **William Malcolm Minge**, '40-'42, has been awarded the professional designation "Chartered Life Underwriter"; and that **E. B. Strain, Jr.**, '52, has been elected to membership in the Jackson Association of Insurance Agents. Mr. Strain, who is married to the former **Ouida Faye Gardner**, '50-'52, is associated with Nelson Insurance Agency.

Louisiana State University in New Orleans has appointed **Dr. Charles E. Martin**, '49, chairman of the newly created department of elementary and secondary education. Dr. Martin served as superintendent of the Hazlehurst, Mississippi, Municipal School District for five years before joining the LSUNO faculty in 1962.

At the annual Northern New York Conference of the Methodist Church in May the Reverend **Robert F. Nay**, '49, was elected chairman of the Town and Country Commission and at the Jurisdictional Conference he was elected president of the Methodist Rural Fellowship for the Northeastern Jurisdiction. After several months of organizational meetings and conferences the Nays (**Mary Ethel Mize**, '46) have settled down to the work of their parish in Westmoreland, New York. Mr. Nay also serves as chaplain of the New York National Guard and was a staff chaplain for the Empire State Military Academy during the summer.

Sutton Marks, '48, has been elected president of Gordon Marks and Company, Inc., a Jackson advertising and public relations firm. Mr. Marks joined the agency in 1951 after receiving his Master's degree in advertising and business management from North-

western University. Mr. Marks recently entered the field of politics and is now in his second term as a member of the Mississippi House of Representatives. Mrs. Marks is the former **Helen Murphy**, '47.

1950-1959

A well known Mississippi recitalist has recorded an album solely for the pleasure of her friends and admirers. Mrs. **George Melichar (Marie Stokes)**, '46-'48, now of Laurel, Mississippi, included religious and operatic numbers on the album. Mrs. Melichar has appeared as a soloist with a number of organizations.

Lt. Cdr. Lawrence E. Norton, '52, has been returned to his home town for duty with the U. S. Navy Chaplain Corps. Commander Norton is now serving at the Meridian Naval Auxiliary Air Station, returning to the States from a post in Okinawa. He entered the Navy in 1959 after graduate study at Emory University and several years in the pastorate.

One of the leaders of the United Givers Fund drive in Natchez this fall was **Clarence N. Young**, '53, who is vice-president and comptroller of the Britton and Koontz National Bank there. In addition to engaging in a number of civic activities in Natchez, Mr. Young is a member of the executive committee from Adams County on the Southwest Mississippi development district. He is married to the former **Roxie Rue McClure** and has four children.

Having completed his residency training at Menninger School of Psychiatry in Topeka, Kansas, **Dr. Robert L. McKinley, Jr.**, '54, has joined the Jackson Veterans Administration Center as staff psychiatrist. Mrs. McKinley is the former **Betty Lack**. They have two children, **Stephanie** and **Robert, III**.

Now stationed with the 4510th USAF Hospital at Luke Air Force Base, Arizona, Captain **Melvyn E. Stern**, '56, received his MD degree from the University of Mississippi. He served his internship at Medical College of Virginia, completing his residency in pediatrics at the University of Tennessee and John Gaston Hospital.

Another of the several Millsaps alumni employed by the National Broadcasting Company is **Mary Sidney Johnson**, '53-'54, who is secretary to Philip Minoff, editorial director of

the NBC Television Network. Miss Johnson assists Mr. Minoff with his various duties — writing narration for various shows, preparing NBC ads and promotional pieces, etc. One of their recent assignments was the NBC special on the Louvre.

Cited as proof that a handicap need not be a disability, **Ray Montgomery**, '54-'57, was featured in a Jackson newspaper in October. Mr. Montgomery, who has been confined to a wheelchair since 1951, is employed as a bookkeeper by the Canton, Mississippi, Butane Company. He is a deacon in the First Baptist Church, president of the Junior Chamber of Commerce, and treasurer of the Madison County March of Dimes. Last year he served as president of the Civitan Club.

The Reverend **Tom B. Fanning**, '58, has joined the department of pastoral care at Mississippi State Hospital in Whitfield as staff chaplain. He was formerly pastor of Silverville Baptist Church in Silverville, Indiana, and received his Bachelor of Divinity degree from Southern Baptist Theological Seminary in Louisville, Kentucky. Mrs. Fanning is the former Gail Weakley, '63 graduate of Georgetown College.

The Reverend **Samuel A. Tomlinson**, '58, assumed the duties of rector

of Grace Episcopal Church in Canton, Mississippi, in September, moving there from Corinth, Mississippi. Mr. Tomlinson received his S. T. B. degree from the Episcopal General Theological Seminary in New York City. Mrs. Tomlinson is the former **Glenda Wadsworth**, '58. They have a two-year-old son.

The University of Southern Mississippi has added Dr. **Peter Stocks**, '59, to its biology faculty. A bacteriologist, Dr. Stocks received his MS degree from Southern and his Ph. D. degree from Louisiana State University. He is the co-author of five publications, serving as senior author in four of them. Dr. Stocks is married to the former Margie Louise Hinton and has a six-year-old son.

Joe M. Hinds, Jr., '59, has been promoted from assistant cashier to assistant vice-president of Deposit Guaranty Bank in Jackson. Mr. Hinds is presently enrolled in the Stonier School of Banking at Rutgers University. Mrs. Hinds is the former **Beth O'Neil**, '57. The couple has three children.

The Calhoun County Bank of Calhoun City, Mississippi, has named **V. Eugene Berbette**, '55-'57, a vice-president of the bank. He has served as

a bank examiner for the Grenada Banking System and was associated with the Mississippi State Banking Department. He is married to the former Jackie Wehmeyer. They have a son.

1960-1964

Millsaps alumni receiving graduate degrees recently include the following: **Stanley E. Munsey**, '61, LLB degree from Tulane University; **James H. Wible**, '58-'61, DDS degree from the University of Tennessee; Mrs. P. B. Nations (**Earline Johnson**, '36), Master's degree in education from Memphis State University; and **Gird Astor McCarty, Jr.**, '58, DDS degree from the University of Tennessee. Mrs. Wible is the former **Letitia Whitten**, '61. Dr. McCarty is married to the former **Kay Farrar**, '58.

Thomas E. Jackson, Jr., '62, has joined Shell Oil Company's treasury department in New Orleans. Mr. Jackson received the Master of Science degree from the University of Mississippi in 1963.

The **Lexington Advertiser**, edited by Pulitzer Prize-winner Hazel Brannon Smith, has employed **Gabe Beard**, '64, as a member of its news and editorial staff. Miss Beard began her new job in Lexington, Mississippi, in November.

(Continued from Page 19)

entirely to popular and folk music. For the Troubadours the adjustment was quickly and easily made, however, and the organization, only a little more than a year old, is now one of the most popular and busiest on the campus.

After last year's group returned from Europe during the summer the students recorded their tour program. Frank Hains, amusement editor of the **Jackson Daily News**, wrote of the record, "... some of the selections included are, from a coldly commercial viewpoint, quite as good as many professional recordings."

And after recent appearances in Memphis **Connie Richards**, entertainment editor of the **Commercial Appeal**, wrote, "... a medley from 'Hello, Dolly' is as smoothly choreographed as the Fred Waring Show. Furthermore, the singing is better."

Some copies of the Troubadours' album are still available. One side of the record features music in the popular vein, mostly from Broadway shows, and the other side consists of folk music. Records are \$4 for monaural and \$5 for stereophonic.

Television Cameras Record Millsaps Activities



Millsaps has cooperated with local television stations during the past several years in letting the public know what's going on here. **Leonard Jordan**, '58, a member of the sociology faculty who is now on leave, appeared on one of last year's shows. — WLBT Photo.



Joan Gelinda Allen, '63, to William Riley Sanders, '62. Living in Durham, North Carolina.

Mary Katherine Barrett, '64, to William A. Barksdale, '64. Living in Jackson.

Ethel Marguerite Beasley, '64, to John Walter Butler.

Mary Elizabeth Bowdon to Dr. James L. McMillan, '51. Living in Jackson.

Celia Carolyn Breland, '64, to Cecil Ray Burnham. Living in Jackson.

Mary Elizabeth Burford to Thomas Frederick Dungan, '59. Living in Jackson.

Alexis Kathleen Busby to Arthur Price Burdine, '61. Living in Jackson.

Nancy Faith Craig, '61, to James Hilton West. Living in Hattiesburg, Mississippi.

Nancy Mullen Davis to William Sanford Boswell, '56-'59.

Judith Ann Dossett to Mack E. Loflin, '59-'60. Living in Tokyo, Japan.

Gwendolyn Dribben, '59-'62, to James C. Evans, Jr. Living in Cleveland, Mississippi.

Normastel Peatross Ford, '19-'21, to Hugh O'Neal Smith. Living in Jackson.

Cynthia Freeman to the Reverend Robert T. Sharp, '62.

Nancy Irene Grisham, '62, to W. Richard Anderson. Living in Monterey, California.

Charlotte Jones to Warren Wilkins, '59.

Byrd Montgomery Lewis, '59-'60, to Robert L. Howie. Living in Jackson.

Mary Semmes Luckett, '56-'58, to Douglas Oliver Wright. Living in Atlanta.

Maxine Coleman McLaurin, '63-'64, to Edmon Lee Green, '62. Living in Jackson.

Linda Joyce Pumphrey to Robert H. Naylor, II, '62. Living at Fort Bragg, North Carolina.

Nell Newton Ross, '57-'60, to George Ritchie Hedrick. Living in New Mexico.

Starr Smith to Scott Francis Miller, '56-'57. Living in Baton Rouge.

Martha Ellen Walker, '63, to Wilton Vance Byers, Jr., '61. Living in Jackson.

Georgia Kay Watts to John Robert Baker, '59-'60. Living in Hattiesburg.

Rachel Elizabeth Whitesel to Jimmy Murray Jordan, '56-'58. Living in Chicago.

Sylvia Diane Wilson, '62-'63, to Curtis William Kyle, Jr.

In Memoriam

This column is dedicated to the memory of graduates, former students, and friends who have passed away in recent months. Every effort has been made to compile an accurate list, but there will be unintentional omissions. Your help is solicited in order that we may make the column as complete as possible. Those whose memory we honor are as follows:

Mrs. James Wallis Elliott (Sidney Brame, '30), who died October 6 following a heart attack. She lived in Talladega, Alabama.

Malcolm T. Glaze, '29, who died November 4 after a lengthy illness. He lived in Kosciusko, Mississippi.

Dr. R. R. Haynes, emeritus professor of education, who died October 4. He was living in Jackson.

Dr. E. L. Hillman, '15, who died November 27. He was living in Durham, North Carolina.

James B. Hillman, '04, who died October 5. He was a resident of Philadelphia, Mississippi.

Dr. A. E. Greg Holmes, '48, who died October 23 of accidental self-inflicted wounds. He lived in Terry, Mississippi.

Bobby Jack Houston, '49-'50, who died in August. He was a resident of Union, Mississippi.

Mrs. M. J. L. Hoyer (Ella Crisler, Whitworth '08), who died January 5, 1964. She was a resident of Meridian, Mississippi.

Lionel Clayton Kirkland, '07-'11, who died July 4. He lived in Jackson.

The Reverend Roy Lesley Lane, '31, who died November 1. He was living in Quitman, Mississippi.

Mrs. G. T. Moore (Doris Lauchly, '25), who died November 5 after an extended illness. She was a resident of Jackson.

Charles R. Rew, '10, who died De-

ember 17. He lived in Birmingham, Alabama.

John Overton Rutledge, '21, who died October 1 after an extended illness. He was a resident of Wiggins, Mississippi.

Charles H. Strait, '40, who died November 24. He lived in Memphis, Tennessee.



(Children listed in this column must be under one year of age. Please report births promptly to assure publication.)

Carla Frances Burch, born to Dr. and Mrs. H. B. Burch (Clarice Black, '55), of Lafayette, Louisiana, on February 18. Other Burches are Lisa, 8 and Bubba, 6.

Sonya Grace Coleman, born May 4 to Mr. and Mrs. Lawrence A. Coleman, of Chapel Hill, North Carolina. Mr. Coleman graduated in 1963.

Robin Kay Davenport, born on October 26 to Mr. and Mrs. Howard Davenport (Kay Collums, '58), of Batesville, Mississippi. Beth, 5, welcomed the newcomer.

Wendy Cecile Hederman, born to Mr. and Mrs. Arnold Hederman, Jr. (Edie Asprooth, '60-'61), of Jackson on October 28.

John Davis Hilburn, born October 12 to Dr. and Mrs. William M. Hilburn, Jr. (Lucy Ewing, '58), of Jackson. He was welcomed by Allison, 4 and William, 111, 2.

Catherine Mary Lewis, born June 2 to the Reverend and Mrs. T. W. Lewis (Julia Aust), '53 and '50-'53, of Jackson. She was welcomed by Tom, 4.

Stuart David McRae, born September 20 to the Reverend and Mrs. Edward W. McRae (Martina Riley, '57) of Tucson, Arizona.

Richard Wells Mansker, Jr., born August 2 to Mr. and Mrs. Richard W. Mansker (Mary Nell Roberts, '58), of Mobile, Alabama.

Gerald Dale Novack, Jr., born December 9 to Mr. and Mrs. Gerald Dale Novack (Martha Ray, '61), of Hattiesburg, Mississippi.

*“From Hot Coffee
to Lick Skillet...”*

Professor R. R. Haynes is
mourned by former
students and friends



PROFESSOR R. R. HAYNES

One of his favorite sources of amusement was odd names of towns, and he often mentioned the two appearing in the head above.

Behind that mild manner and quiet voice one would scarcely have suspected a background which included the intrigue of being a suspect of espionage.

Doubtless few of his students ever knew of the incident. Probably none of them knew that he had had a career in the diplomatic service or that he had once practiced law.

To them he was Professor Haynes. He taught those none-too-popular but always filled-to-capacity education classes.

As such Professor R. R. Haynes, who taught on the faculty for thirty years before his retirement in 1960, influenced many, many lives. During his lifetime he prepared more than one thousand students for careers in the field of education.

On October 4 Professor Haynes succumbed to a malignancy.

It was in 1930 that Professor Haynes joined the Millsaps faculty as instructor of history and education, opening a new chapter of his life and closing the pages on youthful indecision as to career.

Following his graduation from the University of Tennessee, where he served as president of the literary society and the YMCA, he taught for a few years in various high schools. He then returned to the university to enter law school and practiced law for several years.

Then, deciding that law was not his field, he collected on a campaign promise of a successful senatorial candidate for whom he had worked and was appointed to the consular service.

He was sent to Dunfermline, Scotland, as vice-consul. The year was 1915, not the most auspicious time for a tour of duty in Europe. Before his resignation from the service in 1919 because of ill health, he served in Edinburg, Scotland; Leeds, Bristol, and London in England; and Paris in France.

It was during this time that he had a brief brush with counter-espionage agents. On a boat tour from Glasgow, unaware that British battleships were being tested in the area, he kept to himself because Americans were not enjoying immense popularity due to their reluctance to enter the war. It didn't occur to him that his solitude might look suspicious to others. The boat returned to port late, causing him to miss the last train back to Edinburg. Trying to check into a hotel for the night without luggage, he was sent to the police station for approval. After a serious investigation the police were finally convinced of his innocence.

After recovery from the illness which forced his resignation from the consular service, Professor Haynes resumed teaching. A few years later he entered Peabody College and received his Master's degree in history.

Millsaps recognized his long and faithful service both to the College and the cause of education in Mississippi in 1960 when he was awarded the L.L.D. degree.

Teachers who give their entire lives to one college are a rarity these days. Professor Haynes was one of Millsaps' last. He has earned a place in her history as one of those whose names will be recalled whenever the early days of the College are recounted and the men who helped form her character are remembered.

Millsaps College
Jackson, Miss. 39210



MAJOR NOTES

Shillaps college
alumni news
Spring, 1965



The Plight of the Humanities
A Plus-mark: Honors Colloquia

MAJOR NOTES

millsaps college alumni magazine
spring, 1965

MERGED INSTITUTIONS: Grenada College, Whitworth College, Millsaps College.

MEMBER: American Alumni Council, American College Public Relations Association.

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The Cover: Dr. George Boyd, chairman of the Honors Council, prepares to introduce one of the colloquies on "The Nature and Meaning of Time."

Volume 6 April, 1965 Number 3

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Shirley Caldwell, '56, Editor

James J. Livesay, '41, Executive Director, Alumni Association

Jim Lucas, '66, Photographer

Presidential Views

By Dr. Benjamin B. Graves

One of the particular questions that has always intrigued me is the secret of success in the private college or university. There are over 2,000 institutions of higher learning in the United States and, of these, roughly two-thirds are private. Throughout our history, however, there have been great numbers of private institutions which have ceased to be; and, to be truthful, there are many among those remaining which are marginal and linger on the threshold of survival.

I have come to the conclusion that success in the private institution is a two-step process. First, the college must do something for the student that is above average or above the norm prevailing in public institutions. In fact, I would go so far as to say that a private college does not deserve to exist unless it can do something more for the student than can the public institution. This **something more** can be, and frequently is, a multi-faceted thing. Also, the **something more** is neither as rare nor as difficult as it might seem.

If a private college can improve the student's chance for success by as little as five or ten percent more than can the public institution, the result will more than pay for the cost of the slight additional investment required. Let me remind you that an undergraduate degree today is likely to give the average student a lifetime earnings potential of approximately \$100,000 above that of a high school graduate. When one considers, then, that a college such as Millsaps will cost the typical student a maximum of \$2,000 more than the public institution, and, in many cases, no more, it is easy to see how a slight improvement in one's chances for success can pay handsome dividends. The record of Millsaps graduates suggests that they have, on the whole, attained this above-average success.

If the college does this **something more**, then a second step is necessary in the formula for success. The student, when he becomes an alumnus, must do something above the norm in sharing his rewards with the college. This sharing can be in terms of financial support, which we desperately need at this time at Millsaps, but it can also come in the form of personal, moral, and spiritual support.

There is the business of recruiting students and contacting other sources of financial support, including foundations and persons of substantial wealth. A key factor frequently noted in the really successful private institution is apt to be a case where the school has tapped several families or individuals who have provided major support. And now I am speaking in terms of millions. You can help us in locating and cultivating this type of situation. Should you think this possibility remote, may I point out that one financial institution has estimated that there are 35,000 people in Mississippi whose assets are sufficiently high to create estate tax problems.

Surveys have shown that the great mass of students coming to private institutions do so on the basis of "word of mouth"; that is, recommendations from students, friends, and alumni. We would like to make Millsaps College an institution that attracts students from all over the nation, but we cannot, at the present time, afford to send recruiting representatives to all places where there are potential candidates. Alumni in these areas can be major aids.

Now, if this two-step process is realized, Millsaps will be a success. We will be able to take the average to above-average student and elevate him into that outstanding or superior individual for the world of tomorrow. We need your assistance in helping Millsaps College continue to provide that **something more**. With your financial help, your sons and daughters, your referrals, your personal and public relations support, I am convinced that we can do that very thing.

Events of Note

POLICY CHANGES

Two major policy changes have been announced by the Board of Trustees since the beginning of the year. One, the change in admissions policy, was announced to the alumni through a letter from President Graves. The other concerns the athletic policy.

Millsaps has been both praised and denounced for the decision to open admission to all qualified students, as was expected, and there are many who take the attitude that the inevitable must be accepted.

Be that as it may, the predicted drop in enrollment for next year does not now seem to be a likelihood, since admissions to date, as compared with admissions last year to a comparable date, are up 25%. Most of the increase is in male students.

It may not be known by out-of-state residents that only Millsaps and William Carey (a Baptist college in Hattiesburg) signed the compliance pledge. Belhaven College (Presbyterian) and Mississippi College (Baptist) both refused to change their admissions policies and thus voted to reject Federal grants either to the students or to the colleges themselves.

The athletic policy change is from a nonsubsidized program to one of limited scholarship aid. The new scholarship program is actually broader than has thus far been indicated in this report, but it is in the area of athletics that the results are expected to be most dramatic.

The Board announced in March the establishment of Diamond Anniversary Scholarships in celebration of the 75th year since the chartering of Millsaps College. Some sixty or seventy tuition-and-fees grants will be awarded for the 1965-66 academic year on the basis of American College Test scores, demonstrated leadership potential, achievement, character, and financial need. Areas of achievement will include athletics, dramatics, music, forensics, and other abilities.

The scholarship program currently in effect, which provides awards for academic ability and such functional

purposes as ministerial training, will be continued, officials said. The new program is an extension of the present system.

Officials have stated that the purpose of the Diamond Anniversary Scholarship Program is to provide a better balance between academic and other areas of achievement.

In announcing the program President Graves stressed that it would not lead to an overemphasis on athletics. He said that athletic competition and other extracurricular activities would remain secondary to the scholastic program.

"The new policy simply means that we will consider athletics as one of several significant areas of achievement," he stated. "We recognize the fact that physical stamina is essential for success."

The new scholarships will cause no change in the intramural program other than a strengthening effort. Students will be encouraged to participate fully in intramurals.

The awards will provide a maximum of \$700 per year, with the amount granted depending on a combination of factors. Some will be honorary, with no financial assistance being given.

For the benefit of those who may have failed to receive President Graves' letter, the statement of the Board concerning the admissions policy is repeated:

1. As an American institution and one dedicated to the fundamental concept of majority rule in a democracy, Millsaps believes that it has an obligation to abide by the laws of this nation. This it believes even though there may be substantial disagreement among its constituency on the merit of a particular set of laws. Law and order must be maintained if there is to be peace, tranquility and progress in our beloved nation and state.

2. As an institution of the Methodist Church, Millsaps has throughout its history attempted to express in its policies and actions, and in the atmosphere on its campus, the highest ideals of the Christian faith. In this tradition, the College can-

not remain unresponsive to the call of the church for an end to discrimination and for the opening of its facilities to qualified persons in a spirit of Christian concern for all men.

3. As an institution of higher learning, Millsaps cannot cut itself off from the mainstream of American life and thought in the mid-twentieth century. Any restriction on the free exchange of ideas among men raises serious questions about the academic integrity of a college or university. From its founding, Millsaps College has emphasized excellence in Christian higher education. This standard of excellence has been recognized in this state and throughout the nation. The reputation of the College and its ability to attract outstanding men and women to its faculty can be maintained only if a condition of unbiased search for truth and a concern for individual men is preserved.

SCHOLARSHIPS AWARDED

Head football coach Harper Davis has announced the awarding of nineteen of the new scholarships. Eight of them are to new students and eleven have been given to current students who intend to participate in the football program next year.

Students who have been accepted by the Admissions Committee and granted scholarships include the following:

George Whitten, Copiah-Lincoln Junior College tackle; 6'1, 200 pounds; All Little Dixie; captain of high school varsity team; president of high school class; president of Future Farmers of America.

Stanley Graham, Jackson Central High School tackle; 6'3½, 235 pounds; honorable mention, All State and All Big 8 teams; score on the science section of ACT places him in 96th percentile of all college-bound students; received the David T. Ridgway Award for Christian leadership on team; cadet major and battalion executive officer of ROTC; officer of J Club;

(Continued on Page 28)

Quality Fit For Survival

By Dr. Robert E. Bergmark
Chairman, Humanities Division

Socrates, on trial for his life and pondering the possibility of being put to death, emphatically asserted that what needs attention is not simply living, but living well. Many a man is able to prolong his life, but quality living calls for something more than mere endurance. The problem is not simply the avoidance of death, but the avoidance of unexamined and unenriched living. When the choice is between death on the one hand and endurance without significant human quality on the other, Socrates counsels death in preference to mere endurance.

These are days when great emphasis is placed on the need for survival. From fall-out shelters to bacteriological warfare, from intercontinental missiles to "Minutemen" armed to the teeth and trained for mortal combat, preparations are being made for the sake of survival. But survive for what? for what purpose? to achieve what goals? to hope for what ends? to be guided by what value considerations? Socrates did not despise the thought of survival. He would have been happy to put off death, had quality living still been possible for him. So, with us, survival is surely not something to be despised. If we are to know quality living, then we must survive in order to have the opportunity to give ourselves to it. But let us beware of being so intent upon personal or national survival that we fail to give adequate attention to the problem of quality worthy of survival.

Historically, the studies known as the humanities have been intimately related to the matter of human qualities worthy of survival. Literature, poetry, philosophy, religion, art, music—across the centuries these have been the great humanizing and civilizing forces. They have served to broaden the sympathies, enrich the meanings, improve the values, and ennoble the purposes that characterize human life at its best and make it worth the living. The humanities awaken the individual to the deeper issues of life. They give him insight into who he is as a conscious, thinking, willing, oughting self. They deepen his sensitivities and broaden his appreciations in the

areas of truth, beauty, goodness, and holiness. And in society they provide an ideal of freedom, justice, mercy, magnanimity, and grace. As DeVane has so well said, "A society without the humanities is a crude, ruthless, and blind thing, predatory, unimaginative, acquisitive, slavish, and materialistic."

Indeed, a great part of our problem in the world today is related to a serious lack in the area of the humanities. A tragically large percentage of the human race is made up of people who have only a marginal human existence, to whom poetry is unknown, art and music are known only on a crude and superficial level, and any reading they might do is at best uninspiring and oftentimes degrading. And this lack in enrichment has a direct bearing upon the values which they pursue. For example, it is difficult to believe that the bomb-throwers and church-burners, after a successful foray, go home to read poetry, listen to a symphony, or peruse the most recent edition of *The Greek Heritage*. On the other hand, the person whose early-evening hours are spent with significant books or recordings can scarcely be pictured as then going out to throw bombs or set fire to churches.

Millsaps College as a whole, and the Humanities Division in particular, is dedicated to the task of providing an education that is something more than the accumulation of facts, something more than training in technology, something more than developing techniques for making a living. Making a living is dreadfully important, and Millsaps College is properly concerned about this as a valid goal, but making a life is also to be considered if living is to be worthwhile.

Our literature offerings at Millsaps come in a variety of languages, from Greek and Latin of the Classical Period to German, French, Spanish, Italian, and English. To this array Russian should be added as soon as possible. Course offerings are provided for specialized study in the various literary forms—poetry, drama, the novel, the short story. Courses in speech and journalism and activities in debate and dramatics offer a proper and

effective extension of the more academic concerns. And language study itself is civilizing and humanizing. The person who knows only his mother-tongue is simply unable to understand the symbolic nature and inner structure of the whole process of communication. A genuine study of another language provides an understanding of and appreciation for one's native language, as well as the nature of language itself, and at the same time provides some insights into another culture, which is always a broadening experience.

Further development is needed in the area of Asian studies. Currently we offer a course in Oriental philosophy and a course in comparative religion. These constitute a good beginning, but only a beginning. Inter-disciplinary work is needed here, and conversations were begun last fall to explore the possibilities of setting up a co-operative venture in which philosophy, political science, sociology, and religion might contribute and share. We need additional personnel to staff such a program, but the existing possibilities of it are quite apparent and we need to press forward on this front.

In the area of the arts, we are greatly enriched this year by the presence of our Writer-in-Residence, Miss Eudora Welty. Indeed, in her own person she very effectively joins the arts and the humanities. Creative writing produces literature, and at the same time the creative writer is an artist. These are days when it has become quite fashionable to have artists-in-residence, but Millsaps, enjoying the presence of Miss Welty this year, has known the joy and effectiveness of such an arrangement for a great number of years in the persons of Karl Wolfe and Mildred Wolfe, each an artist of considerable renown. Mr. and Mrs. Wolfe have enriched the lives of Millsaps students and faculty members both by their presence on the campus and by the courses which they offer. Also, Mr. Wolfe has made extremely valuable suggestions toward the improving and enlarging of our program in the fine arts.

For some time now we have been talking about the need for a fine arts building, and the need becomes increasingly more pressing. The work in music, dramatics, and the plastic arts will be greatly enhanced and offerings will be far more attractive once this addition is realized. In the meantime, highly significant activities continue in the old surroundings.

More and more people, these days, are realizing the worth of a broad, liberal arts education. The medical schools are encouraging their candidates to take more work in the humanities during their undergraduate years. Business leaders are giving the same counsel to their prospective neophytes. As human beings we need first of all to be humanized, and only later to be fitted out as lawyers, housewives, clergymen, plumbers, businessmen, farmers, or physicians. As Aristotle said in the *Politics*, "The same education and the same habits will be found to make a good man and a good statesman and king." If we can work, first of all, at the task of becoming fully human, we will then be more adequately prepared to render effective service in our particular role in life.

Robert Maynard Hutchins once wrote that "the aim of education is to connect man with man, to connect the present with the past, and to advance the thinking of the race." It is this aim that inspires and motivates work in the humanities and in all education worthy of the name, and it is this aim to which we are dedicated.



THE AUTHOR: Dr. Robert E. Bergmark, right, looks over a proposed textbook with Dr. Hughes Cox, assistant professor of philosophy. Dr. Bergmark joined the Millsaps faculty in 1953. He is chairman of the philosophy department. He holds the Bachelor of Arts degree from Emory University and the Bachelor of Sacred Theology and Ph. D. degrees from Boston University.

The Humanities: Something More



The Honors Colloquia: “What’s the time of day?”

By Dr. George W. Boyd
Chairman, Honors Council

For twenty-five years two passages of poetry by modern American poets have haunted me. One is in E. A. Robinson’s “Ben Johnson Entertains a Man from Stratford”; Robinson has Shakespeare, “old enough to be/The father of a world,” say: “Ben, you’re a scholar, what’s the time of day?” The other passage is in Frost’s “Acquainted with the Night”:

And further still at an unearthly height,
One luminary clock against the sky

Proclaimed the time was neither wrong nor right.
I have been one acquainted with the night.

Somehow these two passages have signaled my continuing concern with the nature of time. Over the years has come the reading and re-reading of Mann’s *Magic Mountain*, perhaps the most profound study of time in the world; Proust’s *Remembrance of Things Past*, the most elegant study; and finally Eliot’s *Four Quartets*, for me the most illuminating study I know.

Last October Dr. William Hendee and I were standing under the clock in Murrah Hall talking about how the Honors Council must meet and make plans for the Spring Colloquia. Dr. Hendee said casually that he’d like the Colloquia to study time. Suddenly we both knew it was the subject that interested us most. The other members of the Honors Council joined in our enthusiasm, and the plans came together easily. The Colloquia theme, in short, is an inspired one.

So we are exploring the nature and meaning of time. We have so far defined nothing, not even the central concept of time itself. We have characterized and described. We have raised some vital questions; we have not yet attempted final answers. Indeed, I rather think that although we are seeking answers we are even more concerned with raising more precise and more relevant questions. We are asking: What’s the time of day? of decade? of century? of life? We are questioning how different disciplines and art forms conceive and use time differently. We are reading and talking—two of the most pleasurable activities in the world.

I am writing this article during the spring holidays, March 25 — March 31, which is to say that I am writing from the very middle of the Colloquia. I can tell you with real excitement where we have been in our colloquies; I can tell you the direction in which we are start-

ing the second half. I cannot tell you, though, where we shall arrive. No one of us knows at this point. The reason is that our theme is dynamic, and is, for all of us anyway, largely unexplored.

We began with Madeleine McMullan’s leading a brilliant evening on Toynbee’s *A Study of History*, volume 12, the *Reconsideration* volume. Here was a good, safe place to begin, we thought. That is, it was a familiar, conventional, conservative place to begin. There were past, present, future — comfortable, familiar, and suddenly unknown categories. Mrs. McMullan read a splendid Colloquium Preface touching on Toynbee’s basic methods: his vocabulary, his universal concerns, his central myth, his cyclic theories. A lively discussion followed on Toynbee’s errors, his tentative conclusions, the relationship of history and memory, whether Toynbee is in fact historian or poet, above all, his freeing of the future.

The second evening, led by Dr. Hendee, focused the physicist’s philosophy on the meaning of time. Suddenly, all the safety of history, conventional or otherwise, disappeared. Here was a view of time conditioned by Einstein’s special theory of relativity, which saw time as neither linear nor cyclic, which found no basic rhythm of the universe and consequently no time based on such a rhythm, which questioned the validity and significance of memory, which finally held that there was no such thing as “absolute” time. Here were shock and excitement, intense and illuminating.

For a delightful change of pace, Lawrence Crawford led a colloquium in his studio on time in music. The central motif of the evening was an exploration of how music articulates time—in its temporal, its harmonic, its melodic ways.

Professor W. H. Baskin led the first evening of discussion on a purely literary title, Proust’s *Swann’s Way*. In the Preface and in the colloquy, the exploration of Proustian Time was splendidly searching. The nature of Proustian reality, Proust’s two kinds of memory, Proust’s levels of pastness, and, above all, the duality of Proustian optics: all these contributed to the central consideration of how for Proust the memory delivers us from time. Proustian time, it was clear, was different indeed from the historian’s, the physicist’s, or the musician’s time.

A sudden panning of the cameras and we were viewing time through a geologist's eyes, and now it was time in billions of years. In geological time one is never far from an awareness of astronomical time, and this colloquium was held on the evening of the day that Ranger IX hit the moon. What kind of time was this? Is it the same as the others? Is it different from but related to the others? Is time after all nothing but the watch or calendar we look at?

Next week, in "Physiological Clocks," I have a feeling that Jim McKeown is going to say that time is simply the pulse I can feel. We'll see. At any rate, in the second half of the Colloquia we are zeroing in on the **individual** and time — which is where we all want the closest examination, I expect. Miss Eudora Welty, our Writer-in-Residence, will lead the evening on Faulkner's **The Sound and the Fury**, the magnificent novel about people and four days. In this book Faulkner works magic with time, its shifting patterns, its reversals, recurrences, the continuous and final blurring of distinctions between

past and future.

After the Faulkner evening, Professor T. W. Lewis will present Rudolph Bultmann's study of history and eschatology, of past things and last things. We feel the need of an expert probing of theological dimensions and implications of time and timelessness. After Bultmann, I will demonstrate Eliot's handling of the time and eternity theme in the **Four Quartets**. Finally, Robert Bergmark, professor of philosophy and chairman of the Humanities Division, will attempt the Herculean task of summing up. Dr. Bergmark is a brave man.

Where shall we have gone in the Colloquia? I think from **then** to eternity; and I am thinking of Boethius's characterization of eternity as **interminabilis vitae tota simul et perfecta possessio**, "whole, simultaneous, and complete fruition of a life without bounds." I hope that when we arrive where we're going we shall be able to understand it and describe it. In any event, from the middle of the journey now I can testify to the considerable pleasures of the journey itself.



Time in music—Lawrence Crawford, instructor of music, led one of the colloquies, discussing Meyer's *Emotion and Meaning in Music*. There were a total of nine sessions in this spring's Honor Colloquia.

HONORS COLLOQUIA CALENDAR SPRING, 1965

- February 9: Preliminary meeting
- February 17: **THE PAST AND FUTURE**
Arnold Toynbee, *A Study of History*,
Volume 12
Leader: Madeleine McMullan
- February 23: **THE PHYSICIST AS PHILOSOPHER**
G. J. Whitrow, *The Natural Philosophy of Time*
Leader: Dr. William Hendee
- March 10: **TIME IN MUSIC**
L. Meyer, *Emotion and Meaning in Music*
Leader: Lawrence Crawford
- March 17: **PHYSIOLOGICAL CLOCKS**
Selected Essays
Leader: James P. McKeown
- April 7: **TIME IN GEOLOGY**
P. M. Hurley, *How Old Is the Earth?*
Leader: Wendell Johnson
- April 14: **FOUR DAYS ON EARTH**
Faulkner, *The Sound and the Fury*
Leader: Eudora Welty
- April 21: **TIME AND ETERNITY. I. THE THEOLOGIAN**
Rudolph Bultmann, *History and Eschatology*
Leader: T. W. Lewis
- May 5: **TIME AND ETERNITY. II. THE POET**
T. S. Eliot, *Four Quartets*
Leader: Dr. George Boyd
- May 12: **TOWARD A SUMMING UP**
Leader: Dr. Robert E. Bergmark
- May 14: **FINAL ESSAY EXAMINATION**
Composed, given, and graded by the Honors Council

THE
PLIGHT
of the HUMANITIES





A
SPECIAL
REPORT

Amidst great
material well-being,
our culture stands in danger
of losing its very soul.



WITH the greatest economic prosperity ever known by Man;
With scientific accomplishments unparalleled in human history;

With a technology whose machines and methods continually revolutionize our way of life:

We are neglecting, and stand in serious danger of losing, our culture's very soul.

This is the considered judgment of men and women at colleges and universities throughout the United States—men and women whose life's work it is to study our culture and its "soul." They are scholars and teachers of the humanities: history, languages, literature, the arts, philosophy, the history and comparison of law and religion. Their concern is Man and men—today, tomorrow, throughout history. Their scholarship and wisdom are devoted to assessing where we humans are, in relation to where we have come from—and where we may be going, in light of where we are and have been.

Today, examining Western Man and men, many of them are profoundly troubled by what they see: an evident disregard, or at best a deep devaluation, of the things that refine and dignify and give meaning and heart to our humanity.

HOW IS IT NOW with us?" asks a group of distinguished historians. Their answer: "Without really intending it, we are on our way to becoming a dehumanized society."

A group of specialists in Asian studies, reaching essentially the same conclusion, offers an explanation:

"It is a truism that we are a nation of activists, problem-solvers, inventors, would-be makers of better mousetraps. . . . The humanities in the age of super-science and super-technology have an increasingly difficult struggle for existence."

"Soberly," reports a committee of the American Historical Association, "we must say that in American society, for many generations past, the prevailing concern has been for the conquest of nature, the production of material goods, and the development of a viable system of democratic government. Hence we have stressed the sciences, the application of science through engineering, and the application of engineering or quantitative methods to the economic and political problems of a prospering republic."

The stress, the historians note, has become even more intense in recent years. Nuclear fission, the Communist threat, the upheavals in Africa and Asia, and the invasion of space have caused our concern with "practical" things to be "enormously reinforced."

Says a blue-ribbon "Commission on the Humanities," established as a result of the growing sense of unease about the non-scientific aspects of human life:

"The result has often been that our social, moral, and aesthetic development lagged behind our material advance. . . .

"The state of the humanities today creates a crisis for national leadership."

THE CRISIS, which extends into every home, into every life, into every section of our society, is best observed in our colleges and universities. As both mirrors and creators of our civilization's attitudes, the colleges and universities not only reflect what is happening throughout society, but often indicate what is likely to come.

Today, on many campuses, science and engineering are in the ascendancy. As if in consequence, important parts of the humanities appear to be on the wane.

Scientists and engineers are likely to command the best job offers, the best salaries. Scholars in the humanities are likely to receive lesser rewards.

Scientists and engineers are likely to be given financial grants and contracts for their research—by government agencies, by foundations, by industry. Scholars in the humanities are likely to look in vain for such support.

Scientists and engineers are likely to find many of the best-qualified students clamoring to join their ranks. Those in the humanities, more often than not, must watch helplessly as the talent goes next door.

Scientists and engineers are likely to get new buildings, expensive equipment, well-stocked and up-to-the-minute libraries. Scholars in the humanities, even allowing for their more modest requirements of physical facilities, often wind up with second-best.

Quite naturally, such conspicuous contrasts have created jealousies. And they have driven some persons in the humanities (and some in the sciences, as well) to these conclusions:

1) The sciences and the humanities are in mortal

competition. As science thrives, the humanities must languish—and vice versa.

2) There are only so many physical facilities, so much money, and so much research and teaching equipment to go around. Science gets its at the expense of the humanities. The humanities' lot will be improved only if the sciences' lot is cut back.

To others, both in science and in the humanities, such assertions sound like nonsense. Our society, they say, can well afford to give generous support to *both* science and the humanities. (Whether or not it will, they admit, is another question.)

A committee advising the President of the United States on the needs of science said in 1960:

". . . We repudiate emphatically any notion that science research and scientific education are the only kinds of learning that matter to America. . . . Obviously a high civilization must not limit its efforts to science alone. Even in the interests of science itself, it is essential to give full value and support to the other great branches of Man's artistic, literary, and scholarly activity. The advancement of science must not be accomplished by the impoverishment of anything else. . . ."

The Commission on the Humanities has said:

"Science is far more than a tool for adding to our security and comfort. It embraces in its broadest sense all efforts to achieve valid and coherent views of reality; as such, it extends the boundaries of experience and adds new dimensions to human character. If the interdependence of science and the humanities were more generally understood, men would be more likely to become masters of their technology and not its unthinking servants."

None of which is to deny the existence of differences between science and the humanities, some of which are due to a lack of communication but others of which come from deep-seated misgivings that the scholars in one vineyard may have about the work and philosophies of scholars in the other. Differences or no, however, there is little doubt that, if Americans should choose to give equal importance to both science and the humanities, there are enough material resources in the U.S. to endow both, amply.

THUS FAR, however, Americans have not so chosen. Our culture is the poorer for it.





ROBERT PHILLIPS



the humanities' view:

Mankind
is nothing
without
individual
men.

“Composite man, cross-section man, organization man, status-seeking man are not here. It is still one of the merits of the humanities that they see man with all his virtues and weaknesses, including his first, middle, and last names.”

DON CAMERON ALLEN



WHY SHOULD an educated but practical American take the vitality of the humanities as his personal concern? What possible reason is there for the business or professional man, say, to trouble himself with the present predicament of such esoteric fields as philosophy, exotic literatures, history, and art?

In answer, some quote Hamlet:

*What is a man
If his chief good and market of his time
Be but to sleep and feed? a beast, no more.*

Others, concerned with the effects of science and technology upon the race, may cite Lewis Mumford:

“. . . It is now plain that only by restoring the human personality to the center of our scheme of thought can mechanization and automation be brought back into the services of life. Until this happens in education, there is not a single advance in science, from the release of nuclear energy to the isolation of DNA in genetic inheritance, that may not, because of our literally absent-minded automation in applying it, bring on disastrous consequences to the human race.”

Says Adlai Stevenson:

“To survive this revolution [of science and technology], education, not wealth and weapons, is our best hope—that largeness of vision and generosity of spirit which spring from contact with the best minds and treasures of our civilization.”

THE COMMISSION on the Humanities cites five reasons, among others, why America’s need of the humanities is great:

“1) All men require that a vision be held before them, an ideal toward which they may strive. Americans need such a vision today as never before in their history. It is both the dignity and the duty of humanists to offer their fellow-countrymen whatever understanding can be attained by fallible humanity of such enduring values as justice, freedom, virtue, beauty, and truth. Only thus do we join ourselves to the heritage of our nation and our human kind.

“2) Democracy demands wisdom of the average man. Without the exercise of wisdom free institutions

and personal liberty are inevitably imperiled. To know the best that has been thought and said in former times can make us wiser than we otherwise might be, and in this respect the humanities are not merely our, but the world's, best hope.

"3) . . . [Many men] find it hard to fathom the motives of a country which will spend billions on its outward defense and at the same time do little to maintain the creative and imaginative abilities of its own people. The arts have an unparalleled capability for crossing the national barriers imposed by language and contrasting customs. The recently increased American encouragement of the performing arts is to be welcomed, and will be welcomed everywhere as a sign that Americans accept their cultural responsibilities, especially if it serves to prompt a corresponding increase in support for the visual and the liberal arts. It is by way of the humanities that we best come to understand cultures other than our own, and they best to understand ours.

"4) World leadership of the kind which has come upon the United States cannot rest solely upon superior force, vast wealth, or preponderant technology. Only the elevation of its goals and the excellence of its conduct entitle one nation to ask others to follow its lead. These are things of the spirit. If we appear to discourage creativity, to demean the fanciful and the beautiful, to have no concern for man's ultimate destiny—if, in short, we ignore the humanities—then both our goals and our efforts to attain them will be measured with suspicion.

"5) A novel and serious challenge to Americans is posed by the remarkable increase in their leisure time. The forty-hour week and the likelihood of a shorter one, the greater life-expectancy and the earlier ages of retirement, have combined to make the blessing of leisure a source of personal and community concern. 'What shall I do with my spare time' all-too-quickly becomes the question 'Who am I? What shall I make of my life?' When men and women find nothing within themselves but emptiness they turn to trivial and narcotic amusements, and the society of which they are a part becomes socially delinquent and potentially unstable. The humanities are the immemorial answer to man's questioning and to his need for self-expression; they are uniquely equipped to fill the 'abyss of leisure.' "

The arguments are persuasive. But, aside from the

scholars themselves (who are already convinced), is anybody listening? Is anybody stirred enough to do something about "saving" the humanities before it is too late?

"Assuming it considers the matter at all," says Dean George C. Branam, "the population as a whole sees [the death of the liberal arts tradition] only as the overdue departure of a pet dinosaur.

"It is not uncommon for educated men, after expressing their overwhelming belief in liberal education, to advocate sacrificing the meager portion found in most curricula to get in more subjects related to the technical job training which is now the principal goal. . . .

"The respect they profess, however honestly they proclaim it, is in the final analysis superficial and false: they must squeeze in one more math course for the engineer, one more course in comparative anatomy for the pre-medical student, one more accounting course for the business major. The business man does not have to know anything about a Beethoven symphony; the doctor doesn't have to comprehend a line of Shakespeare; the engineer will perform his job well enough without ever having heard of Machiavelli. The unspoken assumption is that the proper function of education is job training and that alone."

Job training, of course, is one thing the humanities rarely provide, except for the handful of students who will go on to become teachers of the humanities themselves. Rather, as a committee of schoolmen has put it, "they are fields of study which hold values for all human beings regardless of their abilities, interests, or means of livelihood. These studies hold such values for all men precisely because they are focused upon universal qualities rather than upon specific and measurable ends. . . . [They] help man to find a purpose, endow him with the ability to criticize intelligently and therefore to improve his own society, and establish for the individual his sense of identity with other men both in his own country and in the world at large."

IS THIS reason enough for educated Americans to give the humanities their urgently needed support?

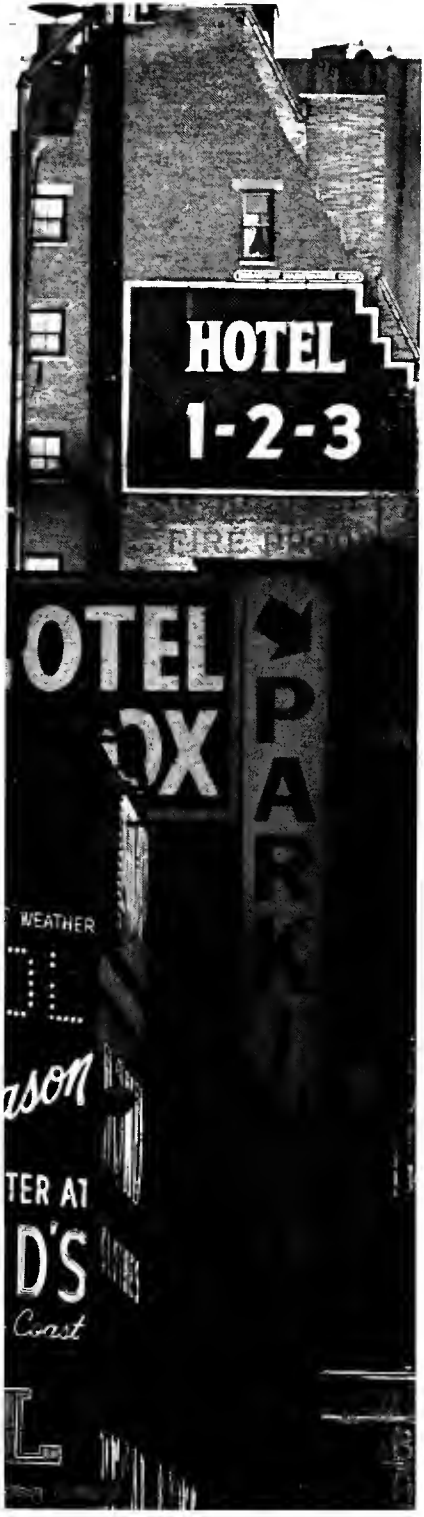
☀ The humanities: "Our lives are

"Upon the humanities depend the national ethic and morality. . .



the substance they are made of.”

... the national use of our environment and our material accomplishments.”



... the national aesthetic and beauty or lack of it ...



ROBERT PHILLIPS

☀ “A million-dollar
project without
a million dollars”

THE CRISIS in the humanities involves people, facilities, and money. The greatest of these, many believe, is money. With more funds, the other parts of the humanities' problem would not be impossible to solve. Without more, they may well be.

More money would help attract more bright students into the humanities. Today the lack of funds is turning many of today's most talented young people into more lucrative fields. "Students are no different from other people in that they can quickly observe where the money is available, and draw the logical conclusion as to which activities their society considers important," the Commission on the Humanities observes. A dean puts it bluntly: "The bright student, as well as a white rat, knows a reward when he sees one."

More money would strengthen college and university faculties. In many areas, more faculty members are needed urgently. The American Philosophical Association, for example, reports: ". . . Teaching demands will increase enormously in the years immediately to come. The result is: (1) the quality of humanistic teaching is now in serious danger of deteriorating; (2) qualified teachers are attracted to other endeavors; and (3) the progress of research and creative work within the humanistic disciplines falls far behind that of the sciences."

More money would permit the establishment of new scholarships, fellowships, and loans to students.



More money would stimulate travel and hence strengthen research. "Even those of us who have access to good libraries on our own campuses must travel far afield for many materials essential to scholarship," say members of the Modern Language Association.

More money would finance the publication of long-overdue collections of literary works. Collections of Whitman, Hawthorne, and Melville, for example, are "officially under way [but] face both scholarly and financial problems." The same is true of translations of foreign literature. Taking Russian authors as an example, the Modern Language Association notes: "The major novels and other works of Turgenev, Gogol, Dostoevsky, Tolstoy, and Chekhov are readily available, but many of the translations are inferior and most editions lack notes and adequate introduc-



ROBERT PHILLIPS

THUS PROFESSOR GAY WILSON ALLEN, one of the editors, describes the work on a complete edition of the writings of Walt Whitman. Because of a lack of sufficient funds, many important literary projects are stalled in the United States. One indication of the state of affairs: the works of only two American literary figures—Emily Dickinson and Sidney Lanier—are considered to have been collected in editions that need no major revisions.

torical Association says, “our historians too often have shown themselves timid and pedestrian in approach, dull and unimaginative in their writing. Yet these are vices that stem from public indifference.”

More money would enable some scholars, now engaged in “applied” research in order to get funds, to undertake “pure” research, where they might be far more valuable to themselves and to society. An example, from the field of linguistics: Money has been available in substantial quantities for research related to foreign-language teaching, to the development of language-translation machines, or to military communications. “The results are predictable,” says a report of the Linguistics Society of America. “On the one hand, the linguist is tempted into subterfuge—dressing up a problem of basic research to make it look like applied research. Or, on the other hand, he is tempted into applied research for which he is not really ready, because the basic research which must lie behind it has not yet been done.”

More money would greatly stimulate work in archaeology. “The lessons of Man’s past are humbling ones,” Professor William Foxwell Albright, one of the world’s leading Biblical archaeologists, has said. “They are also useful ones. For if anything is clear, it is that we cannot dismiss any part of our human story as irrelevant to the future of mankind.” But, reports the Archaeological Institute of America, “the knowledge of valuable ancient remains is often permanently lost to us for the lack of as little as \$5,000.”

tions. . . . There are more than half a dozen translations of *Crime and Punishment*. . . . but there is no English edition of Dostoevsky’s critical articles, and none of his complete published letters. [Other] writers of outstanding importance. . . . have been treated only in a desultory fashion.”

More money would enable historians to enter areas now covered only adequately. “Additional, more substantial, or more immediate help,” historians say, is needed for studies of Asia, Russia, Central Europe, the Middle East, and North Africa; for work in intellectual history; for studying the history of our Western tradition “with its roots in ancient, classical, Christian, and medieval history”; and for “renewed emphasis on the history of Western Europe and America.” “As modest in their talents as in their public position,” a committee of the American His-

MORE MONEY: that is the great need. But where will it come from?

Science and technology, in America, owe much of their present financial strength—and, hence, the means behind their spectacular accomplishments—to the Federal government. Since World War II, billions of dollars have flowed from Washington to the nation's laboratories, including those on many a college and university campus.

The humanities have received relatively few such dollars, most of them earmarked for foreign language projects and area studies. One Congressional report showed that virtually all Federal grants for academic facilities and equipment were spent for science; 87 percent of Federal funds for graduate fellowships went to science and engineering; by far the bulk of Federal support of faculty members (more than \$60 million) went to science; and most of the Federal money for curriculum strengthening was spent on science. Of \$1.126 billion in Federal funds for basic research in 1962, it was calculated that 66 percent went to the physical sciences, 29 percent to the life sciences, 3 percent to the psychological sciences, 2 percent to the social sciences, and 1 percent to "other" fields. (The figures total 101 percent because fractions are rounded out.)

The funds—particularly those for research—were appropriated on the basis of a clearcut *quid pro quo*: in return for its money, the government would get research results plainly contributing to the national welfare, particularly health and defense.

With a few exceptions, activities covered by the humanities have not been considered by Congress to contribute sufficiently to "the national welfare" to qualify for such Federal support.

IT is on precisely this point—that the humanities are indeed essential to the national welfare—that persons and organizations active in the humanities are now basing a strong appeal for Federal support.

The appeal is centered in a report of the Commission on the Humanities, produced by a group of distinguished scholars and non-scholars under the chairmanship of Barnaby C. Keeney, the president of Brown University, and endorsed by organization after organization of humanities specialists.

"Traditionally our government has entered areas

where there were overt difficulties or where an opportunity had opened for exceptional achievement," the report states. "The humanities fit both categories, for the potential achievements are enormous while the troubles stemming from inadequate support are comparably great. The problems are of nationwide scope and interest. Upon the humanities depend the national ethic and morality, the national aesthetic and beauty or the lack of it, the national use of our environment and our material accomplishments. . . .

"The stakes are so high and the issues of such magnitude that the humanities must have substantial help both from the Federal government and from other sources."

The commission's recommendation: "the establishment of a National Humanities Foundation to parallel the National Science Foundation, which is so successfully carrying out the public responsibilities entrusted to it."

SUCH A PROPOSAL raises important questions for Congress and for all Americans.

Is Federal aid, for example, truly necessary? Cannot private sources, along with the states and municipalities which already support much of American higher education, carry the burden? The advocates of Federal support point, in reply, to the present state of the humanities. Apparently such sources of support, alone, have not been adequate.

Will Federal aid lead inevitably to Federal control? "There are those who think that the danger of

*"Until they want to,
it won't be done."*



BARNABY C. KEENEY (opposite page), university president and scholar in the humanities, chairs the Commission on the Humanities, which has recommended the establishment of a Federally financed National Humanities Foundation. Will this lead to Federal interference? Says President Keeney: "When the people of the U.S. want to control teaching and scholarship in the humanities, they will do it regardless of whether there is Federal aid. Until they want to, it won't be done."



ROBERT PHILLIPS

Federal control is greater in the humanities and the arts than in the sciences, presumably because politics will bow to objective facts but not to values and taste," acknowledges Frederick Burkhardt, president of the American Council of Learned Societies, one of the sponsors of the Commission on the Humanities and an endorser of its recommendation. "The plain fact is that there is *always* a danger of external control or interference in education and research, on both the Federal and local levels, in both the public and private sectors. The establishment of institutions and procedures that reduce or eliminate such interference is one of the great achievements of the democratic system of government and way of life."

Say the committeemen of the American Historical Association: "A government which gives no support at all to humane values may be careless of its own destiny, but that government which gives too much support (and policy direction) may be more dangerous still. Inescapably, we must somehow increase the prestige of the humanities and the flow of funds. At the same time, however grave this need, we must safeguard the independence, the originality, and the freedom of expression of those individuals and those groups and those institutions which are concerned with liberal learning."

Fearing a serious erosion of such independence, some persons in higher education flatly oppose Federal support, and refuse it when it is offered.

Whether or not Washington does assume a role in financing the humanities, through a National Humanities Foundation or otherwise, this much is certain: the humanities, if they are to regain strength in this country, must have greater understanding, backing, and support. More funds from private sources are a necessity, even if (perhaps *especially* if) Federal money becomes available. A diversity of sources of funds can be the humanities' best insurance against control by any one.

Happily, the humanities are one sector of higher education in which private gifts—even modest gifts—can still achieve notable results. Few Americans are wealthy enough to endow a cyclotron, but there are many who could, if they would, endow a research fellowship or help build a library collection in the humanities.

IN BOTH public and private institutions, in both small colleges and large universities, the need is urgent. Beyond the campuses, it affects every phase of the national life.

This is the fateful question:

Do we Americans, amidst our material well-being, have the wisdom, the vision, and the determination to save our culture's very soul?

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

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The Humanities: Something More
On Camera:

Welty on Faulkner

Eudora Welty was asked to assume the responsibility for one of the fifteen-minute television programs in the WLBT series "Our Colleges." She graciously consented despite a hectic schedule. She chose to show one aspect of her course on creative writing at Millsaps, asking two of her most talented students to join her in a discussion of a William Faulkner story. Thus were Mississippians treated to a discussion of one of the state's most famous sons by its most famous daughter. Presented on these pages is a transcript of the program. Miss Welty's comment on the show was that it demonstrated that "in fifteen minutes a class like ours hasn't got anywhere." Perhaps if nothing else it shows what writers look for and at in the work of other writers.

Miss Welty: Norma Craig, Steve Cannon, and I are part of the Millsaps course in creative writing, which we call "The Craft of Fiction." This is a work class; we meet twice a week; we have seventeen students. We write stories, read them aloud in class, and they are subject to criticism and comment from the other members of the class and from me, the teacher. On days on which we don't have a story turned in, we read one such as "Spotted Horses," by William Faulkner. We try to study other stories, not in a cold, analytical way, but from the point of view of writers, seeing what another writer, who really is up at the top, has done with problems that we can understand.

"Spotted Horses" is a part of **The Hamlet**, which William Faulkner published in 1940, and it is most noted for introducing the Snopes family for the first time to the world, and also Ratliff, of whom Faulkner was very fond and who he thought was his character of sanity, an observer, whom he liked very much.

It is 72 pages long, which is quite long for a short story. It is set, he said one time, around 1907 or 1908. So, with that background, Steve, could you give us an idea about the story?

The Humanities: Something More
While the cameras roll...



Mr. Cannon: The story begins when Flem Snopes returns to Frenchman's Bend, Mississippi, after an absence in Texas. The significant thing is that Flem Snopes brings back about fifteen wild, delirious, spotted horses, which everyone immediately begins to suspect that he's going to try to pawn off on the unsuspecting citizens of Frenchman's Bend, including his own relatives who happen to be there. With him, though, comes a Texan, who Flem Snopes tries to make everyone believe owns the horses. He feels that, because of his own unsavory reputation, they will buy the horses with more trust from the Texan than they would from him.

The next day after they arrive with the horses they begin to auction them, and at the end of the day the Texan has sold all but three of them, and he gets in his wagon and drives off. The complications begin in the story when the men who bought the horses try to get their purchases from the corral, which seems an easy task if the horses were any but the spotted horses. The spotted horses end up running over everyone who tries to touch one of them. One runs down the road and into a wagon carrying Mrs. Tull and her husband and destroys the wagon and knocks the man onto the bridge, splinters up his face, which causes the Tulls to



bring an action against Eck Snopes, because it was Eck Snopes' horse that had run into the wagon. In court it is revealed that the Texan had given the horse to Eck Snopes, rather than his buying it, so Eck Snopes did not actually own the horse, and Mrs. Tull, who hoped to get some compensation of a financial nature from this thing, gets the horse, which makes her even more furious about the whole thing.

Mrs. Craig: Especially since the horse is dead — he broke his neck the night before when they were trying to catch him. So she gets the dead horse.

Miss Welty: And part of that, I think, was Flem's smartness—there was no record at all of this gift.

Mrs. Craig: In the whole story he's the villain, but he's never there. I started trying to count the number of times he spoke—that is, the villain spoke—in the story, and, you know, he really doesn't speak but ten sentences in the entire 72 pages.

Miss Welty: He doesn't need to. Do you know that marvelous characterization of him—let me see, it's on Page 378. It's about how Flem never tells his own business. " 'His own kin will be the last man in the world to find out anything about Flem Snopes' business.' "

“No,” the first said. ‘He wouldn’t even be that. The first man Flem would tell his business to would be the man that was left after the last man died. Flem Snopes don’t even tell himself what he is up to. Not if he was laying in bed with himself in a empty house in the dark of the moon.’ ”

This is a marvelously humorous story—it’s one of the funniest stories I have ever read. Don’t you agree, Norma? Steve?

Mr. Cannon: Yes.

Mrs. Craig: You and Steve agree on it, but I really . . . the pathos of it got to me so badly. It really didn’t seem funny to me. I was about to make a marvelous generalization, that maybe men would see the humor in it more than the pathos. As an example, when Salinger’s *Catcher in the Rye* came out, the men I knew who read it said, “It’s the funniest story I’ve ever read.” And when I read it I thought it was the saddest thing I had read, and I thought, “Well, it’s just that there is humor there and pathos there, and the humor strikes men and the pathos strikes women.”

Miss Welty: Faulkner, I think, was making the distinction throughout that the men were the ones who were captivated by the horses, and paid their last dime—\$5, as it were—to get a horse, when it was the women, as exemplified by poor Mrs. Armstid, who had to pay. It was Mrs. Littlejohn in whose yard all this was happening and who watches the whole thing as she makes endless trips out to the yard—take out the washpot, hang out the clothes, pick up the clothes—between each thing she does, she looks at the men, and her first word and only word in the whole thing is, after the man is carried into her house and put on her bed, having been trampled by the horses and all the horses have escaped and with them everybody’s money and the whole day is absolutely madness and chaos, she says, “You men!”

On Page 408 she says, “ ‘I declare. You men. You all get out of here, V. K.,’ she said to Ratliff. ‘Go outside. See if you can’t find something else to play with that will kill some more of you.’ ”

Only in Frenchman’s Bend would they, knowing that they have been cheated, knowing everything else, knowing they can’t catch the horses—it’s no surprise to them, they’ve been seeing them all day long—only here would they insist on buying the horses. These horses have never been under a roof before, they’ve never seen fences before, they explode, they tear all over the place. The men know they can’t catch them, and as Eck says, “I don’t want to pay for nothing I can’t catch.” But still they buy them.

Mrs. Craig: He said, “Why buy a horse when I can go down and get a snapping turtle or a moccasin out of the creek if I want it?”

Miss Welty: Nobody is fooled by this but they want to do it, and that’s why it’s so comic. . . .

Mrs. Craig: And so pitiful. In Mrs. Armstid’s case, when she had saved \$5 for months, weaving with string, old string that she’d saved and other women had given her, and she had sat up at night after her children had gone to bed and woven and made \$5 after months and months, and her husband spends it on this horse. . . .

Miss Welty: It might have bought shoes for the “little

chaps.” It meant so much to her that she said she would know those five dollars if she saw them again.

Mr. Cannon: Faulkner, I think, is very unsympathetic, especially with Armstid and Flem Snopes and the others, but there are two men characters that he is sympathetic with—Ratliff and the Texan. I think the Texan is really an outsider, especially as shown when he tried to give Henry Armstid the money back for the horses.

Miss Welty: That’s true, but do you agree that Faulkner is unsympathetic toward the Armstids?

Mrs. Craig: I think he presents them as sort of trapped people.

Miss Welty: They were, but I felt that his sympathy was profound in that case.

Mr. Cannon: I think he was sympathetic with Mrs. Armstid.

Miss Welty: Oh, not with Henry, how could he be?

Mr. Cannon: I think he was more sympathetic with Mrs. Armstid than anyone else in the whole story.

Miss Welty: “Spotted Horses” is an enormous, complicated story, weaving in all those strands, of what’s comic and comic not for its own sake but as a means of enlightenment, of showing what’s happening, of the pathetic and of the extremely realistic, all meticulously observed—it’s something that only Faulkner could have done. His great knowledge of the world he wrote about. . . .

Mrs. Craig: Everything he mentions, from the description of the pear tree in the moonlight, the way the branches and flowers stood up like a drowned woman’s hair. . . .

Miss Welty: The beautiful lyric world. . . .

Mrs. Craig: And to the way a man’s thighs look when he’s sitting on a fence post. . . .

Miss Welty: And the marvelous spotted horses themselves. . . .

Mrs. Craig: Oh, they sounded ugly to me, terribly ugly, with pink faces, and wild. He kept describing them as “bigger than rabbits.”

Mr. Cannon: The people who were cynical about the horses said, “Maybe it’s a painted dog. It’s really not a horse at all.” They were so small and unhorselike.

Mrs. Craig: And the horses ceased to exist at the end. At the end of the story they’re as gone as they were when the story opened. Nobody has gotten one, and they’ve all completely disappeared, and the only one who has come out on top is Flem Snopes.

Mr. Cannon: He keeps saying, “They weren’t none of my horses.”

Miss Welty: Steve, what do you think is Ratliff’s real function in the story?

Mr. Cannon: I think that Ratliff is Faulkner in the story. Ratliff is the voice of sanity. Through his mind or his consciousness Faulkner shows the cruelty of the situation to which Mrs. Armstid is subjected, the idiocy.

Miss Welty: And he can cope with it. As Faulkner said once about Ratliff, “His digestion is good. He can cope with anything.” And we need a voice like that in the middle of this world.

Mrs. Craig: Faulkner said that about himself once, too—that if he could come back he’d like to come as a buzzard because nobody bothers them and they can eat anything.

Events of Note

(Continued from Page 3)

member of Junior Classical League.

Pat Amos, Hazlehurst High School guard and halfback; 5'9, 165 pounds; All Little Dixie squad two years; Most Valuable Lineman, 1963; co-captain, 1964; honor student; plans to major in English.

Timmie Millis, Copiah-Lincoln guard; 5'11, 195 pounds; All State Junior College second team; captain of high school and Co-Lin teams; vice-president of high school Student Council; president of high school Hi-Y.

Gus Rushing, Cleveland High School center; 5'11, 190 pounds; All Delta Valley Conference center; Outstanding Lineman, 1964; captain of team; president of senior class; vice-president of National Honor Society; president of church's youth council; premed student; brother of Clift Rushing, '58.

John Hart, Perkinson Junior College tackle; 6'1, 205 pounds; lieutenant governor of J.E.T.S.; vice-president, National Honor Council; chemistry major.

Richard Dambrino, Perkinson Junior College tackle; 6'1, 235 pounds; vice-president, B Club; treasurer, Safety Council; member, MYF and Key Club; business major.

Steve Miles, Perkinson Junior College quarterback; 5'9, 165 pounds; Most Valuable Player, 1962; member, Hi-Y, G Club; business major.

Millsaps students who have been designated for awards are as follows: Jimmy Waide, end, 6', 185 pounds; Tommy Burns, guard, 6', 170 pounds; Edwin Massey, quarterback, 6', 180 pounds; David Morris, halfback, 5'9, 150 pounds; Tom Rebold, tackle, 6', 190 pounds; Ron Walker, end, 5'11, 170 pounds; Prentiss Bellue, guard, 5'9, 165 pounds; Lynn McMahan, tackle, 5'9, 190 pounds; Webb Buie, end, 6', 175 pounds; Tommy McDaniel, guard, 5'11, 185 pounds; and Paul Richardson, end, 6', 180 pounds.

SHIPMAN FOUNDATION SET

Officials have announced the establishment of the William Sharp Shipman Foundation Scholarship Fund for the assistance of senior ministerial students.

The scholarship was established by Austin L. Shipman, a 1921 graduate of Millsaps, in memory of his father, who was a dedicated minister in the Methodist Church for over fifty years.

Mr. Shipman is Southeastern manager of D. C. Heath and Company, with headquarters in Atlanta.

EQUIPMENT DEDICATED

The \$20,000 x-ray diffraction equipment recently acquired by Millsaps College, in part through a General Electric Company proficiency award, has been dedicated to the memory of Dr. J. Magruder Sullivan, for forty-four years a member of the Millsaps faculty.

Some supplementary equipment for x-ray analysis has been given to the College by Dr. Sullivan's son, C. C. Sullivan, '17-'20, of Hattiesburg.

The bronze plaque commemorating Dr. Sullivan has been placed on the wall of the basement laboratory in Sullivan-Harrell Science Hall which houses the apparatus. Older Millsaps former students will identify the site as Dr. Sullivan's "bone room," where he processed many of his geological finds.

Dr. Sullivan, who died in 1957, was one of the founders of the Mississippi Academy of Science. He and Dr. George Lott Harrell, professor of physics and astronomy at Millsaps for many years, were unanimously elected the first honorary members of the Academy in 1951. Sullivan-Harrell Hall was named in honor of the two scholars.

Dr. Sullivan was chairman of the chemistry and geology departments at Millsaps from 1902 to 1942. He continued to teach through 1948. He was recognized as an authority on fossils in the southeastern United States and especially of those in the Jackson area. Some of his collections are now housed in Sullivan-Harrell Hall. Several fossils were named for Dr. Sullivan and are now in the Smithsonian Institute in Washington, D.C.

Dr. R. R. Priddy, chairman of the Millsaps geology department, said, "It is appropriate that the equipment dedicated to Dr. Sullivan is for use by all sciences because he was interested in biology, physics, and astronomy as well as in his beloved chemistry and geology."

The new x-ray equipment permits rapid identification of an unknown substance by indicating the intensity and direction of radiation scattered, or diffracted, from the substance. The substance may be either a single crystal, or a mixture of dissimilar polycrystalline material. Each substance scatters the x-rays in its own unique diffraction pattern, producing a "fingerprint" of its atomic and molecular structure.

One of the first contributions of the relatively new x-ray diffraction technique, Millsaps scientists say, was the confirmation of the theory that solids consist of a regular piling of spheres, or atoms, and that the molecular architecture is governed by rules of symmetry in a repetitive sequence.

"A whole new science of fundamental knowledge has sprung from the early diffraction experiments," states Wendell B. Johnson, assistant professor of geology, who is in charge of the equipment.

Synthesizing of penicillin was one of the achievements made possible by x-ray diffraction, Johnson remarked. Diffraction and related techniques are being used in almost every area of scientific inquiry. Among its uses are the analysis of dusts and their correlation with industrial diseases, and the study of effects of diseases on the structure of tissue and bones.

JAPANESE BOOKS RECEIVED

A collection of books on various aspects of Japanese culture has been presented to Millsaps by the Japanese Society of New York.

The books, which include a large folio of photographs of various regions of Japan and a bilingual volume on the special form of Japanese poetry known as haiku, were taken from the Society's own library.

One of the aims of the Society is to stimulate interest in Japanese civilization. Institutions which have courses in oriental studies or which have a faculty member who has a degree in oriental studies are eligible for cash grants for the purchase of books. Since Millsaps has neither, the Society volunteered to send from its own shelves books of which it had duplicate copies.

William Baskin, chairman of the romance languages department and a member of the Japan Society, said it was anticipated that the books would supplement materials for courses in history, political science, and art.

GALLOWAY HONORED

Professor Charles B. Galloway has been named regional counselor for the state of Mississippi by the American Association of Physics Teachers and the American Institute of Physics.

Mr. Galloway was selected for his competence in physics, interest in improving physics teaching, and ability to work effectively in Mississippi to reach the objectives of the program.

He will work actively with educational authorities in Mississippi to improve the quality of high school physics teaching in the state.



Peggy Atwood, '64, to **Merritt E. Jones**, '62. Living in Pasadena, Texas.

Dorothy Virginia Allen to **Thomas Ebb Moore**, '58-'61. Living in Jackson.

Margaret Ann Byrnes to **Herbert Jackson Alleman**, '60-'62. Living in Natchez, Mississippi.

Marianne Ford, '36, to **Edwin Sorsby Cook**.

Sara Terry Hyman, '60-'62, to **William Gerald King**. Living in Fort Lauderdale, Florida.

Frances Mills to **Dr. Fred Yerger**, '53-'56. Living in Jackson.

Alyce Ann Noullet, '60-'61, to **Charles Richard Gaston**. Living in Jackson.

Sue Elizabeth Riddell, '40-'42, to **Edward Randolph White, Jr.** Living in Jackson.

Carolyn Cook Shannon, '62, to **James A. Townes, III**. Living in Minster City, Mississippi.

Charlayne Elizabeth Sullivan, '57, to **Jerry Holmes Blount**. Living at University, Mississippi.

Juanita Wright, '57, to **Edmund Paul Lafko**. Living in Tampa, Florida.

Sara Margaret Yarbrough, '60, to **Robert Carl Wallace**. Living in Richmond, Virginia.



(Children listed in this column must be under one year of age. Please report births promptly to assure publication.)

Rebecca Irene Bourne, born September 18 to Mr. and Mrs. J. D. Bourne (Jewel Taylor, '60), of Huntsville, Alabama. She was welcomed by Cathy, 2.

Walter A. Clements, III, born October 20 to Mr. and Mrs. Walter A. Clements, Jr. (Betty Gay Joest, '64), of Jackson.

Derrick Edward Cox, born January 8 to Mr. and Mrs. Edward Cox (Penney Wofford, '62), of Eau Gallie, Florida.

Sally Eileen Doyle, born August 5 to the Reverend and Mrs. Lloyd Allen Doyle, Jr., of Paducah, Kentucky. Mr. Doyle is a '57 graduate. Sally Eileen has an older brother.

Kelly Ruth Love, born January 12 to Dr. and Mrs. Kimble Love (Anne Hyman), '60 and '57-'58, of Jackson. She was welcomed by Kimble, Jr., 5, Keaton, 3½, and Kerry Anne, 1½.

John Max McDaniel, born to Mr. and Mrs. Max Harold McDaniel (Sandra Miller), both '57, of Athens, Georgia, on January 25. Harold Edward, II, 22 months, welcomed his brother.

Dan Anderson McIntosh, IV, born December 21 to Mr. and Mrs. Dan A. McIntosh, III, of Mendenhall, Mississippi. Mr. McIntosh, an attorney, graduated in 1962.

Carol Ann McKaskel, born to Mr. and Mrs. Edwin P. McKaskel, of Belleville, Illinois, on January 26. Mr. McKaskel graduated in 1959.

Susan Michele McKnight, born September 14 to Mr. and Mrs. William E. McKnight (Sue Roberts), both '60, of Cleveland, Mississippi.

Lloyd Patrick Moreland, Jr., born to Mr. and Mrs. L. Pat Moreland (Alice Wells, '63), of Jackson, on December 6.

Lydia Vonee Neel, born August 1 to Mr. and Mrs. William S. Neel (Barbara Bowie, '58), of Holly Bluff, Mississippi.

Rachael Allison Orr, born August 18 to Captain and Mrs. Edwin Reed Orr (Gay Piper), '57 and '59, of Bentwater Air Force Base, England.

Helen Frances Poole, born December 28 to the Reverend and Mrs. Franklin P. Poole (Mary Lewis, '54-'55), of Alexandria, Louisiana. She was welcomed by Franklin and Bryant.

David Barrett Ridgway, born October 22 to Mr. and Mrs. Ray Ridgway (Selma Earnest), '61 and '60, of Jackson.

Karen Denise Rogers, born to Mr. and Mrs. William Raymon Rogers, of Hazlehurst, Mississippi, on February 6. Mr. Rogers graduated in 1948.

Ethan Lee Shaw, born September 13 to Mr. and Mrs. Hugh C. Shaw, Jr. (Sandy Aldridge, '62), of Nederland, Texas.

Glynn Allyson Walters, born to Mr. and Mrs. Jon Walters (Mary Glynn Lott), '57-'60 and '60, of Lynchburg, Virginia, on November 29.

David Edward Welch, born on November 10 to Mr. and Mrs. Thomas C. Welch (Jo Anne Reagan), '59 and '60, of Dallas, Texas. Thomas Andrew, 3½, greeted his brother.

Laura Alice Wimberly, born October 20 to Mr. and Mrs. John E. Wimberly (Clara Smith), '58 and '59, of Key West, Florida. She was greeted by John, 1½.

In Memoriam

This column is dedicated to the memory of graduates, former students, and friends who have passed away in recent months. Every effort has been made to compile an accurate list, but there will be unintentional omissions. Your help is solicited in order that we may make the column as complete as possible. Those whose memory we honor are as follows:

H. Harris Brister, '43, who died February 17. He was a resident of Jackson.

Eugenia Halbert, '04-'07, who died January 18 after a short illness. She lived in Jackson.

Charles C. McCaskill, '49, who died November 22. He was living in Coral Gables, Florida.

Jack McDill, '31-'32, who died March 20. He lived in Jackson.

The Reverend **Arthur A. Martin**, '95-'96, '99-1900, who died March 6 following a long illness. He was living in Cleveland, Mississippi.

The Reverend **John Cude Rousseaux**, '08, who was struck by an automobile on February 13. He lived in Waveland, Mississippi.

Dr. Roderick S. Russ, '02-'04, who died February 8. He lived in Biloxi.

1920-1929

A banquet honoring **Robert M. Yarbrough**, '16-'18, who retired as postmaster at Indianola, Mississippi, last fall, was held in Jackson in January by the Third District of the Magnolia Chapter of the National Association of Postmasters. Mr. Yarbrough, a former school administrator, has served as president of the Magnolia Chapter.

Founders Day speaker on the campus this year was **Dr. Mack B. Swearingen**, '22, who proved to be one of the most popular chapel speakers of the year with the students. Dr. Swearingen recalled personal memories of Major R. W. Millsaps and defended the non-intellectual student in telling his audience that almost any motive for attending college is good enough because of the exposure one gets there. Dr. Swearingen is professor of history at Elmira College in Elmira, New York. He is the son of the late Dr. George B. Swearingen, a member of the first faculty at Millsaps, and the brother of **Bethany Swearingen**, '25, for a number of years librarian; and Mrs. I. C. Enochs (**Crawford Swearingen**). Mrs. Swearingen is the former **Mary Louise Foster**, '24-'26.

Adding movie credits to his list of accomplishments is **William H. Ewing**, '27, now editor of the *Honolulu Star-Bulletin*. Mr. Ewing will play a war correspondent in the film "In Harm's Way," which will star John Wayne, Kirk Douglas, Burgess Meredith, and Dana Andrews. Mr. Ewing will add a touch of authenticity—he actually was a war correspondent with Pacific invasion forces during World War II.

Brig. Gen. **Robert E. Blount**, '28, has assumed command of William Beaumont General Hospital in El Paso, Texas. General and Mrs. Blount (**Alice Ridgway**, '29), moved to El Paso from Washington, D. C., where General Blount was commander of the Army Medical Research and Development Command in the Office of the Surgeon General. All three of the Blounts' children have attended Millsaps. **Robert**, '53, is a staff member of the Walter Reed Army Institute of Research; **Richard**, '62, is a junior at the University of Mississippi Medical School; and **Betsy**, '62-'64, is a junior at George Washington University.

Major Miscellany

After 25 years away from the teaching field, Mrs. R. C. Hearon (**Peggy O'Neal**, '28) is now in the chemistry department at Rancocas Valley Regional High School in Mt. Holly, New Jersey. Her husband is plant engineer at the Burlington, New Jersey, plant of Hercules Powder Company. One of her sons is a graduate student in mechanical engineering at Mississippi State University and the other is a liberal arts zoology major in his junior year at the University of Maryland.

1930-1939

Former Tennessee Governor **Bu-ford Ellington**, '26-'27, '29-'30, has been named by President Johnson to head the Office of Emergency Planning. The OEP is an agency geared to mobilize the civilian and industrial populace if the United States should become engaged in war. A *New York Times* story describes Mr. Ellington as a close friend of President Johnson who "not only sits in on Presidential bull sessions but talks bulls with Mr. Johnson." Mr. Ellington had two farms in Tennessee, one of which he recently sold, along with 250 head of cattle. The *Times* story indicated that many Tennessee political observers believe he will return to the state next year to run for governor again.

Prentice-Hall has published two additional volumes of the Princeton Studies, Humanistic Scholarship in America, a series backed by a grant from the Ford Foundation. One of them is **Religion**, edited by **Paul Ramsey**, '35, Harrington Spear Paine Professor of Religion at Princeton University. Mrs. Ramsey is the former **Effie Register**, '37-'38.

Hinds Junior College, in Raymond, Mississippi, will elevate **Dr. Robert M. Mayo**, '37, to the presidency on July 1. Dr. Mayo has served as vice-president of the junior college for the past five years, coming to Hinds with

a background in Mississippi education dating back to 1937. Dr. Mayo currently serves as president of the Millsaps Alumni Association. He is married to the former Lee Cloud and has three sons.

1940-1949

Claude Passeau, '40, was one of five former athletes inducted into the Mississippi Sports Hall of Fame in February. Mr. Passeau, who won twelve letters while at Millsaps, had a major league pitching record of 162 victories and 150 losses.

Author & Journalist, a national magazine for writers, has been purchased by **Larston D. Farrar**, '40, who will move the magazine's offices from Denver to Washington, D. C. The publication is an information medium for writers. Mr. Farrar is the author of several books on freelance writing and a publisher of trade magazines.

The Department of the Army Meritorious Civilian Service Award has been presented to **William O. Tynes**, '41, for work at the Jackson installation of the U. S. Army Engineers' Waterways Experiment Station. The award is the highest commendation which can be bestowed by the Chief of Engineers. It was granted specifically for his work on the manufacture and engineering use of concrete.

One alumnus who is putting her hobby to work for her is Mrs. Paul T. Johnston (**Frances Keenan**, '43) whose husband recently completed a tour of duty as commanding officer of the Marine Air Station in Kaneohe Bay, Hawaii, and is now stationed in El Toro, California. Mrs. Johnston sold 24 paintings while in Hawaii. The Johnstons have six children between the ages of four and fifteen years.

New executive director of the Mississippi Children's Home Society, private statewide adoption agency, is **Harry C. Raymond**, '43. Mr. Raymond

has held positions as principal, teacher, and coach, director of Christian education, and college instructor and was director of the Child Care Program for the Presbyterian Church in Mississippi before accepting his present post. He is married to the former **Sara Jane Dewees**, '42-'43, and they have a daughter, **Rita**, 13.

Kinchen Williams Exum, '44, has been elected a Fellow of the Royal Society of Arts. Founded in 1753, the Society honors those who have made contributions to the fields of art and commerce. Queen Elizabeth is the patron and Prince Philip is the president. Mr. Exum, now a resident of Chattanooga, is associate editor of the **Chattanooga News-Free Press**. His activities in civic, social, religious, and historical organizations are numerous. He is married to the former **Helen Jane McDonald** and they have six children.

A new book entitled **Devotions for Young Teens**, by **Helen F. Couch** and **Sam S. Barefield**, '46, has been published by Abingdon Press. Mr. Barefield is associate director of the Department of Audio-Visual Resources of the Television, Radio and Film Commission of the Methodist Church. Mrs. Barefield is the former **Mary Nell Sells**, '46.

1950-1959

Two Jackson banks have announced promotions for Millsaps alumni. **Jackson-Hinds** promoted **Mark Yerger**, '59, to assistant vice-president and **Paul B. King**, '50, to assistant cashier. **First Federal Savings and Loan** appointed **Mrs. Mary Stone Brister**, '42, to assistant secretary of the bank, promoting her from secretary to the president. Mr. and Mrs. Yerger (**Ann Elizabeth Porter**, '59) have a daughter, **Kimberly**, and Mr. and Mrs. King (**Ann Alexander**, '49-'51) have a son, **Chip**, and a daughter, **Amy**.

William M. Prince, Jr., '47-'49, is the Columbus, Mississippi, representative of the New Orleans investment firm **Howard, Weil, Labouisse & Friedrichs**. Mrs. Prince (**Mary Jane Calmes**, '47-'49) is secretary to the president of Mississippi State College for Women. The Princes have five children.

The new assistant manager of the Jackson life and health insurance

agency of **Mutual of New York** is **Bryant Horne, Jr.**, '53, who joined the agency as a field underwriter in 1953. Mr. and Mrs. **Horne (Olive Coker)**, '54) have four children.

Mildred Carpenter, '53, will take a sabbatical leave from her duties with the **Arlington, Virginia**, school system next year to engage in further study. Miss Carpenter has had graduate work at the University of Mississippi and Louisiana State University.

Dr. Dale Russell Dunnihoo, '51-'52 and former member of the faculty, was installed as a Fellow of the American College of Obstetricians and Gynecologists early in April. Dr. Dunnihoo is a member of the staff of **Wilford Hall USAF Hospital** in San Antonio, Texas.

Dr. Roy A. Parker, '55, has been appointed Louisiana's first director of radiation control by Governor **John McKeithen**. He is heading the Nuclear Energy Regulatory Agency, which conducts inspections and investigations of all facilities using radioactive materials in Louisiana, and also heads the state's first radiation emergency reaction team. He is married to the former **Laura Joan Todd**.

The **Field Clinic of Centreville, Mississippi**, has announced the association of **Dr. Samuel Eugene Field, Jr.**, '55. He will practice general and thoracic surgery with the clinic. He is married to the former **Esther Jane Swartzfager** and has a daughter, **Polly**.

President Johnson has appointed **Lowell Jones**, '55, a career foreign service officer, making him vice consul and a secretary in the Diplomatic Service. He is presently attending the Foreign Service Institute in **Arlington, Virginia**, in preparation for his overseas assignment. Recently employed by the **Veterans Administration**, Mr. Jones is married and currently resides in **Washington, D. C.**

Mrs. **William Lampkin (Johnnie Marie Swindull)**, '57) received her license to preach in January of 1964 and is now serving as associate for the Methodist Church in **Tippah County, Mississippi**, serving four churches in the county. Advancing another step along the way to full connection, she became an approved supply pastor of the **North Mississippi Conference** last

June. Mr. **Lampkin**, '60, serves as pastor of the **Ripley Circuit**.

1960-1964

The Reverend **Charles Johnson**, '60, has been named minister of education at the **First Methodist Church** in **Starkville, Mississippi**. He and Mrs. **Johnson (Gwen Harwell)**, '60) and their two - year - old daughter, **Beth**, moved there from **Clarksdale**, where they had served for three years.

Frank Allen, Jr., '60, is associated with the law firm of **Woodson, Pattishall, and Garner** in **Washington, D. C.** He is a graduate of **Vanderbilt Law School**.

The **St. Louis, Missouri, Globe Democrat** has named **David C. McNair**, '56-'59, administrative assistant in charge of production. Mr. McNair joined the **Globe Democrat** in 1962 after receiving his degree in business administration from **Mississippi State**.

Robert McArthur, '60, has been appointed assistant to the chancellor of **Vanderbilt University** for the academic year 1965-66. He received the Master of Arts degree from **Vanderbilt** in 1964 and is presently engaged in dissertation research for the Doctor of Philosophy degree.

The Reverend **Richard Franklin Milwee**, '60, was ordained to the Sacred Order of Priests on January 18 at **Trinity Cathedral** in **Little Rock, Arkansas**. He serves as pastor of **St. Matthew's Episcopal Church** in **Ben-ton, Arkansas**.

Jon Walters, '57-'60, is serving as director of the ministry of music at **Centenary Methodist Church** in **Lynchburg, Virginia**. He graduated from **Westminster Choir College** last May. Mrs. Walters is the former **Mary Glynn Lott**, '60. Also in the field of church music, the Reverend **Franklin Poole** is minister of music and Mrs. **Poole (Mary Lewis)**, '54-'55) is organist at the **First Methodist Church** in **Alexandria, Louisiana**. Both couples have announcements in "Future Alumni."

Cal Bullock, Jr., '63, entered the University of Tennessee College of Dentistry in January and reports that he had little difficulty in adjusting to the accelerated course, which requires eight hours of lectures and labs every day. He has been elected treasurer of his class.

THE PUZZLE IS...



On The Agenda:

- Through-the-line lunch
- Whitworth and Grenada Reunions
- Athletic Events
- Faculty Symposium
- Banquet
President Graves to speak on "The State of the College"
- The Millsaps Players' production of "Mr. Roberts"
- Results of Alumni Association officials election
- The pleasure of seeing old friends among the alumni and the faculty

MAJOR NOTES

millsaps college
alumni news
summer, 1965



Examination of an Image
That "Hard" School: Millsaps College

MAJOR NOTES

millsaps college alumni magazine
summer, 1965

MERGED INSTITUTIONS: Grenada College, Whitworth College, Millsaps College.

MEMBER: American Alumni Council, American College Public Relations Association.

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Volume 6 July, 1965 Number 4

Published quarterly by Millsaps College in Jackson, Mississippi. Entered as second class matter on October 15, 1959, at the Post Office in Jackson, Mississippi, under the Act of August 24, 1912.

Shirley Caldwell, '56, Editor

James J. Livesay, '41, Executive Director, Alumni Association

Bill Horrell, '69, Photographer

Presidential Views

By Dr. Benjamin B. Graves

I welcome the opportunity to discuss with Millsaps alumni and with our other publics the question of admissions standards at the College. From comments and inquiries received in the course of the last few months, I am convinced that this is an area in which there is a great deal of confusion, exaggeration, and misunderstanding. It is also an area of immense importance to the future of this college, the state, and the nation.

Many parents, prospective students, teachers and counselors apparently have the impression that Millsaps is an institution with unreasonable, if not impossible, standards. When one really looks at the facts in the situation, this impression is simply not borne out. The basic reason for this confusion is simple. People are comparing the Millsaps requirements with those prevailing in this area of the South, where unfortunately the standards are quite low.

Let me illustrate. Most of the higher educational institutions in Mississippi are now using the American College Test for admissions purposes. This test was developed at the University of Iowa and, over many years of experience, has proven to be a significant predictor of success in a particular college environment. At Millsaps, for example, our research has shown that two out of every three students who score 20 or above on this test successfully complete Millsaps' degree requirements. On the other hand, two of three who score below 17 do not. It becomes axiomatic, therefore, that a college must seek an ability profile in its student body which approximates the desired level of instruction. The following table, based on data compiled in 1964, will serve to illustrate the nature of the problem:

AMERICAN COLLEGE TEST SCORES — 1964

Perfect score	36
Average score among college-bound high school seniors across the nation	20
Average score among college-bound seniors in White high schools in Mississippi	18
Average score among college-bound seniors in Negro high schools in Mississippi	8
Generally established minimum scores for admission to:	
Millsaps	20
State Universities (Mississippi residents)	15
Junior Colleges (White)	12
Negro State Colleges (Mississippi residents)	8

* Colleges and universities examine a number of factors in each case, such as high school grades, references, maturity, character and achievements, and there are some exceptions to these general requirements.

Observing the above table, you will note that the Millsaps admissions minimum is set at the average score attained by 103,000 college-bound seniors tested in 1964. The logic behind our establishment of this standard is that we are seeking average to above-average students and preparing them to assume leadership and professional positions in a nation, not on a separate island. In the better high schools in Mississippi, approximately half of the students will qualify for admission to Millsaps College. On the other hand, less than 3% of the Negro students can meet our qualifications at this time. Without these standards, a degree at Millsaps would lose much of the prestige it now carries. Let us never forget that there is a difference between a **degree** and an **education**, and this is especially true in Mississippi at this point in history.

We need the assistance of our alumni, parents, students, teachers, ministers, and friends of the College in trying to put this question of admissions requirements into proper perspective.

Events of Note

CLASS of '65 GRADUATES

God has turned the responsibility for this world over to man, Dr. Carl Michalson told this year's graduates at the Baccalaureate service on May 30. Later in the day John T. Kimball told them that their challenge is to maintain their individual sense of purpose and value. And one hundred seventy seniors entered new phases of their lives.

Dr. Michalson, who is Andrew V. Stout Professor of Systematic Theology at Drew University, stated that the one sin in the modern world is default from one's responsibility to the world. He charged the graduates to continue to join knowledge and vital piety so that piety might help knowledge to be more responsible.

Mr. Kimball, a 1934 graduate of Millsaps, said, "The characteristics of individuality—creative leadership, a sense of personal responsibility—are the best beginnings you could have for real achievement, satisfaction and contribution in whatever field you pursue."

SENIORS RANK HIGH

Almost all Millsaps seniors are required to take Graduate Record Exams in their major fields, and the records indicate that the students did very well this year.

Scores of Millsaps seniors on the advanced section of the GRE ranked in the 62nd percentile nationally. Of the 112 who took the GRE, eighteen ranked in the 90th percentile or above among college seniors throughout the nation.

Officials pointed out that, while all Millsaps seniors majoring in one of fifteen departments take the GRE whether or not they plan to attend graduate school, at most colleges and universities only graduate school candidates take the exam. Thus, the officials say, the ranking of the Millsaps students who took the exam compares very favorably with scores at other schools, where the intellectually elite represented the institutions.

The 1965 overall average percentile ranking of 62.15 is the second highest since Millsaps began the use of the

Graduate Record Exam. The record high was in 1957-58, when Millsaps students averaged in the 63.6 percentile. All averages since that time have been above the 50th percentile.

WELTY TO CONTINUE HERE

Eudora Welty will continue to serve as Writer-in-Residence at Millsaps College through the fall semester of 1965-66.

Miss Welty, Mississippi's foremost literary figure, served her first year-long residency at Millsaps this year.

She teaches a semi-weekly course on the art of fiction, in which she encourages the students to write and helps them to determine the characteristics of good writing. Work of the class itself and of established writers is discussed and criticized.

As Writer-in-Residence she has presented a public lecture on "The Southern Writer Today" and a reading from a novel in progress.

In a recent article by the Southern Regional Education Board she was quoted as saying, "I find the academic atmosphere not stifling but intensely stimulating."

COLE APPOINTED

Samuel G. Cole has been appointed to the position of admissions counselor in the Admissions Office.

Mr. Cole is working under the direction of Paul D. Hardin, registrar and director of admissions, in the areas of student recruitment and admissions counseling. Mr. Hardin said admissions to date this year show a 27% increase over those of last year at the same time.

Mr. Cole, a 1964 graduate of Millsaps, was manager of the communications department of the Jackson Chamber of Commerce at the time of his appointment. He was one of eight young men across the nation chosen to participate in the first management-trainee program of the Chamber of Commerce of the United States in 1963.

RABB ELECTED PRESIDENT

The ballot-by-mail election for Alumni Association officers has resulted in the naming of Lawrence Rabb, '42, of Meridian, to serve as president next year. He assumed his duties on July 1,

succeeding Dr. Robert Mayo, of Raymond.

Other officers elected were John Awad, '56, Jackson, Dr. William E. Riecken, '52, Kosciusko, Mississippi, and Dr. Jesse L. Wofford, '43, Jackson, vice-presidents; and Miss Carolyn Bufkin, '47, Jackson, secretary.

Some 1,100 ballots were returned in the election.

Several ballots were returned late with the notation that they had not been received until the date they were due back at Millsaps. It should be noted that the Alumni Office mailed the ballots a full two weeks prior to Alumni Day.

COLLEGE HOLDS CONFERENCE

Twenty-nine geology teachers from seventeen states and three Canadian provinces were chosen to participate in a National Science Foundation-Millsaps College summer conference on the geology of the Mississippi Sound.

The twenty-day conference, held in June, was conducted from the Gulf Coast Research Laboratory in Ocean Springs, Mississippi. It was directed by Dr. Richard R. Priddy, chairman of the Millsaps geology department.

Participants were chosen on the basis of their ability to benefit from a coastal study. Those who had no previous coastal experience were favored.

About half of the conference time was spent afloat or on the barrier islands, sampling the various kinds of bottoms, the overlying waters, and the materials which comprise the barrier islands. The waters and sediments collected were studied in the teaching laboratories of the Research Laboratory.

Other interesting features of the study included trips in the Sound on the laboratory workboat Hermes, a voyage into the Gulf of Mexico, collecting trips by skiffs up the deep water bayous, a trip to the Chandeleur Islands some thirty-five miles south of Gulfport, jet drilling of modern and ancient beaches to determine their structure, and a bus trip to Dauphin Island barrier off Mobile Bay. There was also a 500-mile flight over the Mississippi

(Continued on Page 14)

Examination of an Image

*“the word
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and even harder
to get out of
I honestly believe
this is an
exaggerated
idea.”*



That "Hard" School: Millsaps College / By Shirley Caldwell

Many years ago when I was in high school a friend and I were discussing possible college choices. Millsaps was mentioned, and I expected my friend, a Methodist, to jump at the chance to persuade me, a Baptist, to consider this school. She did not.

"I wouldn't go to Millsaps for anything," she stated emphatically. "It's too hard."

I didn't know much about Millsaps, but this struck me as a rather ridiculous statement. She was in the top ten in her class. How could she think that Millsaps would be too hard for her? It was a home-grown institution; why should we be afraid of it?

Later, when I had definitely decided on Millsaps, I chanced to mention my choice to another friend. "Have you sent in your application?" she asked. "Millsaps is a very difficult college to get into."

I surely expected no trouble in being admitted. I, too, was in the top ten in my class of 150 or so. Why the panic?

Through the years the allusions to the "hardness" of Millsaps have persisted. The most casual of conversations have elicited such comments as "I hear it's a very hard school."

Last January when President Graves came to the campus to meet the student body, he said to the students in a chapel address, "The word has gotten out, apparently, that Millsaps is a school which is hard to get into and even harder to get out of. I have looked at the records and talked to a great many people, and I honestly believe this is an exaggerated idea."

He continued, "The standards here are reasonably high. By comparison, though, they are somewhat lower than some of the best national schools. In fact, I would label them moderate. We should quit apologizing for and criticizing these standards and be proud of the fact that at least some institutions in this area are trying to give you a nationally competitive education."

But the reputation does exist.

Well, then, how does this reputation affect Millsaps? Does it attract or repel students? Does it encourage foundation support? Does it help to get the kinds of students Millsaps wants? Are we missing many good students who are frightened away? If, as President Graves says, the rumor is exaggerated, how do we correct the image? Or do we want to?

It is true that Millsaps has the highest admissions standards in the state. Last year the mean ACT score of freshmen students was 24.2. The College prefers to have 20 as the minimum score on the ACT. Last year a few students were accepted who scored 17, 18, or 19, but Admissions Director Paul Hardin said those students demonstrated unusually high motivation in their high school records.

For this information to be meaningful we must have a basis for comparison, and President Graves provides that material in his column on Page 2. He stated that a perfect score is 36, that the average score among college-bound seniors across the nation is 20, that the average score among college-bound seniors in White high schools in Mississippi is 18. The generally established minimum

score for state universities is 15, while at Millsaps it is 20.

It should be recognized that high admissions standards is not the only thing which affects the Millsaps enrollment picture. There is also the fact that Millsaps' tuition and fees charges are the highest in this low-income state. Officials have repeatedly stated that money will be made available through scholarships or loan funds to those who sincerely need it, but it is often easier to attend a less expensive school.

Admissions is not the only area in which the "hard" idea scares the student. One professor stated that he thought a large number of Millsaps students who transferred to other schools did so to avoid facing comprehensive examinations — "which is ridiculous," he says. "Any student who can pass the subject matter at Millsaps can pass the comprehensive. They're just not that hard. Even failure doesn't mean the end. They can be taken again."

Be that as it may, practically from the first day the freshman sets foot on the campus he begins to dread the comprehensives — not even a logical fear since he doesn't even know what it's all about. It's a kind of contagion. The upperclassmen seem to be unable to rest until they instill the Fear of the Comprehensive in those green little freshmen who just don't know what life holds for them.

Many of the students will tell you that the thing that's hard about Millsaps is the "busy" work — the outside reading, the research papers, the short papers, the projects, the reports. What they seem to forget is that these are teaching tools, too — more effective, often, than a whole series of classroom lectures at which attention may wander.

It seems fairly logical that there is less likely to be a rush on a school which is demanding. There are only so many students who are mature enough at 17 or 18 to realize that life is going to be what they make it, only a certain percentage who can face up to the fear of failure in a success-oriented world (the implication should not be that these few would automatically choose Millsaps). While this fact may make for a quality student body, the quantity of those students may be small. And here the economic factor begins to enter in. A school's operation is based on a projected number of students. If that number fails to materialize, trouble is almost surely ahead.

Surely, friends say, the foundations will support institutions which cater to quality. And they do look more favorably at schools which are under constant self-criticism, which constantly work to improve themselves. Millsaps is such a school, but money has not poured in from the foundations. Nor is it our purpose here to investigate the reasons for this.

Then there's always the ever-present and now often maligned subject of image. Does Millsaps want to sustain, or even increase, her image as a school which demands hard work of her students? Or does she wish to minimize this reputation in order to attract more students? If this aspect of the image is taken away, what is to replace it, since it is the chief ingredient of the image? A play school? A party school? A football school?

It is no doubt most accurate to say that Millsaps simply wishes to achieve an honest image, one which is not exaggerated about the demands, the hardness, even the excellence. But reputations are nebulous, elusive things. If a change is attempted, who knows what form or direction ours might take?

A “Hard” Reputation

Four answers

Excellence is never achieved
without difficulty / By Frank Laney

When I first came to Millsaps College some twelve years ago, I was told that the school had a reputation for being “difficult” or “hard.” I confess that I took this information with a grain of salt. Every college that I have known likes to think of itself as being an institution which requires something more than the average of its students. Such an opinion is good for the ego of the college community — for faculty and students alike. Everyone likes to be associated with something good, and apparently in the academic world difficulty is usually equated with excellence.

That difficulty and excellence are not always the same thing each of us knows, of course, when he stops to think about it. I have known teachers (fortunately, not at Millsaps) who have worked their students extremely hard and have taught them very little. There is one whom I call to mind now who keeps his students so involved with “busy work” that they have little time for their other courses, yet at the end of the term the students have gained at best only a few facts that might readily have been acquired by reading one or two textbooks at a considerable saving in time and labor. I know some other teachers who require a great deal from their students but who in turn give even more by sharing their accumulated knowledge, their insights and their enthusiasm. We have some teachers like this at Millsaps; we could use more.

Whether or not Millsaps is truly difficult, and whether or not that difficulty, if it exists, is really related to excellence, I have learned in my years at the College that a general opinion does indeed persist throughout the state that this is a “hard” school. I have heard it from prospective students and their parents; I have heard it from high school principals and counselors, I have heard it from our own students. A study which was made a year or so ago of the causes for drop-outs from our student body revealed a surprisingly large number of persons who stated that they transferred to other schools because they could make the same or even better grades with less effort elsewhere. The opinion of these students may not be correct, but there is no reason to doubt the honesty of the opinion.

I am not in the slightest degree troubled by this general reputation for difficulty. I know of no alumnus, faculty member, or administrator who is troubled by it, either. If it frightens off a few students who are seeking an easy way to a college degree, who are not concerned with the substance of their education, that is unfortunate for them but not for the College. What ought to be of constant concern to all of us, in whatever relationship we stand to the College, is the question I have suggested earlier: Is Millsaps truly difficult, and is that difficulty intrinsically related to the quality of the work which we do here?

If we can agree that difficulty and excellence are not always synonymous, I hope we can also agree that true



Dr. Frank M. Laney, Dean of the Faculty, says difficulty is usually equated with excellence.

How does it affect us?

1. The Dean: Excellence is our concern
2. The Admissions Director: We miss good students
3. A Professor: Millsaps is not that hard
4. A Student: It should be harder

excellence is never achieved without difficulty. This is true, I believe, in every area of human life and activity. Excellence in the creative arts of writing, painting, composing, etc., comes only with diligent labor, study, and often agony. The true scientist must discipline himself constantly and must check his experiments endlessly before he solves a problem or announces a new theory. The athlete does not excel unless he is willing to sacrifice time and pleasures which others will not give up. The business and professional man can never stop his study and labor if he expects to keep abreast of his field. Even a man's religious faith, if it is strong and deep, comes only as he is willing to struggle for it.

Our real concern, then, at Millsaps ought to be with the excellence of our work. If we are indeed excellent,

or if we sincerely strive for excellence, I expect that we will continue to be considered "hard." I also predict that this kind of "hardness" will attract and bind to our college the men and women who will furnish in the future, as they have so often supplied in the past, real leadership amid the difficulties of our human existence. It seems to me that the often-quoted words of George Washington at the Constitutional Convention of 1787 may be applied appropriately to this very different situation: "Let us raise a standard to which the wise and honest can repair. The event is in the hands of God."

The reputation is an asset and a liability / By Paul Hardin

Ironic as it may seem, I believe that our greatest asset in attracting students to Millsaps College may too often prove to be our greatest liability.

Included in the Application for Admission form which each applicant completes upon applying to Millsaps College is a question: What features at Millsaps most influenced you to want to come here? The most common response to this question is "its high academic standards." While we in the Admissions Office are pleased and somewhat flattered to receive such an endorsement of our college, we realize that there are certain inherent disadvantages to having such a reputation. It is concerning the possible disadvantage of being considered "a school with unusually high standards" or "a school that is difficult to get into and almost impossible to graduate from" that I would like to base some remarks.

Many capable high school seniors are discouraged from applying to Millsaps College because they have heard of our high standards and, more specifically, of our course requirements and comprehensive examinations. They have even been told of certain able students who have met with disastrous academic difficulties. It is true, of course, that they have not been informed properly of the circumstances; nevertheless, they are willing to believe unquestioningly what they have heard.

It is one of the objectives of the Admissions Office to acquaint the high school students of our area with exact and more specific information concerning the entrance requirements to Millsaps College. While it is agreed that, compared to admission standards of other institu-



Director of Admissions Paul Hardin says prospects are frightened by Millsaps' high academic standards.

Examination of an Image



tions of our area, our requirements may appear to be somewhat exacting, there is no reason that any conscientious student who has average ability would not be able to perform successfully at Millsaps College. We at the College have made this statement repeatedly, and we shall make every effort to acquaint the high school student of our constituency with this fact.

The College would welcome more applications from high school students who are honestly in doubt as to whether or not they might qualify. It might appear that of the applications submitted there are too few borderline cases that are forwarded to the Admissions Office for the purpose of careful evaluation by the Admissions Committee. The Committee would welcome more applications of this nature, and we believe that many students who consider themselves unqualified would discover that their academic records meet our standards.

The Admissions Committee, rather than being selective, seeks to determine those applicants whom we can approve as "assured" admissions. In making our decisions we endeavor to determine which applicants we feel can be assured of academic success after they reach Millsaps College.

As Director of Admissions, I believe that many high school students are, unfortunately, discouraged from enrolling at Millsaps College "because of its high academic standards," the very reason that most students choose to come here.

Millsaps is a quality college

but not that hard / By Dr. R. E. Moore

An academic who had reason to know told me many years ago that Millsaps was one of the five best liberal arts colleges in the South. I have come to know firsthand that Millsaps offers a distinctive program of quality education. This is a source of pride to its graduates but is a roadblock to others who would like to attend Millsaps but do not enroll for fear of failure. Millsaps is not all that hard.

To say that Millsaps is a quality college and, at the same time, to say it is not all that hard seems to be a contradiction. Perhaps we had better define some terms.

Quality simply means excellence. How can we support our claim to excellence? A large percentage of our graduates go to graduate school, many on scholarships and assistantships, and almost without exception they are successful. The professions are loaded with Millsaps graduates. Of course, many do not go to graduate school, but positions of responsibility in business and positions of leadership in community affairs the length and breadth of this state are filled with Millsaps graduates. Our claim to excellence is based on Millsaps products, and by no means were all of them "A" or "B" students.

In saying that Millsaps is not all that hard, we mean that any applicant who is accepted as a regular student by the College can succeed and graduate. In order to be accepted an applicant must, as a rule, make a score



of 20 on the American College Test. On the basis of experience, we know that a student who scores 20 can be successful in our academic program.

At least two assumptions underlie the foregoing statement. In order to succeed, the student must be properly motivated. Students who choose Millsaps usually are highly motivated, for they know the College's reputation for excellence. Students must also know how and be willing to organize their time and habits and to discipline themselves. Some freshmen find themselves in academic difficulties before they wake up to the fact that they are under less strict supervision than heretofore, that they must make their own decisions about when and where and how much to study. The ability to make decisions is a vital part of education.

How, then, did Millsaps earn the reputation that scares away many perfectly competent students? Millsaps students themselves may be partly responsible. They are proud of their college — justly so — and doubtless "tell it a little scary" around the old home town, especially when comparing notes with students of other colleges.

And we have students, a few, who think every college is a party college. We want our students to have fun, and they do, but we also expect them to work and to attend classes. Students who come for an extended party don't last long and they spread the word that Millsaps is just too tough.

The comprehensive examination in the major field of study is an over-rated bug-bear to some students. We have a number of students who attend Millsaps for two years, then transfer to avoid the senior comprehensive. The simple fact is that rarely does a student fail his comprehensive. If he does, he may take it again. Students moan and groan about the comprehensive but almost all pass it. And when they face oral and written examinations in graduate school, they are thankful they have had the experience in their undergraduate program.

Finally, to say that Millsaps is not all that hard is not to say it is all that easy. Who wants a watered-down program unworthy to be called education? We have no intention of giving degrees to ignoramuses. Education is our business and quality education at that. But education is not confined to the classroom. Millsaps has a full complement of co-curricular activities, and very nearly all students participate in some kind of extra-classroom activity. Even grill time may be an educational experience, and there are not many vacant chairs during free periods.

There are a number of identifiable factors which contribute to a quality program and, at the same time, make it not all that hard.

To Millsaps professors, classroom teaching takes precedence over everything else. The college has no policy of "publish or perish." Professors may publish or engage in research but, whether they do or not, teaching comes first. Consequently, the quality of instruction is high and students are the beneficiaries.

Academic freedom is a requisite of quality instruction. Pursuit of truth, however it may be defined, is taken for granted by Millsaps teachers and students.

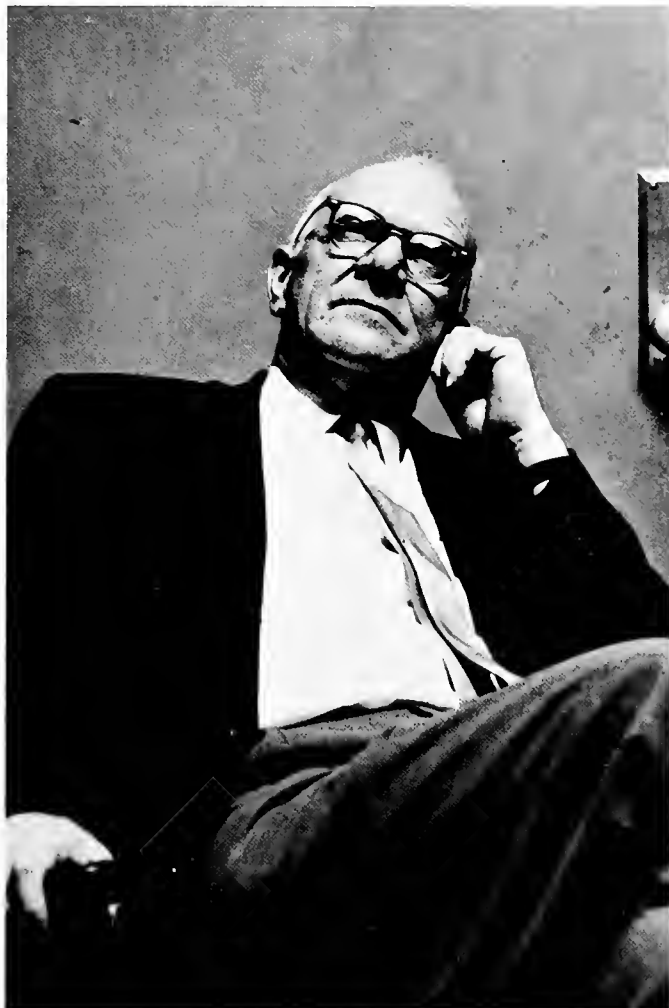
Again, Millsaps classes tend to be small. Professors

do not so much teach biology or French or philosophy as they teach human beings. They deal with students as human beings, as individual human beings, not as numbers on an IBM card.

This faculty-student relationship carries over outside the classroom. Last semester I invited a student who had done miserably at a large university but was succeeding at Millsaps to join me in the grill for a cup of coffee. It came out that he had never spoken to a professor at his former school, in or out of the classroom.

When Millsaps professors are not meeting classes or attending committee meetings or making speeches or doing countless other things, they are in their offices and their doors are always open. Students drop in for individual help if they are having difficulty with their courses, or it may be they just want a sympathetic ear to problems relating to their love lives. My colleagues and I may not have much advice to offer in the latter sphere, but we are good listeners.

These are the ingredients which makes Millsaps a quality college, yet not all that hard.



Dr. R. E. Moore, Chairman of the Education Department, says that quality education is the business of Millsaps College.

Examination of an Image



Millsaps must compete on the national level / By Mac Heard

Anyone who attempts to consider the question "Is Millsaps hard?" should have a number of qualifications which I do not have. For a broad perspective, he should have attended a number of colleges of various kinds and keenly observed their academic demands. For a broad conception of what Millsaps requires of its students, he should be thoroughly familiar with a variety of courses in each of the school's twenty departments of instruction. And he should be an expert on educational methods in general.

I do not qualify. But with the idealistic naivete characteristic of the new graduate, I shall set down my opinions just as if they were worth reading, trying to supplement my own knowledge with facts, ideas, and hearsay picked up from reading and from more knowledgeable and experienced friends.

Seen from a rather limited regional perspective, Millsaps is hard. I have been told by a number of people in a position to know that the demands made on the Millsaps students are, on the average, greater than those made on students in other Mississippi schools. This is a broad generalization and is subject to the limitations of generalization. I am certain, for instance, that individual departments in other Mississippi schools equal and surpass the corresponding department at Millsaps in the demands placed on students. Nevertheless, the consensus among those I've talked to who have attended both Millsaps and another school in the state remains that the typical or average Millsaps student works harder.

For instance, the student would be indeed rare who could breeze through four years of courses at Millsaps without considerable study and expect to pass his comprehensive examination and graduate. So-called "crip" courses are not common. Professors generally expect a reasonable knowledge of the material of a course for a grade of C and an above-average performance for a B. A's, in many cases, indicate a distinguished accomplishment.

Again, this is not to say that easy B's and "crip" courses are common in other schools in Mississippi. It is merely to say that their occurrence is probably more infrequent at Millsaps than elsewhere.

From a regional point of view, then, perhaps we may call Millsaps hard. Increasingly, however, the importance of a broader perspective than the regional one is becoming evident.

As a small, private school, Millsaps is in automatic competition with other similar schools throughout the country. Such schools, unaided by state funds and of limited size, cannot expect to compete with large universities in such matters as breadth of course offerings, graduate programs, and in any number of areas where bigness determines success. The small college, if it is to be worthwhile or even to survive, must perform a

function for which its size and nature make it peculiarly suited; it must do something that it can do better than any other kind of school. This function, it seems to me, is to offer unqualified excellence in the teaching of the liberal arts.

A number of small schools around the country have established national reputations based on such excellence. This, I believe, is the more proper perspective from which to consider whether or not Millsaps is hard. Does Millsaps create in its students the kind of curiosity and drive for learning requisite to a truly liberating education, and does it provide the student the atmosphere for hard self-directed study? This is the way a school should be hard — in motivating students to hard work. In this respect I think Millsaps is not hard enough.

Too often college is little more than a four-year obstacle course at the end of which lie a diploma and a statistical opportunity to make more money. Making the school harder should not necessarily mean increasing the obstacles, making longer assignments, giving fewer A's. Rather it should mean making the student want to work independently, not to satisfy course requirements but to learn. This kind of hardness is the excellence which, it seems to me, Millsaps must pursue.

Such excellence requires, first, a student of high caliber, a student capable of responding to the challenge of excellence. But the challenge itself, along with the inspiration and proper atmosphere for education, must come from a dedicated, imaginative, and necessarily well-paid faculty.

Success in achieving excellence — and Millsaps has seen some success — should breed success. Rising national prestige would mean that better students would be attracted, that more money would be available from such sources as large education-conscious foundations, and, in turn, that continually rising quality in faculty and facilities may be offered.

Is Millsaps hard? Perhaps. But it should be harder, and it should be proud to be harder.

“Too often college is little more than a four-year obstacle course at the end of which lie a diploma and a statistical opportunity to make more money.”



Mac Heard, a 1965 graduate who was one of the top members of his class, says college should motivate students.

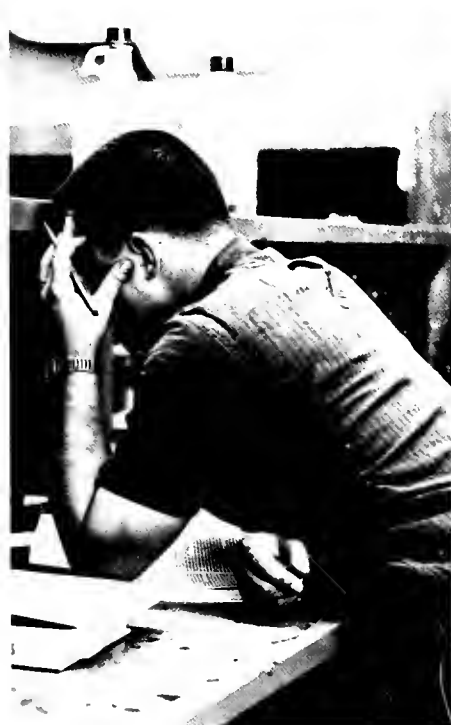


Examination
of an Image



*“Some freshmen find themselves
in academic difficulties
before they wake up to the fact
that they are under
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about when and where and how much to study.
The ability to make decisions
is a vital part of education.”*





Events of Note

(Continued from Page 3)

Sound and over the delta of the Mississippi River to review the features observed ashore and afloat.

GRANT SUPPORTS PROJECT

An \$11,015 grant in support of the oral history project has been received from the Field Foundation.

The project, which was described by Dr. Gordon Henderson in the Winter, 1964, issue of *Major Notes*, involves the recording of interviews of prominent Mississippians concerning important events in which they have participated. The interviews will be taped for inclusion in an oral history library.

The preparation of the oral history of contemporary Mississippi life and viewpoints is under the direction of Dr. Henderson, who is chairman of the political science department.

Dr. Henderson said the project represents research in an area in which little has been done. He said that the interviews will cover many phases of contemporary Mississippi life.

Transcripts will be made of the tapes and will be available to any person who has a legitimate interest in the subject. Dr. Henderson said that he hoped the history would be used in many of the classrooms of the state.

In making the grant for the Field Foundation, Maxwell Hahn, executive vice-president, said, "Our officers and directors feel that this project has interesting possibilities and we are happy to cooperate with Millsaps in this effort."

SCIENCES SERVE COMMUNITY

Three community service projects were announced by the Science Division this spring:

(1) A course in modern basic microscopic technique was offered by the biology department early in May. The two-week, three-nights-a-week course was open to anyone desiring to take it, for college credit or non-credit.

(2) A short course in modern instrumental techniques attracted industrialists throughout the state. Envisioned as principally an aid to industry, the course was designed to help scientists and technicians brush up on modern chemical instruments.

(3) An in-service institute in chemistry for secondary school teachers will be offered next fall under the auspices of the National Science Foundation. It is designed to give high school chemistry teachers the necessary background for the newly adopted CHEM Study approach to the study and teaching of chemistry. Classes will meet on Saturdays throughout the academic year and can earn participants six hours of credit in chemistry at Millsaps.

ENGEL GIVES COLLECTION

A wish to provide current and future generations of Mississippians with the musical reference source which was lacking when he was a child has led composer - conductor - author Lehman Engel to contribute a large portion of his personal collection to the Millsaps library.

The collection contains the original manuscripts of some of his own compositions as well as of other composers, framed autographs, personal correspondence between Mr. Engel and other famous personalities, letters from celebrated composers, documents signed by historical characters, books and phonograph records.

The collection is housed in the Faculty Lounge of the Millsaps-Wilson Library. Mr. Engel has said that he will continue to add to the collection through the years. Upon his death all of his books, music, and manuscripts will go to the Library.

Mr. Engel, a Jacksonian who has achieved great success as a composer and as a conductor, recently received the Bellmann Foundation Award. He has been connected with such Broadway hits as "What Makes Sammy Run?" and "Bajour." He is president of Arrow Music Press, a publishing company which was founded by Mr. Engel, Aaron Copland, Virgil Thompson, and Marc Blitzstein. The firm no longer publishes but is connected with the British concern Boosey and Hawkes, which distributes Arrow's music.

Among the items in the collection are photostatic reproductions of all the music of the late Charles Ives, a composer who has become recognized as very original and distinctly American.

Mr. Ives, a wealthy stockbroker who lived in semi-seclusion, let Arrow publish his music at his own expense. The revenue from his music, Mr. Ives stipulated, was to be used to publish the work of poor composers. One of the letters in the collection is one from Ives to Engel which has been published many times.

The collection contains letters written by Wagner, Verdi, Offenbach, Brahms, Strauss, and other composers, and documents signed by such personages as Frederick the Great, Louis XIV, and Alexandre Dumas. There are letters to Mr. Engel from personalities ranging from Gershwin through most of the living composers, from producers, actors, writers, and others.

There are some 300 vintage phonograph records in the current collection. Mr. Engel estimates that his final collection will contain from 3,000 to 5,000 record albums which will include music of every variety.

The books contributed range from technical volumes on music and the theatre to novels and poetry. There are at least 50 books autographed by important writers.

Also included are Arrow publications, which Mr. Engel says are hard to come by now.

Mr. Engel is currently engaged in writing a book which will be a serious analysis of musical theatre from his point of view as both composer and conductor. He is also the author of *Planning and Producing a Broadway Show* and other books. He has composed incidental music for a number of plays, including "A Streetcar Named Desire," "Macbeth," and "Hamlet."

He considers his most exciting project two workshops in which he teaches professional composers and lyric writers to adapt their work for the musical theatre.

SPORTS NEWS

On the sports scene, Basketball Coach James A. Montgomery is beginning to announce the recipients of Diamond Anniversary Scholarships in basketball.

Named at press time were the following:

—Don Shoemake, Jackson Central

Lehman Engel, center, looks over one of his compositions with his cousin, Mrs. Harold Gotthelf, and President Benjamin B. Graves. The collection which Mr. Engel has given to the library is housed in the Faculty Lounge.



High; 6' 4", 190-pound forward; All Big Eight first team, three-year letterman; All District and All City squads; Junior Classical League; president of homeroom; Rotarian of the Month;

—Jerry Sheldon, Lindsey - Wilson Junior College and Owensboro (Kentucky) High School; 6'4", 195-pound forward; recipient of a total of six athletic letters; Dean's List student;

—Ronald G. Hoffman, Orlando (Florida) High School and Junior College; 6'4", 180-pound forward and center; All Star Team in Orlando Junior College Invitational Tournament; lettered in four sports;

—John William Cook, Jr., Copiah-Lincoln Junior College and Wesson (Mississippi) High School; 6'3", 190-pound forward and center; All Tangipahoe Conference three years, All District Seven, South Mississippi Junior College All Star Team; at Wesson, president of Hi-Y, vice-president of senior class, captain of basketball team.

A total of twenty-seven awards have been given in football.

In June it was announced that senior Phil Goodyear, of Gulfport, had been named to the All American College Archery Team.

Mr. Goodyear ranked No. 3 in the nation among college and university archers. He was selected for the All American team by the National Collegiate Archery Coaches Association.

Millsaps has just completed its second year of archery competition on an intercollegiate basis.

In Memoriam

This column is dedicated to the memory of graduates, former students, and friends who have passed away in recent months. Every effort has been made to compile an accurate list, but there will be unintentional omissions. Your help is solicited in order that we may make the column as complete as possible. Those whose memory we honor are as follows:

Keller Breland, '37, who died June 17. He operated I. Q. Zoo and Animal Behavior Enterprises, Inc., in Hot Springs, Arkansas.

Manley Cooper, '12, who died March 23. He was a resident of Kerrville, Texas.

Rebecca Davis, '28, who died in May. She was a resident of Jackson.

William S. Davis, '02, who died in May. He was a resident of Waynesboro, Mississippi.

Dr. William L. Duren, '02, who established a loan fund named in his honor by the College, who died June 21. He lived in New Orleans.

Mrs. Mary Locke Eudy, Grenada, who died May 26. She lived in Eupora, Mississippi.

Robert J. Ham, '22-'24, who died May 17. He lived in Pascagoula, Mississippi.

H. C. Holden, '17, who died March

14. He lived in Arlington, Virginia.

Jack McDill, '31-'32, who died in February. He lived in Jackson.

William C. McLean, '16, who died March 4. He was a resident of Tampa, Florida.

J. H. Moss, '14-'15, who died this spring. He was a resident of Raleigh, Mississippi.

Crit R. Nolen, '02-'06, who died June 15. He lived in Jackson.

Stanley Orkin, '32-'34, who was killed in a car-train collision on June 12. He lived in Jackson.

Kelly Mouzon Pylant, '29-'31, who died April 18. He was a resident of Houston, Texas.

R. A. J. Sessions, '19, who died April 25. He was a resident of Woodville, Mississippi.

John T. Smith, '04-'06, who died April 20. He lived in Cleveland, Mississippi.

Albert W. Spann, '29-'30, who died June 18. He lived in Jackson.

Dr. John Ellett Stephens, DD 1946, chairman of the department of religion from 1925 to 1928, who died June 4.

Claude Woodson Wall, Jr., '46-'48, who died March 20. He was a resident of Memphis.



Thelma Tolles Bailey, '65, to **John Robertson Akers**, '61-'64. Living in Jackson.

Jo Ree Barnett, '57-'60, to **James Richard Fancher, Jr.**

Betty Barron, '65, to **Glenn J. James**, '64.

Donna Rae Bell, '64, to **Joseph H. Sharp**. Living in Jackson.

Fentress Claire Boone, '65, to the Reverend **Jim Leggett Waits**, '58. Living in Blue Island, Illinois.

Martha Lou Brown to **Edgar Hubbard Nation, Jr.**, '54-'57. Living in Vicksburg.

Patricia Ann Byrne, '62, to **Francis M. Emerson, Jr.** Living in Gulfport, Mississippi.

Dorothy May Davis, '60, to **Kimbrell Teal**. Living in St. Louis, Missouri.

Suzanne DeMoss, '64, to **Thomas Floyd Martin**. Living in Lexington, Kentucky.

Betty Katherine Denton, '62, to **Helmut Furstenburger**. Living in Munich, West Germany.

Edith Ritter Dulles to **Lewis Hugh Wilson, Jr.**, '60. Living in Austin, Texas.

Sandra Jeanne Edgar to **Wallace Ray Vance**, '59-'61. Living in Union, Mississippi.

Helen Kaye Garner to **Lee Luther Hasseltine, Jr.**, '63.

Rachel Gerdes, '64, to **Raymond Lee Lewand**, '65. Living in Waco, Texas.

Rosalyn Ann Gillespie, '60-'62, to **Milford Davis Thomas**. Living in Columbus, Mississippi.

Gayle Gresham to **Gary Merckell Fox**, '65. Living in Jackson.

Lyn Marie Hopkins to **David Hill Strong**, '60. Living in Jackson.

Louise Lockwood Hutchins, '62, to **Lt. Harold Dwayne Gregory**. Living in Rantoul, Illinois.

Sara Terry Hyman, '60-'62, to **William Gerald King**. Living in Fort Lauderdale, Florida.

Kathleen Khayat, '65, to **Jack Leon Frost**. Living in Grenada, Mississippi.

Elizabeth McGlothlin, '65, to **Lowell Husband**, '60-'61. Living in Jackson.

Alabel Stinson May to **Stuart Charles Liles**, '60-'61. Living in Jackson.

Marilyn Jean Meador to **William J. Crosby**, '61. Living in Memphis.

Eleanor Berry Moyer, '41-'43, to **Duncan B. Easterling**. Living in Jackson.

Martha Phyllis Myers to **David Allen Thompson**, '60-'62. Living in Memphis.

Mary Frances Nester, '65, to **Bobby Joe Shewmake**. Living in Jackson.

Janet Faye Oliver, '63, to **John Doyle Commer, Jr.** Living in Gulfport, Mississippi.

Rose Elizabeth Shaw, '59, to **Kenneth Allen McRaney**, '59. Living in Florence, Mississippi.

Mary Sue Simpson, '58-'59, to **Lt. (jg) Patrick Morgan**. Living in Norfolk, Virginia.

Lynn Simms to **Kenneth Edward Gilbert**, '62-'64. Living in Bay Springs, Mississippi.

Marilyn Stewart, '64, to **William Johnson Witt, III**, '64. Living in Dallas, Texas.

Nancy Jo Tweedy, '61-'63, to **Gordon Edgar Brown, Jr.**, '65. Living in Jackson.

Mary Helen Utesch, '60-'63, to **Robert Allen Crawford**. Living in Tallahassee, Florida.



(Children listed in this column must be under one year of age. Please report births promptly to assure publication).

John Lee Burnett, born January 28 to **Mr. and Mrs. Joe Burnett** (Mary Carol Caughman), both '60, of Waynesboro, Mississippi. He was greeted by **Carol Lynn**, 3½.

John Edward Dawson, born to **Lcdr. and Mrs. Allan J. Dawson** (Julia Anne Beckes, '59), of San Francisco, on March 14. He was welcomed by **Allan**, 2.

Parker Lee Ellison, born October 13 to **Mr. and Mrs. Richard B. Ellison** (Judith Chloe Forbes, '59), of Tiburon, California.

Virginia Lee Graham, born April 10 to **Dr. and Mrs. William L. Graham** (Betty Garrison), both '58, of New Orleans. **Garry**, 2, welcomed his sister.

Corinne Claire Hensley, born May

7 to **Mr. and Mrs. Gordon H. Hensley** (Claire King, '56), of Brooklyn, New York. **Gordon, Jr.**, 5½, and **John King**, 3½, are the other Hensleys.

Charles Allen Hudson, born February 7 to **Mr. and Mrs. Wayne Hudson** (Clydell Carter, '56), of New Albany, Mississippi. He was welcomed by two brothers, **Eddie**, 7½, and **Robin**, 4½.

Cynthia Ann Hultz, born October 9 to **Mr. and Mrs. George A. Hultz** (Barbara Wikstrand, '58-'60), of Biloxi. She was greeted by **Alice Faye**, 2, and **Rebecca Lynne**, 1.

Andrew Dean Jones, born March 8 to **Dr. and Mrs. W. B. Jones**, of Baldwin, Kansas. **Mr. Jones** graduated in 1950. **Andrew Dean** was welcomed by **Becky**, **Deddie**, and **Judy**.

Kelly Elaine Jones, born July 20, 1964, to **Dr. and Mrs. G. R. Jones** (Sarah Jones, '58) of Huntington Beach, California. **Tracy Louise**, 4½, and **Stephen Earl**, 2, greeted their sister.

Joseph Thomas Lee, II, born June 25 to **Mr. and Mrs. Joseph T. Lee** (Rose Reynolds, '57-'59), of Jackson.

Becky Little, born October 19 to **Mr. and Mrs. John Little** (Lonetta Wells), both '54, of Jackson.

Elsa Marie McDonald, born on May 3 to **Mr. and Mrs. Jack M. McDonald, Jr.** (Betty Louise Landfair), '58 and '57, of Clinton, Mississippi. She was welcomed by **Susan Elizabeth**, 6, and **Laura Louise**, 3.

Stevens Lewis McEachin, born January 31 to **Dr. and Mrs. John D. Eachin** (Sylvia Stevens), '57 and '56, of Meridian, Mississippi. The baby was welcomed by **John**, 4½, and **Susan**, 2.

Rebecca Edwina Meisburg, born April 21 to **Mr. and Mrs. Stephen Meisburg, Jr.** (Clara Frances Jackson), '63 and '62, of Lexington, Kentucky.

William McNeill Moore, born April 7 to **Mr. and Mrs. James Love Moore** (Betty Bartling, '60), of Natchez.

John Thomas Noblin, Jr., born June 7 to **Mr. and Mrs. John Thomas Noblin** (Larry Ford), '62 and '61, of Jackson.

Phyllis Lee O'Hara, born March 3 to **Mr. and Mrs. John O'Hara** (Martha Ann Smith, '57), of Huntsville, Alabama.

Samuel Reed Orr, born March 31 to **Mr. and Mrs. William Orr** (Susanna Mize), '64 and '62, of Jackson.

Sophie Hutson Sistrunk, born to **Dr. and Mrs. William Frank Sistrunk**, of Jackson, on May 23. **William Weston**, who was born June 14, 1964, greeted his sister. **Dr. Sistrunk**, a pediatrician, graduated in 1954.

Major

Miscellany

1898-1919

First Federal Savings and Loan Association of Jackson has honored **Vernon Terrell McClendon**, '94-'95, one of its charter directors who recently retired, by contributing funds in his name to three Jackson colleges, including Millsaps. The \$1,000 fund was directed to the libraries of the colleges. Mr. and Mrs. McClendon (the former Helen Anderson) live in Jackson.

Judge **J. C. Russell**, '02, of Sinton, Texas, reached his 90th birthday in April and was honored for a long and profitable life. He has been a teacher, legislator, newspaper publisher, justice of the peace, county attorney, and county judge. Mr. Russell wrote the original resolution calling for the impeachment of Texas Governor Jim Ferguson forty-eight years ago. He has been described as the best-known Mason in Texas.

1920-1929

After nearly a half century as a teacher, coach, principal, and superintendent, **C. W. Brooks**, '20, retired as superintendent of District Three Schools in July. Upon retirement he moved from Shelby, Mississippi, to Jackson. Mrs. Brooks is the former Frances Grimes. The couple has a son, Charlie, Jr.

The Reverend **W. L. Day**, '22, has accepted the pastorate of Beacon Street Baptist Church in Philadelphia, Mississippi. He moved to Philadelphia from Calvary Church in Tupelo, where he had been the pastor for sixteen years.

Shellie M. Bailey, '26, has been named principal of a new Jackson day school established by First Presbyterian Church. Mr. Bailey retired as principal of Forest Hill High School in June. He has served thirty-one years in the field of education in Mississippi.

1930-1939

In February sixty of the world's leading statesmen, diplomats, politicians, and intellectuals met at the

United Nations to discuss peace in the context of the encyclical of Pope John, "Pacem in Terris." Among them was Dr. **R. Paul Ramsey**, '35, Harrington Spear Paine Professor of Religion at Princeton University. The event was sponsored by the Center for Study of Democratic Institutions. The **Saturday Review** of May 1 gives highlights of the conversations and Dr. Ramsey is one of those quoted.

Among the alumni who were assigned new churches at the annual Mississippi Methodist conferences this year were the following: **M. J. Peden**, '38, who was welcomed to Tunica Methodist Church; **Kelly Williams**, '63, who will serve the Decatur Circuit in the North Texas Conference while studying at Southern Methodist University; **Ivan B. Burnett**, '62, assigned to Grace Methodist Church in Grenada; **Glen O. Wiygul**, '52, now pastor of St. Paul's in Clarksdale; and **John L. Bowie**, '52, assigned to Houston Methodist Church.

The Reverend **Fred J. Bush**, '39, has resigned as rector of St. Phillip's Episcopal Church in Jackson to become Archdeacon of the Episcopal Diocese of Mississippi effective August 15. Mrs. Bush is the former Sarah Elizabeth White. The couple has a son, Robert Ellis.

Colonel and Mrs. **Paul Sheffield (Carolyn Buck)**, '39 and '36-'39, are living in Alexandria, Virginia, after a tour of duty in Balboa, Canal Zone. Colonel Sheffield is associated with the military construction section in the office of the Chief of Engineers in Washington, D. C. The Sheffields have three children.

1940-1949

New assignments for Methodist ministers in Hattiesburg, Mississippi, after Annual Conference, involved three alumni. Dr. **G. Eliot Jones**, '40, became district superintendent, moving from First Methodist Church in Laurel; **James S. Conner**, '38, was

named pastor of Broad Street Methodist Church, moving from Hawkins Street Church in Vicksburg; and **Frank E. Dement, Jr.**, '32-'35, is now pastor of Main Street Church, moving from St. Luke's in Jackson.

Thomas G. Hamby, '41, has resigned as head of the athletic department at South Panola High School to accept a post in the athletic department of Leflore County High School in Itta Bena, Mississippi. Mr. and Mrs. Hamby (**Rosa Eudy**, '41) and their three children will move to Itta Bena in the fall.

New senior editor of **Show** magazine is **Ben Hall**, '39-'41, formerly of the **Time Magazine** staff. Mr. Hall is author of **The Best Remaining Seats**, a study of American movie palaces.

After a year of furlough in the States, the H. A. Zimmerman family has returned to Hong Kong, where Mr. Zimmerman teaches at the seminary and at Chung Chi, the Christian college which has just become part of the Chinese University. Mrs. Zimmerman (**Ellenita Sells**, '43) works with the English Sunday School of Truth Lutheran Church and teaches piano. Two months after their return they had been affected by three typhoons, two of which passed right over them.

The Federal Reserve Bank of New York has named **Alan R. Holmes**, '43, manager of the Open Market Account. Mr. Holmes was formerly in charge of research and statistics at the bank. His new position is described as "one of the most important in the entire central bank." Open market operations in government securities are designed to influence the level of reserves of commercial banks and, hence, the cost and availability of bank credit.

An appointment to the faculty of Florida Southern College in Lakeland for the Reverend **W. Ellis Williamson**, '43, will become effective this fall. Mr. Williamson will teach sociology and also serve on the staff of the college's extension and development department.

The University of Bridgeport has appointed Dr. **Justus M. van der Kroef**, '44, chairman of the department of political science effective in September. Dr. van der Kroef has been a member of the faculty since 1956. He received his Master of Science degree from the University of North Carolina and his Ph.D. from Columbia.

Mrs. Cecil Inman, Jr., (Theo Stovall, '45) has been cited by the Millinery Institute of America as one of the nation's "Best-Hatted Women." A Jacksonian, she puts her artistic ability to use for various civic endeavors in Jackson. Mr. and Mrs. Inman (Mr. Inman attended in 1940-41) have a seven-year-old son.

One of the designers of the new "Short Takeoff and Landing" aircraft developed by Ling-Temco-Vaught Company was Eugene Allen, '47. Mr. Allen received a Master's degree from the California Institute of Technology and a degree in nuclear engineering from Southern Methodist University.

Dr. Freddy Ray Marshall, '49, has been named Presidential Adviser on Russian Economic Affairs. Dr. Marshall is professor of economics at the University of Texas.

1950-1959

The Mississippi Manufacturers Association has named William M. Jones, '50, to serve as director of programs and services. He began his position on June 1 after resigning as director of conferences and institutes for the University of Mississippi. Mr. Jones is married to the former Kathryn Greene and has one daughter.

Mrs. William P. Martin (Milly East, '51) was elected national president of the National Association of Junior Auxiliaries in May. Mr. Martin is now co-owner and manager of Gray-Mar Farms, only local milk bottling plant in Hattiesburg, Mississippi.

An advanced certificate in social work has been awarded to Curtis Clapham, '52, by the University of Pennsylvania. Mr. Clapham has been appointed executive director of family service of Chester County, which includes most of Philadelphia, Pennsylvania. Mrs. Clapham is the former Sue Carol Etzenhauer. The couple has a daughter.

William H. Moore, '53, has been named acting director and state geologist of the Mississippi Geologic Economic and Topographic Survey. He has been a staff geologist with the survey since 1960. Mrs. Moore is the former Elizabeth Anne Turner, '54.

"An Outstanding Mississippi Biology Teacher for 1965" is William E. Brode, '49-'51, a member of the 49-faculty of Columbia High School. Mr.

Brode was chosen from a group of some twenty-five deserving biology teachers for the honor by the Mississippi chapter of the National Association of Biology Teachers.

Jackson attorney Gene Wilkinson, '54, has been named to the Junior Chamber of Commerce International Senate in recognition of his outstanding service to the Junior Chamber movement. Mr. Wilkinson is managing partner of the law firm Stennett, Wilkinson, and Ward. He holds numerous positions of responsibility. He was one of five Jacksonians listed in the 1955 edition of **Outstanding Young Men of America**.

A Master of Sacred Theology degree was awarded to the Reverend Frank Burnett Mangum, '54, by the University of the South in June. He is associate rector of St. Paul's Episcopal Church in Waco, Texas.

Major Reginald Lowe, Jr., '55, is a resident in the ophthalmology service at Walter Reed General Hospital in Washington, D. C. He was stationed in Aschaffenburg, Germany, for two years before moving to Washington. Major and Mrs. Lowe have a daughter, Jennifer.

David Franks, '57, is teaching and doing work toward his Ph.D. at the University of Minnesota. Mrs. Franks (Audrey Jennings, '54) is engaged in social service work at the Kenny Rehabilitation Institute, which is concerned chiefly with stroke patients, spinal cord injuries, cerebral palsy, and arthritis.

With the exodus of Mr. and Mrs. Tom Boone (Edna Khayat), '56 and '54, from Jackson to Dallas in July to join the staff of Lovers Lane Methodist Church, the alumni working for the church now number four. They joined the Reverend James Noblin, '35, and the Reverend Roy H. Ryan, '52. Mr. Boone is taking a leave from his duties as youth director at Galloway Church to take graduate work at SMU.

A super-sensitive, heat-flux transducer invented by S. J. Robertson, '57, has won a national invention award from the ISA Journal for the heating technology laboratory of which Mr. Robertson is vice-president. The firm is located in Huntsville, Tennessee.

The Coe Foundation of New York

City awarded Jo Anne Tucker, '57, a fellowship for six weeks of graduate study at Abilene Christian College this summer. She holds the Master of Business Education degree from the University of Mississippi.

The board of governors of the Society of Real Estate Appraisers has awarded the "Senior Residential Appraiser" designation to Harry R. Blair, '57. Mr. Blair is vice-president of Blair Realty Company in Jackson. He is vice-president of the Society's Jackson chapter. Mrs. Blair is the former Marilyn Wood, '57.

Dr. John D. McEachin, '57, is engaged in the practice of pediatrics at the Medical Arts Clinic in Meridian, Mississippi. Dr. and Mrs. McEachin (Sylvia Stevens, '56), have three children.

The Rochester, New York, Philharmonic Orchestra has engaged the services of Samuel Jones, '57, as assistant conductor, effective this fall. Mr. Jones is currently conductor and music director of the Saginaw, Michigan, Symphony. His Symphony No. 1 has had ten performances throughout the country. Mrs. Jones is the former Nancy Peacock, '57.

Mark C. Yerger, '58, has joined the National Bank of Commerce in Memphis as assistant vice-president of its corresponding bank department. He was formerly associated with the Jackson Hinds Bank of Jackson, where he was vice-president in charge of operations. Mrs. Yerger is the former Ann Porter, '59. The couple has a daughter.

Bryn Mawr College has awarded to Mrs. Peter J. Liacouras (Ann Myers, '58) the Max Richter Fellowship in Political Science for graduate study in 1935-66. Mrs. Liacouras, now a resident of Gladwyne, Pennsylvania, received the Master of Arts degree from Fletcher School of Law and Diplomacy.

John M. Carter, '59, has been named director of the Jackson Municipal Library System. He assumed his duties on June 1, coming from a position as head of the circulation department of the Mississippi State University Library. Mrs. Carter is the former Carolyn Robertson. The couple has two sons.

A law office has been opened in Jackson by Jim Phyfer, '59, who was

for several years associated with the law firm Brewer, Brewer & Lockett. Mrs. Phyfer is the former **Tally McGowan**, '56-'59. The couple has two children.

Captain **Henry L. Lewis, III**, '59, was one of four hundred U. S. Air Force medical officers who participated in a series of programs in New York City which revealed the latest advancements in the medical aspects of aviation and space travel. He is assigned to Fairchild AFB, Washington, as director of aerospace medicine service with the 810th Medical Group.

1960-1964

Advanced degrees were awarded this spring to **Donald Louis Bomer**, '60, who received his MD degree from the University of Mississippi Medical Center; **Vernon Frank Ross**, '61, the recipient of an M. D. degree from the University of Mississippi Medical Center; **Dennis Rance Clower**, '63, who received a Master of Science degree in anatomy at the University of Mississippi Medical Center; **William M. Cannon**, '61-'62, awarded the Doctor of Dental Science degree by the University of Tennessee; and **Fred A. Murphree**, '58, who was awarded a DDS degree by the University of Tennessee Medical School. Dr. Bomer will intern next year at Parkland Memorial Hospital in Dallas. Dr. Ross will intern at the University of Mississippi Medical Center. Dr. Cannon will enter the Army at Fort Ord, California, for two years.

Captain **James F. Oaks**, '56-'57, who is a member of the staff of the Nike-

X project office of Redstone Arsenal in Huntsville, Alabama, has been spending his spare time as a member of the Huntsville Community Chorus. He starred as the male lead in a recent production of "Carousel." Captain Oaks was a featured soloist with the West Point Cadet Glee Club after leaving Millsaps.

Greenwood (Mississippi) High School has named **Bobby Ray**, '56-'59, head basketball and baseball coach. Mr. Ray was serving as freshman basketball coach at Mississippi College at the time of his appointment. Mrs. Ray is the former **Linda Munson**, '59.

Dr. **Charles A. Ozborn**, '60, has opened an office for the general practice of medicine in Eupora, Mississippi. He interned at Baptist Hospital in Jackson. Mrs. Ozborn is the former **Mabel Rhodes**.

Gulfport, Mississippi, is the home of Mr. and Mrs. **Francis M. Emerson, Jr.**, (**Patricia Ann Byrne**, '60). Mr. Emerson, a graduate of Southeastern Louisiana College, is assistant field director of the American Red Cross at Keesler Air Force Base. Mrs. Emerson is employed at the Veterans Administration Hospital.

Else Maria Aurbakken, '60, has been elected secretary of international affairs of the Woman's Division of the Methodist Board of Missions. Her work involves Methodist United Nations seminars and liaison work with the U. N. Miss **Aurbakken** has been on the Board staff since 1963.

Master of Education degrees were awarded to **Edwin Ronald Carruth**, '60, and **Charles Michael Rueff, Jr.**, '61, by the University of Southern Mississippi this spring. Both earned degrees in principalship.

An office for the general practice of dentistry has been opened in Magee, Mississippi, by Dr. **Harold B. Brooks**, '57-'60. Dr. Brooks has just completed two years of military duty. He is married to the former **Nancy Caroline Young**, '58-'60, and has a three-year-old son, **Jeffrey**.

A volume called **Essays in History**, composed of the best published essays at the University of Virginia, is being edited by **Moody Simms**, '62, a third-year graduate student. The book is an annual publication sponsored by the University's History Club. Mrs. Simms is the former **Barbara Ann Griffin**, '59-'61.

Mrs. **W. R. Anderson, Jr.**, (**Nancy Grisham**, '62) has been accepted to teach with the European division of the University of Maryland this fall. The Andersons are living in Germany. Her brother **Roy**, '58, is now a general editor for the Princeton University Press.

Christian County High School, in Hopkinsville, Kentucky, has named **Eldridge Rogers**, '62, to the post of athletic director. During the past three years, as head basketball coach, Mr. Rogers has compiled a 46 won - 11 lost record.

Steve C. Meisburg, Jr., '63, has been elected president of the Student Council of Lexington Theological Seminary. Mr. Meisburg is student pastor of the Bethlehem Christian Church in Clark County, Kentucky. Mrs. Meisburg is the former **Clara Frances Jackson**, '62.

Paula Page, '64, is an apprentice artist with the Sante Fe Opera Company this summer. She has been assigned the role of **Flora** in "La Traviata" and is understudying the role of **Suzuki** in "Madame Butterfly" and a major role in the American premiere of an Italian opera. Miss Page is working toward a Master's degree in voice at the University of Indiana.

A National Defense Education Act Fellowship in general biology for 1965-66 has been awarded to **Alice Scott**, '64, who is scheduled to receive a Master of Science degree in biology from Peabody College in August. Miss Scott will study at Vanderbilt.

Information Needed

Dr. **James A. Montgomery**, Athletic Director, is writing a book entitled **Athletes and Scholars: A Sports History of Millsaps College**.

He requests help from alumni in obtaining information needed to complete the history. He is seeking additional information for all years in the following categories:

- Schedules and results
- Rosters
- Honors to players (captain, All Conference, All American, etc.)
- Records (school, conference)
- Memorabilia (photographs, certificates of merit, etc.)
- Any other facts and figures of general interest

The years preceeding 1934 are the ones in which the most information is needed.

Material should be addressed to Dr. **Montgomery** at Millsaps.

Millsaps College
Jackson, Miss. 39210



HOME COMING

SATURDAY, NOVEMBER 6, 1965

REUNIONS: Classes of 1916, 1930,
1931, 1932, 1933, 1941, 1949, 1950,
1951, and 1952.





MAJOR NOTES

millsaps college
magazine
fall, 1965

MILLSAPS-WILSON LIBRARY
JACKSON, MISSISSIPPI

MILLSAPS-WILSON LIBRARY
JACKSON, MISSISSIPPI



MAJOR NOTES

millsaps college magazine
fall, 1965

MERGED INSTITUTIONS: Grenada College, Whitworth College, Millsaps College.

MEMBER: American Alumni Council, American College Public Relations Association.

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Shirley Caldwell, '56, Editor

James J. Livesay, '41, Executive Director, Alumni Association

Jim Lucas, '66, Photographer

Presidential Views

by Dr. Benjamin B. Graves

In the summer, 1965, issue of *Major Notes*, I had the opportunity to discuss with you the matter of admission standards at Millsaps. The favorable comments received on this article were most gratifying. The current issue deals with a process closely related to admissions: securing the desired student profile in quantity and quality. A common, but less precise, term for this process is recruiting.

From reading current literature, one might think that the big problem of colleges and universities today is one of controlling the number of applicants. And for institutions with minimal admission standards and low tuition, this thought is essentially right. But with the exception of a few hallowed schools, such is not the case with the private institutions, which combine reasonably high standards with substantial tuition.

For the academic year 1966-1967, our improved housing picture will open up the opportunity for a significant increase in residential students. We have just let contracts for the building of two dormitories, one for men and one for women. If we should choose to keep all of our existing housing in use, we could accommodate an additional three hundred residents. In any event we shall have space for a sizable increase in our residential student body, and we are asking for your active interest in counseling and recruitment.

Let me point out a few ways in which you can assist. First of all, surveys have shown that approximately 90% of students come to a private college such as Millsaps as a result of "word-of-mouth." This good word can come from alumni, parents, students, ministers, laymen, and friends of the college. Prospective students are eager for information and advice on college choices, and with thousands of alumni speaking well about Millsaps, we would be assured the desired quantity and quality of students.

As you know, we are seeking the youngster with at least average aptitude who wants a quality education in a Christian environment and is willing to apply himself. Such a student can gain acceptance to any college in Mississippi and to the majority in the nation. In many cases he is being tempted with enticing offers. Yet the fact remains that many of these students know nothing of Millsaps College. We find this lack of knowledge among persons both inside and outside the state of Mississippi. Heretofore we have had no full-time representative visiting schools and virtually no coverage beyond the state. This year we have employed counseling representatives and are extending our coverage to adjoining areas, ranging from Texas on the west to Tennessee on the north and Florida and Georgia on the east. Frankly, we would like to have a student body with national representation and at least a sprinkling of foreign students. Such a balance is needed to provide a stimulating educational environment.

Many qualified students in Mississippi and adjoining states are overlooking the chance to get a good education in the South. Numerous Southern students go to other parts of the country, particularly the East, seeking a superior education. Yet we know of many cases where students have chosen a school which in overall quality does not stack up to Millsaps but where costs are double those at this college. There is substantive evidence to support this contention, and we shall be glad to furnish references to nationally recognized indices for interested persons.

Let me conclude by saying that we welcome your referral of students. The College, of course, must reserve the final decision on admission, but your involvement in this matter is eagerly sought and can be of immense importance. A convenient form for listing recommendations may be found on Page 23.

Events of Note

"POP" KING MOVES TO KANSAS

Dr. Alvin Jon King, for many years director of the Singers, left Jackson on October 2 for permanent residence in Hesston, Kansas.

Before his departure the Alumni Association honored him at an open house held in the Boyd Campbell Student Center. A steady flow of friends came by to wish "Pop" happiness in his new home.

Dr. King organized the Singers in 1935, shortly after he joined the Millsaps faculty as director of choral music. The choir remained under his direction until his retirement in 1956.

He introduced to Jackson the Feast of Carols, which has become a traditional Christmas celebration. The first Feast of Carols was sung by 1,200 voices in 1926.

Dr. King had resided in Ridgeland, Mississippi, for the past few years and was a frequent visitor to the campus. Hardly a musical event passed at which his presence was not noted.

Relatives persuaded him to make Hesston his new home so that he could be near them.

NEW FACULTY NAMED

Twelve new full-time teachers joined the faculty this fall.

They are as follows:

John Quincy Adams, assistant professor and acting chairman of the political science department; BA, Rice University, MA, Texas Western College, LL.B., University of Texas; teaching experience at Southwest Texas State and the University of Texas;

McCarrell Ayers, instructor in voice; Bachelor of Music, Eastman School of Music, University of Rochester, Master of Voice, Indiana University; teaching experience in private studio and Prattsburg Academy;

Jerry Neal Bagwell, instructor in biology; BS, Austin Peay State College, MA, George Peabody; teaching experience at Fairfield, Ohio, High School;

Carole Shields Dye, instructor in education; BA, Millsaps, ME, Univer-

sity of Mississippi; teaching experience at Spann Elementary School in Jackson and Oakland Consolidated School in Oxford, Mississippi;

Donald E. Faulkner, instructor in physics; BS, Millsaps, MS, University of Rochester; teaching experience in Vicksburg Public Schools;

Dr. Richard D. Hathaway, associate professor of English; BA, Oberlin College, MA, Harvard, Ph.D., Western Reserve University; teaching experience at State University College in New Paltz, New York, Rensselaer Polytechnic Institute, and Harvard;

Orvel Hooker, assistant professor of speech and director of forensics; BA, Ouachita, Bachelor and Master of Sacred Theology, Temple University; teaching experience at Hinds Junior College;

Frank E. Polanski, instructor in music; BM, Eastman School of Music, University of Rochester, MM, University of Michigan School of Music; teaching experience in private studio;

Dr. Lee Reiff, associate professor of religion and department chairman; BA, BD, Southern Methodist University, MA and Ph.D., Yale; teaching experience at McMurry College, Millsaps, and Yale;

William Watkins, instructor in German; BA, Millsaps, MA, University of Mississippi.

Dr. Lee O. Jones, visiting professor of mathematics, and Gipson Wells, instructor in sociology, move to full-time status from part-time. Dr. Jones, chairman of the math department at William Jewell College for twenty-one years prior to retirement, is a graduate of William Jewell and holds the MA degree from Peabody. Mr. Wells is a graduate of Millsaps and received his MA degree from Mississippi College.

FRESHMEN IN TOP BRACKET

The average score of the 1964-65 freshman class on the American College Test was in the top one percent as compared with the average scores

of all other freshman classes of participating colleges.

Three hundred twenty-nine colleges throughout the nation participated in the ACT program last year. The scores of the Millsaps students placed Millsaps among the top three of the 329, although exact positioning was not revealed.

Scores of some 150,000 students enrolled as freshmen at the colleges were ranked.

Dr. Russell Levanway, chairman of the psychology department, said that the mean score of Millsaps students was in the 99th percentile both on the ACT and in terms of high school record.

BIOLOGY MAJORS OUTSTANDING

Biology majors in the Class of 1965 compiled the most outstanding record in the history of the biology department.

Average score of the twenty seniors who took the Graduate Record Examination in March ranked in the 85th percentile nationally. Two seniors were mid-year graduates and two took the exam during the summer and were not included in the statistics.

One of the mid-year graduates, Charles Steele, of Meridian, scored in the 99th percentile. His score was 740, but the highest score which is ranked on the chart is 720.

Eight of the Millsaps biology majors scored in the 93-97 percentiles, four of them in the 97th percentile. Scores of four others were in the 84-92% range, and three more scored in the 74-81% range.

Eleven of the twenty-four students who took the G.R.E. this year scored in the 90th percentile or above, which means that they are included among the top ten per cent of all students taking the examination in the nation during 1965.

Rondal Bell, chairman of the biology department, said that a comprehensive view of the national averages required the knowledge that at many universities only those stu-

(Continued on Page 19)

The Changing Face of Recruitment

Nationwide figures are not yet in as to how many freshman students entered college this fall. In May *U. S. News and World Report* estimated that 1.4 million high school seniors planned to enter college in September. The same article said that 100,000 or more who were scholastically qualified were unlikely to find openings.

The magazine stated that the eight Ivy League colleges received 50,000 applications for 9,000 freshman openings and that the New York State university system had approximately 75,000 applications for 28,000 freshman openings.

For years now the main talk regarding colleges has been the big boom in students. Why, then, if students are being turned away, is recruitment necessary? Why has Millsaps College just this summer hired two admissions counselors whose chief jobs will be the recruitment of students?

Apparently the boom is being felt principally by the "prestige" colleges, and by that is meant colleges with a national reputation, not just those with high academic ratings. A later issue of *U. S. News and World Report* (August 30) indicated that a sizable number of vacancies were reported by smaller colleges. It cited the state of Oregon, where eleven out of thirteen private colleges were still taking qualified students.

Nor are the South and the Midwest feeling the boom as much as the Eastern states and the West Coast. Enrollment is up in all of the colleges in Mississippi, but so far there has been no serious problem in numbers. The major problem, according to the Department of Education, is in housing. Dr. J. T. Sparkman says that three or four state institutions experienced a critical shortage in dormitory space this year.

Dr. Sparkman states that over the past few years there has been a two percent increase each year in the number of high school graduates going on to college. There has also been a boom in the number of students graduating from high schools in Mississippi. The latest

information from the Department of Health, Education and Welfare also indicates that Mississippi is importing a substantial number of students from out of state while exporting a comparative few.

What about the future in Mississippi? Dr. Sparkman says that the state simply has not been able to keep up with the demand despite its building program.

The picture at Millsaps this year is this: There is an increase of 25% in new students enrolling at Millsaps, but enrollment still is not at an all-time high. The dormitories are filled to capacity, but there was still room for students who do not require housing on the campus.

Officials say Millsaps aims for an eventual enrollment of 1,200. Maximum efficiency requires this number, they state. Everyone knows that not just any applicant is accepted. It is a fact that students scoring less than twenty on the American College Test have very little chance of winning admission to Millsaps.

So Sam Cole, '64, and Gerald Jacks, '65, have their job cut out for them. They have to help Millsaps reach its maximum efficiency within the limits of its housing capacity and its admission standards.

Their job will be eased somewhat by the two new dormitories which are scheduled for construction this year, giving 176 more spaces for women and 162 more for men (see Pages 16 - 17 for this story). Housing is apparently a problem throughout the nation, especially for women, who are usually required to live on campus unless they live with their families. James K. Hitt, immediate past president of the American Association of Collegiate Registrars and Admissions Officers, says, "The percentage of boys who go to college is not substantially greater than it was in the recent past, but there is a big increase in girls. . . . The real limit on admissions at many campuses is the amount of student housing available . . . the very difficulty of creating enough housing for girls puts a special limit on the openings that can be made for them."



One thing has been quite apparent at Millsaps in the past few years: this is a mobile society. Ten years ago 25% of the graduates of Jackson high schools attended Millsaps, a fact which helped keep enrollment up and housing problems down. Currently only about ten per cent of Jackson's seniors enroll at Millsaps. Jackson, with its large school system and better-paid and thus usually better qualified teachers, and its metropolitan atmosphere, produces the greatest percentage of college-bound students in the state. The fact that these students choose out-of-town schools hurts Millsaps.

Mobility also affects the upperclassman picture. Parental influence may persuade students to remain close to home for the first year or so. But the desire to move around, to broaden contacts and interests, often leads students to transfer to out-of-state schools later in

their careers. In personal conversations these students often express complete satisfaction with Millsaps, but the urge to look around is stronger than the will to stay.

Another factor which affects enrollment was discussed in the summer issue of **Major Notes**: the College's reputation for "hardness." This reputation deters some students who could succeed at Millsaps from even trying and encourages some of the ones who do come to transfer, either to have a more pleasing transcript of grades with less effort or to avoid the comprehensive, or both.

Cole and Jacks say that one of their major efforts will be to correct some fallacious ideas about comprehensives and the above-mentioned "hardness." "Many students think that a comprehensive covers everything they've studied rather than just their major field," they



Jacks addresses a high school group on the merits of Millsaps. He hopes to convince such groups that average students are welcome at Millsaps as well as the intellectuals.

The Changing Face of Recruitment

Will they come to Millsaps?



Cole has a private conference with two prospects

say. "They also worry about whether or not they can pass it, thinking that it is an extremely difficult exam. First we have to let them know that only the major field is covered. Then we have to convince them that many of the reports they hear are exaggerated, that students who can pass the subject matter at Millsaps can pass the comprehensive."

The affluency of society in current times is also a factor in the mobility of the present generation. This statement may seem paradoxical in view of the fact that Millsaps charges the highest tuition in the state (although followed very closely by Belhaven). Consider the fact, however, that many of the Jackson students who came to Millsaps were motivated to do so because they could receive quality education and yet save on expenses by living at home. Now, officials say, such students often prefer to apply for scholarship aid so that they may attend out-of-town schools.

Mobility works conversely, too. For example, enrollment of students from Memphis has risen sharply. Memphians want to leave their city, too, and Millsaps attracts many of them because it is small and has a good scholastic rating. The counselors hope to develop the same sort of situation in other large Southern cities, including New Orleans, Atlanta, Birmingham, Little Rock, Dallas, Fort Worth, and Houston.

Thus it appears that recruitment is not a field to be relegated to obsolescence. Recruitment, as admissions personnel see it, implies a duty to the student as well as to the college being served. Rollin E. Godfrey, director of admissions and recruitment at the University of South Carolina, has said, "... I would suggest that recruitment is the identifying and energizing of people with potential for higher education, and the rendering of all assistance possible in getting them enrolled either in his institution or one better able to meet the person's need."

Jacks and Cole, although new to the recruiting field, have some definite ideas about their plans and goals. They visualize as their biggest problem convincing well motivated average students that they can gain admission to Millsaps. "Too many students feel they don't have a chance of getting in," Cole says. "In many cases they have good high school records but still feel they aren't good enough."

Don't the ACT scores help to convince them that they will qualify? "Yes," says Jacks, "but many don't know what various schools require. Our job, as we see it, is to interpret Millsaps' requirements to them."

"We don't want to picture Millsaps as an 'easy' school," Cole explains, "but we must make students realize that they have the ability required for Millsaps."

Cole and Jacks also plan to place a great deal of emphasis on aid programs at Millsaps. The high tuition charges at Millsaps will deter a great many students, they say. "We will tell them about our work-study and scholarship and loan programs and try to convince them that anybody can go to college if he has the desire." Officials feel that the work-study plan, through which students are paid by the government to perform jobs assigned by their colleges, will assume increasing importance. They say that qualifications will be eased, allowing more students to participate.

Millsaps is following a national trend in insisting that students assume greater responsibility for the cost of education. U. S. News and World Report cites the following examples of schools which have increased tuition

and fees: the University of the Pacific, a private college, increase of average of 11% per year over the past nine years, now \$1,500; University of Southern California, \$1,200 last year, \$1,500 this year; Occidental College, increase to \$1,500 from \$1,350 (ten years ago, \$800); Rice, no tuition until this year, now \$1,200; University of Wisconsin, 35% increase over past ten years; State College of Iowa, 50% increase in past ten years.

Closer to home, this is the picture of schools of similar size to Millsaps (figures are for 1965-66):

	Tuition- Fees	Room & Board	Total
Millsaps	\$ 700	\$600	\$1,300
Birmingham-Southern	750	675	1,425
University of the South	1,570	750	2,320
Southwestern	1,200	725	1,925
Davidson	1,285	645	1,930
Maryville	857	635	1,492
Lambuth	600	580	1,180
Hendrix	659	650	1,309
Centenary	800	690	1,490
Centre	1,280	800	2,080
Mississippi College	535	499	1,034
Belhaven	695	600	1,295
Central, Missouri	750	700	1,450
Quachita	500	550	1,050
Austin	1,300	725	2,025
Huntingdon	700	700	1,400
Wofford	1,135	710	1,845

Jacks and Cole will spend a great deal of time on the road this year. They plan to visit every high school in the state which is accredited by the Southern Association of Colleges and Universities—and any others which invite them. In many cases they will make two and even three visits. They also plan to travel extensively in surrounding states. At the present time their itinerary includes Georgia, Alabama, Tennessee, Florida, Louisiana, Texas, and Arkansas.

In addition to the mobility of this generation, one reason for recruiting out of state is to give Millsaps a more cosmopolitan student body. This year about one fifth of the freshman class is from out of state. The percentage could be increased to advantage, officials say.

The counselors will take full advantage of the College Day programs of various high schools. College Days have come in for a good bit of discussion by college administrators recently because they are sometimes badly planned. Godfrey described possibilities: "Who among us has not arrived promptly at a high school at the time designated by the statewide program for high school visitation and armed with a complete set of bulletins and other information found that preparations for the visit have not been made? Who has not addressed a group of first-choice students believing he was talking to seniors, or at least juniors and seniors, only to find that his group consisted mainly of disinterested high school freshmen and sophomores, dismissed from classes to join the others? Have you ever, attended a 'college night' where the college representatives outnumbered the total of parents and children attending? Perhaps you've been invited to the school for an early afternoon program when another important event such as the county fair is in progress. Your arrival is announced thusly: 'Attention all students. College representatives are in the gymnasium. Those of you wishing



Jacks leaves McComb High School after a recruiting visit.

to discuss college with them now, go quietly to the gym. Classes are dismissed for all others wishing to go to the fair.' ”

Godfrey then quoted an article by M. Overton Phelps in *College and University* in which Mr. Phelps gave the following reasons for continuing such programs in Southern states (he was speaking specifically of Georgia):

“1. The majority of the high schools still do not have counselors. Many of the schools who have counselors have an unrealistic counselor-student ratio which makes it difficult to do an adequate job of pro-college counseling.

“2. College admissions requirements and procedures are changing so rapidly that personal contact is necessary for high school students to be kept up to date.

“3. The college ‘night’ program provides more opportunity for the high school to involve parents in college selection procedures. Many parents have not attended college themselves, and like to get first hand information concerning college expenses and college life.

“4. The college ‘day’ program provides a point of departure for the school counselor in helping a student with his choice of college. Many high school sophomores or juniors have given little thought to college choice until stimulated by the program to do so.”

Cole and Jacks plan to work closely with alumni in recruiting, especially through the Key Man program, for which plans are beginning to progress. The alumnus appointed the Key Man for recruitment in a specific area will be asked to help by providing names of qualified students, visiting students personally, bringing students to the campus, and arranging meetings at which the counselors can speak to and visit with the students.

Last summer Cole and Jacks went to church camps and retreats to speak to the students about Millsaps. They plan to continue this work through the church Methodist Youth Fellowship programs.

They hope to enlist the student body in their efforts. They will ask groups to provide programs for specific purposes. Circle K, the college equivalent of Kiwanis, is already at work planning programs on college life for presentation at Key Club meetings throughout the state.

Mainly they intend to follow up on leads more closely than in the past, to make sure that their contacts know fully about Millsaps. “We’ve got to let them know we’re interested,” they state.

The Changing Face of Recruitment



A session with Principal Percy Reeves and Counselor Mrs. Willis White at McComb High School identifies prospects.



The admissions counselors will work closely with high school counselors. Mrs. Willis White, of McComb High School, makes suggestions.

The average student can succeed at Millsaps. Jacks tells a group of students.



Alumnus Plus Prospect

By James J. Livesay

Director, Alumni and Public Relations

Once upon a time an alumnus was a person who came back to the campus of his Alma Mater to capture his lost youth and complain about the football team. To almost no one's regret, that character has gone the way of the DoDo bird.

Since World War II a new image has been taking shape. Today's alumni are partners in higher education with the institutions which gave them their passports into the world. Colleges no longer nourish a secret dread of alumni "interference" in college affairs. To the contrary, alumni relations is a pivotal part of the college program and alumni are considered the closest of constituents, extensions of the college to the grass roots of the communities it serves.

Millsaps College's policy reflects this high regard for alumni in its long range plans for College development. Wherever there are needs and enlarging opportunities, alumni leadership is being enlisted to give assistance. Take student recruitment, for example. The school year 1965-66 will see redoubled effort on the part of the College to expand its recruitment activities, and alumni will be important partners in the program.

The alumni role in recruitment will be a part of the Key Man Plan developed by the Alumni Association's Board of Directors to serve the College in every area of college concern at the local level.

Anyone who has read the educational sections of the national press or who has seen educational journals and newsletters will know that college and university alumni across the nation are becoming increasingly active in recruiting promising prospective students for their Alma Maters. Results measured by admissions officers show that they are impressively effective. The old advertising adage "ask the man who owns one" seems to be convincing to the high school student when it concerns college diplomas. Graduates and former students of all types of institutions, including the highly selective Eastern colleges, are giving generously of their time and getting results for their schools.

Elsewhere in this issue plans for an aggressive and selective campaign in student recruitment by Millsaps have been outlined. The target is the well motivated average and above-average high school or junior college student. The two admissions counselors, Sam Cole '64, and Gerald Jacks, '65, will be in the field under the supervision of Paul D. Hardin, Director of Admissions. Other college administrators, faculty members and students will assist. The most effective assistance, however, can come from alumni and other friends at the "grass roots." There are no limits to the geographical areas of interest to the College. Although initial organizational effort on Key Men will be concentrated mostly in Mississippi, assistance from out-of-state alumni is eager



Robert Maddox, '56

Equal Millsaps Student

ly sought. The College is greatly interested in increasing out-of-state enrollment.

Specifically, here's what alumni Key Men for recruitment will be asked to do: The Key Man or the Key Man Committee (when several are at work) will represent Millsaps' interests in student recruitment in the community. Admissions counselors will call on them when they are in the area, seek advice, and ask for specific assistance. The Key Man will be asked to contact principals and counselors, seek their help in identifying capable students, and pass the information on to College officials. Parents of prospective students are important in the recruitment effort. The assistance of the Key Man in keeping parents informed and arranging for visits in the homes of students may be requested. The Key Man may be able to schedule meetings in churches or picnics at nearby parks or lodges where college officials can meet with groups of students. He will, on occasion, be asked to represent Millsaps at College and Career Days in local high schools.

Recruitment material will be supplied for use by Key Men, and plans are being made to invite all Key Men to come to the campus for annual briefings on the total college picture so that they will be informed representatives in their own communities.

It should be pointed out that Key Men for recruitment will not be working alone in their communities. The College is enlisting the help of several alumni in each community to represent the College in other areas of concern. There will be Key Men for public information, fund raising, music interests, athletics, civic and service club relations, and several other categories. Some cities have alumni at work now in one or more of these areas of concern. They will form the general Key Man Committee which will meet on call from time to time to discuss progress.

Admission Counselors Cole and Jacks have planned their fall recruitment trips, and letters have gone to alumni in towns on their itinerary. Response has been excellent. At press time only affirmative replies had been received. There are many towns and cities both inside Mississippi and across the nation where volunteers are needed. If you are willing to invest some time for Millsaps and if student recruitment interests you, write us. The College needs you. There's a big and vitally important job to be done.

Increasingly a college or university is judged not only by the reputations of its alumni but by their record of interest in and service to their Alma Maters. Alumni of Princeton, Duke, Sewanee, Wofford, Emory, Yale, Harvard — and many, many more—are achieving impressive results in student recruitment for these institutions. Millsaps College alumni, we confidently predict, will be equally responsive and successful.



Dennis Horn, McComb High School





Two Invaluable Aids to Recruiting: The Alumnus and the Methodist Church

The most important away-from-the-campus forces for the advancement of Millsaps College are the alumni and the Methodist Church. The help of both is needed in presenting Millsaps to the students of various areas. The alumnus knows from experience that many reports about the "hardness" of Millsaps are exaggerated; he can help to present a true picture. The church knows that Millsaps stresses a Christian atmosphere; Methodist young people should be informed and should be interested. Millsaps is a school to be proud of, but only demonstrated pride will help to convince high school seniors that Millsaps bears looking into.

Robert Maddox, Class of '56, talks with his pastor, The Reverend David Ulmer, '34-'36, of Centenary Methodist Church in McComb, about ways to promote Millsaps through the church.



Well-rounded students who have extracurricular as well as academic ability are bonus prospects. Alumni know who they are in their communities. Maddox talks with John Lowery, '56, coach at McComb High School.

Below: Maddox talks to Mrs. John S. Thompson (Peggy Wepler, '46) and her son Taylor about requirements for admission. Alumni can dispel fears about admissions difficulties.





At a supper meeting of Circle K Cole and Jacks outline plans and solicit help. Circle K is planning programs for high school Key Clubs.



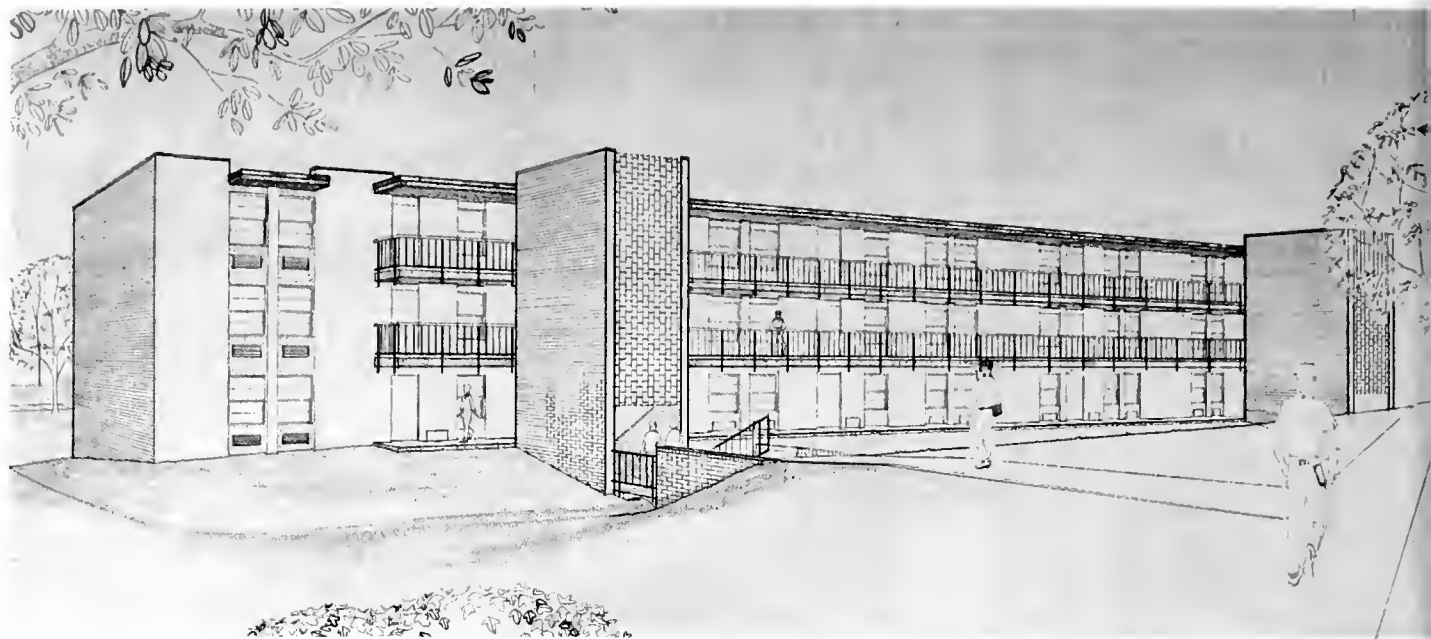
Paul Hardin, left, Director of Admissions, helps Cole and Jacks plan their fall itinerary. (Photo by Ernest Rucker, '68).



Dean of Students John Christmas discusses plan at Circle K meeting.

On Campus:

Circle K Gets a Briefing, Counselors Finalize Plans



Proposed Men's Dormitory

New Dorms Will Help Enrollment

Officials call the two new dormitories scheduled for immediate construction a new concept of student housing. Designed by R.

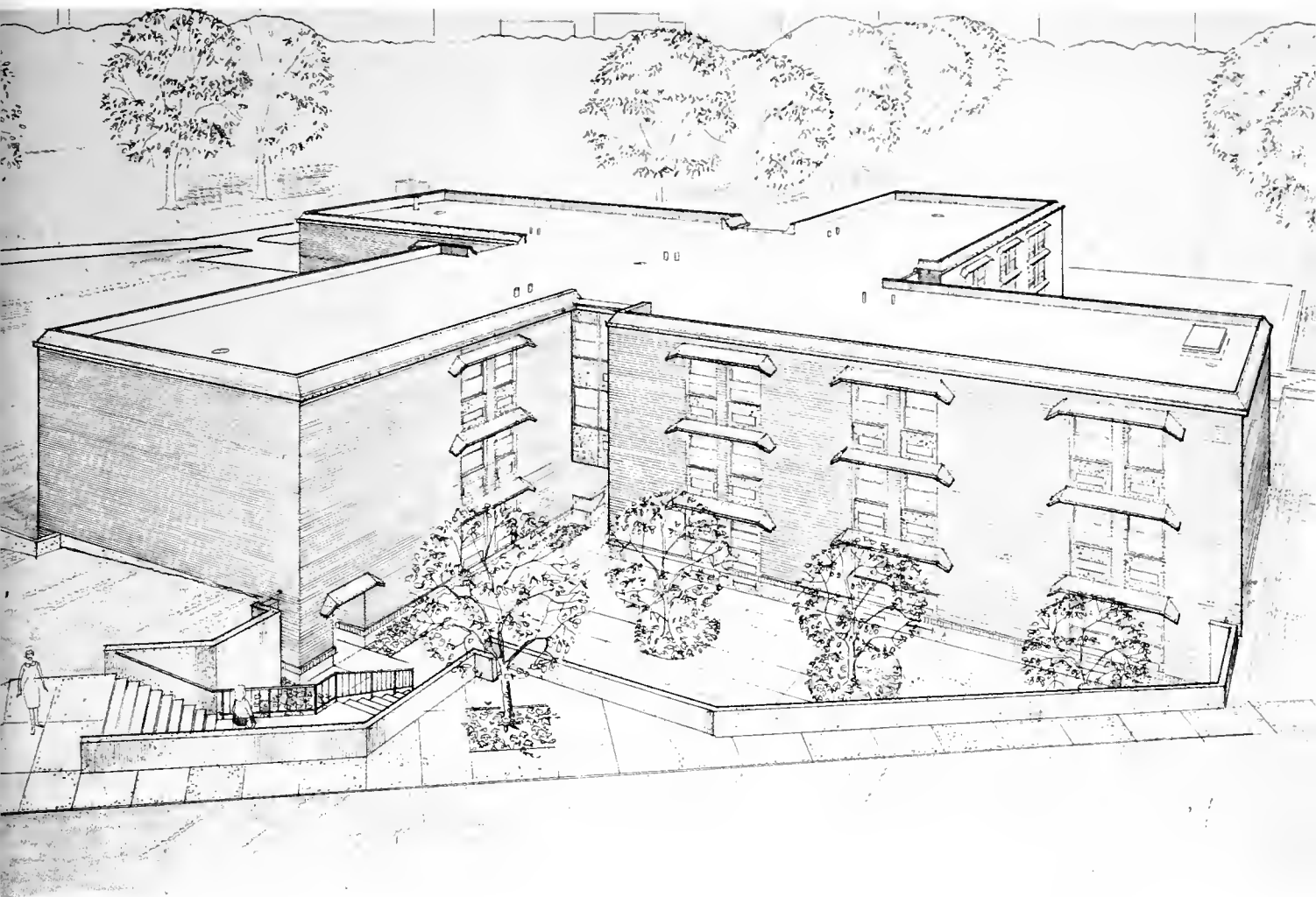
W. Naef and Associates, the modular type, air-conditioned dormitories will be ready for occupancy at the beginning of the 1966-67 school year. They will house a total of 338 students.

Officials say the dormitories have been designed with the express needs of college students in mind. The final plans are the result of study and a great deal of research by the architect,

Dean of Students John Christmas, and Dean of Women Mrs. Henry Pate, in cooperation with groups of students who served

as advisers. The new buildings will be constructed in units which will each house sixteen students. A special feature will be rooms that are designed for two students with a divider which

will allow one student to study undisturbed while the other sleeps or entertains friends. Each room will be subdivided into a study-dressing area and a sleeping area.



Proposed Women's Dormitory

The women's dormitory, which will house 176 students, will be located to the west of the current women's complex. It will be divided into four three-story units. In addition to a large lobby for receiving guests, the dormitory will feature an informal lounge for television viewing, a study room, a small kitchen unit, and an area for concessions machines. A laundry room will be central to the units on each floor. In the men's dormitory which will be located near the North President Street extension and will house 162 students, each unit will be a separate entity and will contain its own individual facilities. Each unit will have a lounge, with a large lounge connected to the housemother's apartment, and concession machines will be available. Each room will have its own heating and cooling control. Both dormitories will contain apartments for housemothers. The modular type dormitory has been researched and recommended recently on an international scale.

How to give more for less

By Barry Brindley

Director of Development

Not too many years ago, Howard Gould died and left an estate of \$64,000,000. Mr. Gould was the last surviving son of the railroad tycoon Jay Gould. Certainly, you might say, this man must have had his financial affairs in order. An individual of this wealth would have had the best legal and financial counsel possible.

The Federal and state estate taxes on Mr. Gould's estate totaled over \$60,000,000, leaving less than \$4,000,000 for his many heirs.

Perhaps this does not surprise you. We are all conditioned to the fact that our accumulated wealth will be subject to considerable taxation.

The following case offers an interesting comparison, however: Another wealthy man, Vincent Astor, died in 1960. He left an estate valued at approximately \$127,000,000. Out of this vast fortune the Federal and state tax collectors collected only \$253,869.

How did he do it? How was Mr. Astor able to conserve so much of his wealth when Mr. Gould did not? The answer is relatively simple. Mr. Astor had planned his estate so that maximum advantage could be made of the tax-saving methods which are provided by our current laws.

In his will he left 61.5 million dollars to his wife. This amount went tax-free under the marital deduction law. A similar amount, 60.5 million dollars, went to the Vincent Astor Foundation and several much smaller charities—all untaxable. Some \$5,000,000 went for debts, administration ex-

penses, and lawyers. All that was left to tax was approximately \$775,000.

I believe these two cases prove a very dramatic point: Through proper planning of one's estate, conservation of significant amounts of money can be realized, thus insuring greater financial security for family and loved ones and at the same time providing excellent methods for gifts to charity and higher education.

You are probably saying at this point, "This looks dramatic, all right, but these two men were very wealthy. What about smaller estates? Do the same principles hold true?"

The answer, of course, is yes, unquestionably yes. For example, an estate of \$250,000 could shrink as much as \$80,000, but with proper planning this shrinkage could be cut by as much as \$40,000, thereby leaving \$40,000 more for the family, a college, or lesser amounts for both.

There are no gimmicks here, no loopholes in the tax laws. The Federal government has provided the framework for all of us to conserve what wealth we have accumulated. Unfortunately, not too many of us are aware of ways to go about it. Few people realize that through proper planning they would be able, not only to leave more money to their families, but also to make significant gifts to Millsaps College economically, either now or in the future, in sums they would not have thought possible.

A study of an individual's complete financial picture often points out just how a donor may make a sizable

gift to Millsaps without sacrifice of financial security.

Millsaps has established a gift and estate planning program in the sincere hope that the College can be of real service in this very important area. We believe that when the facts are made clear, many of our friends will be able to sit down with their attorneys and devise estate plans which will save them many thousands of dollars. It is our further hope that some of these savings will be shared with Millsaps College.

Large gifts are not made lightly and those who plan to make substantial gifts to Millsaps must necessarily consider how such a gift will affect their own financial position. It is the purpose of our gift and estate planning program to offer help in determining this.

Estate planning and gift planning have many advantages. Tax advantage and personal satisfaction rank at the top of the list. According to Federal tax law, a deduction is allowed for contributions paid to certain charities during the next year. This ruling states that among the qualified charities are organizations operated exclusively for "religious, charitable, scientific, literary, or educational purposes." Further, under this law, an individual is allowed to deduct, for charitable contributions, twenty per cent of his adjusted gross income, plus an additional ten per cent in some cases. These special cases include gifts to educational organizations, hospitals, and churches. The effect of all this is that in most cases the actual cost of any contribution is almost always less than the dollar amount donated.

Here is a realistic example: An alumnus is single and in his middle thirties. His adjusted gross income is \$10,000, with a taxable income of \$8,000. This man can give, under the terms of the Federal tax laws, up to thirty per cent or \$3,000 of his adjusted gross income of \$10,000 to Millsaps and claim a charitable deduction for the entire \$3,000. Let us assume that this man gives \$2,000 to Millsaps. This will result in an income tax saving of \$600. The \$2,000 gift to Millsaps costs the donor \$1,400.

The cost of the gift would be even lower if appreciated property, such as stocks, were given instead of cash. In this case, the donor would get credit for a donation at the full market value at the time of the gift, he would not be subject to capital gains tax, and the cost of the gift

would be the original cost of the securities.

The following is an example of how a properly planned estate, utilizing a Charitable Remainder Trust, can eventually strengthen the work of Millsaps College: Alumnus Jones will die leaving a net taxable estate of \$1,000,000, which represents about fifty per cent of his gross estate. Normally, the Federal estate tax in such a case would be about \$325,700. However, by his will Mr. Jones planned both for his wife's security and for his Alma Mater by establishing a testamentary charity trust, designating that his widow receive during her lifetime the income from the entire trust. At her death, the trust principal will be given to Millsaps.

Assuming that Mrs. Jones is sixty-five years old at the time that the trust becomes effective, the estate taxes are reduced from \$325,700 to \$92,644 (based on the remainder interest tables of the Internal Revenue Service). This is a saving of \$233,056, which, when invested at four per cent, will increase her annual income by \$9,322. She will thus receive \$36,294 per year as opposed to the \$26,972 that she would have received annually had she received the entire amount outright.

To be sure, this is again a dramatic example, but it bears repeating that estate planning is beneficial for almost everyone. Persons with more modest estates—say, \$100,000 or more—can benefit, too; and every person should draw a formal will, the size of his estate notwithstanding.

Anyone who is planning to make a bequest to Millsaps, and who is not now taking full advantage of the charitable deduction allowed by law on his annual income tax return, should seriously consider anticipating part of this bequest by making annual gifts of cash or other property in amounts that will utilize the deduction.

Opportunities and obligations for greater service offer a tremendous challenge to Millsaps College. In order to meet this challenge properly, to take advantage of the opportunities, to accept the obligations, the College must have the financial resources. It is the sincere hope of the Trustees, the administration, and the faculty that a significant portion of these needed financial resources will come from gifts from our alumni and friends—through well planned estates remembering the College, from charitable trusts, and from outright gifts.

Events of Note

(Continued from Page 3)
dents who plan to attend graduate school take the G.R.E. Thus, he said, schools with a hundred biology majors might have been represented on the G.R.E. rankings by only a small percentage of the graduates.

Twenty-three of the twenty-four biology majors will attend graduate or professional schools. The one who will not is a housewife and mother who returned to school to complete requirements for her degree but who will resume her homemaking career.

SINGERS RECORD TOUR

A recording of the Singers' 1965 tour program of sacred choral music is available on a long-play album.

The recording is on sale for \$4.00 in the Music Hall and the Public Relations Office.

It features the tour program presented by the 50-voice a cappella choir last year in selected cities in Mississippi, Alabama, and Georgia.

Selections included are "I Will Praise Thee, O Lord," Knut Nystedt; "Lord, Thou Hast Been Our Refuge," Ralph Vaughan-Williams; "He Is The Lonely Greatness," Arthur Benjamin; "I See His Blood Upon The Rose," Arthur Benjamin; "On God And Not On Human Trust," Johann Pachelbel; "O Clap Your Hands," Ralph Vaughan-Williams; "O Lord God," Paul Tschesnokoff; "Create In Me, O God," Johannes Brahms; "Litany for Easter," Gordon Young; "Ave Maria," Sergei Rachmaninoff; "All Breathing Life," J. S. Bach; "Yea, Though I Wander," Schumann-Paul Christiansen; "Benediction and Amen," Lutkin.

The Singers are directed by Leland Byler, chairman of the music department.

MAJORS TO MEET MC

The Millsaps Majors and Mississippi College will renew an old basketball rivalry this year at the second annual Magnolia Invitational Tournament.

Sponsored by the Jackson YMCA, the tournament will be held December 7-8 at the Mississippi Coliseum.

Millsaps and MC will be paired for the first game of the tournament for

their first meeting since the 1959-60 season. In the second game Belhaven will meet last year's tournament winner, the University of Southern Mississippi.

On the second night the losers will play a consolation game at 7 p. m. and the winners will meet for the championship at 9 p. m.

Tickets for the tournament will be on sale at appropriate places throughout the city at \$1.50 for reserved seats and \$1.00 for general admission for each game.

The Major's basketball season will begin on December 1, with the schedule as follows:

Dec. 1	Huntingdon	Jackson
Dec. 3	U. of South	Sewanee
Dec. 4	David Lipscomb	Nashville
Dec. 7-8	Magnolia Tourn.	Jackson
Dec. 11	Alabama College	Jackson
Dec. 14	Southwestern	Memphis
Dec. 16	Delta State	Jackson
Jan. 3	U. of South	Jackson
Jan. 6	William Carey	Hattiesburg
Jan. 8	Alumni Game	Jackson
Jan. 15	Birmingham-Southern	Jackson
Jan. 18	Belhaven (There)	Jackson
Jan. 31	Univ. of Mexico	Jackson
Feb. 1	University of Tampa	Jackson
Feb. 5	Birmingham-Southern	Birmingham
Feb. 8	Belhaven (Here)	Jackson
Feb. 10	Huntingdon	Montgomery
Feb. 12	Southwestern	Jackson
Feb. 15	William Carey	Jackson
Feb. 19	Alabama College	Montevallo
Feb. 22	Delta State	Cleveland
Feb. 25-26	Huntingdon Tournament	Montgomery

Season tickets for the eleven home games will go on sale on November 15 for \$6.50 each. They may be purchased through the offices of the Dean of Students and Director of Athletics and in the Business Office.

Elsewhere on the sports scene, only two football games had been played at press time. The Majors suffered losses in both, but the coaches were very well pleased with the showing of the team. Athletic Director James Montgomery said prospects for the remainder of the season were quite good.



In Memoriam

This column is dedicated to the memory of graduates, former students, and friends who have passed away in recent months. Every effort has been made to compile an accurate list, but there will be unintentional omissions. Your help is solicited in order that we may make the column as complete as possible. Those whose memory we honor are as follows:

Mary Frances Angle, '62, to Fred-eric Wright Vogler. Living in Caluire, Rhone, France.

Susan Hart Brown, '56, to John Robert Donohue. Living in Hattiesburg, Mississippi.

Billy Lee Chambers, '63, to Donald Lee Elrich. Living in Boulder, Colorado.

Polly Elaine Commer, '65, to James Edwin Holloway. Living in Clarksdale, Mississippi.

Barbara Earle Diffrient, '62-'65, to Henry Glenmore Ecton, II, '64. Living in Chicago.

Katherine Denham Egger, '65, to Henry Melville Nicholson, Jr.

Maida Carolyn Fulgham to **Joseph Carroll Blythe**, '61-'63. Living in New Orleans.

Jodie Ann Garner to **Robert Brinson Martin**, '55-'57. Living in Jackson.

Helen Garrison, '63-'65, to **John P. Freeman, Jr.**, '64. Living in Clinton, Mississippi.

Cecilia Ridgway Gilliland, '55, to C. Hervey Galloway, Jr. Living in Canton, Mississippi.

Sharon Elizabeth Graves, '63, to Bruce Lanier Kolb. Living in Baton Rouge, Louisiana.

Margaret Salena House to the Reverend **Julian Bailey Rush**, '59. Living in Fort Worth, Texas.

Marifran Kelly to Lt. **Stearns Lyman Hayward**, '56. Living in Seattle, Washington.

Thelma Anna Koonce, '64, to Peter Coddington Gerdine. Living at Chapel Hill, North Carolina.

Elizabeth Ray Lackey to the Reverend **Edwin Winston Williams, Jr.**, '58. Living in Brevard, North Carolina.

Carol Ann Lichtenstein to Dr. **Melvyn Elliott Stern**, '56. Living at Luke Air Force Base, Arizona.

Peggy Jean Lowry, '65, to John Gordon Roach, Jr. Living in McComb, Mississippi.

Laura Dona McEachern, '65, to **John Seymour Clark**, '65. Living in Houston, Texas.

Odie L. Brooks, '29, who died August 16. He lived in Lafayette, Louisiana.

Mrs. Reuel Coleman, Whitworth, who died April 30. She lived in Homer, Louisiana.

Jeff Collins, '08, who died in July. He was a resident of Laurel, Mississippi.

A. L. Fairley, '02, who died February 21. He lived in Birmingham, Alabama.

J. Clyde McGee, '01-'03, who died September 25. He was living in Jackson.

Lucien W. Reed, '06-'07, who died December 3. He was a resident of Jackson.

Baldwin Edwin Shelton, '30-'35, who died June 22. He lived in Marks, Mississippi.

The Reverend **Robert E. Simpson**, '20, who died June 10. He resided in Dallas.

Judge Oscar B. Taylor, '06, who died September 20. He lived in Jackson.



(Children listed in this column must be under one year of age. Please report births promptly to assure publication.)

Sarah Ann Bowman, born June 17 to Mr. and Mrs. Howard K. Bowman, Jr. (Sarah Frances Clark, '47), of Orlando, Florida.

Mary Alison Boyd, born April 20 to Dr. and Mrs. George W. Boyd. Dr. Boyd, currently on leave, is chairman of the English department. Dede,

12, and Andy, 9, are the other Boyds.

Elizabeth Porter Chapman, born August 14 to Mr. and Mrs. Billy K. Chapman (Betty Gail Trapp, '58), of Houston, Texas. Laura, 3, was delighted with her baby sister.

Timothy Thomas Cherry, born July 7 to Captain and Mrs. Billy O. Cherry (Shirley Stoker, '59), of Smyrna, Tennessee. Charlotte Gail, 2, greeted her brother.

Elizabeth Gibbs Coleman, born July 18 to Mr. and Mrs. Irwin W. Coleman, Jr. (Frances Thompson, '52-'54), of Mobile, Alabama.

Kenneth Ray Devero, II, born June 4 to Mr. and Mrs. Kenneth R. Devero (Miriam Jordan, '63), of Newbern, Tennessee.

Kelly Love Dickson, born October 10, 1964, to Mr. and Mrs. R. Peyton Dickson (Eugenia Kelly, '57), of Yazoo City, Mississippi. She was welcomed by Rhuel, Jr., 2½.

Clyde Beaman Edwards, III, born May 31 to Mr. and Mrs. Clyde B. Edwards, Jr. (Yvonne Moss, '57), of Jackson.

Ann Elizabeth England, born March 22, to Mr. and Mrs. James J. England (Virginia Anne Hughes, '51), of Jackson. She was greeted by Jed, 7, and John, 3.

Eric Gale Hendee, born August 9 to Dr. and Mrs. William R. Hendee (Jeannie Wesley), '59 and '60, of Denver, Colorado. He was welcomed by Kyp, 4½, and Shonn, 2.

Elizabeth Jeter, born on July 26 to Dr. and Mrs. Marvin H. Jeter, Jr. (Betty Dribben), '58 and '60, of Jackson. Marvin, III, 3, greeted the newcomer.

Brent Lyttleton Johnson, Jr., born January 3 to Mr. and Mrs. Brent Lyttleton Johnson (Cynthia DuBard), '60 and '62, of Jackson.

Sandra Markham McNeill, born May 12 to the Reverend and Mrs. Melton McNeill, of Atlanta. Mr. McNeill graduated in 1959.

Olive Olivia Moore, born January 12 to Mr. and Mrs. John D. Moore (Bethel Lou Saxton, '60), of Benton, Mississippi.

Thomas Bradley Parker, born November 19, 1964, adopted by Mr. and Mrs. Thomas Parker (Mary Ruth Brasher), '54 and '53-'54, of McComb, Mississippi. He was greeted by Brian, 2½.

Patricia Thomas Powers, born June 1 to Mr. and Mrs. Hyde Powers (Frances Fitz-Hugh, '56), of Columbus, Mississippi. Older sisters are Mary Chris, 6, and Margaret Leigh, 5.

1900-1919

A long feature story in an August edition of the **Madison County Herald** (Canton, Mississippi) related some of the highlights of the life of **Magruder Pearce**, '01. Mr. Pearce's parents lived in Honduras, and he spent much of his life in business enterprises

ness in Washington, D. C., **W. I. Peeler**, '29, has been active in the promotion of an Eye Bank. Both he and Mrs. Peeler are active members of the organization, having willed their eyes to the Bank. Mr. Peeler serves as district governor of Lions International in Kosciusko.

Having served as administrative officer of the American Embassy in Ankara, Turkey, for the past several years. **Harris Collins**, '36, has been appointed director of the Office of the Budget of the Department of State. His new residence is Chevy Chase, Maryland.

Major Miscellany

here, including raising cane for and manufacturing sugar, banana raising and exporting, and mahogany logging. Mr. Pearce now resides in Canton with his daughter and her family and spends much time in keeping up with the local, state, and international picture.

Shervert Hughes Frazier, '12 - '13, celebrated the anniversary of fifty years in the Christian ministry in July. Mr. Frazier now resides in Marshall, Texas.

Forty-seven years as an active Mississippi Methodist minister ended for the Reverend **N. J. Golding**, '17, when he retired in July. Members of the First Methodist Church in Greenville honored Dr. and Mrs. Golding at a banquet at which they were presented gifts of appreciation. Dr. Golding also retired from his position as a member of the Millsaps Board of Trustees.

1920-1929

Having retired as minister of evangelism for First Christian Church in Houston, Texas, Dr. **James Sandlin**, '21-'22, is devoting his energies to writing. Underway is an account of his years of service to the ministry, entitled **The Musings of a Parson**. Also scheduled is a novel. Dr. Sandlin resides in Greenville, Texas.

Now residing in Kosciusko, Mississippi, following his retirement three years ago from the dry cleaning busi-

1930-1939

The Mississippi State Building Commission has employed **Robert S. Simpson**, '30, as a full-time associate educational facilities specialist. He is responsible for the inventory of buildings, room utilization surveys, assisting with the filing of HEFA applications, preparation of biennial budgets and legislative requests, and preparation of reports on building needs. He served as superintendent of the McComb, Mississippi, city schools before accepting his present position.

Mrs. Robert M. Hederman, Jr., (Sara Smith, '32) has been named to the board of commissioners of the Mississippi Library Commission. Listed in "Who's Who of American Women" and "Who's Who in the South and Southwest," Mrs. Hederman participates in many cultural, civic, and educational endeavors and has served as director of Belhaven College's Workshop for Dynamic Living. Her husband is the publisher of the **Jackson Clarion-Ledger** and **Daily News**. They have four children.

The Meridian, Mississippi, Public Library has appointed Mrs. Roy P. Henderson (**Adomae Partin**, '33) to the position of children's librarian. Mrs. Henderson taught English seven years before entering children's library work. She is active in a number of civic and cultural organizations in Meridian.

Gulf Oil Corporation has transferred Mr. and Mrs. George Voorhees (**Phyllis Matthew**, '37) to Pittsburgh. Their daughters—Mary, Sylvia, and Rosalyn—all attend North Allegheny High School. The family attends Ingomar Methodist Church, which was established in 1837.

Additional appointments made at the Conferences of the Methodist Church in Mississippi in June include the following: The Reverend **W. A. Pennington**, '59, now pastor of the Lyon Methodist Church; the Reverend **Archie Leigh Meadows**, '38, pastor of the First Methodist Church in Greenville; the Reverend **Norman U. Boone**, '33, pastor of Central Methodist Church in Meridian; the Reverend **John H. Millsaps**, '50, pastor of the First Methodist Church in Baldwin; and the Reverend **James McCafferty**, '47, pastor of the Leland Methodist Church.

After completing six years as a District Superintendent, Dr. **Donald O'Connor**, '39, has been appointed pastor of the First Methodist Church in Long Beach, California, by Bishop Gerald Kennedy. Mrs. O'Connor is the former **Ollie Mae Gray**, '39.

A series of lectures was delivered at the University of Mississippi in August by Dr. **O. D. Bonner**, '39, chairman of the department of chemistry at the University of South Carolina. He visited Ole Miss under the auspices of the National Science Foundation summer institute for secondary school teachers.

1940-1949

Gordon Marks & Company of Jackson has named **Larry G. Painter**, '41, to the position of executive vice-president. He returns to Jackson from New York City, where he was senior vice-president of Palmer, Willson and Worden. **Sutton Marks**, '48, president of Gordon Marks & Company, made the announcement of Mr. Painter's appointment.

John Nicholson, '37-'38, was named Man of the Year by the Life Underwriters Association of Mississippi last

summer for his outstanding contribution to the profession. He received the Certified Life Underwriters designation in St. Louis in September.

A new book by Pulitzer Prize winner Dr. **David Donald**, '41, has been published by the Louisiana State University Press. **The Politics of Reconstruction** consists of three lectures presented by Dr. Donald at LSU as Walter Lynwood Fleming lecturer. Harry C. Black Professor of American History at the Johns Hopkins University, Dr. Donald is the author of five books and the editor of two others.

It was Millsaps reminiscing time at William Beaumont General Hospital in El Paso when General **Robert E. Blount**, '28, discovered that Major **Herman F. Zimoski, Jr.**, '38-'41, was the son of former coach Herman Zimoski, Sr. General Blount remembered the major, who was on two weeks of active duty with his Reserve unit, as the mascot of the Majors during the 20's. One of the games they recalled was the Millsaps-University of Miami clash on New Year's Day in 1927, which Millsaps won 27-0.

In the game the late **Potts Boswell**, '26-'29, '30-'31, described as "a ponderous tackle," ran eighty yards to score on a recovered fumble. The single Millsaps student rooter to accompany the team was **Heber Ladner**, '29, now Secretary of State of Mississippi.

Dr. **Jean M. Calloway**, '44, spent the summer in Kenya working with the ESI Mathematics Workshop. His assignment was writing new mathematics for Africa. Dr. Calloway is Olney Professor of Mathematics at Kalamazoo College in Kalamazoo, Michigan.

Taking a leave of absence from the Board of Missions, the Reverend **D. A. Reily**, '44, has been appointed to the Rex Methodist Church near Atlanta. He began graduate work in church history at Emory this fall.

Mrs. **Dorothy Eady Brown**, '46, has been appointed to the library staff of Florida Southern College as head of reader service. She has held several library positions since receiving the Master's degree in library science from Florida State University.

Lamar Life Insurance Company has appointed **A. B. Magee**, '49, group manager on its home office staff in

Jackson. Mr. and Mrs. Magee have four children.

1950-1959

When **Dewey Buckley**, '50, received his Ph.D. degree from Tulane University last spring, Belhaven College (where he is chairman of the department of language) issued a news release listing his "firsts": first person to earn a Ph.D. in classical languages at Tulane; first public school teacher in recent history of the state to obtain teaching certification in Greek; and first French teacher at Jackson's Provine High School. Dr. Buckley joined the Belhaven faculty in 1962.

In August **Don R. Pearson**, '51, was transferred from the J. C. Penney Company of Fort Lauderdale, Florida, to the J. C. Penney Company of West Palm Beach, Florida, where he serves as manager. Mrs. Pearson is the former **Betty Jo Davis**, '51. The couple have five children: Don, Jr., Brooks, Kathy, Annette, and Melissa.

Recent recipients of advance degrees include **Mary Sue Robinson**, '51, who earned a Master of Arts degree from Harvard; and **Holland Cornelius Blades, Jr.**, '64, who received a Master's degree in business administration from the University of Southern Mississippi. Mr. Blades has been named an instructor in economics and business administration at Auburn University.

Reading Unlimited, a project of Educational Development Laboratories, is directed in Clemson, South Carolina, by Mrs. S. D. Seymore (**Betty Russell**, '54), a reading consultant for EDL. The program aims at increasing speed, vocabulary, and comprehension. Mrs. Seymore has had several years of experience in public school teaching and private tutoring classes.

President-elect of the Mississippi Conference on Social Welfare for 1965-66 is **Tom O. Prewitt, Jr.**, '56. Mr. Prewitt, who received his Master's degree in social work from Florida State, works with the Department of Public Welfare in Jackson. Mrs. Prewitt is the former **Patricia Morgan**, '53-'54. Tommy, 6, and Susan, 3, complete the family.

Lt. **Stearns L. (Terry) Hayward**, '56, is presently stationed at Sand Point Naval Air Station in Seattle, Washington, where he is the ground

control approach officer and a helicopter pilot. Mrs. Hayward is the former Marifran Kelly. Lt. and Mrs. Hayward were recently married in a formal military ceremony in the station chapel.

Glenn Wimbish, '57, was associate director of the National Science Foundation's summer institute in computer science and related mathematics at the University of Oklahoma last summer. He is an instructor and administrative assistant to the chairman of the department of mathematics at Oklahoma this year. He is completing work on his dissertation. Mrs. Wimbish is the former **Evelyn Godbold**, '56-'58.

The Air Force Commendation Medal has been awarded to Captain **Russell H. Stovall**, '58, for "meritorious service as Chief, Aeromedical Service." The citation stated, "Captain Stovall's outstanding professional skill, knowledge, and leadership were prime instruments in achieving total mission support of the flying program during periods of manpower shortages and the establishment of the 834th Air Division at England Air Force Base Louisiana." He is now engaged in a four-year residency in eye, nose, and throat at Henry Grady Hospital in Atlanta. Mrs. Stovall, the former **Mary Charles Price**, '59, is employed by Shell Oil Company.

Dr. Fred A. Murphree, '58, has opened an office for the practice of dentistry in Okolona, Mississippi. He received the Doctor of Dental Surgery degree from the University of Tennessee in March.

The Methodist Church of Clearwater, Florida, seems to be destined to be served by men who are graduates of both Millsaps and Emory and fathers of twins. The Reverend **Warren Wasson**, '58, succeeded the Reverend **Robert Earl Gorday**, '52, when Mr. Gorday was transferred to the Methodist Church in Crystal River, Florida. Mr. Wasson graduated from Emory in 1958 and has three-year-old twins. Mr. Gorday graduated from Emory in 1956 and also has twins.

Clyde V. Williams, '59, has been appointed promotion manager of the Louisiana State University Press. He has served as an instructor of English at LSU for the past four years and will receive the Ph.D. degree in English literature and Russian history from LSU in January.

The Mississippi State Board of Health has appointed Dr. **John Hampton Miller**, '59, director of the health departments in Grenada, Talahatchie, and Yalobusha counties. Dr. and Mrs. Miller (Clarice Townes) and their son John, 20 months, are residing in Grenada.

1960-1964

A research botanist assigned to the tropical terrain research detachment of the U. S. Army Corps of Engineers Waterways Experiment Station, **William N. Rushing**, '60, is doing research on environmental conditions as they affect military operations in Puerto Rico. Mr. Rushing supervises a staff of ten in the study.

Ray Ridgway, '61, has accepted a position as teacher and coach at Montgomery Bell Academy in Nashville. He and Mrs. Ridgway (**Selma Earnest**, '60) are living in Franklin, Tennessee.

Mr. and Mrs. **Bill Baker** (**Nancy Dunshee**, '61) are living in Tullahoma, Tennessee, where Mr. Baker is an aerospace engineer with ARO, Inc. Latest addition to the family is **Steven Goodman**, born August 28, 1964, and named for his godmother, Mrs. **W. F. Goodman** (**Marguerite Watkins**, '17-'18), associate professor of English at Millsaps.

A one-year internship at North Carolina Memorial Hospital at Chapel Hill was begun in July by Dr. **Peter Dorsett**, '61. The 420-bed institution is the teaching hospital for the University of North Carolina School of Medicine. Dr. Dorsett was a '65 graduate of the University of Mississippi Medical School.

A Ph.D. degree in psychology has been awarded to **Cecil A. Rogers, Jr.**, '61, who has accepted a post at the University of Arizona. He will continue his research in the areas of human factors and acquisition and retention of verbal and muscular responses, with emphasis on culturally established habits. Mrs. Rogers is the former **Floyee Ann Addkison**, '60. The couple has a four-year-old daughter, Celeste.

Bonnie Burford, '63, graduated with a Master's degree in library science from Louisiana State University in August. She is now on the faculty of the University of Alabama as a librarian in the science library.

Having recently received his discharge from the Navy, Dr. **Don Newcomb** has opened an office for the practice of dentistry in Yazoo City, Mississippi. Mrs. Newcomb is the former **Emily Lemasson**, '62.

Scheduled to serve as assistant director of the first fall production of The Institute for Advanced Studies in the Theatre Arts is **Eugene Coulet**, '62, who is doing graduate work in theatre at the University of Denver. The Institute imports guest directors from around the world to stage American versions of their countries' greatest plays. The Institute selects an outstanding potential director to assist the visiting professional.

Dr. **James Burke Martin**, '58-'60, recently opened a medical office in McComb, Mississippi. He completed his internship at John Peter Smith Hospital in Fort Worth, Texas. Mrs. Martin is the former **Nancy Beth Loper**, '63.

Millsaps' leading light in the golf world, **Mary Mills**, '62, ranked seventh in the nation among women golfers at the end of September. She won two tournaments this summer and has totaled approximately \$12,000 in winnings for the year.

Willard S. (Billy) Moore, '62, a graduate student at Lamont Geographical Observatory of Columbia University, spent two months this summer cruising the Mediterranean, North Atlantic, and Iceland waters on Columbia's research vessel, **The Robert D. Conrad**. His special geochemical research project involves the examination of factors controlling solution at various ocean depths: testing sediments through the use of radium isotopes and tracing the movement of these sediments from one layer to another in an effort to determine, among other things, why the radium time scale for ocean mixing is longer than the carbon-14 scale. He will continue his studies and research leading to the Ph.D. at Columbia under a working fellowship grant.

Having received the D.D.S. degree from the University of Tennessee this fall, **David Bellew**, '59-'61, is scheduled to enter the service at Fort Bliss in El Paso, Texas, early in November. He will serve a two-year term. Mrs. Bellew is the former **Judy Slade**, '59-'61. The Bellews have two sons, Dave, 3, and Mike, six months.

(Continued from Page 20)

Sara Beth McInnis, '63, to David Leroy Allen. Living in Memphis, Tennessee.

Patricia Ellen McIntosh, '65, to **James Larry Ludke**, '64. Living at State College, Mississippi.

Frieda Amanda Majors, '64, to **Richard Allen Crow**. Living in Natchez, Mississippi.

Henrietta Rehfeldt Minor, '63-'65, to **William Truett Burnham, Jr.** Living in Starkville, Mississippi.

Eleanor Sue Sanders, '58-'60, to **Gibson Roland Sims**, '61-'62, '63-'64. Living in Jackson.

Carolyn Patricia Starnes, '59-'62, to **Roy Thomas O'Shields**. Living in Jackson.

Barbara Tate, '64, to **Robert James Jepsen, Jr.** Living in Tunica, Mississippi.

Maria Vallas, '61, to **John Carnes Stephens, Jr.** Living in Newport News, Virginia.

Bettie J. Williams, '62, to **Richard C. Austin**. Living in Uniontown, Ohio.

Elaine Witcher to **John T. Rush**, '60. Living in Sherman Oaks, California, where Mr. Rush is associate minister of the Methodist Church.

Lynda Jean Yarborough, '64, to **Lt. Richard Wallace Giard**. Living in Hampton, Virginia.

Beverly Sue Young to **Howard Charles Langford, Jr.**, '58-'59. Living in Jackson.

Recruitment Form

Please list below the names and addresses of students who are good prospects for Millsaps College.

Name _____

Name _____

Name _____

Signed _____

Mail to Director of Admissions

Millsaps College

Jackson, Mississippi 39210

Millsaps College
Jackson, Miss.
39210

Remember
Homecoming:
Saturday,
November 6



The Alumnus in
Recruiting: Bobby
Maddox, '56, helps
to spread the word
about Millsaps College