

ALUMNAE OFFICE  
ANNA YOUNG ALUMNAE HOUSE  
AGNES SCOTT COLLEGE  
DECATUR, GEORGIA

The  
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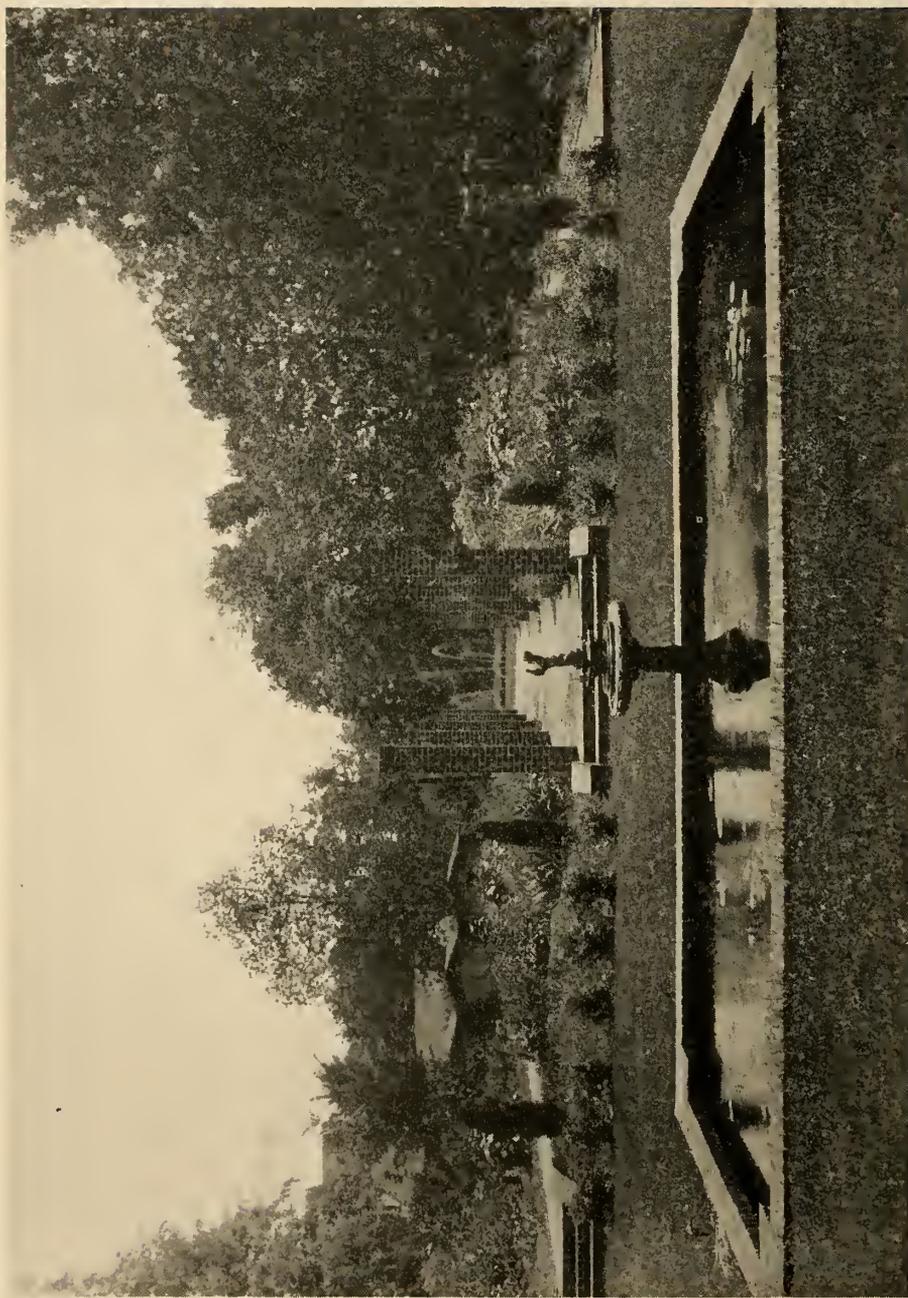
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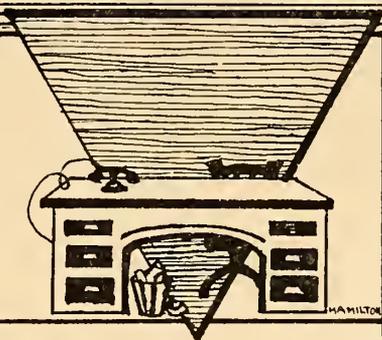
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THE ALUMNAE GARDEN  
(from a picture taken last May)

# THE PRESIDENT'S PAGE



## REPORTS FROM SOUTHERN COLLEGES

DR. J. R. McCAIN

The Southern Association of Colleges and Secondary Schools recently held its annual meeting in Nashville, Tennessee. As some of our alumnae know, Agnes Scott has held for some years the very responsible chairmanship of the Committee on Triennial Reports. It is this committee which reviews the records of all member colleges and universities, and which seeks to enforce the standards of the Association. There is an immense amount of work connected with this position, but the College has felt that the contacts gained and perhaps the service rendered might justify the time which is expended.

A summary of the reports this year, in a few phases of the work, may not be inappropriate. There are one hundred and thirty colleges or universities in the Association. Seventy of these gave full reports this year, but the whole number furnished information on some important topics, so that we were able to secure a general picture of the present situation.

The financial difficulties have hampered the operation of many of the colleges and universities, but they have not proved to be as desperate as some of us had feared. Eighty-seven of the institutions operated on a balanced budget last year, even though it was much reduced over previous sessions. Sixty-five of the members, exactly half, are free of indebtedness of any kind; but thirty more have only slight obligations, leaving thirty-five which are in serious difficulty.

All but twenty of the institutions in the Association have found it necessary to reduce salaries somewhat. In some cases the cuts have run as high as forty or fifty per cent, but a majority have not gone beyond twenty per cent. There is general optimism that we are reaching this year the low level of reductions and that the next session ought to witness improvement.

The attendance at our various institutions this year amounts to about one hundred and twelve thousand men and women. This is less than five per cent decrease from the highest record of attendance which was made in 1929. In that year, there were enrolled in the same institutions about one hundred and seventeen thousand young people. One of the encouraging signs of the day is the fact that people still believe that education is worth sacrifice.

Much time of the Committee on Triennial Reports was taken in a careful study of some of the weak points in our present-day education. One of these weaknesses is in connection with correspondence and extension work. While only twenty-six of our institutions give very many courses in these fields, yet they are generally among our largest universities, and their influence is demoralizing to the smaller colleges. Some of the universities will allow as much as fifty per cent of the work required for the B.A. degree to be done in extra-campus activities. The Southern Association took definite

steps to limit the work that may be done in these specialized fields. It ruled that not over twenty-five per cent of the requirement for the degree might be taken by correspondence or extension, or both, and that the time given by faculty members should be included in their regular academic schedule and that any remuneration for such work should be regarded as a part of the regular salary of the teacher concerned.

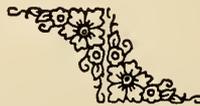
Another weak point in our educational program has to do with summer schools. Our investigation showed that it is far easier to make credits during the summer, that the classes are relatively larger, that the teachers are more poorly paid, and that in general there is a laxness in the enforcing of standards. Steps were taken by the Association to remedy all of these difficulties also.

Under the direction of the Committee on Triennial Reports, there is being undertaken for the next year a study of athletics in all of the institutions in the South which have outstanding football teams. For the present, we are not undertaking to investigate the hiring of players or general abuses of the game, but we are planning to check very carefully the entrance preparation of each player and the course of study which he is taking in college. In other words, we are seeking to ascertain whether the football stars are taking a real educational program or whether they are being allowed to slip through easily.

As we view the difficulties which many of the institutions in the South are facing, we cannot be too grateful that Agnes Scott is not encumbered with many of the educational burdens which make life miserable for administrators and faculty members in many colleges. The fact that we give only one degree, that we have no summer school or graduate work, that we give no courses in correspondence or extension, and that we undertake no professional training, certainly gives us many advantages.

The Committee on Triennial Reports receives thousands of letters during the course of twelve months, and many of these are of general interest. In closing this article, I would like to quote from a recent message sent by a college president:

"When the history of these times has been written, it is my firm conviction that the contribution of the colleges of the country will be about the most valuable of the contributions made by any of our social institutions. In them has been less despair and more hope, less timidity and more courage, less pessimistic defeatism and more faith in the worth of what they are trying to do. In a word, with a steady loyalty they have kept at the job of saving the youth of today from the forces that have broken the spirit of their elders, and they have furnished something substantial to build on for tomorrow."



## WORLD TRENDS

WALTER LIPPMANN

(From his address at the recent Conference on Current Problems held in New York City. Published here through the courtesy of the Alumni Features Service)

This has been a long crisis. For those of us who are now in middle age virtually the whole of our adult lives has been spent amidst the disturbances, the threats and the dangers of this crisis. There were a few years, say from 1924 to 1929, when it seemed as if the earthquake of 1914 was over, that the ground beneath our feet had ceased to tremble, and that in our Western world at least the destruction was being repaired, the wounds were healing, and men had resumed the works of peace. We now know that then there came upon us convulsions greater than any for which we were prepared.

Only two other generations of Americans, those who made the Republic between 1776 and say 1810, and those who held it together between 1861 and 1880, have really known what it meant to have to defend the very foundations of civilized living against a breakdown into the anarchy of separated quarreling groups. It is difficult to over-estimate the nervous strain to which responsible men and women have been subjected in these twenty years. Think back to 1914, and then realize the tremendous demands which have been made upon human energy: the huge miseries of the Great War; the enormous complications of peacemaking; the revolutions in continental Europe; the first slow reconstruction in the Twenties; the breakdown in 1929; the panics and revolutions which have swept mankind. With such unremitting strains upon the moral reserves of our leaders, we are not to be astonished that statesmen have become confused and that the peoples have again and again acted as if they were more than a little mad.

It is this state of mind which is really the dominating fact of the crisis. If men all over the world were calm, collected, and willing to trust leaders who follow reason, it would not be difficult to make all the necessary adjustments to insure peace and set the world's economy going. There have been plenty of projects proposed which would have worked in a world where men were disposed to accept them. They have not worked because they were submitted to peoples who were too frightened, too hysterical and too distracted to understand them and to cooperate in realizing them. This, at least, is the main thing which I have learned from the crisis, and upon that conclusion I base what little understanding I have been able to attain as to how we must proceed to surmount the crisis.

Let me illustrate what I mean by our own experience in the last fifteen months. There is very good statistical evidence which goes to prove that, as a purely economic phenomenon the world depression reached its low point in the mid-summer of 1932, and that in all the leading countries a very slow but nevertheless real recovery began. But by the time the recovery had begun, there had been such an accumulation of misery and fear, the morale of peoples, their confidence in their leaders and in the accepted policies, had been so strained that they could not wait patiently for the very slow processes of recovery to work themselves out. In the United States, to speak only of our own affairs, patience was exhausted, panic seized the people, and the recovery of the summer of 1932 was not only halted but turned by a popular stampede in the winter of 1933 into something very near a catastrophe. By the end of February all enterprise was paralyzed, all confidence was gone.

It was under such conditions that the new Administration took office. The situation was much too complicated to be dealt with by a Plan. What the President did was more realistic, more truly statesmanlike than that. He made it his first business to prove to the people that they had in Washington a government that could govern. In the first hundred days he implanted that conviction in the minds of the American nation and in the minds of all the world. The impression was driven home that there was no vested interest so powerful that it could block the action of the government; no dogma so deep-seated that it could prevent a bold experiment; no important group of people whose problems the government was not prepared to take in hand.

The greatness of the performance must be measured by its scope, its spirit and its vitality. At the end of February we were a congeries of disorderly, panic-stricken mobs and factions. In the hundred days from March to June we became again an organized nation confident of our power to provide for our own security and to control our own destiny. It was a triumphant achievement.

The secret of the American attack on this crisis does not lie in the N. R. A., in the Agricultural Act or in the inflation or in any of the other specific policies that have been adopted. It lies in the revival of the American spirit through the conquest of fear.

I do not think that we need to apologize to ourselves for insisting that it is not statistical calculations, economic theories, or technical procedure, important as they are, but the attainment of moral unity among free men which is raising us out of the depths of despair and confusion.

We have to work our way out because we are indomitable, having fixed it clearly in our minds that in a country so richly endowed, with a nation so full of vital energy, there can be no collapse through any cause except the demoralization of the people. It was demoralization that brought us to the verge of ruin last winter. It was demoralization that we overcame last spring. Unless we again become demoralized, the enterprise of the people working through collective understandings will carry us through to safety and well-being.

It is in this same spirit that we must shape our action in the greater crisis which prevails outside our own frontiers. That it is a dangerous crisis no man who realizes the condition of things in the Far East and in Central Europe will have much doubt. The awful truth is that the peace of the world hangs in the balance.

It is not by diplomatic formulae and by conventions and treaties that such a crisis can be overcome. It is only by the moral unity of all those nations which wish to keep the peace and to preserve for themselves and their children the standards of liberty and human decency. The forces of order in the world are still more powerful than the forces of chaos. But only if they are united. The question as to whether there is to be war or peace in Europe or in Asia will depend, therefore, on whether the strength of those who wish peace is or is not unmistakably greater than the strength of those who might gamble on an appeal to force.

We can well remember that there are many dictatorships in the world today, but none in the old democracies. The Fascists and Communists have overthrown new uncertain democracies; elsewhere they have been repulsed. Lenin founded his dictatorship on the ruins of Czarism; Mussolini founded his in a country which had barely achieved its national unity. Hitler overthrew a republic which was half-strangled from the hour of its birth. But in the old democracies of Scandinavia, of France, of Switzerland, of Holland, of Great Britain, of the Dominions, of the United States, among the peoples who have lived under the heritage of liberalism for a century or more, the systems of ordered liberty remain. The saplings of democracy have been uprooted, but the old trees whose roots are deep in the soil are weathering the storm.

Never fear. The day will come when the democracies of Europe and America will be able to say, as Pitt said of England in the crisis of the Revolution and the wars of his days: "We have saved ourselves by our own exertions, and the world by our example."



# THE FELLOWSHIP PROGRAM OF THE AMERICAN ASSOCIATION OF UNIVERSITY WOMEN

DOROTHY (BRIDGMAN) ATKINSON

(Chairman of the Fellowship Endowment Committee of the American Association of University Women)

Fellowships have always played an important part in the program of the A. A. U. W. It is an interesting and true fact that over fifty years ago the founders had the vision to establish the Association on basic principles which, although adapted to the changing times, still guide. Founded in the days when higher education for women was not generally accepted, when many institutions did not admit women, especially to courses leading to advanced degrees, these women recognized that if general education for women were to prove successful, the whole emphasis must not be placed upon quantity education but the potential scholar of distinction must be encouraged and given an opportunity. As a practical demonstration of this belief in 1890 the first fellowship was awarded. The conditions indicate the high standard established, for the successful candidate must have met all the requirements for the doctor of philosophy degree, with the possible exception of the completion of her dissertation; also this was a European fellowship taking the recipient to a foreign country. Thus early were the three major interests of the Association indicated—education, international relations, and fellowships.

The keen interest which members took in the awarding of this fellowship is evident in some reports of the '90s. When the growing organization appealed for funds to support a general secretary, some branches, not able to contribute to both, preferred to support the fellowship. That interest has persisted, for today as then the membership cherishes this opportunity to encourage advanced scholarship.

During the next forty years the number of fellowships annually awarded gradually increased. Some memorial fellowships were established within the Association; several outside organizations, wishing to give a fellowship and recognizing the ability of the award committee, asked it to act as their medium of award; finally several years ago the Association, realizing the great need for more fellowships, allocated to this purpose a portion of all membership dues.

Many distinguished scholars have been numbered among the A. A. U. W. fellows. That fact and the high standards of the award committee have established the real prestige which accompanies the grant of an A. A. U. W. fellowship.

Each year the committee has greater difficulty in making the awards, the number of available fellowships being inadequate for the increasing number of worthy applicants. Because of this need, and fortified by the splendid past record, the Association is now engaged in raising a million dollar fund. When completed this will provide annually twenty-five additional fellowships, some national and others international, the former open to American women, the latter to women of all countries belonging to the International Federation of University Women.

This project, called the Fellowship Crusade, even through a period of great depression has caught the imagination of the membership, affording as it does an opportunity to encourage and develop leadership in a world sadly needing it and to send emissaries to foreign lands at a time when the possibility of international understanding is being threatened. This year there are ten women holding A. A. U. W. fellowships, five of them studying in Europe. They go under ideal conditions realizing that they are representatives of American college women and that through the I. F. U. W. they will be recipients of reciprocal hospitality. Of the nine fellowships offered for award in 1934, three are the result of the million dollar fund.

It may be several years before the entire fund is completed (about a quarter of it has now been raised), but the value of the Fellowship Crusade has been established. All of the branches have accepted it definitely as part of their program. It is a great national gesture on the part of alumnae of all the colleges and universities. In addition to the numerous local demands and the calls of their own alma maters, they are united in an undertaking, the potential benefits of which it is impossible to estimate.

# THE CONTINUITY OF THE UNIVERSITY TRADITION

DR. FLORENCE E. SMITH

*Assistant Professor of History*

(The address given to the seniors at the time of Investiture, November 4, 1933)

The choice of a teacher of history to speak on such an occasion as this is really a request for a discourse on history. No historian could resist the temptation presented in such a ceremony.

When you, as Seniors, kneel before the Dean of your College, you pledge your loyalty to the College and its traditions. You assume the dignity and responsibilities of candidates for a degree. When Miss Hopkins places the cap upon your head, she confers upon you the honors and privileges of your Senior standing and by that symbolic act indicates that the College is satisfied with your career up to this time and believes that you are acceptable candidates for the degree to be conferred by the College in June.

However, Seniors, unconsciously, you are doing much more than this. You are making yourselves a part of history—of the history of an ideal. You are allying yourselves with the past and asserting your faith in the future of the academic ideal by making yourselves an official part of that organized group of scholars, teachers and students, who make up a college or university. You are becoming a part of that vast assemblage of scholars of all ages who, like Chaucer's clerk, would gladly learn and gladly teach.

There are always some who scoff at the use of ceremonies or processions to indicate adherence to an institution or to an ideal. There is a delightful scene in George Eliot's *Romola* where it seems to me that the scoffer was well answered. A procession of four hundred prominent men bearing torches and indicating their allegiance to the Florentine Republic was passing down the street. A watching cynic laughed at the "four hundred ugly men carrying tapers in open daylight, Diogenes fashion." Cennini, standing near, vigorously replied that without such ancient symbols "the vulgar would be conscious of nothing beyond their own petty wants—and never rise to the sense of community in religion or law." And then he continued: "There has been no great people without processions and the man who thinks himself too wise to be moved by them to anything but contempt is like the puddle that was proud of standing alone while the river rushed by."

Then, there are some to whom a ceremony or procession is merely a display of personal vanity and to whom the symbolism involved means nothing. A crotchety old professor in a northern university once objected to the wearing of academic costume on the grounds that it indicated only a childish delight in dressing up, and wondered why war paint and feathers would not better serve the purpose. If he wished to assert his kinship to the Indian brave's savage ideals, I hope they let him dress in paint and feathers. As for us, by ceremony, and procession, and dress, we are indicating our place in the ranks of organized scholars under the university system which has had nearly seven centuries of culture and progress to attest its value to civilization.

In using the term university to describe our institution or college, I am using the medieval term to describe an organization of students and teachers bound together in the pursuit of learning. Teachers and scholars have existed ever since man became interested in gaining knowledge; but organization of higher learning in the form in which we know it came only in the Middle Ages.

In fundamental organization our college is the lineal descendant of the medieval universities of Paris and Bologna. The historic continuity is unbroken. The ideals and traditions of all universities since that time have been essentially the same.

In details of organization—manners, customs, dress—we may find many similarities between the college or university of today and the university of the thirteenth or fourteenth century. It is a temptation to speak of these resemblances as survivals; and in some cases it may be possible to trace a certain custom, without much change, from medieval

times down to the present. However, the real continuity of the university tradition lies in its fundamental idea and ideal—an association of teachers and scholars leading the common life of learning. The resemblance between certain medieval customs and those of our own day are largely due, therefore, to the old truth (which is the foundation of the value of historical study) that, given similar problems and a similar ideal, the solution will be much the same in all ages.

Suppose we examine a few college or university usages and customs which help to give us a consciousness of our connection with the past:

The medieval associations of masters and scholars sought charters from king or pope. The University of Paris received its charter from Philip Augustus in the year 1200. Today our colleges and universities seek and receive charters from the state.

A medieval institution so chartered was often given certain privileges or immunities—as when Count Rupert in founding the University of Heidelberg exempted all masters and scholars from taxation. College property in the United States today is exempt from taxation.

Frederick Barbarossa, in a grant of protection to students in twelfth century Italy, told them that in case of suit they might be tried before their professors or the bishops of the city. Today a case of law-breaking must be quite serious before it is taken outside of academic councils; and the University of Heidelberg still has its prison room with walls covered with the names and drawings of famous students who have been confined there.

Villani's Chronicle reports that the city of Bologna spent as much as half of its revenue on the pay of professors and other expenses of its famous University of Law; and that Florence devoted large sums yearly to the maintenance of its school. Today, state legislatures spend much time arguing about how much they can appropriate for state universities; and the city of New York spends large sums on the College of the City of New York.

The transfer or exchange of students and professors from one country to another took place in medieval times. We find Albertus Magnus, Thomas Aquinas, and Roger Bacon, in Paris, or Oxford, or Rome, at various periods. Today, institutions in the United States share with other countries the privilege of work with Albert Einstein.

In 1209 the University of Cambridge in England was created by a secession of masters and students from Oxford. This year a new college has been started near Black Mountain in North Carolina by a secession of professors and students from Rollins College in Florida.

Such comparisons might be indefinitely and tiresomely multiplied. However, I cannot resist reading parts of two medieval letters which need no modern counterparts: we have all either written them or read them.

The first is from an Oxford student who writes to his father: "This is to inform you that I am studying at Oxford with the greatest diligence, but the matter of money stands greatly in the way of my promotion, as it is now two months since I spent the last of what you sent me. The city is expensive and makes many demands: I have to rent lodgings, buy necessaries, and provide for many other things which I cannot now specify. Wherefore I respectfully beg your paternity that by the promptings of divine pity you may assist me, so that I may be able to complete what I have so well begun."

The other reads: "To his son G. residing at Orleans P. of Besancon sends greetings with paternal zeal . . . I have recently discovered that you live . . . slothfully, preferring license to restraint and play to work and strumming a guitar while others are at their studies, whence it happens that you have read but one volume of law while your more industrious companions have read several. Wherefore I have decided to exhort you herewith to repent utterly of your dissolute and careless ways, that you may no longer be called a waster and your shame may be turned to good repute."

It is in the wearing of academic costume that we often feel ourselves most akin to our medieval ancestors; and the wearing of some kind of distinctive dress has certainly been continuous in some institutions since the time of their organization several hundred years ago. However, the style of such costume has changed much during the centuries and it is said that only in the garment worn by the Chancellor of the University of Cambridge may one see today an exact duplicate of a medieval chancellor's gown. It is a sleeveless scarlet cloak lined with fur, with a tippet and hood of the same material.

Students in the medieval universities wore a costume which resembled very much the dress worn by the clergy of the time, for the students were usually called clerks and were entitled to certain privileges which only the clergy enjoyed. This costume was a long, dark garment, which in many institutions had a hood attached to the back. This hood was not a decoration but a useful garment for pulling up over the student's tanned head for warmth. Medieval churches, where students often had to hear mass at five o'clock in the morning, and the school rooms, where they sat on stone floors sparsely covered with straw, were entirely unheated and consequently bitterly cold most of the time. (If the June day on which you receive your degree is hot and you feel your heavy gown and hood a burden, it might prove cooling to think of your shivering predecessors.) Later on the biretta or cap replaced the hood for the head and the old hood, in modified form, came to be only a decoration.

Early American Colleges and Universities did not always adopt the custom of wearing academic costumes, though King's College (Columbia) seems to have used caps and gowns upon some occasions since colonial times. But in the 1890's many institutions in this country became more conscious of the value of a past and the importance of atmosphere and symbolism to indicate relationship to that past. In 1894 a committee from various prominent American universities met and decided upon a uniform plan for academic costume which has been followed by a majority of the colleges and universities in the United States since that time.

It may be interesting to examine a few of the details of the costumes chosen. The gowns for undergraduates and for holders of all degrees are very much alike except for the materials used and for the length and cut of the sleeve of the master's gown. Caps are similar for all, except that holders of the doctor's degree may wear a gold tassel.

The right to wear a hood is confined to those who have received degrees. Its length indicates the degree—Bachelor, Master, or Doctor. Its lining tells by its color the institution which conferred the degree. The color of the border indicates the field of study in which the degree is taken.

According to the statement of the Albany Bureau of Academic Costume, the border colors of the hoods are historic and symbolic. "The white border for arts and letters comes from the white fur of the Oxford and Cambridge Bachelor's hoods; the red for theology follows the traditional color of the church as signifying ardent love and zeal for the faith as used by cardinals for centuries. The purple for law comes from the royal purple of the kings' courts; the green of medicine from . . . the color of medicinal herbs. The degrees in philosophy are shown by blue, the color of truth and wisdom; science, gold yellow which signifies the wealth contributed by scientific discoveries. Pink was taken from the pink brocade prescribed for the Oxford doctors of music."

Why do we go to all this trouble to show our allegiance to the university tradition? It is because we believe, with Rashdall, the great English writer on Universities, that "There is a kind of knowledge which can only be secured by personal inter-communication, a kind of intellectual cultivation which is made possible by constant interchange of ideas with other minds, a kind of enthusiasm which is impossible in isolation."

Here in our daily life of study we may gain that knowledge and that enthusiasm by the bringing together of teacher and teacher, teacher and student, and student and student.

## “AND YOU, MADEMOISELLE? UNFORTUNATELY, YOU WILL BE IN LYON.”

MARTHA CROWE, '27

“So, you are going to Toulouse, mademoiselle?”, said Monsieur Desclos at headquarters of the Office National des Universités et Ecoles Françaises in Paris. (This is an organization that plays a prominent part in the awarding of scholarships to students for study in France and to French students for study in foreign countries. Monsieur Auguste Desclos, assistant director of the organization, was speaking to one of the girls who was accompanying me to the office, a scholarship-holder to the University of Toulouse in southwestern France.) Monsieur Desclos continued, “That’s fine, mademoiselle; you will be quite happy there. Toulouse is an old historical city that is extremely interesting. And you, mademoiselle? You will be in Grenoble, won’t you?” And Monsieur Desclos addressed my other comrade, who had been awarded a scholarship to the University of Grenoble in southeastern France. “What good fortune! Grenoble is quite a beautiful city, entirely surrounded by snow-peaked mountains. You will find most agreeable companions in Grenoble and will make excursions with them high up in the mountains where you will go in for winter sports. Indeed, you are quite fortunate to be in Grenoble for the year.”

Monsieur Desclos looked at me, the third member of the group. It seemed to me that his face had changed color, his eyes were sad. “And you, mademoiselle? Unfortunately, you will be in Lyon. What a shame—such a disagreeable city, freezing in winter and of torrid heat in the summer! And the inhabitants—they are quite serious and reserved, never gay, never lively. Ah yes, mademoiselle, how very unfortunate that you will be in Lyon!”

Several days later, I was having tea at the home of one of the most charming of the acquaintances I had made in Paris. In the course of the conversation, I mentioned the fact that I was on my way to Lyon where I intended to spend the winter. One of the guests, quite stunned, exclaimed, “But *why*, mademoiselle, did you choose Lyon? A very disagreeable city, the inhabitants of which are quite as cold in character as their miserable climate! And what fogs in winter!”

And that morning of the seventh of November, as I climbed into the train to go to Lyon, disappointed, a little discouraged, for I had anticipated quite a different life in Lyon, I assure you that I was by no means happy. Naturally, I was beginning to fear this cold and dismal city, situated in southern France, only a short distance by train from Paris—this gloomy city, where I was to spend seven or eight months at the University.

Seven hours later, I arrived in Lyon. Lyon, as you know, is the second city in size in France and is situated at the junction of the two beautiful rivers, the Rhone and the Saone. The foliage of the trees on the hills overlooking the Saone was scarlet and golden; the Saone, calm, blue, regular, flowed below. An attractive little French woman, charming, smiling, the woman with whom I was to live, had come to the station to meet me. We recognized each other immediately, thanks to the photographs that we had exchanged before my arrival. She welcomed me in such a cordial manner, that I was delighted with everything. The first days passed very quickly, for everything was so new. I strolled along the quays of the Rhone, that beautiful river so different from the Saone, rough, roaring, torrential, above which swarmed thousands of white seagulls; I watched the “boulistes”, men who play along the banks of the Rhone a ball game typical of this region; I watched the “plates”, little boats where the washerwomen go to wash their clothes in the river; I went occasionally to la Croix-Rousse, that industrial section of Lyon, where is still heard the hum of the shuttle and loom and the “canuts” (workers who work at home at weaving by hand); on Sunday and Thursday mornings I used to walk along the quays of the Rhone in the midst of the open-air market and what movement, what animation one saw there! Lyonnais women with baskets on their arms, sacks in their hands, were bargaining with the keepers of each little stall; fine, sturdy men,

sometimes stout and ruddy, sometimes thin and pale, but always with a fine moustache. They cried out their merchandise on all sides. And what was being sold in this open-air market? Dresses, hats, piece-goods, sweaters, shirts, shoes, suspenders, jewelry, curtains, trousers, ties, soap, meats, vegetables, cheese, etc.—everything imaginable. At the end of the first few weeks, as I penetrated Saint-Jean and other historical sections of this city, formerly the capital of the Gauls and of the Burgundian kingdom, as I pursued several interesting courses at the University on the history of the French language and the literature of the sixteenth and seventeenth centuries, as I made many delightful acquaintances, I often wondered if the Parisians were not mistaken about Lyon. As far as I was concerned, it was becoming more and more interesting.

I had gone to France with the desire of seeing the Frenchman in his home, of observing his customs, his habits of life; and indeed I had a splendid opportunity to know him just as I wanted. At the University, I was fortunate in making friends of many of the students who invited me quite often to their homes to have tea, to knit, to play "plafond" (similar to contract bridge), to dinner, to dance, and to many other social functions. Thus I passed delightful hours discussing and hearing discussed the plans and hopes of my university companions, university life in America, customs in general in France and America, the debt question, and so on. Through the hospitality of the professors at the University and Madame Guy and her daughter, the people with whom I lived, my contacts with French people were increased and I came to know rather well the Lyonnais character. The Lyonnais is rather a queer combination. He is, first of all, quite practical. He is a good business man (and by the way, practically every business man in Lyon is connected with the silk industry, as it is the chief industry of this city). Combined with his practical-mindedness, he is either an artist himself or he possesses a fine appreciation of art, music and literature. So severe a critic is he, that even the most famous artists, musicians and speakers of Europe hesitate to appear before a Lyonnais audience. The Lyonnais audience *is* hard to please, but once an artist has demonstrated his real worth, the Lyonnais is quick to show his warm approval. Fortunately, I had the opportunity of hearing some of the world's most famous concert singers, dancers, actors and lecturers. Among the latter were Paul Morand, Emil Ludwig, Leon Daudet, Leon Tolstoi (son of the great Russian writer) and Edward Herriot, mayor of Lyon. In the spring, during the national fair that is held yearly in Lyon, I had the rare opportunity of beholding the President of France himself, Monsieur Albert Lebrun, riding in state by the side of Monsieur Herriot in the parade which inaugurated the fair week.

The many interesting museums, such as the Musée des Beaux Arts and the Musée des Tissus (the only museum of its kind in the world, for here one finds specimens, along with the history, of all types of materials—particularly of silk materials—that have been known for centuries), as well as the beautiful old churches and the many exquisite monuments of art, occupied a large part of my time. Among these specimens of art, the statue of the river being drawn to the sea by four horses at the Place des Terreaux was particularly beautiful. This was done by Bartholdi, sculptor of the Statue of Liberty. Also to be mentioned are the statues of Louis XIV at the Place Bellecour, those of the Rhone and Saone in the Hotel de Ville, and those of the République Française and of President Carnot.

Aside from the interesting historical sections of the city and the exquisite monuments of art, as I have already shown, all that was very typical of Lyon in the way of customs—that is, the local color of the city—interested me particularly. One of the most interesting of the religious ceremonies takes place the eighth of December, the date of the Fête of the Immaculate Conception. This is the night on which honor is paid to the Virgin Mary, for Lyon had been placed under the protection of the Virgin in the early part of the seventeenth century by Louis XIII. That night, the eighth of December, all the city is illuminated. There are candles in all windows; the lighting effects along the banks of the Saone are beautiful. The crosses of all the churches along the river are

outlined in lights; and high upon the hill of Fourvière, overlooking the Saone, one reads on a sign on the basilica of Fourvière these words: "Lyon to Mary. May God protect France." I heard several origins of this custom while there. In 1870, during the Franco-Prussian war, the inhabitants of Lyon made vows promising Mary that they would have a magnificent church erected to her if Lyon were spared by the Prussians who were at that moment in Dijon, quite near Lyon. Lyon was spared, and it was in gratitude for the delivery of the city that this beautiful cathedral was constructed and that the inhabitants honor the Virgin on the eighth of December. Another story tells us that many years ago a terrible plague was raging in Lyon and thousands were dying. The good Lyonnais prayed that the city be delivered of the plague and of the intense suffering. Suddenly, the eighth of December, there were no more evidences of the plague. After this date not one person suffered from the malady. Since the plague disappeared on the eighth of December, it is a custom to honor Mary always on this day. Whatever the origin, the ceremony is indeed interesting and most colorful.

Lyon and its charm is, for me, a source of endless conversation. However, my article is becoming long, and I shall leave the discussion of Lyon with this remark: Of all the cities in France that I visited—and I visited quite a few—I would rather have spent the winter there than in any other.

Naturally, finding myself in Europe for practically a year and not knowing when I should ever have the opportunity to be there again, I wanted to see as much of Europe as possible. Consequently, I took advantage of every vacation period for travel. During the fall, before I went down to Lyon for the year, I spent two months in Paris. Here I visited all the well-known historical spots of interest and took short trips to Versailles, Fontainebleau, Chartres, and the chateaux country in the Loire valley. At Christmas time, I journeyed by auto car from Grenoble through the snow-capped Alps to Nice; then on to Monte Carlo, Menton, Cannes, Grasse, Marseilles, Nimes and Avignon. One week-end in January, I went to Switzerland, stopping at Montreux, where I saw the old chateau of Chillon (famed by Byron in his poem *The Prisoner of Chillon*), Lausanne and Geneva. During the Easter holidays, I traveled in Italy, visiting Florence, Rome, Naples, Pompeii, Capri and Venice. Many delightful hours were spent among the interesting ruins of the old Roman forum and of the coliseum, in the Vatican, in driving along the Appian Way, in Hadrian's old palace, in the Church of Saint John in Lateran and other interesting spots. Can you realize just how delighted I was to find myself along with the other two hundred thousand people literally packed in Saint Peter's Church on Easter Sunday morning? Sad to relate, I cannot give you any romantic idea or picturesque account of my sojourn in Venice. I was there only a few days; it poured rain; the weather was freezing, and there was no heat at the hotel at this time of the year. Chilled to the bone, and having seen only Saint Mark's Square and Cathedral, the Ducal Palace, the Bridge of Sighs and the old Rialto, I gave up finally most of the sight-seeing, went home and asked the hotel-keeper for a hot-water bottle and several blankets. Thus, unfortunately, I spent most of my time in Venice in bed, buried in blankets in a fruitless effort to keep warm. And I too had gone there with delightful ideas of moonlight, music and gondolas!

The months of June and July found me here, there and everywhere—first in Strasbourg in Alsace. Here someone has poetically but truthfully said of the cathedral built of reddish stone, "It looks as if it were bathed in the dying rays of an eternal sunset." Then I went into Germany to Heidelberg, where I saw the world-renowned university and the historic castle, Baden-Baden, known as a health resort, Frankfort and Mainz. I must pause for a moment to relate an amusing incident that took place in Frankfort. I was there with a friend for only a few hours. We did not know a word of German, being fortunate enough up until this time to have run into someone who spoke English. This day we were strolling down the streets of Frankfort, completely engrossed in the sights we were seeing, among them the birthplace of the celebrated German poet Goethe. Sud-

denly, I glanced at my watch and found we had only a very short time to get back to the station to catch the train for Mainz, where we were to take a boat up the Rhine River. My friend and I were completely lost. We had no idea in which direction the station was to be found. We approached a policeman and I rather timidly asked him if he spoke English. You have never heard such a volley of German as that he fired at me! Quite perplexed, I felt very helpless indeed. And then I had an idea! I opened my pocketbook, took out my railroad ticket, and showed it to him. His ruddy face wrinkled into a broad grin; he fairly beamed as he cried out: "Choo-choo! Choo-choo!" Choo-choo seems to know no *one* language; its meaning is universal. Delighted, I nodded. He very kindly led me and my companion to a taxi and explained to the driver in German what I was to hear very often during my sojourn in Germany, for I found myself in such an embarrassing situation more than one time. The gist of his words was: "Here are two English-speaking people who do not know a word of German. Will you be kind enough to take them to the station?"

Thanks to the courtesy of the policeman, by nightfall we managed to reach Mainz, the birthplace of Gutenberg, inventor of the printing press. The trip by boat on the Rhine, past all of the castles of this region, was too beautiful to try to describe. We landed in Cologne at sunset. There was a golden glow over the whole city, which is dominated by one of the most perfect structures ever built, the Cathedral of Cologne.

The next few days were spent in Belgium, in Brussels with its population of one million and in the quaint little city of Bruges. Then I returned to France. Once back in France, I went to Rheims where I visited what remains of that beautiful specimen of Gothic architecture, the Cathedral of Rheims. I visited the battlefields around Rheims, a dismal and gloomy spectacle to the tourist. Then followed another week in Paris and on to Rouen, famed particularly for its ancient cathedral and market, the place where Joan of Arc was burned at the stake in 1431. Upon leaving Rouen, I went into the province of Brittany, in the northwestern corner of France, that quaintest of all sections. Of Celtic origin, it has developed apart from the rest of France and has kept its ancient languages, costumes and customs. Leaving Brittany, I went up to Dieppe, where I sailed across the English Channel to England. London, Oxford, Stratford-on-Avon, interesting locales up until this time familiar to me only through English history and literature, became realities. These last ten days on English soil passed all too quickly.

A happy year was ending. July the nineteenth found me in Plymouth, aboard the Ile de France, homeward bound. Upon entering my stateroom, I found quite a pile of letters sent by friends wishing me "bon voyage," and among them several letters from French friends. Indeed I was particularly happy to find these, as it made me feel as if I were leaving behind old friends instead of mere acquaintances made during a short stay in France. Several hours later, the last low cliffs of England were becoming dim in the mist. I was leaving Europe behind, perhaps for always—one never knows. There was a big lump in my throat as I watched the coast of England disappear and with it my year of happiness over there. I whispered to myself very softly, "Yes, it's true what they say over here. Partir c'est mourir un peu.", which translated as best we can is, "Parting is dying a little."



## BOOKS

MARGARET (BLAND) SEWELL, '20

(The talk given to faculty, students and alumnae at the time of the Alumnae Week-End, Friday, December 1, 1933)

When I first consented to talk on the subject of books, I felt sure that someone would say of me as Green in Richard II said of the Duke of York:

"Alas! poor duke, the task he undertakes  
Is numbering sands and drinking oceans dry."

To talk on the subject of books is, indeed, numbering sands; for to talk on the subject of books would be to talk on science, history, travel, philosophy, literature, art, music, and religion; to talk on the subject of books would be to talk on all that man has thought, all that man has accomplished, all that man has dreamed of. Even to attempt such a task, one would need the bumptious conceit of a Falstaff, who, having arrived to fight when the battle was over, yet had the temerity to brag: "I may justly say with that hook-nosed fellow of Rome, I came, I saw, I overcame."

My knowledge of books is about as important to the sum-total knowledge of books as was Sir John Falstaff's part in the battle to which he arrived so tardily. Yet I am sure that I cannot come, speak on, and overcome the vast subject that has been given, and so I want to limit my talk to two simple suggestions: (1) Own your books; (2) make books your own.

As to the first suggestion, many people ask: Why should one own books when there are so many public libraries, where books may be had rent-free or for a few cents a day? But "reasons", to quote Sir John again, "are as plentiful as blackberries", the chief among reasons being, in my opinion, that books will mean more to you if you own them yourself than if you rent or borrow them.

"What sort of books should you own?" is another question that occurs to many people. That depends on what sort of person you are, for books, like people, have personalities; and, above all, you should choose books that suit you, books that really interest you. If you don't like to read Shakespeare; then, by all means, don't buy Shakespeare. If you think of buying Spenser and Donne, Shelley and Keats, because you think they would look well on your bookshelves; then leave them in the stores until they are claimed by someone who finds in their poetry a language clothed with living thought.

If you love art, then buy books about art. If music means more to you than anything, choose books about music. If you are a person of scientific or practical interests, then buy scientific and practical books. If your real passion is cooking, then by all means buy cook books. I know of no more charming volume in my mother's library than an old book of Charleston recipes. In it are the usual forms of recipes—so many cups of flour, so many yolks of eggs, so many spoons of shortening, etc.: but in it also is the accumulated cooking experience of Spanish families, French families, English families, Scotch-Irish families; in it also is something of the legend and the history of a quaint old city.

But while you collect books that are of particular interest to you, keep your mind open and your sympathies alive to new interests. Don't think, for example, that because you may be lucky enough to be one of those who are alive to the wonders of modern science, there is no saving grace in the Greek and Latin classics. Don't think, because you are fond of history and find Grand Opera something of a bore, that Voltaire was right in saying, "What is too stupid to be spoken is generally sung." Don't think, for example, because you are enthusiastic about French literature, that there is no hope of salvation in geometry, but remember the words in *Friar Bacon and Friar Bungay*:

"He who reads but mathematic rules  
Shall find conclusions that avail to work  
Wonders that pass the common sense of man."

As Rousseau says, "It is better to be a man of paradoxes than a man of prejudices." And I don't believe that a lover of books would scorn any subject that adds to man's knowledge or enriches his experience.

But if your preference for books happens to be along the well-beaten, well-loved path of English literature, I should like to talk to you a little more on what great riches you have to draw from.

If you remember your Boswell and can say, "Sir, the biographical part of literature is what I love most", then you should by all means start your library with biographies, beginning with Boswell's *Life of Johnson* and Eckermann's *Conversations with Goethe* and ending, after many additions, with Eckermann's *Conversations with Goethe* and Boswell's *Life of Johnson*; for if you have a truly deep interest in biography, you will perhaps feel like Robert Louis Stevenson who wrote, "I am taking a little of Boswell daily by way of a Bible and mean to read him until the day I die."

Or if you feel like Cicero in the lovely lines in *Pro Archiis*, "Saxa et solitudines voci respondent", the rocks and solitudes reply to his voice (i. e. the voice of the poet); then you should collect about you all the great books of English poetry that come your way.

But if you are a little afraid of poetry, as was Sam Weller's father, remember with sympathy their discussion on the occasion of a composition of a valentine by the younger Weller.

"Lovely creetur", began Sam.

But his father looked at him in alarm, "Tain't in poetry, is it?", he asked.

"O, no! no!", protested Sam.

"Wery glad to hear it," said Mr. W. "Poetry's onnatural. Never let yourself down to talking poetry, Sammy my boy!"

But when Samuel finished reading his valentine, Mr. W. could only shake his head and criticize, "If it ain't poetry, I'm afeerd it werges on the poetical."

Or, to turn from the ridiculous to the sublime, perhaps you agree with Plato that poets say many beautiful things but know not what they say and that though you would crown them with laurel, yet you would send them on their way, finding no place for them in your republic. Or if you agree that poets are not what you want, then turn from poetry to something else—say drama, perhaps.

And there again you have a range too wide to be more than mentioned, from the stately measures of Aeschylus down through the ages to the clever witticisms of Oscar Wilde and then on to the problem plays of Ibsen and other moderns. But, if you feel that drama, too, "werges on the poetical", you still have a wide selection to make, from novels, literary criticism, short stories, essays and literary history.

Or if you have a general literary taste and the money to indulge it, you might put in your collection of books, first editions, presentation copies, and association copies.

Who would not be thrilled to own the presentation copy of Dickens' *Chimes* with the inscription on the fly leaf, "Charles Dickens, Junior, from his affectionate father, Charles Dickens", or the very copy of the *Christmas Carol* that Dickens gave to Tom Beard? Those copies do pass hands occasionally for the consideration of several hundred dollars.

Or imagine being the proud possessor of the copy of Shelley's *Queen Mab* in which is written, "Mary Wollonstonecraft Godwin from P. B. S. You see, Mary, I have not forgotten you."; and in which is also written in Mary's hand, "This book is sacred to me. Yet what shall I write?—That I love the author beyond all powers of expression and that I am separated from him." No wonder a book so rich in literary and human association should have been greatly sought for and should have commanded a few years ago the sum of \$7,500.

There is an association book that has recently been brought into the limelight by Admiral Byrd. If you were bound for the South Pole, what book would you take along?

Admiral Byrd has taken with him a copy of Dryden's poems. Why? Because he likes the stately measures of Dryden, because he admires the lines of *Alexander's Feast*?:

"Softly now in Lydian measures  
 Soon he soothed his soul to pleasures.  
 War he said is toil and trouble,  
 Honor but an empty bauble."

Perhaps, but certainly because of the association of this particular volume. It was the very book that was taken in the 1840's by Sir John Franklin on his tragic adventure to the polar regions and which was found seventy years later by the explorer Peary. Now this same volume is going to the arctic regions with Admiral Byrd.

But, if you are not going on an outward voyage with Dryden's poems in your pocket, what wouldn't you give to own the copy of Stevenson's *Inland Voyage* in which is written, "My dear Cummy, if you had not taken so much trouble with me in the years of my childhood, this little book would never have been written."? What a priceless possession for one who loves the adventurous brave spirit of Stevenson.

If you are extremely ambitious about books and extremely wealthy, you might even aspire to owning some day one of the few folio editions of Shakespeare, which command a price of \$20,000; and if you are more than ambitious, more than wealthy, you might even be the owner of a valued Gutenberg Bible. Some years ago, Mr. Huntington paid \$50,000 for his Gutenberg Bible; and although at that time that was the largest price ever known to be paid for a single book, he considered it a bargain.

But even the wealthy book collectors often confess themselves partial to little cheap volumes of the Modern Library or the Everyman, because those were generally the books which they first bought and read and loved.

So, if you are rich, buy books; and if you are poor (even if like Falstaff, you are as poor as Job, my lord, but not so patient), then buy books anyhow, for, as Dr. Johnson said, "It is better to live rich than to die rich."

But whether you buy a Gutenberg Bible or a simple Scofield edition of the King James' version, whether you buy a first folio of Shakespeare or the plain convenient Tudor series, there is a corollary to the proposition, own your books, a corollary that is more important than the proposition itself; that is, make books your own. For what profiteth it a man to own a whole library if the richness of human experiences does not become a part of his soul? Rather he is like the book collector in the medieval *Ship of Fools*,

"—This one pleasure have I,  
 Of books to have great plenty.  
 I take no wisdom by them;  
 All is in them and nothing in my mind."

But if you take wisdom by them, if you make books your own, you will have poet and sage to sup with, and your bread will be the bread of life; no matter how trivial and how ordinary is your surrounding, you will be able to create for yourself a fairy-tale existence, filling the common ways of everyday life with the reflection of some far-off brightness. For even the simplest, even the dullest experiences can be shared with the greatest of writers.

For example, what is more ordinary than admiring a pretty, new dress? Most people do not give such a common experience more than a passing thought. Yet to booklovers, it takes on an added importance, for it brings to mind the picture of Kate and Petrucchio in the *Taming of the Shrew*, Petrucchio criticizing the new foibles of style and Kate loyally praising,

"I never saw a better fashioned gown,  
 More quaint, more pleasing, more commendable."

Or it suggests Herrick's lovely lyric:

"When as in silks my Julia goes  
Then, then methinks how sweetly flows  
The liquefaction of her clothes."

Or suppose you invite someone to supper, a proceeding ordinary enough in its way, but one that brings a gleam of humorous recollection if you remember Cassius' invitation to Casca in *Julius Caesar*:

"Will you sup with me tonight, Casca?"  
"No, I am promised forth."  
"Will you dine with me tomorrow?"  
"Ay, if I be alive, and your mind hold,  
and your dinner worth the eating."

And even the question of table manners finds its place in the tribute to the nun in Chaucer's *Canterbury Tales*:

"At meate well ytaught was she withal;  
She let no morsel from her lippes fall,  
Ne wet her fingers in her sauce deep.  
  
Her overlippe wiped she so clean  
That in her cuppe was no farthing seen  
Of grease, when she dranken had her draught."

Suppose your home is in the throes of a general house cleaning. Suppose that your curtains are down, the pictures off the walls, the pieces of furniture stacked on the porch, and the rugs in a forlorn heap in one corner while the smell of gasoline and Johnson's floor wax pervades the place. You feel as if your citadel of defense had been stormed and taken, until you remember Emily Dickinson and her saying: "We are having house cleaning. I prefer pestilence." And immediately you feel that even house cleaning is a human experience, that even a poet like Emily Dickinson could understand and sympathize. And those of you who have particular difficulties along the line of house-keeping should turn to Jane Welsh Carlyle's *Letters*, for there you'll find the truest and deepest sympathy.

And if things go unusually badly at home and everybody is upset and everybody is getting on everybody else's nerves, then just remember the description in *Two Gentlemen of Verona*: "I think Crab, my dog, be the sourest-natured cur that lives: my mother weeping, my father wailing, my sister crying, our maid howling, and our cat wringing her hands; our house in a great perplexity. Yet did not that cruel-hearted cur shed one tear."

But not only in the ordinary affairs of everyday life can you look to writers for understanding. But in the more solemn moments which you are often too shy to share with your family and friends, you can turn eagerly to books.

There may be times when you feel the desire to do great things and even almost have the confidence that you can do them some day and you find your very experience voiced by Orestes in Goethe's *Iphigenia in Tauris*:

"The waves came dancing to our very feet  
And all before us lay the wide, wide world,  
Then on a sudden one would seize her sword,  
And future deeds shone round us like the stars."

Or some day in class there comes one of those rare moments when a teacher is able to open to your eager mind a whole new realm of thought and you feel as did Keats when he opened Chapman's Homer or as the seven French poets, called the Pleiades, when their teacher first introduced them to the beauty of the old Greek classics and you feel like exclaiming with Ronsard: "Master, o, my master, why have you so long time hid these riches from us?"

Or in remembering the wealth of some new intellectual or spiritual experience that came to you through some teacher or friend, you feel like saying as Dante did to his teacher, Brunetto Lalini:

"For in my mind is fixed and my heart knows  
The dear and kindly picture of you as a father  
When on earth from hour to hour  
You taught me how man makes himself eternal."

There are probably not many of you who are as fortunate as Montesquieu who said that he had never had a sorrow that an hour's reading could not dissipate. But though most of you may have sorrows that cannot be so lightly dissipated, sorrows that lie too deep for tears, yet you can find comfort in reading; for in books you find that your very troubles have been suffered by other people in other places and in other ages, and that suffering is a common, human lot through which you are sometimes purged as were the Greeks through the Katharsis of their tragedies.

And in those moments of sorrow you turn to the poet David who writes of the Jews in captivity, "By the rivers of Babylon, there we sat down; yea, we wept when we remembered Zion." Or we think of King Lear in prison and, believing himself deserted by every one, saying, "If you have poison for me, I will drink it." Or, "I have full cause for weeping but this heart will burst into a thousand atoms or ere I'll weep."

Or we think of the pictures that the chorus in *Samson Agonistes* gives of Samson before the last moment of his life:

"His servants he with new acquist  
Of true experience from this great event  
With peace and consolation hath dismissed  
And calm of mind all passion spent."

Perhaps this calm of mind is the greatest gift we gain by making books our own, a calm of mind that lifts us above all that is trivial and all that is unimportant, a calm of mind that can even lift us above personal tragedy.

Eugene Field said that there would be few womenfolk in that particular corner of Paradise reserved for book lovers, but I hope that he is mistaken. I hope that there will be many of you there, each with a number of books that are yours in point of possession and yours in intellectual conception, so that you can look at each one and say truly:

"This is mine own and I as rich in having such a jewel  
As twenty seas if all their sands were pearl,  
Their water nectar and their rocks pure gold."



## THE ALUMNAE WEEK-END IN RETROSPECT

FANNIE G. (MAYSON) DONALDSON, '12

The third annual Alumnae Week-End, held on December the first and second at the College, was again a time when we alumnae felt most grateful to our Alma Mater for giving us the time, the space, and, in many instances the lecturers in our yearly "re-education". The Alumnae Secretary has asked me for a brief resume of the lectures, but she will not object, I am sure, if we take a few lines of valuable space to thank the College for its gracious welcome and to express to the lecturers our appreciation of their wonderful dissertations and also of their willingness to give us of their valuable time.

Following Margaret (Bland) Sewell's opening talk in Chapel, which is given in full in another part of the Quarterly, the alumnae poured into one of the Buttrick classrooms to hear Miss Florence Smith of our faculty speak on "The Cuban Situation". Miss Smith, introduced to the audience by Dr. McCain, gave a splendid sketch of the geography and history of Cuba, following through with its revolt against Spain, the Spanish-American War, its freedom from Spain, the influences of American interests in Cuba which brought about the Platt Amendment, which established the republic, allowed no foreign treaties or debts, and made provision for intervention by the United States in times of crisis. Miss Smith's treatment of present conditions in Cuba was most graphically given: the terrorism of Machado's rule, his resignation, the rise of many secret societies, of which the ABC is the most powerful and has a real program of reform; the appointment of DeCespedes, his overthrow by Dr. Grau San Martin, who is still in power but who has not been able to get his government recognized by the United States government because of the opposition by the ABC group and others, a situation which means financial disaster to Cuban interests. Miss Smith advised us to read carefully news from the Pan-American Conference of December the seventh and, with the background of this lecture, to judge the developments.

From eleven-thirty to twelve-thirty o'clock, Dr. W. W. Young of Atlanta, introduced by Mrs. Sydenstricker, spoke on "Fundamentals of Child Rearing". His talk centered around what he called the three mistakes of parents: (1) the average parent has no understanding of the function of parenthood, which is "to put out an independent product at adulthood, able to meet all situations with the least amount of emotional stress"; (2) the average parent attempts to teach the child something about which he knows nothing himself, the business of living; (3) the average parent does not understand childhood, its limitations of vision, morals, its difficulties in adjustment to civilization's code of living.

After lunch Miss Louise Lewis, of the Agnes Scott Art Department, introduced by Dr. Robinson, spoke on "Christ in Art". Miss Lewis showed the dominant role always played by religion in art and illustrated with slides the various interpretations artists have given us from the earliest beginnings of art down to the present day. The beauty of the slides and the theme which gave unity to the whole lecture left us with a sense of gratitude for this discussion.

Dr. George P. Hayes of the Agnes Scott faculty closed the day's lectures with a masterly criticism of "Macbeth". It is impossible to do this discussion even partial justice in this limited space. Dr. Hayes held us spellbound for the entire hour with the beauty and ability of his presentation. The one paragraph quoted below will give you only a suggestion of his treatment of the immortal drama:

"Shakespeare's task as the playwright of Macbeth was to portray life, yet to intimate that there is much about it that we do not comprehend, to show characters in a concrete situation, yet shadow forth the play of good and evil forces, which, while influencing human beings, transcend human capacity to perceive clearly or understand. The success of such a play depends as much on the dramatist's ability to suggest as to present—which causes John Mansfield to call Macbeth "the most poetical of Shakespeare's plays."

## ALUMNAE BACK AT AGNES SCOTT FOR THANKSGIVING WEEK-END

- Lillian Clement, '27  
Louisa (White) Gosnell, '27  
Julia Pratt (Smith) Slack, ex-'12  
Mary Duke, '32  
Pearl (Estes) Cousins, '93  
Marguerite (Cousins) Holley, '21  
Hilda (McConnell) Adams, '23  
Eva (Towers) Hendec, '11  
Cornelia Keeton, '33  
Estelle (Webb) Shadburn, Institute  
Susan (Shadburn) Watkins, '26  
Theodosia (Willingham) Anderson, '11  
Louise (Brown) Hastings, '23  
Gladys Austin, '29  
Fannie G. (Mayson) Donaldson, '12  
Julia (Thompson) Smith, '31  
Dorothy Kethley, '31  
Maude Armstrong, '33  
Thyrza S. Askew, Insitute  
Helen Etheredge, '33  
Field Shackelford, '33  
Evelyn Campbell, '33  
Kathleen Hope, '33  
Eunice Lawrence, '31  
Ann Brown Nash, '33  
Eugenia (Johnston) Griffin, '21  
Lelia (Joiner) Cooper, '27  
Evangeline Papageorge, '28  
Dorothy Hutton, '29  
Annie (Johnson) Sylvester, '25  
Sara (Shadburn) Heath, '33  
Catherine Baker, '32  
Penelope Brown, '32  
Annie (Wiley) Preston, ex-'99  
Margaret (Bland) Sewell, '20  
Janef Newman Preston, '21  
Margaret Ridley, '33  
Virginia Heard, '33  
Gail Nelson, '33  
Sarah Bowman, '32  
Elizabeth (Marsh) Hill, '20  
Willie May (Coleman) Duncan, '27  
Lucille (Coleman) Christian, ex-'30  
Frances Oglesby, '33  
Leone (Bowers) Hamilton, '26  
Frederica Twining, ex-'35  
Nevelyn Parks, ex-'36
- Irene (Ingram) Sage, Institute  
Hazel (Huff) Monaghan, '26  
Clemmie (Wootten) Talley, ex-'19  
Betty Bonham, '32  
Lillie Bellingrath, '29  
Emma Pope (Moss) Dieckmann, '13  
Hallie (Smith) Walker, ex-'16  
Louise Stakely, '32  
Katharine Woltz, '33  
Martha Walker, '33  
Grace (Coffin) Armstrong, ex-'17  
Augusta (Skeen) Cooper, '17  
Cora Frazer (Morton) Durrett, '24  
Lucile Alexander, '11  
Frances (Gilliland) Stukes, '24  
Mary Clarke, '33  
Emily (Nelson) Bradley, '27  
Anne Hudmon, '33  
Mary Hudmon, '33  
Margaret Jones, '33  
Emily Spivey, '25  
Laura Spivey, '33  
Polly Jones, '33  
Mildred Hooten, '33  
Page Ackerman, '33  
Louise Wesley, '33  
Marion (Hodges) Anthony, '29  
Carrie Scandrett, '24  
Shannon Preston, '30  
Miriam Preston, '27  
Willa Beckham, '33  
Jule Bethea, '33  
Josephine Clark, '33  
Roberta Kilpatrick, '33  
Eugenia Norris, '33  
Thelma Richmond, '33  
Letitia Rockmore, '33  
Elizabeth Thompson, '33  
Rosalind Ware, '33  
Lucile Woodbury, '33  
Billy Belote, '33  
Catherine Happoldt, '33  
Thelma Richmond, '33  
Marlyn Tate, '33  
Louella Dearing, '33  
Marybelle (Stollenwerck) Pitts, ex-'33



The Alumnae Garden, as you will see by the frontispiece, is fast becoming "a thing of beauty and a joy forever". An appeal has been made to all of the local clubs to help with developing this lovely garden spot this year. Personal donations will also be acceptable. Louise (Brown) Hastings, '23, should be especially commended for her tireless efforts in carrying out the plans of the landscape architect in developing this garden. The pergola, which is not as yet complete, is the gift of the Charlotte Club. When finished, it will be topped by a framework structure of white, and will be covered with climbing roses.

\* \* \* \*

The Field Alumnae Secretary, with the General Alumnae Secretary, is spending the month of January in Florida, traveling for the College. The trip will include most of the outstanding cities in Florida and many alumnae and prospective students will be visited. The organized clubs in Miami and Jacksonville will meet at the time of their visit.

\* \* \* \*

The Founder's Day Program will be broadcast over WSB on Thursday afternoon, February 22, from three-thirty to four o'clock, central standard time. Because of the increased power of this station, it is felt that the program should get a good reception at this time. It is planned to meet the suggestions of the many local groups who do not have central time in their locality. It is hoped that many alumnae will listen in and meet informally for the occasion.

\* \* \* \*

The Alumnae House has benefited materially from the following gifts: a pottery bowl from Carrie Scandrett, '24, and Llewellyn Wilburn, '19; an antique rug and a tufted bedspread from Miss Lillian Smith, Margaret Phythian, '16, and Lucile Alexander, '11; sheets and pillow cases

from Miss Elizabeth Jackson; silver salt cellars and pepper shakers from Susan (Young) Eagan, Institute; sheets and pillow cases from Miss Louise McKinney and Dr. Mary F. Sweet; hand-woven towels from Janef Preston, '21; a bedspread from Imogene Allen, '23.

\* \* \* \*

The Curriculum Committee had a tribute paid its fine work by the good attendance at the third Alumnae Week-End. An incomplete list of those present at that time is published elsewhere in this issue.

\* \* \* \*

Radio Programs are still broadcast over WSB on Wednesday evenings from six-thirty to six-forty-five, central time, featuring Agnes Scott speakers and Agnes Scott interests. A remarkable number of parents and alumnae have reported hearing and enjoying this publicity. Let us have your report!

\* \* \* \*

Forty-six of the Class of '33 have already joined the Alumnae Association. Since there were ninety-nine in the class, it is felt that this is a representative percentage.

The Atlanta Club has spent a busy fall, with regular monthly meetings and the sponsoring of two definite projects. The October meeting was featured by a talk by Dr. Philip Davidson of the Agnes Scott History Department on the Socialist Movement in Germany. The speaker for the November meeting was Martha Crowe, '27, whose talk is reprinted in this issue of the Quarterly. The luncheon given by the club in October was very successful, as was the bazaar sponsored at the Biltmore in December. From these two projects enough was realized to pay the College \$250 on the club pledge in the recent campaign.

The Baltimore Club has elected Lillian (LeConte) Haddock, '29, president. The club made a gift recently to a deserving Agnes Scott student to enable her to continue her work at the College the second semester.

\* \* \* \*

The Birmingham Club has elected the following officers for the year: Sallie (Horton) Lay, '25, president; Harriet Smith, '31, first vice-president; Mary (Bryan) Winn, '16, second vice-president; Eleanor Gresham, '26, recording secretary; Anabel (Stith) Self, ex-'23, treasurer; Florence Kleybecker, '33, corresponding secretary. A special committee has been appointed to put on a drive for membership and attendance. At the December meeting of the club Mary Ray Dobyns, '28, reviewed "No Second Spring" by Janet Beith. The club is working toward paying their pledge to the College this year.

\* \* \* \*

The Decatur Club attended the program of the Alumnae Week-End at the College in November, in place of their regular monthly meeting. The club is now making plans for a meeting the end of January and a meeting in February to coincide with the Founder's Day celebration.

\* \* \* \*

The Jacksonville Club has made arrangements for a special meeting in January to coincide with the visit of Penelope Brown, '32, Field Alumnae Secretary, and Dorothy Hutton, '29, General Alumnae Secretary. This club too is making plans for the Founder's Day observance.

\* \* \* \*

The Los Angeles Club held its second meeting on Sunday, November the twelfth, at the home of Betty (Thompson) Brennan, ex-'31. There were about fourteen people at the meeting. Those present en-

joyed hearing a letter from Dr. McCain and seeing recent copies of the Agonistic and college bulletins.

\* \* \* \*

The Lynchburg Club responded to the plea of the Clubs Committee that the local clubs help this year with the garden by sending in one hundred yellow tulip bulbs. This was a most acceptable present.

\* \* \* \*

The Memphis Club has been inactive for a short time, but will meet soon and reorganize under the presidency of Margaret (Smith) Lyon, '22.

\* \* \* \*

The Miami Club is planning a meeting for January at the time of the visit of the Field Alumnae Secretary, Penelope Brown, '32, and of the General Alumnae Secretary, Dorothy Hutton, '29.

\* \* \* \*

The New Orleans Club meets each month, and plans to have at each meeting a talk by an outsider. At the November meeting the principal of a private school in New Orleans spoke on "Some Recent Trends in Modern Education." The club is working on a project of raising some money to be sent to Agnes Scott as a gift from the group.

\* \* \* \*

The New York Club held its winter meeting in November. The club meets three times a year: in the winter, for Founder's Day, and in the spring. They are now making plans to listen in on the radio broadcast on February the twenty-second.

\* \* \* \*

The Washington Club met on November the twenty-first with Peggy Whittemore, ex-'26. In October the members of the club were entertained at tea by Willie Wellborn, Institute. Their recently elected president is Vera (Hickman) Butts, '25. Irene Garretson, '28, is secretary.



*Founder's Day Program!*

*Over WSB!*

*February 22, 1934!*

*3:30 to 4:00 o'Clock!*

*Central Standard Time!*

*Tune In On*

*Agnes Scott!*

ALUMNAE OFFICE  
ANNA YOUNG ALUMNAE HOUSE  
AGNES SCOTT COLLEGE  
DECATUR, GEORGIA

The  
Agnes Scott  
Alumnae Quarterly

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1934 GRANDDAUGHTERS  
(See page 25)

# IN PRAISE OF POLITICIANS

STANLEY KING

*President of Amherst College*

(Reprinted here through the courtesy of *The American Scholar*, Phi Beta Kappa publication.)

Some fifty years ago Mr. Justice Holmes, in addressing a graduating class at Harvard University, said, "War, when you are at it, is horrible and dull. . . . I hope it may be long before we are called again to sit at that master's feet. But some teacher of the kind we all need. In this snug, over-safe corner of the world we need it, that we may realize that our comfortable routine is no eternal necessity of things, but merely a little space of calm in the midst of the tempestuous untamed streaming of the world, and in order that we may be ready for danger. We need it in this time of individualist negations, with its literature of French and American humor, revolting at discipline, loving flesh pots, and denying that anything is worthy of reverence—in order that we may remember all that buffoons forget." He was speaking of the faith of the soldier, a faith which has burned brightly in America's most distinguished living political philosopher ever since he fought in the 20th Massachusetts Regiment in the Civil War. We easily forget how large a part the soldier's faith has played in the development of our thinking, our conventions, our attitude toward dangerous sports, our ideals, even of our language. The ideal of the gentleman, the concepts surrounding personal honor, the ideal of glory, the implications of patriotism, all are inextricably interwoven with man's assumptions in regard to war. A large part of our literary heritage, both poetry and prose, derives its significance and its beauty from our traditional attitude toward the soldier's calling.

Today our young men and women in college are inspired by an idealism against war. The students at Oxford University voted overwhelmingly against "fighting for King and Country," and the students in our American colleges are moved by a similar idealism which finds expression in similar pronouncements. Their point of view finds support and approval from a large number of our own generation, from men and women who participated in the World War, who know its unspeakable cost, and who believe from their study of history that wars are usually futile. This is a more revolutionary change in the thinking of the Western world than is commonly realized. We have had wars since time began, some of them frightfully costly in lives and property. Our own Civil War impoverished a great part of our country for more than a generation and left a legacy of bitterness which still lingered in the South until 1917. But never before has Western civilization turned its face definitely against war and set itself so resolutely the task of keeping the peace. The significance of this change in the realm of ideas is perhaps more far reaching than we yet understand, for new ideas are a powerful ferment. The old ideals based on our previous concepts are gone. The faith of the soldier has lost its power to captivate our imagination and to polarize our thinking.

The alternative to war is negotiation. The alternative to violence and revolution is adjustment by discussion. On the one side—force of arms; on the other side—the force of words. There is no third alternative. And the way of adjustment—negotiation, settlement by talk—is politics. One would expect, therefore, that there would develop today side by side with our growing distrust of force as a means of settling controversy, a growing hope and confidence in political procedures and an increasing respect for politicians. One might I think reasonably anticipate that as the soldier's uniform lost its glamor, as the Field Marshal and the four-star General ceased to be popular heroes, our young men would look up to our civilian leaders in politics and aspire to emulate the men whose profession is based upon adjustments rather than upon bayonets. But the contrary seems to be the case. We have witnessed a growing distrust of politicians, an increasing cynicism as to political procedures. And this distrust and cynicism come from the men and women of our generation and are transmitted by them to the young

men and women in our colleges. This cynicism is corroding the very heart of our institutions, the faith of our people in themselves and in their power of self-government. Politics has become a byword of reproach: politician a term of opprobrium.

Let us examine some possible sources of this cynical distrust. The professional soldier has always distrusted the politician. Throughout history the generals have been jealous of civil control, have resented the intrusion of politicians into what they regarded as their peculiar province. Instinctively they have recognized the antithetical positions occupied by the two groups. The military caste in Japan have recently given a striking example of the contempt in which they held the civil government. And we had not had time to forget the insolence of the military caste in pre-War Germany and Russia toward civil leadership. But this does not explain the distrust of the American private citizen, the churchmen, the leaders of thought in a free people, toward its political leaders.

The business man distrusts the politician. Here I suspect we approach our problem more closely for the business man has become the dominant type in America. The business man is an executive who wishes to get things done. He is not used to protracted debate. He overlooks the truism that the duty of a political party in opposition is to oppose and he regards the tactics of an opposition party as dilatory or obstructionist when in reality it may be performing the function for which it exists. Furthermore, the business man has developed during a period when laissez-faire was still a respectable economic doctrine, he has objected to legislation which restricted his activities or put bounds upon his freedom to operate his business as he saw fit, he has found himself distrustful of types of mind differing from his own, and has condemned almost equally politician and college professor because they were not "practical," like himself. But for many months now the business man has been sick—very sick—and this sickness has tended to modify and mollify his hostility and distrust.

The scholar distrusts the politician. The clergy, particularly perhaps the Protestant clergy, distrust him, perhaps because their own insistence is upon ethics, on making people good, while the politician feels that his first and only imperative duty is to remain in power and, in the common phrase, "get things done"—that the first requisite of a government is to govern.

But whereas the art of government is the oldest art in the world, the art of government by political parties, the art by which men are led to cooperate by persuading a majority to adopt a course of action, is relatively young. We are inclined to forget how recent is the development of our politics and of our politicians as we now know them. We are accustomed to think of our Anglo-Saxon political institutions as coming down to us from the dim past of English history, from the year books of the first Edward, from the Magna Carta of John. As a matter of fact, our present system is a much more recent development. After failing in the fifteenth and partially failing in the seventeenth century, the British Parliament learned to govern in the eighteenth. Parties were at first looked at with the greatest suspicion. To organize the members of Parliament into regular parties, thus enabling Parliamentary Government to function, was not an easy task. In the seventeenth century a political mistake by a leading politician was likely to cost him his head. In the proceedings to impeach Danby in 1678 the Earl of Carnarvon made a remarkable speech in which he admirably summed up the results of the factional strife in the seventeenth century:

"My Lords, I understand but little of Latin, but a good deal of English and not a little of the English history, from which I have learnt the mischiefs of such kinds of prosecutions as these, and the ill fate of the prosecutors. I could bring many instances, and those very ancient; but, my lords, I shall go no farther back than the latter end of Queen Elizabeth's reign, at which time the Earl of Essex was run down by Sir Walter Raleigh. My Lord Bacon, he ran down Sir Walter Raleigh, and your lordships know what became of my Lord Bacon. The Duke of Buckingham he ran down my Lord Bacon, and your lord-

ships know what happened to the Duke of Buckingham. Sir Thomas Wentworth, afterwards Earl of Strafford, ran down the Duke of Buckingham, and you all know what became of him. Sir Henry Vane, he ran down the Earl of Strafford, and your lordships know what became of Sir Harry Vane. Chancellor Hyde, he ran down Sir Harry Vane, and your lordships know what became of the Chancellor. Sir Thomas Osborne, now Earl of Danby, ran down Chancellor Hyde; but what will become of the Earl of Danby, your lordships best can tell. But let me see that man that dare run the Earl of Danby down, and we shall soon see what will become of him."—["Parliamentary History of England," edited by William Cobbett, Vol. IV, p. 1073 (30 Charles II, 1678-9) ].

Danby went to the Tower, but he did not lose his head. It was not until 1742 that as Morley puts it, "Political mistake ceased to be a crime."

Politicians are the "salvage men" of government, as a recent English writer has pointed out. They come in after a revolution and after the passions of men in revolution have to some extent spent themselves. They construct a government. In England at the beginning of the eighteenth century the work of such politicians as Walpole and his associates, who followed the revolution which placed the House of Hanover on the English throne, laid the foundations for the British constitution with its parliamentary responsibility. In America we owe our own present form of government to men of the same type. Hamilton, Madison, Adams, and Jefferson were all politicians. Their modes of thought, their technics of action were those of politicians. Today we revere them as the Founding Fathers; we have set them on a pedestal and endowed them with divine genius for government. We forget that they were made of the same clay, that they had the same motives and jealousies, the same courage, and the same weaknesses as the politicians today whom we distrust and criticise. The party struggles of their time were on a plane which would not be tolerated today. The art of politics has made a significant advance in the past century. You will recall that Washington, most distrustful of political parties, requested Hamilton, who was an ardent soldier and on his staff, to retire from active participation in the military operations of the Revolution and devote his energy to the preparation of state papers and to those problems of civil government which would arise when the Revolution should be over. But political parties as such were still suspect and Washington in his farewell address even cautioned the country against the danger of party politics.

In the middle of the last century our politicians failed to resolve by adjustment the great question which divided the country, although Lincoln was in many ways the ablest politician which the country has produced. They could delay but they were unable to prevent the Civil War. Yet a political party, as Allen Johnson has pointed out, was the last bond between slave-holding and non-slave-holding states; and the party ties held long after the ties of church and other social institutions had broken asunder.

We have been considering politics as antithetical to war, adjustment as the antithesis to force, and so I believe it is. When the procedures of politics break down, war follows. It has been believed in the past that politicians could not wage war successfully, that in time of war countries should choose a strong military man, and give him supreme power. Therefore in the World War there was an almost overwhelming demand in England for Kitchener, and in this country a call, less insistent, but arising from the same lack of confidence in politicians, for General Leonard Wood. It was said that we needed at least temporarily a military autocrat to fight the German military autocracy. But historians are now venturing to suggest that the experience of the World War showed that politicians were more competent, even in this field, than the professional military men.

We hear much today of the activity of the professors in Washington who make up the Brain Trust. One Boston banker publicly deploras the intrusion of theorists into government. Many of us welcome them. Personally I may say parenthetically that I think it will be an education for the professors themselves. They will return later to their universities much wiser and better equipped for the instruction of youth and for the

prosecution of their researches because of direct personal experience in the art of politics as distinguished from the science of government. Of course it is not a new departure for the government to call in university men, even though the designation of them as the Brain Trust has stimulated the popular imagination. I remember very well how many men from the faculties of our colleges went into the service of our Government during the war. But the English, who have had longer experience than we in the art of government, have called their scholars into the service of the government so frequently and for so long, that it is not a matter of comment there. The chairman of the Department of Political Science at the University of London told me recently that every member of his faculty is expected as a part of his responsibility to the University to participate actively in some way in the process of government. It fertilizes the government; it fertilizes the University. Until we too expect this as a matter of course we shall be less mature politically than the English.

The answer, it seems to me, is not less politics but more politics. We as a people must become more politically minded. We must understand the functions of our parties and the way they properly operate the party system. If the people of this country were politically minded, as they are commercially minded, I venture to suggest that our political machinery would work more smoothly. It would have the understanding and approval of our people, and political leaders would have the confidence and the faith which in the past has been too much reserved for our leaders in business and commerce. "We lose entirely the meaning of party government," said Dwight W. Morrow, "unless we look upon it as one step, and by no means a final one, in that long and difficult problem of organization with which men have been concerned ever since they began to live together in political parties."

What is the opportunity and the obligation of our colleges? If our colleges and schools could send into the world each year a group of politically minded young men and women who regarded politics as a great profession, and the art of government as the concern of every citizen, if they should count the great politicians as more to be admired than the leaders of business, then we might be sure that the political institutions of a free people would survive. England has for years sent her best men from her colleges and her universities into the civil service. Professor Laski remarked to me that while he was in Harvard 1100 students passed through his course, of whom one went into the Government service; in the University of London 800 students have come under his instruction, of whom 50, and these his best students, are now serving their Government. I leave to the mathematicians the computation of the relative weight of these simple figures; all of us can understand their significance. If the faculties of our colleges believe in peace they must hold up our civil leaders to admiration and emulation. They must encourage their best students to enter the Government service.

The rejection of war by our students is an easy idealism. It expresses a noble aspiration, perhaps nobler than that involved in the faith of the soldier. But its implications are not easy. For the problems of civil life are more complex, "the doubts that beset the way of the politician more baffling than those of the battlefield." If our young men reject war, they must face the realities of the alternative; they must enter politics, not scorn it; they must strive to understand the ways of the politician and the motives which actuate him, and must prepare to play a positive part in the processes of government; they must understand the leaders of peace, must support them and honor them. Then only will they demonstrate that their fine idealism has the soundness and vitality and the power that have been the basis of the faith of the soldier. Then we may approach more nearly the ideal which Professor Morse ascribed to John Adams—"for the divine right to rule, whether claimed by King, Parliament, or Party, he substituted the divine, infeasible right of the people to grow."

# THE TALIESIN FELLOWSHIP

FRANK LLOYD WRIGHT

(Reprinted here through the courtesy of the Alumni Features Service.)

*(Foreword: The Taliesin Fellowship, Spring Green, Wisconsin, has as its head and directing genius, Frank Lloyd Wright. The Fellowship buildings are all located in a group on State Highway 23 in Southern Wisconsin, upon a 200-acre farm about 40 miles from Madison, and 3 miles from the nearest village. The Fellowship includes Mr. Wright, architect; a group of six honor men who have the status of Seniors in music, painting, sculpture, drama, motion, and philosophy; in addition 70 qualified apprentices chosen for work to be done. These, with technical advisors in the various crafts, constitute the Taliesin Fellowship. Leaders in thought from many countries visit the Fellowship, some residing there temporarily. The way of life is simple: Meals in common, fixed hours for all work, recreation, and sleep; rooms for individual study and rest. Imaginative entertainment is a feature of the home life: music, drama, literature, the cinema of our own and other countries; evening conferences with musicians, writers, artists, and scientists, who visit the Fellowship.*

The Fellowship aims first to develop a well-correlated, creative human being with a wide horizon, but capable of effective concentration of his faculties upon the circumstances in which he lives. There is no age limit, as long as the quality of youth and the spirit of cooperation of the apprentice is characteristic. There is no specific time for entering or leaving the Fellowship, except that no apprenticeships are accepted for less than one year. Each apprentice is required to pay a fixed fee.

Among the present activities are the designing and making of furniture to complete the Fellowship buildings. As soon as possible, work in weaving, photography, printing and publishing, glass making and pottery will be projected in addition to the work already being carried on.

With the work of Frank Lloyd Wright, modern architecture may properly be said to begin. In a word, according to Lewis Mumford, he is our greatest American architect. He has not only profoundly influenced architecture in this country, but all recent buildings in Germany bear the imprint of his ideas and ideals; reverent volumes have been published about him in France and Holland, and he has been all but canonized in Japan. Alexander Woolcott says of him, "If I were suffered to apply the word 'genius' to only one living American, I would have to save it up for Frank Lloyd Wright." He reflects an attitude which more and more the intelligent laymen as well as the imaginative architect is likely to take—that the old architectural forms are dead, that the time has come for absolutely new creations. No architect during the last century, probably none since the Renaissance, has perceived so many fresh openings or projected so many possible lines of attack.

Since 1910, when Europe first discovered the genius of Mr. Wright, his home has been the shrine for every foreign architect of distinction who has visited this country. They have been stimulated by his example; they have studied his writings; they have taken up the clues he has thrown out, and have accepted through his demonstration the inevitability of modern forms. What Walt Whitman was to American poetry, Wright has been and more to all architecture.

Frank Lloyd Wright was born in Richland Center, Wisconsin, June 8, 1869, and lives now at The Taliesin Fellowship, Spring Green, Wisconsin. But he has offices in several cities throughout the world.)

Paper inflation and over-production have characterized education in our country for a half century or more. We have manufactured white-collarites, both sexes, by the million, and they are on our hands now, "for better or for worse". Textbook and classroom education by way of "credits" and "degrees" has inflated utterly commonplace intelligences far beyond their merits. And this mass production of the candidate for a white collar

job somewhere, somehow, is more serious than we imagine. I do not know how far the machine has conquered its master. But I do know the old traditions are breaking down and thousands of young men and young women are wandering about the States with little hope of the good life enjoyed by their forefathers. Every day it is becoming more difficult to be a decent failure, the prevailing success was so outrageous. There is only one net result of the gamble in education—more impotence. And as result of the economic gamble—more poverty.

Taliesin is concerned with the impotence that is consequence of the gamble in education, believing young America over-educated and under-cultured: sex over-emphasized. Nor does Taliesin believe the "artist" has any special claim to divinity such as he arrogates to himself. As the usual "graduate" is educated far beyond his capacity, so the "artist" sacrifices manhood to a bag of tricks. Both are insignificant. Personality gets in the way of the quality of individuality genuinely divine in man and that relates him, nobly, to all men.

As the "American" people our ingenuity is unquestioned. Intellectually we function for certain specific purposes very well. But where the deeper needs of men are concerned (we speak of these needs as Art and Religion)—we beg or borrow or steal to assume the virtues we have not, because we have been cut off from the life-giving sources of inspiration by the very means we take to find and reach them. Take youth away from the ground, put growth on hard pavements, pigeonhole it in the city, and the first step has been taken toward impotence. Herd youth in schools, in colleges, text-book and classroom the growing period, and what have you but the lever of vicarious power in insignificant hands? Send the more self indulgently egotistic youth to Art Institutes and again the vicarious life and the insignificant "me". Technique, and nothing to do with it. Men of vision? Men of deep feeling to create life anew and strength to meet defeat in that cause? Not much of these qualities. Our youth runs to journalese and the wisecrack: stimulants and inevitable craving. The "educated" youth must function in fashion, the critical faculty stimulated with no valid basis for criticism; choice predetermined in shallow or narrow grooves; personality more and more mistaken for individuality; mechanical horsepower or kilowatt mistaken for personal power. And noble selfhood has run down into ignoble selfishness.

The salt and savor of life that is joy in work soon runs stale in our academic formula and in our moded "institutions". A stale sap is the consequence. How can this knowledge-factory education qualify any individual for the wrestle with machine-leverage owned by selfish interests, or culture him for interpretation of life in this era unprecedented in all essential factors of the artifex? The two great inner experiences—necessary qualifications—Art and Religion have gone to seed on the barren soil capitalistic centralization has become.

Architecture is the harmonious nature of all structure whatsoever, and this valid structure and sense of it in our culture is lacking. In new materials and the multiple powers of machinery we have greater resources for form than ever existed before and, so, greater facility for failure. Knowledge of Architecture in this organic sense might be the salvation of Twentieth Century life because it is the natural center line of any true modern culture. An architect of an organic social order would then be our statesman. The poet-philosopher would be architect of our spiritual life. The architecture of sound intrigued Bach and Beethoven as music. The architect himself on any natural or organic basis becomes useful interpreter of the life of his era. Search for new forms is particularly his because we live in them and live by them. Painting and Sculpture are features of such architecture. As for literature, the writer committed to the literal knows less of life as architecture in this sense—but, unfortunately this writer is the writer we have. By way of him the literal has invaded, confused, and corrupted the plastic arts until in all artists deeper appreciations and realizations that have always recre-

ated, refreshed and lifted life above pleasure into joy are no longer potent. Our society knows pleasure but how little joy; knows much excitement but no true gaiety; has lost innocence of heart in exchange for an arid sophistication that may debunk anything but can make nothing but machinery. Reverence is dead. Even reverence for money is dying. To machine-power we still do reverence but human powers and human values are in the discard. If we pretend to do them honor it is by expecting to get around to them again some day—somehow.

Well, Taliesin believes the day has come for Art to take the lead in "Education"; believes the time ripe for rejection of the too many minor traditions in favor of great elemental Tradition; sees needed decentralization as going forward in new spirit with new forces to old ground, free above artificial anxieties and all vicarious powers, man able and willing to work again as the first condition of true gentility. Taliesin sees work, where something is growing and living in it, as not only the salt and savor of existence but opportunity for bringing "heaven" decently back to earth where it belongs. Taliesin sees art as the needed expression of a way of life in this machine age if civilization is to live. Feet on the ground Taliesin would go forward, mechanical leverage made more simple and effective, to realization of more human values in everything. By new standards of success Taliesin expects to measure the man for a nobler environment and beget in him a better correlation of sense and factor. Not a back-to-the-land movement. No. Nor is Taliesin interested in art for art's sake. It is interested in practical appreciation of the gift of life by putting the man's sense of it into the things he makes to live with and in the way he lives with them. When he makes them he must make them his own and make them worthy of his spirit. When he does that he will know well how to live with them with greater satisfaction of the demand real men make upon themselves.

The language of an ideal? Guilty. But it takes only faith and the ideal to defeat defeat wherever there is good work to be done and capacity definitely to do it. Faith nor Ideal are yet dead in our country although we are doing our academic, dollar-minded best to kill them, seeing both as the sentimentality they have mostly become. Faith and the Ideal are alive at Taliesin in spite of the "system" and in some ways more alive because of the new efficiencies humanity has bought at a terrible price.

The Fellowship is an experiment? Inevitably. But an experiment knowing direction definitely from experience. The experiment may fail but even so, more valuable to life in our extremity at the end of this epoch than so many of the successes acclaimed or achieved in the past.

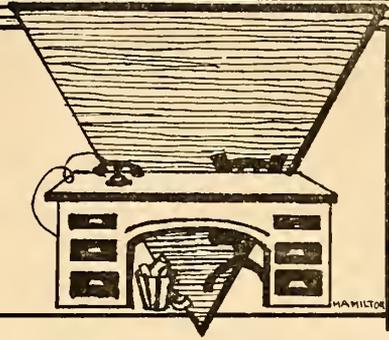
As for the young men and women who are voluntary apprentices: A group of volunteers; no courses, no credits, no examinations, no teaching. A work in progress and many refugees from "Education" doing all they can to help it forward wherever the work lies and whatever it may be. Meantime they are being as natural and kind as is possible to intelligent social human beings designing and creating a new integrity in the atmosphere of environment. Conscious of the design of the whole as organic, together with good workmen in their craft, they are planning buildings, felling trees, sawing them into lumber, quarrying rock and burning lime to lay the rock in the wall. Laying the hewn stones in the wall. Sculpturing likely stones and carving likely blocks of wood. Turning the sawed lumber into structure, trusses and furniture. Plastering walls, frescoing them. Digging ditches. Working with the ground. Washing dishes, caring for their own rooms. Planting and harvesting. Making roads. Farming, planning, working, kitchenizing and philosophizing in voluntary co-operation in an atmosphere of natural loveliness they are helping to make eventually habitable. A consistency seldom seen in any country. Here is building, painting, music, sculpture and motion as good work, in a great correlation toward an end dimly foreseen, it is true. So Taliesin is a way of life, a "road", perhaps "better than the Inn". At any rate action is a form of idea and idea is, as surely, a form of action in that life.

But the action known at Taliesin is unthinkable as "academic". Good correlation, a good background, sane feeling for what we call the work of Art and some ability to work with initiative are essential qualifications for the apprenticeship which is a practical form of the co-operative competition that is growth. Individual initiative must awaken in the apprentice or he will lose himself in unaccustomed freedom and become a nuisance or a betrayal. And yet in this freedom—sometimes seeming chaotic—are being made better plans for the special buildings needed by the farm, factory and countryside so badly. If we are ever going to get started again we must have more rational, appropriate forms and better and more sensible furnishings and utensils; more honestly significant painting, sculpture and music. We must use our industrial achievements better where the user is concerned. More sane and beautiful ways of using our tools and synthetic and natural materials essential to any true economy are needed. We must have more rhythmic and free interpretation of life in all these things we live with and live by. Most of all we must be more free within ourselves. Taliesin is either making necessary forms or is going to make them soon. Nor is the Fellowship blind to the sociological changes necessary if the new forms are going to become properly effective to society.

And Taliesin has a Tradition—that of an organic architecture for America: center line for a valid culture. Love, Sincerity, Determination, and Courage are the only commandments. They are the common sense basis of the creative arts and of any life worth living. As for economic basis this more or less spontaneous activity in which the novice may be lost, or find himself, the Fellowship has a two hundred acre farm and as another—there are yearly fees fixed at about what a medium grade college education would cost plus what work the apprentice can do. Eventually, paid services to Industry in design-research will contribute substantially to put the tools needed into the hands of the workers and to reduce or perhaps eventually abolish fees so that worthwhile young men and women may work for their living, not as education but as culture. Out of this endeavor is coming an appropriate, somewhat cosmic, place in which to live and work. And play, although when work is play mere play becomes rather irksome at times. The margin of leisure is no problem nor is overproduction nor is the length of the working day. Competition aims to be a form of voluntary co-operation. Institution and routine are avoided wherever possible. Here is a workplace, rather, and a decent way of life as spontaneous as still may be so that growth may be joy—not the too much pain it has become in current effort. Our textbook is the one book of creation itself. Our classrooms are to be the various workshops of the artist.



# THE PRESIDENT'S PAGE



## DEVELOPMENT PROGRESS

J. R. McCAIN

It has been some time since we made a report concerning the progress of our Development Fund Campaign, and I believe that our many alumnae will be interested in learning the facts.

As many of you will recall, we began our efforts in 1928. Our goal was to raise a total of \$1,500,000, of which \$1,000,000 would be used for new buildings, land, equipment, and general improvements, while the other \$500,000 would go for endowment and scholarships. The first success of importance was the offer of the General Education Board of New York to furnish \$500,000 if we could secure from other friends the balance of \$1,000,000. This was a tremendous encouragement to us. Our happiness was due not only to the financial assistance which was most needed, but also to the fact that this action was a distinct exception to the general policy of the Board and thus a remarkable tribute to the work which Agnes Scott has been doing.

We launched our campaign in 1928 with a very wonderful meeting of faculty and students in which we had approximately \$80,000 subscribed in one day. After that we worked quietly with very few helpers until the autumn of 1930. By that time, we had gotten within \$300,000 of our goal, and we took our cause to Atlanta and to our widely distributed group of friends with a whirlwind type of campaign. This was under the leadership of Mr. J. K. Orr, our beloved Chairman of the Board, and Mr. George Winship, who endeared himself to all Agnes Scotters. This effort was so successful that on July 1, 1931, we were able to report subscriptions for the full \$1,500,000 which had been our objective.

The General Education Board agreed to pay us in cash \$1 on their pledge whenever we would report to them \$2 collected on our other subscriptions, and they allowed us three years within which to secure full payment. The expiration date is July 1, 1934.

There has never been a harder time for collections than since we began on ours; but we have done quite well, we think. Our trustees, faculty, students, alumnae, and other friends have paid in almost exactly \$733,000, and we have collected from the Board \$341,000, and they are ready to send to us \$25,000 more when we make a requisition for it. This makes a total sum of \$1,100,000 which we have secured—no small achievement for the worst depression in the history of our country. This leaves a balance of \$400,000 yet to be obtained. One-third of this sum will come from the General Education Board if we can collect the other two-thirds.

There is no denying that we have yet a difficult task. We have 1,800 subscribers with pledges not fully paid and these amount to \$276,000, out of which we need to collect \$266,000 in order to win in full. Very few people have cancelled their pledges and nearly all have been making sacrificial efforts to help as far as possible. We cannot thank too heartily and gratefully those who have been standing by us. We could cite

many cases of heroic giving. We know perfectly well that many of our finest alumnae and best friends cannot do anything from a financial standpoint just now, and we certainly think as much of them as if they could assist, but we are earnestly hoping that enough can help on their pledges to enable us to meet our great need and to win a great victory.

Our friends will doubtless be interested to know how we have spent the money which has been collected. About \$325,000 has been used in building and in equipping Buttrick Hall, our class room and office building. We spent \$125,000 for a new steam plant and laundry. It has taken \$130,000 to purchase and to improve the land which we have added to the campus. Our new walks and drives required \$35,000, and the white way lighting system with underground wires will account for \$16,000 more. Some of our older buildings have been remodeled and additional equipment has been bought to the extent of \$65,000, while the balance of approximately \$400,000 has been added to our endowment and scholarship funds.

We do not see how Agnes Scott could have survived on a first class basis without the support which this campaign has given. By virtue of the support which has come from it, we have been able to operate without any deficit and to keep up the high standards of previous years. It has been necessary to reduce somewhat the salaries of our faculty, but we have been able to pay promptly the amount proposed.

It is with a feeling of satisfaction and of encouragement that we look forward to the future. Our confidence is based on such leadership as we have had from Colonel George W. Scott, Dr. F. H. Gaines, Mr. Samuel M. Inman, Mr. J. K. Orr, Mr. C. M. Candler, and other supporters who have laid such sure foundations. The loyalty of our alumnae, of our faculty, and of our students has been unsurpassed. The remarkable showing made by our friends in the South has been the chief factor in creating interest among the big foundations of other sections. Once again we thank you with all our hearts.



## WOMEN AS LAWYERS

FRANCES (CRAIGHEAD) DWYER, '28

(A talk made over the radio on one of the weekly Agnes Scott programs.)

Women with the Bachelor of Laws degree have attained great successes in law and in related fields, as is attested by the recurrence of their names in lists of public officials and of eminent lawyers.

Perhaps the best known is Mabel Walker Willebrandt, who recently came before the public eye as Assistant Attorney-General of the United States. Miss Willebrandt supervised liquor law prosecutions and, following her plans, the Supreme Court has erected a great bulwark of decisions enforcing the Volstead Act and the Eighteenth Amendment.

Florence Allen, of Ohio, is the first woman judge of a supreme court. Her first appointment was as county prosecuting attorney; next she was judge of the court of common pleas, and now of the Supreme Court of Ohio. Judge Allen proved her ability in a case which established the right of charter cities in Ohio to extend municipal suffrage to women citizens. She has always been interested in woman's problems, and during the World War appeared before the Federal War Labor Board in behalf of women street car conductors in Cleveland. She has made a thorough study of international law and is a proponent of the peace movement.

Mary Grossman, of Cleveland, is a municipal judge in charge of the morals court. This division was created as part of the police court to handle all vice and crime cases which have a sex foundation. "Judge Mary" is noted for her great sympathy and understanding with her offenders. She has been described by Cleveland's safety director as better than a hundred policemen. She was the first woman to be admitted to membership in the American Bar Association and the Commercial Law League.

Ella Marie Failor, New York lawyer, at the age of twenty-seven, was Assistant Federal Attorney and prosecuted several who conspired to conceal bankruptcy assets.

From Georgia have come three aggressive woman lawyers who have made national names for themselves. Miss Stella Aiken, after practicing law in Savannah for sixteen years, was appointed special assistant to Attorney-General Cummings to unravel complicated maritime claims. Miss Annabel Matthews, of Gainesville, is the one and only woman member of the United States Board of Tax Appeals. After graduating from college, she entered the Internal Revenue Bureau and later studied law in Washington. She is an authority on tax matters, and twice has been sent to Europe as an expert representative of the government to attend international conferences on tax matters. She was one of three official American delegates at the International Conference on Double Taxation under the League of Nations. Jessie M. Dell, of Sylvania, is the first and only woman member of the United States Civil Service Commission. After finishing public school Miss Dell entered her father's law offices for legal training. She went to Washington in 1899 and was employed as a clerk in the claims department to settle Spanish-American War claims. At the outbreak of the World War she was chief clerk in the contract division of the government. Her first big contract was for fifty-six million army blankets. When Miss Dell was permitted to select her own subordinates, she selected women in every instance. Miss Dell has always supported the principle that where women and men were equally fitted for public service, a woman should not be discriminated against because of her sex.

Women lawyers do not necessarily usurp places which men could fill. They frequently assume positions for which they, as women, are better equipped to occupy. The woman lawyer has a greater understanding of home and family problems and sees clearly the interests of the children to be protected. Women lawyers have participated actively in child labor legislation, in the passage of compulsory education laws, and in removing legal disabilities which were imposed upon the woman at common law and by colonial statutes.

In the past, legal education was not available to girl students. Today, however, nearly all of the larger law schools in the country are co-educational. The ideal preparation for practise is four years' work in the Arts college, followed by the law degree, though many excellent schools require only two years of undergraduate work. Although there is no fixed pre-law course, certain subjects can be recommended as most helpful. English History furnishes an understanding for the development of the common law. A study of Latin simplifies the Roman legal phrases. A knowledge of anatomy is helpful to the lawyer in drawing and trying damage suits. Psychology aids the lawyer in understanding his clients as well as himself. Economics and Accounting give the lawyer an insight into complex business operations. The student who plans to practise law should take an active part in debating, as the principles of debating aid greatly in the trial of a case. A study of debating aids in clear thinking, conciseness of statement, and persuasion of argument—qualities essential to a lawyer.

The prospective lawyer should take an interest in student affairs, particularly in the working of student government. She should seek offices in college clubs, for the executive experience to be derived therefrom is invaluable. The lawyer must be a good "mixer." She must like people and must make a special effort to be congenial with people of various tastes and personalities. She must be versatile. Office and trial work must not be her only pursuits. Judge Mary Grossman has been interested in the woman's movement and has held offices in suffrage organizations. Jessie M. Dell has varied diversions. She enjoys movies, old-fashioned southern music, and likes to unravel complicated detective stories. Stella Aiken has participated actively in politics. She was secretary of the Democratic State Convention, and Vice-President of the Russell Club. Judge Florence Allen, in addition to her legal work, studied music in Berlin for two years, conducted a musical column in Cleveland during her student days, and has published a volume of very creditable verse. She uses her leisure time in studying the peace movement, and during one vacation went to Geneva to obtain first-hand information.

The woman lawyer must be courageous. Stella Aiken, in her practise, handled not only civil cases, but had the courage to defend murderers, not one of whom was hanged. Florence Allen had the courage to break away from all popular tradition and ran a successful race for the judgeship against her male contestants.

The careers of these women indicate the possibilities and the heights which the woman lawyer can attain—provided that she, as they, has initiative, ability to concentrate, and is willing to do hard work over a period of years, first in the law school and later in practise.



## FRANCES (DUKES) WYNNE'S COURSE IN PRE-PARENTAL EDUCATION

DOROTHY HUTTON, '29

The work of one of our alumnae, Frances (Dukes) Wynne, who attended Agnes Scott from 1909 to 1913, has attracted local and state-wide attention in Florida. The subject of her project is interesting at all times, but the fact that it is an actual course open to high school students makes it even more so. Her tireless enthusiasm and capable leadership have contributed a great deal to its success, and her recognition has been well deserved.

Mrs. Wynne is now teaching school in a private institution in Miami Beach, Florida, from nine to twelve each day. From two to three, she teaches this course in Pre-Parental Education at Miami Senior High School. In addition to these duties, she is the director of Parent Education for the Florida Congress of Parents and Teachers, has given a radio course on Parent Education, has conducted a correspondence course for training Parent Education leaders. On the domestic side, Mrs. Wynne keeps house and supervises the education of her young son and daughter, Pauline being enrolled to enter Agnes Scott in September with the class of 1938.

The course is offered to high school students (girls), who are carefully selected from the graduating class. On May the seventeenth, 1933, the following letter, directed to the parents, was sent out from the office of the dean of Miami Senior High School:

"We are offering a new course in our high school next fall.

"Realizing the mistakes which have been made unwittingly in rearing 'the youth of today,' we are endeavoring to offer, to a limited number of girls, a course in Pre-Parental Education. The object of this course is to give these girls specific training for home-making and parenthood under the following heads: *Home Planning, The Social Aspect of the Home, The Biological Aspect of the Home, Child Psychology, Child Care and Training, Sex Hygiene, Choice of the Life Mate.*

"This course is sponsored by the Parent Education Department of the Florida Congress of Parents and Teachers, and by the State Board of Health—at no expense to the school. This work will cover the entire year, and will be given full credit toward graduation.

"The teacher of this course will be Mrs. P. M. Wynne. For three years she has had charge of Parent Education of the State of Florida with the Florida Congress of Parents and Teachers. She is a capable teacher, and a woman of charming personality.

"Your daughter is one of the limited number who has been chosen to elect this course, provided she has your permission.

"Please signify below your wishes in this matter."

A written reply from the parent was filed in the office of the Dean, and to those girls whose parents had given permission the course of instruction was thrown open, free of charge. The group started out with twenty-nine members, and has dropped to twenty-eight, since of that number one withdrew from school.

It is hard to imagine a class of this type in a high school, unless it has been seen in progress. Such a pleasure was mine on January the seventeenth, at the time of my visit with Penny Brown, '32, to the beautiful Miami Senior High School. Beginning promptly at two-ten, the class was called to order and the work for the day began with a business-like flurry. Members of the class were that day making oral reports on definite assignments. The scope of this course is so broad, that much of the work is done by individuals out of class time and the material reported to the other members of the class. The class was conducted well, but informally. The girls possessed a remarkable amount of poise in giving their reports. Any question raised by the material reported was answered immediately and whenever possible by the reporter. Mrs. Wynne's position was more as a presiding officer, and her opinion was given only when necessary.

Among the reports I heard were three of unusual interest. The first dealt with the subject of Individual Differences, a discussion based primarily on differences that naturally arise between the sexes because of a disparity in mental abilities, likes and dislikes, and inherited weaknesses. Under the last mentioned haemophilia, sex-linked and sex-limited characteristics, color blindness were discussed with the utmost intelligence by all in the group. The second report was on "Being Well Born." The great contribution of Mendel to science in his discovery of his well-known law was noted. The class paused to copy into note-books, "It is easier to weigh an invisible planet than to measure the force of heredity in a single grain of corn." Charts showing dominant and recessive characteristics and the results of breeding were displayed and explained. The third report was on the "Normal Mind." A definite emphasis was placed on the importance of mental hygiene, placing it on a par with physical fitness. Maladjustments were reported as the results of abnormal mental health. The part of physiology (in the function of cells and glands) and of psychology (in the evidence of attention and concentration) and of psychiatry (in the reeducation in the event of mental disorders) and of sociology (in the consideration of group integrations) was explained in detail. Cases known to all in the group were indicated as examples of normal and abnormal mental conditions.

The importance of the work Mrs. Wynne is doing cannot be minimized. She is definitely making it possible for the girl with non-college opportunities to equip herself for home life; she is making it easier for the girl who will attend college to understand her own self and so become more easily orientated.

Arthur Brisbane, well-known editor, heard of Mrs. Wynne's work and asked for a complete outline of her course as offered. He is but one of the many people who have evidenced their interest in her project and assured her of their belief in its program. We of Agnes Scott wish her all success and appreciate the fact that Agnes Scott can in a measure claim something of her recognition.



## FOUNDER'S DAY AT HOME AND ABROAD

Sandwiched in between a recommendation for a fool-proof treatment of la grippe and one equally as appealing for an indispensable hot water heater, was the Agnes Scott Founder's Day radio broadcast over WSB. The program went out through the courtesy of this station from three-thirty to four o'clock on February the twenty-second. The hour, selected at the suggestion of alumnae groups throughout the country who operate on a different schedule of time from Atlanta and interested definitely in a meeting, but not at dinner time, seems to have been a poor one. Therefore, we preface any article on this subject with an apology, supported only by our explanation.

We had hoped to include among the speakers for the afternoon Miss Louise McKinney of the English Department and Mr. J. K. Orr, Sr., Chairman of the Board of Trustees. Luck was against us here, too. The former has never forgotten the awful experience of her first public appearance, before the conclusion of which she was but a wee small voice speaking from behind a rather ample chair on the stage. The latter excused himself in his usual whimsical manner, and his explanation we print in full: "Thank you for your kind remembrance for February the twenty-second. Alas that it should remind me that I am just 'another point to the bad'! It hits right in the middle of my rest hours for each day, so I will ask you to excuse me this time. Maybe after I get this 'Biblical Four Score' behind me, I can make a new start. With sincere affection to all your members, believe me, cordially yours, J. K. Orr, Vintage of February 21, 1857."

The program as presented, however, was one of which we could feel rightfully proud, featuring as it did Miss Hopkins, Dr. McCain and an alumnae quartette under the direction of Gussie (O'Neal) Johnson, ex-'11. The members of this quartette were: Madge York, '33; Frances (Gilliland) Stukes, '24; Gussie (O'Neal) Johnson, ex-'11; and Mrs. Lawrence Mansfield, special student in the Voice Department. The talk given by Miss Hopkins is printed here in full, in response to a definite request from an alumna who heard the program. Dr. McCain's article, of peculiar interest to alumnae at this time, is also published in this issue. The songs by the quartette included: *The Purple and the White*, *Sylvia*, *The Fairy Pipers* and *The Alma Mater*. A solo, *Long, Long Ago*, was sung by Frances (Gilliland) Stukes, '24.

Thanks to the numerous telegrams which came in, the program went off without a hitch and the time was accurately filled down to the last second, when the radio audience was once more edified by hearing of that patent device without which no home is efficient. We wish to take this opportunity to thank all who participated on the program for their cooperation, and particularly Gussie (O'Neal) Johnson, ex-'11, who did so much in preparing the quartette for this radio appearance, and Evelyn Wall, a student at Agnes Scott, for playing the accompaniments.

In preparing copy for the program, it was interesting to find that the custom of observing Founder's Day as it is now carried out originated with the class of 1918. The write-up in the 1918 *Silhouette* voiced the feeling of the members in stating: "It is hoped that this will find a place among the honored traditions of Agnes Scott and become an annual event." It seems distinctly complimentary that this custom has not only been preserved, but that it has also been but slightly modified, even by students sixty-two years later.

The celebration of Founder's Day was not, however, limited to a campus observance or to the reception of the broadcast that achieved but poor success in reaching alumnae throughout the country. Many groups and individuals observed the day in their own way, some knowing full well that getting the program could not be counted on to take them back in spirit to our Alma Mater. Let us turn to these groups and see what were their plans at that time:

The alumnae of *Birmingham, Ala.*, enjoyed a banquet on the night of the twenty-second at Waggoner's Tea Room. Features of their program were: a message from Sallie (Horton) Lay, '25, president of the group; messages from the College as read by Anna Meade, '23, who but recently returned from New York, where she was president of that club; and the reading of Barrie's *Twelve Pound Look* by Anabel (Stith) Self, ex-'23.

The alumnae in *Montgomery, Wetumpka and Millbrook, Ala.*, met informally at the Blue Moon Inn at three o'clock, and enjoyed the literature sent them from the office for the occasion.

*Tuscumbia, Sheffield and Florence, Ala.*, alumnae enjoyed a joint meeting in Tuscumbia with Mary Wallace Kirk, '11. In the words of Ruby Lee (Estes) Ware, '18, we have the following report: "We met for tea at Mary Wallace's home, about nine of us. The broadcast came in very clearly and distinctly, and we were—as always—thrilled. Mary Wallace insisted that we elect new officers, although we urged her to continue as president for our group. Helen (Hendricks) Martin, '30, of Sheffield was elected president; Polly (Irvine) Rice, '30, of Florence was elected secretary. We are always thrilled to get together, and think we will get busy and do something marvelous, but always our four children or our missionary society or the many 'et ceteras' take all of our time, and all we do is keep on loving Agnes Scott."

In *Los Angeles, Calif.*, the alumnae were invited to tea on Sunday, the eighteenth (by intriguing personal invitations in the form of hatchets), with Alice (Greenlee) Grollman, '25. The invitation read: "This comes to axe you if you will come to our Founder's Day Special George Washington Party. Cherry-ly yours, Elaine Exton, ex-'31." Elaine is president of the group. Being ahead of schedule with their meeting, the group was also forehanded about their telegram, and it put in its appearance on Monday, the nineteenth, thereby relieving the minds of those of us managing the program by letting us know that we would have at least one message to fill in the space left for such greetings.

The group of *Albany, Ga.*, Agnes Scotters met for tea with Evalyn Wilder, '30. Her guests included: Mrs. W. M. Wilder (Evalyn's mother) and Mrs. W. M. Furlow (whose daughter, Michelle, is a freshman at Agnes Scott this year), in addition to the alumnae.

*The Atlanta Agnes Scott Club* was entertained by Sue Lou (Harwell) Champion, Institute alumna and whose daughter, Jennie, is a junior at Agnes Scott this year. They listened in on the broadcast as though the program were coming to them from many miles away. The alumnae present numbered about eighty.

*The Decatur Agnes Scott Club* met with Lucy (Durham) Goss, Institute; with Emma Pope (Moss) Dieckmann, '13 Susie Johnson, Academy alumna; and Lucy (Johnson) Ozmer, ex-10, as co-hostesses. To their meeting were invited Mrs. Nellie Scott Candler, Eliza (Candler) Earthman, ex-'11, and Nell Scott Earthman, a prospect for the '34-'35 session. These three guests are respectively daughter, granddaughter, and great-granddaughter of Colonel George Washington Scott.

Katherine Anderson, ex-'18, got the alumnae of *Marietta, Ga.*, together for an informal gathering. She reports on their meeting: "There were only six of us who gathered here this afternoon for the Founder's Day broadcast, for tea, and for looking through the up-to-date literature sent us and through the annuals of the years 1905, 1907, 1909, 1910, 1911, 1915, 1916, 1918, 1920, 1921, and 1932 — as well as a 1915-1916 memory book. Those here were: Maude (Medlock) Christian of the Institute. Her son is Dr. Schuyler Christian of the Physics Department at Agnes Scott and is the husband of Lucille (Coleman) Christian, ex-'30.; Elizabeth (Wylly) Willingham, ex-'08; Hazel (Murphy) Elder, ex-'12; Sarah (Patton) Cortelyou, ex-'18; Aimee D. (Glover) Little, '21; and myself, an ex-'18. There were several others who had planned to be with us, but were prevented at the last minute. We invited the high school

seniors, but they had something else planned. We enjoyed the broadcast very much, especially Miss Hopkins. Her talk was so wonderful and just like her as we all know her. There is no Agnes Scott girl who hasn't known Miss Hopkins and loved her. We all look forward to next February the twenty-second and its Founder's Day program."

The *Savannah, Ga.*, alumnae were organized by Anne (Ehrlich) Solomon, '30, for a Founder's Day meeting. Of this, Anne writes: "We had tea in the Oglethorpe suite of the Savannah Hotel—charming room, excellent service, and such a mob! It resembled a Decatur-bound Decatur car about five-forty-five P. M. any Saturday. We had all of ten enthusiastic alumnae present! Shall I name them? Of course, they're the very ones you'd expect: Nell Brown, '33; Mary Cope, '30; Louise Falligant, Institute; Betty Peebles, '32; Dorothy Smith, '30; Sarah Williams, '32; Amelia Wolf, '33; Dorothy Coleman, '28; Ruth (Blue) Barnes, '14; and I. There were a few others who really wanted to come and couldn't. We enjoyed the program, although we heard it very faintly. WSB will have to add a few thousand more kilowatts (or whatever it is) or move their station for us to get it better. But we, who were there, enjoyed getting together and no doubt will whenever there's an occasion."

A loyal bunch of Agnes Scotters in far-off *Chicago, Ill.*, met for tea with Martha (Brenner) Shryock, '15. Charis (Hood) Barwick, '16, reports on this: "You will be glad to hear that eleven of the loyal daughters of A. S. C. met yesterday afternoon for tea with Martha (Brenner) Shryock in Evanston. Several of us had planned to entertain the alumnae this year, but Martha insisted that we meet with her. Those present were: Lillian (Beatty) Schuhman, Academy; Martha (Eakes) Matthews, '24; Reba Vinnedge, ex-'24; Eloise Lower, Academy; Margaret (Sienknecht) Lotz, ex-'10; Blanche (Ryan) Brim, ex-'22; Annie E. Cameron, ex-'16; Isabelle (Simpson) Fink, Academy; Martha (Brenner) Shryock, '15; Annette (Carter) Colwell, '27; and myself. We had a jolly time, talking over old times at A. S. C., exchanging our experiences with Century of Progress guests, relating the doings of our husbands and children, etc."

*Louisville, Ky.*, alumnae met for tea with Helen (Wayt) Cocks, '21. Since Helen had just moved prior to this date, we were particularly grateful to her for having a meeting.

It is seldom that we can brag about a state-wide meeting, so perhaps you, gentle reader, will be lenient if we break into uncouth boastings about the *Mississippi* alumnae Agnes Scott can claim. They met as a group in Jackson with Shirley (Fairly) Hendrick, '19. Annie Tait Jenkins, '14, state president for Mississippi, was largely responsible for the idea of such a get-together. The work of Sarah (Till) Davis, '22, in carrying out her plans, cannot be minimized. Of their meeting, Annie Tait Jenkins writes: "You will be happy to know that the luncheon was successful yesterday in Jackson, although only a small group met. There were alumnae from four towns present; the luncheon was a happy one; we sent greetings to Miss Hopkins at two P. M., and later met at Shirley (Fairly) Hendrick's home for the program and organization. The broadcast was a failure, on account of weather conditions. You would have laughed, or maybe wept, had you seen us kneeling near the radio, vainly trying to catch some sound dear and familiar! Sarah (Till) Davis heard Dr. McCain's voice once. Eleanor Whyte caught Miss Hopkins' loved voice one second, and I heard a faint musical sound about half a second! That was all. But we organized a state-wide club, with officers as follows: president, Shirley (Fairly) Hendrick, '19, of Jackson; vice-president, Annie Tait Jenkins, '14, of Crystal Springs; secretary, Sarah (Till) Davis, '22, of Fayette; and treasurer, Charlotte Hammond, '17, of Kosciusko. These serve one year; then next February we will have a constitution, and we'll begin really to do more work for A. S. C. We hope that the broadcast was received well by the majority, and even we caught the spirit so much, that we stood and sang the *Alma Mater* at four P. M. So we are loyal Hottentots, after all, don't you think?"

Betty Gash, '29, who has succeeded Anna Meade, '23, as president of the *New York Agnes Scott Alumnae Club*, was the moving spirit in organizing that group on the twenty-second. In Betty's words, we hear about the meeting: "As for the dinner, it was a success, I think. We had twenty-five present, and considering that it was a stormy night and a holiday, we thought that was doing pretty well. It is harder to get people together here than most anywhere, I'm sure. Out of the hundred and more letters we send out for each meeting, we usually get responses from about fifty—less than half. But each meeting has brought us in a few new members, so I hope that in time we will be in touch with most of the New York alumnae. As for the fake broadcast, it proved very successful—much more so than I had hoped. Sara Townsend, '30, who was responsible for the whole thing, was unable to get her assistants together for any sort of rehearsal. You have no idea how difficult it is to get a group together here. So Sara wrote the speeches and mailed them to the girls, and without any rehearsing they did their stunts. We had planned to have one of those microphone attachments which they could use in another room, but the people who attached the thing for us didn't do it right, so they had to move the radio in front of the door and the performers hid behind it. But it went off splendidly and apparently was enjoyed by all. Gussie Dunbar, '30, 'took off' Dr. McCain beautifully; Ruth Pirkle, '22, was Miss Hopkins; Judy Blundell, '33, was Ella; Sara Townsend, '30, was Mr. Tart; and Lillian White, '27, impersonated you (the Alumnae Secretary). In between were songs by the Glee Club and fake telegrams were read."

The *Asheville, N. C.*, Agnes Scotters met with Virginia Earle, ex-'30. Those present were: Katherine Wright, '32; Beth Taylor, ex-'16; Marion (Green) Johnson, '29; Maurine (Bledsoe) Bramlett, '27; and Mera (Neary) Cannon, ex-'30.

Eva (Wassum) Cunningham, '23, as president of the *Columbia, S. C.*, alumnae, organized that group for a meeting. Eva writes: "February the twenty-second is always an interesting day for Columbia alumnae, interesting because it is the only time during the year they meet, and interesting because they celebrate Founder's Day, along with all the other alumnae. This year we met with Rosa (Aubrey) Gooding, Institute. Our crowd was not as large as in the past years, as many found it impossible to be present at the afternoon hour. Six alumnae and one alumna's mother, two mothers of present sophomores at Agnes Scott, and three prospects for the College formed our crowd. The program came through as well as usual and especially well during Dr. McCain's and Miss Hopkins' talks. We were delighted to hear their voices and their greetings and news. After the broadcast, Geraldine LeMay, '29, told the group about the course at Agnes Scott, stressing in detail the Fine Arts Department. She also mentioned the new building which is proposed for this. Helen Wright, '24, told some facts about the present student body—number, calibre, rules and regulations—and something of the condition of the College financially after the years of depression. Eva (Wassum) Cunningham, '23, read several interesting news items gathered from *Agonistics*, *Auroras* and the alumnae news letter. We had a number of copies of the *Agonistic* which the crowd enjoyed. The hostess served delicious refreshments, and the talk quickly fell into the usual line of 'my day and your day,' and the inevitable companions for better or worse. We hope the three prospects are as enthusiastic and anxious to go to Agnes Scott as the Columbia alumnae are about having been there. Those present were: Rosa (Aubrey) Gooding, Institute; Virginia (Lancaster) McGowan, '18; Geraldine LeMay, '29; Harriet (Milledge) Salley, ex-'08; Louise (Sherfessee) Withers, '28, and her mother; Eva (Wassum) Cunningham, '23; Helen Wright, '24; Mrs. Reid Spencer, Mrs. C. E. Davis, Elizabeth Caldwell, Eliza King and Mary Willis."

*Spartanburg, S. C.*, alumnae were for the second time entertained as Founder's Day guests of Eleanor (Pinkston) Stokes, '13. Eleanor's interesting account of this meeting follows: "I was so glad to get all the news about Agnes Scott's Founder's Day and to do all that I could for the College. I was able to get in touch with all of the Spartanburg

alumnae, and had them out for tea. The broadcast came in very well, except the first part when the static was quite bad. We could hear all of the telegrams read quite distinctly, and, after all, that is the best part of the program to each true alumna, I believe. It always gives us a thrill to hear Miss Hopkins speaking to us again."

Alumnae of the *Knoxville, Tenn., Club* met with Mabel (Dumas) Crenshaw, '27, in Clinton, Tenn., for lunch. After the election of officers for the club for the next year, the club listened in on the radio broadcast.

Margaret (Smith) Lyon, '22, who has taken over the duties of the *Memphis, Tenn., Club*, entertained the group at her home. Of this, she writes: "We had twelve present and enjoyed getting together, but we couldn't get Atlanta at all. There was nothing but static, so we finally gave up. Twenty had accepted, but faculty meetings and various things kept them from coming. The ones who did come were: Emily (Allen) Roberts, ex-'22; Cecile (Bowden) Mayfield, ex-'23; Louise (Capen) Baker, '27; Nell (Coats) Pentecost, ex-'09; Rebecca Harrison, '05; Bertha (McWilliams) Keenan, special; Elinore (Morgan) McComb, '29; Margaret (Rowe) Jones, '19; Elizabeth Shaeffer, ex-'19; Mary Shewmaker, '28; Margaret (Smith) Lyon, '22. We enjoyed the views and literature about the College."

From *Nashville, Tenn.*, come two reports on their Founder's Day meeting. Olive Graves, '28, writes: "The Founder's Day program in Nashville was a tea and social hour at the Rendez-vous. The broadcast wasn't clear enough to distinguish the words, although Ella (Smith) Hayes, '25, Mary (Ansley) Howland, ex-'29, and I sat on the floor with our ears glued to the radio until the end. We could tell what was happening, and we heard some one, whom we decided was Mrs. Stukes, singing *Long, Long Ago*. Those were the only three words we could understand. Araminta (Edwards) Pate, '25, and Anna Marie (Landress) Cate, '21, did all the work and made all the plans this time. After all the work, Araminta was unable to attend. We had ten present. We had a very pleasant afternoon, although we did not hear the Atlanta program. This is the second year we have not been able to get the broadcast. I suppose it is because of the powerful radio stations here." Anna Marie (Landress) Cate, '21, reports: "Ten of us met at the Rendez-vous at three-fifteen, ready to hear the broadcast. As usual, we couldn't get a word of it. But Olive Graves, '28, read the alumnae news letter from the office, and we had a thoroughly enjoyable time over our tea cups. We hope that our telegram was received. Quite a few were prevented from attending because of illness. Those who attended were: Mary (Ansley) Howland, ex-'29; Lois (Bolles) Knox, '26; Sarah (Flowers) Beasley, ex-'24; Eudora (Campbell) Haney, Academy; Olive Graves, '28; Margaret (Smith) Kingdon, '33; Ella (Smith) Hayes, '25; Georgia (Weaver) Wiggington, ex-'22; Margaret (Leech) Cook, '19, and I."

*Richmond, Va.*, reported a meeting through Nannie Campbell, '23, their president: "I rented a radio and sent out twenty-eight cards about the Founder's Day meeting. I did not have the time for personal contact with each one on the list. I enjoyed those who came immensely, but I kept thinking how much nicer it would have been to have had the others, too. Margaret Glass, '33; Marjorie J. Broce, special; Ethel Freeland, '29; Margaret (McLaughlin) Hogshead, '21; Margaret (Shive) Bellingrath, '20; Elizabeth Sydnor, 28, of Charles Town, W. Va., and I were the ones present. On account of the time of day, we were not able to hear a word, but we enjoyed the letters, etc."

We wish to express appreciation for the wonderful cooperation of the alumnae throughout this section in getting groups together for Founder's Day. The newspaper notices were valuable advertisement for the College; the contact with high school students was invaluable, too. We wish to thank particularly those who took time to write and those who sent telegrams. We mention under the last head these individuals and groups:

Porter Cowles, ex-'33; Laura Ross, ex-'34; Dorothy Bradley, ex-'34; Betty Hansen, ex-'34; Virginia Tillotson, ex-'34; Caroline Lingle, '33; Adele Arbuckle, '31; the New

York Alumnae Club; Eleanor (Pinkston) Stokes, '13; the Nashville Founder's Day group; Elaine Exton, ex-'31; the Albany, Ga., alumnae; Elizabeth (Shippen) Tate, Academy; Lois (McClain) Stancill, '23; Louise (Hendrix) Buchanan, '24; Louise Fluker, '21; Sarah Tate, '25; Mr. and Mrs. Vivian Sydenstricker (son and daughter-in-law of Mrs. Alma Sydenstricker of the Agnes Scott Bible Department); Em (Eldridge) Ferguson, '10; Mary Charles Alexander, '33; Martha North Watson, '30; Anita Boswell, '31; Margaret Belote, '33; Louise Robertson, '29; Edith (McGranahan) Smith T, '29; the alumnae of Montgomery, Wetumpka and Millbrook, Ala.; Laura Brown, '31; Martha (Stackhouse) Grafton, '30; the Asheville, N. C., Founder's Day group; the Charlotte Agnes Scott Club; the Columbus Agnes Scott Club; the Knoxville Founder's Day group; the Atlanta Agnes Scott Club, and the Mississippi alumnae meeting in Jackson.

## GREETING TO THE ALUMNAE

NANNETTE HOPKINS

Dear Girls:

Heartiest greetings to you every one! Many of my happiest memories cluster around you. Our love and interest follow you no matter how far you may wander from the "sheltering arms." The news of your faithfulness, efficiency, and leadership in your various fields of service fills our hearts with joy and pride. Your Alma Mater rejoices in your love and loyalty. Through your influence, conscious or unconscious, many fine girls are coming to Agnes Scott.

Looking into the past, we realize that Agnes Scott embodies in itself the spirits of many who have labored for it. This afternoon we pay special tribute to him whose birthday we celebrate. May we never forget that it was the generosity of Colonel George Washington Scott that made our College possible. As we think of the early history of the College, we recall with profound gratitude the untiring work of Dr. Gaines, Mr. Inman, Mr. Orr, and other outstanding leaders whose faith and courage met and overcame almost overwhelming difficulties and discouragements. With deep appreciation we remember *all* who by their influence, their service, and their gifts have made Agnes Scott what it is today.

From the very beginning of its history this institution has been guided by a definite purpose which has shaped its policy and moulded its character. The ideal which has been kept constantly in view is: a liberal curriculum, high standards of scholarship, the formation and development of Christian character. The ideal Agnes Scott student is one who not only fulfills the academic requirements for graduation, but who also is conspicuous in loyalty to the College, in ideals of service, and in ability to cooperate. She also possesses physical fitness, poise and graciousness. Thousands of young women have been inspired to nobler and fuller lives by these standards. Daughters of Agnes Scott, may you, in your united strength, carry onward to all whose lives you touch these ideals of your Alma Mater.

Dear Girls, come back to your "second home" whenever you can. A warm welcome *always* awaits you.

To relatives, to friends, to all who are "listening in" this afternoon, a very cordial greeting.

## THE GENERAL VALUE OF MEMBERSHIP

MARY E. WOOLLEY

(Chairman of the International Relations Committee of the American Association of University Women.)

The value of membership in the American Association of University Women would naturally be answered in different ways by different individuals and groups. There is little question in the minds of college women graduated from colleges ineligible to membership. Nor is there doubt in the case of college graduates living in sections of the country where other opportunities for college contacts and study are few and far between. Both of these groups realize to the full the advantage of membership.

In urging that value I have particularly in mind college graduates living in sections of the country where there are many opportunities for intellectual growth as well as for contacts with groups of persons having similar interests. What is the use of adding a membership under these circumstances? First, from the point of view of the individual. The Headquarters of the American Association of University Women has become an educational headquarters. Many questions and problems in educational lines may be referred to the office of the Director and answered by experts—not a slight advantage in a day when problems have invaded the educational field as well as every other.

Again, Headquarters has prepared a scheme of studies and bibliographies along many lines bearing on civic and economic questions as well as on the purely educational.

Headquarters has become, also, an authority on international questions and the Secretary of International Relations is in a position to give answers to many perplexing questions as well as supply outlines and bibliographies for study of international relations.

Membership in the Association means close contact with other university women from all parts of this country through state, sectional, and national gatherings—in itself not of little value in broadening and enriching the life of the individual.

Membership in the Association means membership in the National Clubhouse at 1634 I Street, Washington, and also an opportunity to use the other clubhouses—Crosby Hall in London, and Reid Hall in Paris. If there were no other advantage accruing from membership, this would more than compensate for the outlay in annual fees.

There are other ways in which the value of membership might be urged, from the point of view of the individual, that is, what she *gains* thereby, as—for example—eligibility to hold world fellowships for advanced study, fellowships not granted to non-members. It seems to me, even more important is the point of view of what the individual may *give*. In this age of problems, university women throughout the nation ought to stand shoulder to shoulder for the best interests—the best interests of the community, especially along educational lines bearing upon the public schools; the best interests of the nation, in the perplexing questions which it faces; the best interests of the world, through international relations. Every membership fee gives added power to the Association in developing and strengthening its work. More important than that—important as it is—every additional member means that the Association is a greater power for good. If, instead of approximately 40,000 members, it included all who are eligible, the influence of the Association on questions of general welfare, communal, national and international, would be infinitely increased.



HIGH SCHOOL STUDENTS from ten local high schools were entertained at the College on March the seventeenth. Two hundred seniors registered for the day. They were entertained as guests of the College for lunch; as guests of the Physical Education Department for exhibition matches in water polo, archery, and tennis and for a dance recital and plunge period; as guests of the Spoken English Department and Blackfriars, they enjoyed a one-act play, "War Brides"; as guests of the Cotillion Club they were entertained with music played by Graham Jackson, well-known Atlanta negro pianist. The Atlanta Club cooperated with the College in making this entertainment possible.

MISS DEXTER AND MISS OMWAKE, of the Psychology Department, have recently had three of their experimental psychology studies accepted for publication. These will appear in magazines during the early spring and summer.

TWO HUNDRED ALUMNAE who paid their membership dues for the year 1932-1933 have as yet not paid their dues for the current year. This appeal is to all who fall in that category. The Association is trying not to have to eliminate the summer issue of the Quarterly. Please let us have your check today, and so save the life of this next number.

THE AGNES SCOTT WEEKLY BROADCAST is now scheduled for the fifteen minutes from six to six-fifteen every Wednesday night. The programs have been well received and the reports on them have been most gratifying. Among those who have received fan mail as a result of their radio appearances are Miss Mary Stuart MacDougall, of the Biology Department, and Frances (Craighead) Dwyer, '28, whose article appears in this issue.

THE FRESHMAN AGONISTIC was awarded the cup as being the best of the class publications submitted to a committee of judges recently. This gives fair warning that the upper classmen had better look to their laurels!

THE ALUMNAE AND FIELD ALUMNAE SECRETARIES wish to take this opportunity to thank alumnae in Florida for their wholesale cooperation with them in January, at the time of their visit there in the interest of the College. Seventeen large places were visited; alumnae groups met in Miami, Tampa and Jacksonville for meetings; twenty-seven high schools and two junior high schools furnished audiences to hear a talk on Agnes Scott and to enjoy a moving picture of the campus activities.

REUNION CLASSES THIS JUNE are the classes of '03, '04, '05, '06, '22, '23, '24, '25, '32, '33. Liberal amounts of literature on Commencement will be sent these class members but take this notice personally if you are one of those lucky alumnae to be reuniting this May.

PHI BETA KAPPA in February elected the following students to membership: Polly Gordon, of Chicago, Ill.; Lucy Goss, of Decatur, Ga., and daughter of Lucy (Durham) Goss, Institute; Marion Matthews, of Atlanta, Ga., and Virginia Pretzman, of Summerville, S. C.

1919 PHI BETA KAPPA MEMBERS, but recently appointed are: Minnie Clare Boyd, Lois Eve, Margaret (Leech) Cook, Louise (Marshburn) Riley, Frances (Sledd) Blake, Dorothy (Thigpen) Shea, Marguerite (Watts) Cooper.

HELP WANTED with the addresses for the following alumnae: Louie Dean (Stephens) Hays, '22; Joan Fish, ex-'33; Helen (Jackson) Hoffman, ex-'32; Betty (Hudson) Clayton, ex-'32; Adele Botts, ex-'32; Elise Calmes, ex-'23; Perlina (Cash) Gilmer, ex-'28; Sara (Collier) Langston, Institute; Esther (Dismukes) McCormick, ex-'21; Evelyn Eastman, ex-'27; Cynthia Farie, Academy; Corinne (Funkenstein) Newmark, ex-'09; Catherine (Haugh) Smith, '22; Addie (Hill) Summerson, Institute; Marion (Hulsey) Collier, Institute; Rose (Kahnweiler) Baum, ex-'32; Cornelia Ledbetter, ex-'27; Marie (Lederle) Myers, ex-'09; Tracy L'Engle, Academy; Elizabeth McCarrick, ex-'24; Evelyn (Sprinkle) Carter, '26; Charlotte (Thompson) Aiken, ex-'17; Mary (Zachry) Howell, Institute; Mary Kirkpatrick, Institute.

THE GRANDDAUGHTERS whose pictures appear in the frontispiece are: Ora Muse, '37, daughter of Eliza (McDonald) Muse, ex-'11; Fannie B. Harris, '37, daughter of Lillie Bell (Bachman) Harris, ex-'09; Lucile Cairns, '37, daughter of Lucile (Colclough) Cairns, Institute; Dorothy Lee, '37, daughter of Clara (Rusk) Lee, Institute; Barton Jackson, '37, daughter of Clyde (McDaniel) Jackson, '10; Florence Preston, '34, daughter of Annie (Wiley) Preston, Institute; Alberta Palmour, '35, daughter of Mary (Crenshaw) Palmour, Institute; Ethel Gaines, '36, daughter of Ethel (Alexander) Gaines, '00, and granddaughter of Dr. F. H. Gaines, the first president of Agnes Scott; Mary Henderson, '36, daughter of Ruth (Horne) Henderson, Academy; Frances McCully, '36, daughter of Margaret Lilla (Wilson) McCully, Institute; Elizabeth Forman, '36, daughter of Mary (Dortch) Forman, Institute, and secretary of the Granddaughters' Club; Isabelle Lowrance, '34, daughter of Grace (Hollis) Lowrance, Institute; Martha Redwine, '35, daughter of Lucy (Reagan) Redwine, '10, and vice-president of the Granddaughters' Club; Charlotte Reid, '34, ward of Mary (Hubbard) Teter, Academy, and president of the Granddaughters' Club; Martha Johnson, '37, daughter of Ruth (Dolly) Johnson, special student.

THE BALLOT OF THE NOMINATING COMMITTEE has been sent to all paid members of the Alumnae Association. Alumnae who will not be able to attend the meeting in May are asked to return these ballots with their vote indicated. Space has been left for a nominee not selected by the committee. There will also be additional nominations from the floor. Don't forget to vote.

ALUMNAE HOUSE GIFTS AND IMPROVEMENTS include the following: A dozen washcloths given by Emily Spivey, '25; cup towels for the kitchen, given by Martha Stansfield, '21; lovely rust colored glazed chintz draperies for the Tea Room, given by the Decatur Agnes Scott Club; curtains for the upstairs living room, made possible by the generosity of the group who met from Tuscumbia, Sheffield, and Florence, Alabama, on February the twenty-second; and a new coat of paint for all the furniture in the Tea Room and additional china, made possible by a return of money from the Decatur Bank and Trust Company.

THE NEW YORK ALUMNAE CLUB has elected Betty Gash, '29, to succeed Anna Meade, '23, as president. Anna has had to return to Birmingham, Ala. In December the group met at the Waldorf-Astoria for tea, with thirty-three members present.

THE WASHINGTON, D. C., CLUB wishes to report the following: The Agnes Scott Club of Washington, D. C., met at the home of Irene Garretson, '28, on the evening of May 22, 1933. The meeting was called to order by the president. The minutes of the last meeting were read and approved. Peggy Whittemore, ex-'26, read the campus letter advising of the fifteen minute broadcast by Agnes Scott over WSB every other Wednesday night from eight to eight-fifteen, beginning May the third. It was decided to continue to meet during the summer. Refreshments were served and the meeting adjourned. On July the fifteenth the Agnes Scott Club enjoyed a "Dutch Treat" luncheon at the Madrillon. On August the second Rachel (Brock) Sullivan, ex-'17, entertained the Agnes Scott Club at a delightful supper in her garden and a most enjoyable evening was had. On October the twenty-ninth Willie Wellborn, Institute, entertained the Club at a lovely tea in her home. The Agnes Scott Club of Washington met at the home of Peggy Whittemore, ex-'26, on the evening of November the twenty-first. The meeting was called to order by Vera (Hickman) Butts, '25. The minutes of the previous meeting were read and approved. Rachel (Brock) Sullivan, ex-'17, read the September Alumnae Club letter. Janice Brown, '24; Marguerite Kennedy, ex-'34, and Susan Glenn, '32, read letters from Dorothy Hutton, '29, General Secretary, Louise (Brown) Hastings, '23, Chairman of the Grounds Committee, and Emily Spivey, '25, Chairman of the Committee on Local Clubs, with reference to the Alumnae Garden deficit. Mary (Har-

ris) Younge, '22, read the October Alumnae Club letter. The motion that each member donate fifty cents to the Alumnae Garden carried, it being felt the simplest method to make the gift the Club desired. After an enjoyable social time and delightful refreshments, the meeting adjourned.

THE NEW ORLEANS CLUB has appointed Ruth (Hall) Bryant, '22, president, to succeed Grace (Carr) Clark, '27. The New Orleans group is also planning to make a definite contribution to the Alumnae Garden in the spring.

CWA MONEY has recently made it possible for the alumnae office to have three assistants, students who work approximately ten hours each a week. This money is placed with deserving students who are trying to work their way through college.

THE ATLANTA CLUB regretted the serious illness of Louisa (White) Gosnell, and her consequent resignation as president of this group. She has been succeeded temporarily by Frances (Craighead) Dwyer, '28. The group sponsored a bazaar in December, a luncheon at Sears and Roebuck in January, a Founder's Day get-together in February, a party for the high school seniors of Atlanta and Decatur in March, and is now working on the project of a benefit bridge party for April.

THE DECATUR CLUB very generously gave the Tea Room new curtains of rust colored glazed chintz. They were designed and made by Davison-Paxon's of Atlanta. The Decatur group has also been an active one recently. They are sponsoring a luncheon at Sears and Roebuck in April and are looking forward to entertaining alumnae children at their annual party in May.

THE AMERICAN ALUMNI COUNCIL NEWS reports the following items: Life Memberships at fifty dollars—and nearly four thousand of them in the bag! That's California. And Bob Sibley tells us that they are still increasing the number in

spite of the times. Whenever an alumnus pays his annual three dollars Bob writes him a neat letter—he can—telling him of the advantages of life membership, ten dollars down and a bonus copy of the beautiful "Romance of the University of California." A husband and wife pay only seventy-five dollars; no penalty if they fail to live together for life.

The University of Illinois Alumni Association is trying to solve the problem of diminishing membership returns by personal solicitation, especially in Chicago, where the maximum number of prospects can be reached with a minimum of effort. Solicitors are recruited mainly from the unemployed alumni in the younger classes, and are paid on commission. A Chicago branch office has been opened, which is in charge of a sales manager who is in charge of all the solicitors. Results so far have not been breath-taking, but a few memberships are coming in every day. The solicitors not only sell memberships, but also advertising for the Alumni News, and are collecting news items and changes of address. The Alumni Association is not only helping its membership situation but is doing at least a little for alumni unemployment. The solicitors are not only doing something now but in their contacts with older alumni they may find new openings for better paid work.

Office help paid for with CWA funds is at work in the University of Virginia Alumni office. J. Malcolm Luck, Alumni Secretary, is responsible for securing this aid for his organization.

The alumnae of the Woman's College of the University of North Carolina (Greensboro) may have an Alumnae House upon their campus soon. Negotiations underway now to secure a loan from Washington, to supplement funds already raised by the alumnae, appear likely to be successful. Miss Clara B. Byrd, Alumnae Secretary of the North Carolina Woman's College, proudly displays the architect's sketches and plans for the new building.



# A Word to the Wise

We are now mailing out:

Ballots

Invitations to the Trustees Luncheon

« « « » » »

We hope to mail you the

July Quarterly

Give us the right to see that  
you get these items.



# Commencement!

*Ten are the classes to reunite  
When spring is here and almost June.  
Three and four and five and six  
We hope to see here with their tricks,  
While twenty-two and twenty-three  
We're counting on to furnish glee.  
Twenty-four and twenty-five  
Into welcome arms will dive  
And thirty-two and thirty-three  
Will bring back girls we'll want to see.  
If perchance you're one of these,  
You're wanted back Commencement, please!  
So don your hat and pack your bag,  
And patch your dress if it should sag.  
Forget your teaching, leave the law,  
Send the kids to a rich in-law,  
Park your husband, leave your boss,  
Drive your car or ride your horse,  
Come by train or come by bus,  
So long as your route is back to us.  
We've greased the gates and swept the walks  
And set the benches out for talks.  
Hurry, Agnes, now's the time  
To visit College in your prime!*

# Program for Commencement

THURSDAY, MAY 24—

Meeting of the Executive Board.

Meeting of the Alumnae Council.

FRIDAY, MAY 25—

Meeting of the Trustees.

Decatur Club's Party for Alumnae Children.

SATURDAY, MAY 26—

Meeting of the General Association.

Trustees' Luncheon.

Blackfriars' Presentation.

SUNDAY, MAY 27—

Baccalaureate Sermon.

Vespers.

Alumnae Open House.

MONDAY, MAY 28—

Reunion Class Activities.

Class Day Exercises.

*The Mikado*, given by the Glee Club.

TUESDAY, MAY 29—

Commencement.

(Dr. Blanche Colton Williams of Hunter  
College, Speaker.)

ALUMNAE HOUSE  
ANNA YOUNG ALUMNAE HOUSE  
AGNES SCOTT COLLEGE  
DECATUR, GEORGIA

he  
Agnes Scott  
Alumnae  
Quarterly

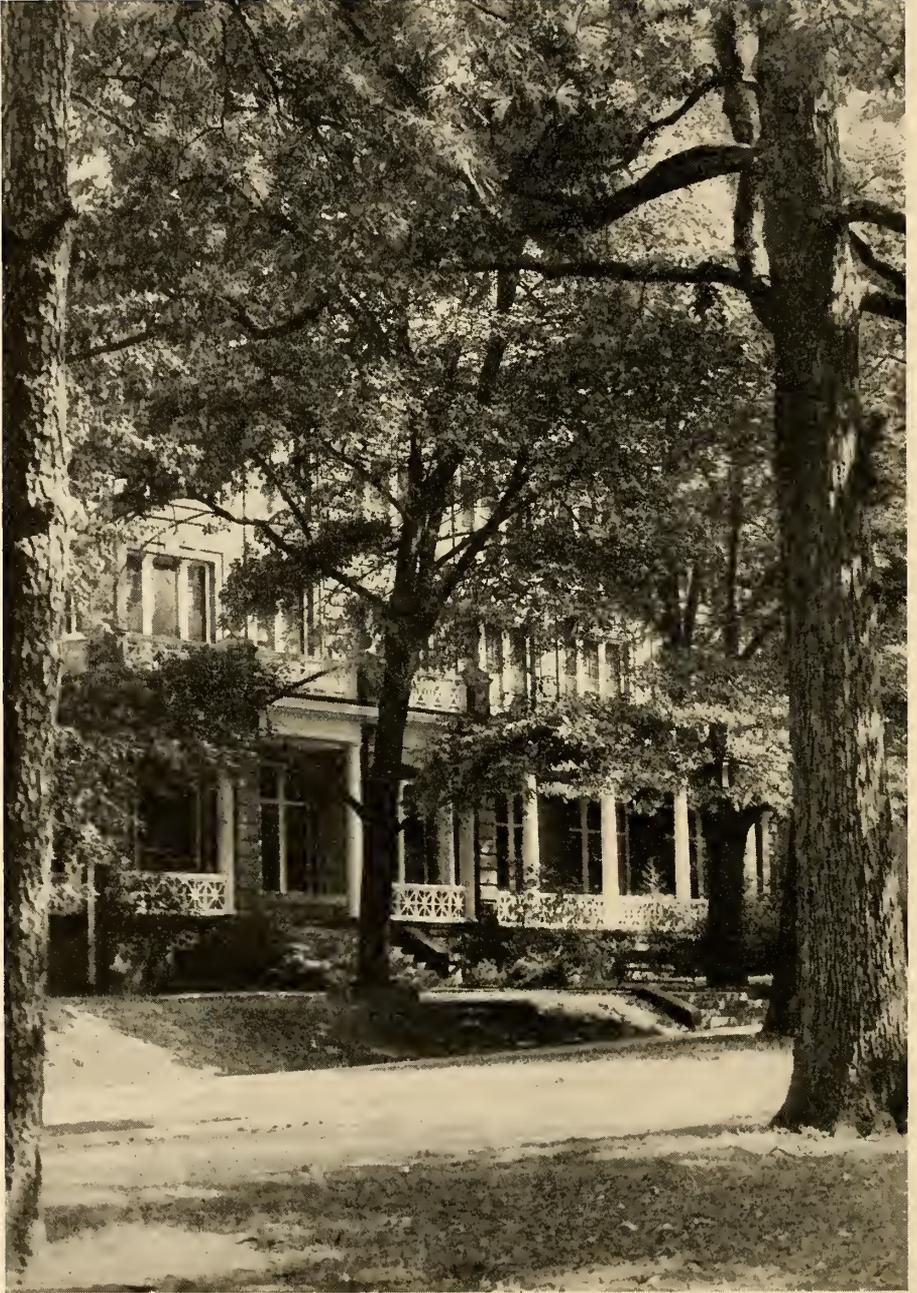
July, 1934

The  
Agnes Scott  
Alumnae Quarterly



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DECATUR, GA.





INMAN HALL

## CHANGES IN DEVELOPMENT PLANS

J. R. McCAIN

When our Development Program was outlined a few years ago it included among other items \$140,000 for the Gaines Memorial Chapel, \$100,000 for a new dormitory and dining room, and \$130,000 for a Music Building and Auditorium. One of our most liberal supporters inquired, "Will not the College have entirely too many assembly rooms or auditoriums?" If our plans are carried out as above outlined, we would have quite a number. Our gymnasium can seat 1800 people. Our present chapel will provide for 500. Gaines Chapel was sketched to accommodate about 1200. The main auditorium in the Music Building would accommodate 1000, and a smaller one in the same building is planned to take care of 250. Five such halls for a student body of less than 500 would be a rather generous provision.

It has become evident that we will not be able to collect in full the subscriptions which were taken for our program. We are very hopeful that we may be able to go out and get new funds; but, if we do this, they will almost certainly be designated for scholarships, endowment, or a library. The Board of Trustees has found it necessary, therefore, to revise somewhat the outline of expenditures.

We should like very much to have a new dormitory, but we can get along for the present with the cottages which have been used. We have long felt that it would be very nice from a social standpoint if our students should all eat in the same building. It would certainly be more economical if our cooking were all done in one kitchen. We are planning, therefore, to use the present chapel for a second dining room so that all the students would eat in Rebekah Scott Hall,—about half in the present dining room and about half in the converted chapel.

We have been very eager to have a separate building for our chapel. However, we never received enough subscriptions to erect a building if they were fully paid, and over half of them have not yet been paid in cash. It does not seem possible at the present time to erect that building, and yet we are very anxious to have right away some memorial for Dr. Gaines.

The Trustees have agreed, as a temporary arrangement, to give to the auditorium in the Music Building the name of *Gaines Chapel*. This is acceptable to the Presser Foundation who are putting up the larger part of the money. As most of the exercises of the campus would be held there, it would not be burdensome to designate the place as Gaines Chapel in Presser Hall.

It is the desire to all connected with the College to have a separate building when the money may be available. What has been collected would simply be added to our income-producing funds for the present and the proceeds used for scholarship purposes until we can determine whether eventually enough may be paid in to go forward with the building as planned. When this is done it will be a simple matter to transfer the Gaines name from the auditorium to the new building.

There would need to be very few changes made in the auditorium as planned in order to use it for religious purposes. We would probably wish a very heavy curtain which would cut off the stage and its equipment from the auditorium on worship days. Such an arrangement has been used to great advantage at Emory University.

We believe the plans above suggested will not interfere with the efficiency of the College. They are economical and sensible under the existing circumstances. We believe that they will meet with the unanimous approval of all who are fully aware of the circumstances.

## HERITAGE

BLANCHE COLTON WILLIAMS

Head of the Department of English, Hunter College of the City of New York.

(Delivered at Agnes Scott Commencement, May 29, 1934)

Members of the Board of Trustees, Mr. President, Ladies and Gentlemen of the Faculty, Students, Parents, Other Citizens, and Members of the Graduating Class:

Class of 1934—O *pulcherrimae, doctissimae, vos saluto!*—today is your day, your primary impressive climax! From your egocentric point of view, toward the 'blown, blue flower' of this moment all that ever was on earth has led. For twenty years, one-fourth of the octogenarian span, you have learned of your inheritance. What is that heritage, and what will you do with it?

For you the Great Law set star-dust whirling to mold this ball, surrounded it with the proper gases, conferred upon it a temperature endurable to life. For you, after billions of years, that Law created behemoth to roam the primeval forest, leviathan to plough the vasty deep. Prehistoric mammoth laid down his body, measuring his length in the bog that held him through the ages, so you today might read that first autograph, and more than mildly surmise what manner of strange creatures once owned the globe. The same Law created man, gave him "mind, the lordliest proportions, and above the rest, dominion in the head and breast." The same Law urged man, with curiosity and consciousness ever-expanding, to know all he might know, to do all he might do. As vaster boundaries succeeded narrower limits, he envisioned ever greater realms; old margins faded before the march of his achievement, and the Great Law of creation advanced through its own masterpiece. You have inherited the dreams and the experience of man.

From some region (perhaps the central plain of Asia, perhaps of Europe—who knows?) your Indo-European ancestors wandered. From Russia, through Germany, Denmark, Norway and Sweden, toward the north; through Greece and Italy and France on the south, to England and Wales, eventually across the Atlantic, the Aryans trekked their way. In peace, they shepherded flocks, cultivated the ground; in war, became expert in offense and defense; and the fittest, surviving, became primitive architect, sculptor, inventor of signs for communication of ideas—Egyptian hieroglyph, Gothic rune, Roman script; became astrologer, then astronomer, poet, lawmaker. Yours is the heritage of man's experience in science and art.

A variation in the establishing of geographical boundaries, or a shift in the history of nations, and you might not be here today; if Egypt, Chaldea and Assyria had not risen and fallen exactly as they did, you might not have lived. As a poetic writer has phrased it, "There was a time when Job watched Orion from the Plains of Shinar, and Tubal Cain melted his brasses, and you were not," and now you always must have been. Let us assume, in a generous way, that your immediate origins were British, Italian, Greek, Russian, French, German, Spanish—with additions from that other greatest human family, the Semitic—what have you for your particular heritage? From the Greeks, architecture, perfected in the Parthenon at Athens and the Temples at Paestum; the sculptures of Phidias; the Dramas of Aeschylus, Sophocles, Euripides; the Poetics of Aristotle; the Republic of Plato; the discoveries in medicine by Hippocrates in Kos and Aesculapius in Epidaurus; the poems of Sappho—"But," you murmur, "there is not time to review the whole college course!" And rightly; though that would be the perfect Commencement address which rounded up for you your undergraduate years. More summarily then: religion from the Hebrew; law from the Roman; humor from the Irish; thrift from the Scotch; music, literature and philosophy from Greek and German; courtesy and *politesse* from the French; courage and love of home from the English; courage and endurance from your American pioneer forefathers—something of these heritages from all these nations—O, and much else! Morals; codes of honor; ideals of beauty; above all, human experience, transmitted to you through the medium by which you become inheritor, the medium known as education. One of President Nicholas Murray Butler's favorite sayings is, "There is nothing new under the sun." At the inauguration

three weeks ago of Doctor Eugene A. Colligan, who has just been made President of Hunter College of the City of New York, President Butler was repeating once again this quotation. Mayor LaGuardia retorted that there is something new every day. Each is right. President Butler speaks as the philosopher; the Mayor, as a practical man of affairs. Truth is old: applications of truth are new.

Last month a student in Leningrad wrote, deploring the ignorance to which the existing system of education in science condemns the aspirant for knowledge: "We want to know what works of art have been left us by Greece and Rome. We want to know Goethe, Dante, and Beethoven. We desire to know the history of human development." Some of these students believe, it is reported, that the Sahara is the capital of Australia. They know how many tons of coal are produced annually by their mines, but do not know the location of Vienna. The lament of Soviet youth indicates that a classical training is the best foundation, even for special education in the sciences; and since the protest, the system has been ameliorated: history and geography as well as statistics will be taught. How would *you* like to be deprived of *your* long roll of names—names for you significant of human experience, whether of good or evil? Cleopatra, Judith, Boadicea, and Molly Pitcher; Washington, Wellington, and Gordon of Khartoum; Kant, and Descartes, and Comte; Jenny Lind, Sarah Bernhardt, and Eleanore Duse; Margaret Fuller, Florence Nightingale, and Edith Cavell—for you, Georgians, Sidney Lanier, Joel Chandler Harris, and Button Gwinnett—Button Gwinnett, the first signer of the Declaration of Independence, whose name within this month of May, 1934, brought over ten thousand dollars at auction! Your trustees, your college president, your dean, your professors, all of whom in you shall have their continuation as in them you have your individual heritage. Above all, for *you* the gratefully treasured name of Agnes Scott!

Fortunately, for the capacity of the human mind, few comparatively are the known personal names of all history. The author of *Hydriotaphia* was right: most men must be content to be as if they had never been, to be found in the register of God rather than in the record of man. Earth knows most of us no more forever after awhile: even "Imperial Caesar, dead and turned to clay—!" But the Leningrad student wished to know, too, the history of human development. If not a writer's or warrior's or inventor's name were left to us, books, inventions, and epoch-making events would remain to stir. Have you read *England, Their England?* If so, you remember that Donald spent a day at Winchester Cathedral. He found the memorial to certain soldiers, "and read the proud, magnificent sweep of its inscription, which sounds like the roll of titles of a Spanish king or a blast from Milton's everlasting trumpet. . . . 'Who died in Flanders, France, Italy, Russia, Macedonia, Palestine, Egypt, Mesopotamia, India, and Siberia, or by the Dardanelles, or were lost at sea in the Mediterranean?'" Have you not been celebrating the departure of the *Savannah* for that first steam-voyage across the Atlantic?

Into the far past you could see but darkly; into recent ages you made better progress. Your history teachers have told you that measured by all time, man's knowledge extends only to day before yesterday. Yet knowledge of this space is your claim to the parchment that today is the symbol of your heritage. You studied, you survived the rigorous regimen; you are here. You have become proficient in pure or applied science; in the ancient and the modern languages, in literature; in history, philosophy, art, and music; you know about man's contribution to knowledge, even if you do not know all the contributions. For you, I repeat, all that ever has been, existed from your point of view, for you—Southern women. To be a woman of the South is to inherit not only a beautiful land, the traditions of a noble race—traditions of gentleness and courtesy and loving-kindness; to be a woman of the South is to inherit a love of place, peculiar to England, peculiar to our South; a love that will keep England and the South the final strongholds of right conservatism, that will cause the exile, however much she may love an adopted land, long in Spring, as Browning longed in Italy "to be in England, now that April's there," for flowering Southern field and forest; cause her in winter to sadden, thinking—

if she be a Georgian—of the streets of Atlanta, the marshes of Glynn, the hills of Habersham, and the valleys of Hall.

You, Southern women, know that the America which is to be will be different from that which has been. You, Southern women, educated Southern women, will stimulate the recalcitrant and repress the radical; you will be conservators of law and order, anarchistic only toward anarchy; you will be "ladies of the light." Your heritage of the ballot is too recent for you to have glimpsed all its possession means; but you will not betray your fathers and mothers who gave you that inestimable heritage, for with it you will help rule America. Your representatives, of whom some of you will be twenty years hence among those present, whether legislators, justices or governors—your representatives, I say, may be, will be, because you have aided in choosing them, having that background of human experience which guided you in judging men and women and saying "I approve" or "I disapprove." Your lives encompass the time of the first woman governor; your senior year is that of the first woman Supreme Court Justice, the first woman ambassador. Some of you may follow to the Supreme Bench, Judge Florence Allen; or to the Netherlands, Ruth Bryan Owen. And if you are going into politics, begin today.

You do not have to be told that for you is the opportunity to enter fields never before this era open to women, that you may fly across the Andes and from a wireless set beside you talk to the groundlings about the spread of land beneath your humming plane, that the laboratory of every science is yours, that you may become lawyers, doctors, radio-speakers, as well as teachers and actresses. Agnes Scott has recruited all these ranks and more!

Of these things you do not need to be told; but of some things you should be shocked into knowledge. Time is short; a life on earth is, in the words of Lizette Woodworth Reese, but "A call to battle and the battle done." Already one-quarter of your stay is with the days beyond the flood, and the other three-quarters will speed far more rapidly than did the first quarter. Grinding work, brain-directed, is essential to any service of value to humanity. "Great God, how I worked!" exclaimed Geraldine Farrar, and so might your teachers exclaim and all who have reached attainment beyond the usual. "Do not forget to play," advice you do not now need, you must treasure for later days. As far as possible, make your work your play. Whether you fish or whether you dance, keep physically fit and fun-loving, and retain your Celtic heritage, your sense of humor. Be serious, but not too serious. Whatever you do, do intensely for success; do leisurely for living. If you become that flying woman, you will concentrate on machines and aerial navigation, or like a modern daughter of Daedalus your first solo flight will be your last. Do not forget you have brains; keep thinking. Bernard Shaw says he has become famous by thinking once or twice a week! At a commencement in my student-days, Dr. J. B. Hawthorne (the original of Augusta Evans Wilson's "St. Elmo"), of Atlanta, addressed us. "Think, young woman!" he urged us; "think until the veins on your foreheads stand out like whip-cords." My own experience was rather short of the whip-cord effect, as yours may be while your veins are young and deeply embedded! But you have trained your thinking powers and you must continue to exercise them. Remember the master in Kipling's "Light that Failed," and his injunction, "*Continuez, toujours, Mesdemoiselles!*" Continue! Today is truly your Commencement, and all to this day your preparation.

Despite the fact, however, that life's day is short, early morning is not the whole day. Look forward eagerly to high noon, gladly to four o'clock and unflinchingly to night, believing that every hour of the day is good. Twenty, forty, fifty and sixty and seventy: Say now, "I have fifty years in which actively to serve and enjoy"; and apportion your time as if you knew you would live so long.

If you become a specialist, build broadly, look far, labor and wait. Suppose you study medicine. You will utilize chemistry and physics not only as remedial agents but as forces more and more understood in the creation of a better race. By evolution, natural history, upon which man has relied heretofore, ages were consumed in development. Now

a synthetic super-man is probable: better brains, greater strength, perfect health, perfect beauty—all will result from man's control of chemistry and physics and physiology. The other day a dwarf was elevated to man-size from a height of three and a half feet: a doctor had tried experiments on one of his glands. Doctors are beginning to *create*, not merely to heal and to fortify. Who knows what may happen when *you* go wandering and exploring among the mysterious tracts of the cerebrum, half of which—we are told—are an unknown desert? Chemicals you concoct, discoveries you make, may bring out latent cerebral powers. It were a boon to man to make him enjoy more intensely, have greater good-will to his fellow-man; but what if in this twentieth century were discovered the secret of eternal youth—what are they telling us of heavy water and its connection with old age—or what if death itself were conquered? In your own life-span has been discovered the secret of converting another metal into gold; and the philosophers of the Middle Ages have been justified as prophets. . . . But to become a leader in medicine, as in any other profession, you will scorn delights and live laborious days.

All past accomplishment in the arts and sciences you will regard as a point of departure, a *terminus ab quo*. Every technique serves its respective age. Impressive as are the results of Rembrandt's skill in casting lights and shadows about the faces of his Dutch burghers, or of Millet's touch in portraying the simple dignity of French peasants, or of Sir Joshua Reynolds's cool detachment in revealing the high-bred beauty of English ladies—memorable all that painters have done—their techniques were for their time, as their breath was for them, as the sun that shone then was for them. To be a successful artist means to interpret your day to your day and succeeding days, whether you do so with brush on canvas, burin on steel, or words on paper. You need not interpret so extremely as Gertrude Stein in "Four Saints in Three Acts," but you will not revert to the old *genres* and styles. Your heritage is nothing if it is not one with which you commence!

Suppose you teach! To be a great teacher demands a flair for human psychology, love of people, knowing all about some phase of your subject and something about all the phases, keeping up with ever-changing phases of the subject—in short, demands daily renewed knowledge, for your subject is not static; it grows and increases ever. From time to time you will orient yourselves anew at universities; you will be possessed of that patience willing to wait a generation to be informed of success; you will have, then, a divine indifference about success except in so far as it concerns your own soul.

What you have done, as measured by your aims and desires and starting point, on the foundation possible to you, you will know better than any other. Though you may be tempted to regret at the last the career you choose, set the slug-horn to your lips and blow the blast which sends that regret into retreat: "I did what I did" or, "I was brave enough to fail!" leaving the issue to the perfect witness of your conscience and all-judging Jove.

Some of you will be dissociated from careers in the usual sense of the word and so can make a career, an art, of life itself. To you more than to others is open the way of living in breadth and length and depth. You, with those who teach or write or fly or otherwise serve can live longer than your allotted three-score and ten. You began to live longer than your allotted three-score and ten. You began to live back of your birth-date when you projected your thought into the childhood of your mothers and fathers; you continued in school when you studied records of the impersonal past; and now, on leaving college, you have a well-ordered array of vicarious experience back of that peep-hole in the half-imaginary curtain, shifting constantly between present and past. Longer life is your heritage through education. In English literature, for example, you may live at will with a vast procession, with it move down the ages. With devout Caedmon of Whitby who, in his patterned hymn to creation, was the first great prose translator; with Layamon and his compeers, who kept our English tongue surviving for three hundred years after 1066; with the Knight of the Shire from Kent, and his pilgrims forever riding; with the poet's poet, Spenser, his monumental romance praising the queen whose spacious times

echo in Marlowe's mighty line, whose world was lighted by him not only of her age but for all time, the man of Stratford; with the blind Puritan, the Lady of Christ's, whose pealing epic blows undiminished down the centuries; with Sir Thomas Browne and his solemn harmonies; the masters of rhetoric, Dryden and Pope, conversational Addison, thundering Johnson, fluting Goldsmith; Shelley, impassioned by the white radiance of eternity; Keats, whose name was writ in water; with the Cumberland poet of nature and humanity; with Coleridge, of imagination all compact; with the marvelous Victorians—you and your procession are drawing closer now, many figures crowding along the broad highway—with satiric Thackeray, the passionate Brontës, indomitable George Eliot, humorous Dickens, melodic Tennyson, thoughtful Browning, dark-starred Poe, democratic Whitman, Hardy of Max Gate, Meredith of Box Hill—and the procession marches through the curtain into your own day; memory and fancy merge with reality. You may match this backward-forward moving shuttle in literature with one in history or whatever subject of research you choose to make your own in extending your life-length. The more accurate your knowledge, the more enjoyably you will revisit those glimpses of the moon which were before your birth. Visiting in the fourth dimension, you say? Have you not inherited the dimensions of Einstein?

In proportion as you continue to develop reason and imagination, the farther you may probe the future. The man or the woman of great accomplishment is the man or woman who sees a little farther through the misty curtain ever advancing. Since you were born, epoch-making achievements have changed the face of the earth and the habits of all races; be sure that before you pass on, even greater changes will follow. You have inherited an earth only a fraction as large as the one your fathers and mothers inherited. Distance has been curtailed; you have seen Paris separated from New York by a day: your grandfathers were saying with what now appears to have been smug complacency, "Only two weeks to Liverpool." You have heard a radio message put a girdle round about the earth in considerably less time than Puck's forty minutes! On one of the last occasions I saw my friend John Macy, he took out his watch and said, "I must be going: it's a long trip down to 37th Street." I murmured something about the possibility that in a few years we should be able to go to London as quickly. "Go?" exclaimed John, "We shall only *think*, and we shall be there!"

By and by the entire earth will be explored and exploited; the upper air for ten miles and the ocean's depths already have been visited; preparation soon will be made to tap the ocean for gold; investigation of the earth's deeper layers will begin. And afterwards, what? Your descendants of the *n*th generation will visit the moon and Mars. Colonies will be sent out, much later, according to Waldemar Kaempffert, on rocket ships which, become planetoids, will bear around the sun whatever human beings prove fit to assume as dwelling places those man-made worlds. Do not worry, however, lest your own group lose men and women to such great adventure: those adventures are far in the future, and many a mind will voyage through strange seas of thought alone before they are possible; yet they are coming, unless the Power that set earth spinning about the sun first destroys earth. I say, then, extend the length of life by reliving the past, living in the present, and by envisioning what is to be. Above all, think, think every day, "I, I am alive." Learn with mystic Blake 'to grasp infinity in your hand' and 'to live eternity in an hour.' With George Eliot think of the sunshine that is to be after you are no more. Continue through your children of the body or of the brain the sum of better things on earth. Only follow truth as you see it, for truth is a variable entity and is not the same for all. The truth *you* know is that which will make *you* free.

And what is it to live in breadth? If you are like the Wife of Bath, "Gat-tothed trefwely for to saye," you will travel. And, let us thank whatever gods may be, you may yet travel on this ball, finding differences of mankind, roaming with a hungry heart many lands; finding them with Harry Franck "Vagabonding down the Andes," or "With Lawrence in Arabia"; finding them in the Empire State Building on one clear day or on the *Europa*, 'when through scudding drifts the rainy Hyades vex the dim sea.' You who

travel, whether through books by the fireside, boats on the ocean, or buses in the air, will respect the lares and penates of other people. You will bow to the wisdom of Confucius, commend the calm of Buddha; you will enter the mosque of St. Sophia and remove your shoes out of consideration to the followers of Mohammed. As you become a citizen of the world, you will sympathize with all creeds, colors, and kinds of humanity; and so you will forward the brotherhood of man, the sisterhood of woman. Through your lives or your money, you may help benighted women everywhere find their heritage, and if you do, then in the language of good King Duncan, "Signs of nobleness, like stars, shall shine on all deservers."

But, you may be saying, "I do not care to live in the past," though I tell you that one day you will do so! You may not wish to speculate upon the future; you may not care to travel, either in flesh or in spirit, other countries, but the time will come when you will enlarge your orbit and will set out for the Isles of Greece or the Hebrides or the Arctic Circle, in fancy or in fact. Be that as it may be. You may live in depth. This dimension is possible for all and, for best living, essential. To each of you is given a home; it may be a room, a cottage or a mansion. You may prefer, after receiving this college heritage, to remain at home; many will make new homes. Whether you sweep or direct sweeping, learn all you can about the tools of your work and to get best results.

From cultivating your garden you will come to possess the wisdom of those who watch the seasons, who see winter change to spring and summer follow, year after year, whose acquaintance with the laws of nature observed throughout the succession of solstice and equinox will enrich and gratify without stultifying the intellect. You will come to identify yourselves with universal law and order, to understand without protest the ineluctable decrees of fate; to know that what is done must stand, and 'twere well, therefore, that 'twere well done; that

*"The moving finger writes; and, having writ,  
Moves on: nor all your piety nor wit  
Shall lure it back to cancel half a line,  
Nor all your tears wash out a word of it."*

A day of life in your own home will help to

*—"turn the adamantine spindles round  
On which the fates of men and gods are wound,"*

no less than does the day that marks a flight to the South Pole, the bursting asunder of the atom, or the discovery that the universe is a mere ten billions of light years in extent!

Graduates of Agnes Scott, Class of 1934, "*O terque, quaterque, beatae!*", live long for knowledge, broadly for sympathy, deeply for wisdom! Live to serve, to help, to give. You whose intellects have been roused, who have observed the overthrow of religions, the fall of governments, and the rise of new social organizations, you will not become cowardly, cynical, or pessimistic; you will be brave, optimistic, lion-hearted, and proud. You may journey through days of despair and despond; yet, as the sages tell you, no heights can exist without valleys; and if you live to your full capability you will have grand views from the Delectable Mountains. Nor worry about the hereafter! Mankind has puzzled in vain for thousands of years over the problem of eternity, over the immortal quality of immortality, and is likely to do so forever. Be grateful for life on earth, life, for which you owe fate, or providence, or chance, a debt requiring all that life to pay, a payment gladly to be rendered. So value your place here, with all the years have brought you, that despite hardship, grief, or tragedy, you can say when you are old, "To have been here on any terms whatever was a privilege immeasurable." You who receive today your baccalaureate degree have been greatly favored; and if you deserve continued favor from the Governor of the universe, so much the happier for you. Life will attain richer meaning, as you employ your increasing heritage; and, at the last, you may say with the demon of Kubla Khan,

*"I have fed on honey-dew,  
And drunk the milk of paradise"*

## BEYOND COLLEGE HALLS

JOHN D. MCKEE

(Reprinted here through the courtesy of the Alumni Features Service)

*(Foreword: John D. McKee, the author of this article, is the well-known alumni secretary, editor, and in fact all-around alumnor at the College of Wooster, was formerly president of the American Alumni Council, and is at present director of aims and policies for that organization.)*

In the village square stood a log cabin replica of pioneer days. Across the commons one could see the memorial arch through which was passing an academic procession. The familiar strains of march music became audible. Oberlin College had begun the observance of its Centennial Commencement.

As an interested, but detached, spectator, I noted all of the elements in this most typical college scene. Here were the faculty and trustees, the graduating class, the parents and friends, and the alumni. Each was related in some way to the events of the morning. The oldest among them could recall perhaps 60 years of the century just concluding, but the average association would be four years or less.

What, then, is the college? It had come out of the past to these who were privileged to witness the close of one century and the opening of another. Into the future it would go. But what is it?

The late President Thompson of Ohio State, in his final message to alumni on retirement, called it "that persistent something." "There is something about a university," he said, "that persists through the decades in spite of everything else that comes and goes. That persistent something keeps us all alert and I believe is the key to our high enthusiasms as alumni."

We are dealing then with a "persistent something" which is older than parliaments and all man-made institutions except the church. In two years Harvard University will note the 300th anniversary of its founding. Perhaps we are unimpressed until we recall the comparative changes which have occurred in the world since 1636 and then the "persistent something" inside the Harvard Yard becomes significant.

It is my purpose to deal with some of the factors which are involved in this enterprise from the time of college entrance onward. I speak of the undergraduate years first because they constitute the foundation upon which the later structure—alumni life—is built. Students constantly speak of "going out into the cold, cruel world." I admit that in recent years this rather trite expression has had more meaning than it once possessed. But it is still only a half-truth. The great cleavage with the past occurs when a student comes to college. Life is forever different after that, and Commencement four years later is but a transition.

"The youngest undergraduate as well as the oldest alumnus is a member of the college," to quote a favorite remark of President Sills of Bowdoin. The acceptance of this philosophy carries with it a serious responsibility for all teachers and administrators. In effect, it requires us to train students while in college to become good alumni after college.

The realization that he is a part of a college often does not come to an undergraduate until his last week on the campus. Or it may be in that most difficult first year out. But whenever it arises, it brings to him an acute understanding of "what it is that keeps alumni so close to the college and so much a part of it. They can't get it out of their systems. They may graduate but they can never go." "The Dartmouth man is never out of college" is an old saying at Hanover—it is the epitomized expression of a life-long relationship.

We turn now to the other side of the sheepskin. What experiences await one beyond college halls? I refer, of course, to the continuation of college interests in adult life. If I have a thesis in regard to the whole subject, it is this: the articulation of alumni interests in valid, constructive, and genuinely educational enterprise is the high task of the alumni organization and no other function is so fundamental and necessary as this.

It remains a fact that alumni life is much different from undergraduate life. It was therefore natural and normal that alumni would seek to perpetuate the friendships of col-

legs days through organization. The young gentlemen of Williams College who formed their "Society of Alumni" in 1821 were the first organized group of that which has since become a universal attribute in colleges and universities.

The Social Age, it might be called, and in thus designating it we must mean both a period of time and a philosophy of life. Chronologically the Social Age in alumni organization flourished universally until the close of the nineteenth century. A great many organizations have never advanced beyond this rudimentary stage.

A great many alumni never outgrow the Social Age although their own colleges may have alumni associations which have developed to a sturdy maturity. These are the alumni who are so pitilessly lampooned by the intellectual writers in the periodicals. No jibe is so bitter and no invective so poisoned as the one which is aimed at Lo, the poor alumnus, who never grew up.

In defense of college reunions, alumni dinners, and the like, it might be said that they only furnish the background for the flowering of friendships and the quiet sense of comradeship. It is a quickening impulse to grow up with one's college contemporaries.

The next stage in development after the Social Age is the Financial Age. In a study of alumni achievement recently completed by the American Alumni Council, it was discovered that one-half of all the activities have to do with money-raising. The college presidents of the country have not been unaware of financial aid of this character, ninety per cent of them crediting the alumni with material assistance. It should also be said that when questioned as to what type of alumni assistance is desired by college officers, first place in order of importance was given to financial aid.

We come now to the most striking development, as it is the most interesting, in the chain of alumni relationships. This we shall designate the Educational Era because more fully than any other it embraces a series of projects which indicate that alumni have at last come of age.

Educational relations with alumni are projected on the idea that the graduate is a member of the college for life and that, as such, he is concerned in the development of the college in its finest and most constructive aspects.

One of the first projects to engage alumni in their efforts to keep informed about the college was the alumni periodical. The conveyance of accurate information in a regularized way led to the establishment of what became known as the alumni magazine. No other medium can accomplish this work as sympathetically, intelligently, and constructively as an official publication.

Practically concurrent with the development of the alumni magazine, which was primarily an alumni gesture, came a friendly welcome from the college. It decided to invite alumni to sit on its governing boards and actually thereby to share in the policies and councils of the institution. This *rapprochement* has been openly sought, for the most part, and has accomplished most excellent results.

Among the recent trends in the direction of alumni cooperation have been those of assisting the college in its prospective student work; in passing critical judgments on applicants; and in making contributions for scholarship and student aid funds.

In recent years the colleges have made serious efforts to establish a broad boulevard over which might pass the mutual interests of college to alumni as well as of alumni to college. The colleges have become conscious of their obligation to establish ties other than sentimental and financial ones.

"Has the college a definite responsibility for continuing education after graduation?" The asking of this question with all of its implications has provoked more thought on the general subject than any other question in alumni relations. A large number of college executives and teachers have agreed that such a responsibility does exist.

Academic commentators, however, have not viewed the average graduate as a very promising subject for adult education. William McAndrew has been severe enough to say that "The Alumni do not consciously form a living nucleus for the American ideal. Our

educated hordes are not numerously going higher. Like the educated Indian, they step out from the higher institutions and go back to the blanket."

Of course, this question cannot be raised without involving the colleges. If the educational vaccine doesn't take, is it altogether the patient's fault? We know that it is not and we admire the frank way in which Professor Newlin and Committee G of the American Association of University Professors admitted their culpability in the matter.

In appraising the alumni movement, they pointed out that "the problem of interesting the alumni in the intellectual life of the college is primarily a problem for the institution itself, to be worked out through its own active agents of intellectual propaganda, the members of the faculty. Unless they, at the heart of the whole situation, so overflow with enthusiasm for intellectual growth and achievement as to be a persistent source of genuine inspiration to those with whom they come into contact, very little and nothing permanent, can be hoped for from casual meetings and occasional messages.

"Their students will catch the fever in their classrooms; as young alumni they will be eager to continue the contacts they have found stimulating, so that bulletins, magazines, reading lists and information will be asked for, not merely 'sent'; as older alumni their interest will naturally ripen into pseudo-parental supervision over prospective candidates for admission, accompanied by a keen following of new movements and issues; and machinery will take its proper place—that of a tool instead of a goad—and will be motivated from the proper source of power—the teaching staff of the institution."

Only as the alumni have a belief in the validity of the institution's educational processes can any satisfactory and permanent relationship be established. Without this factor only non-educational and even anti-educational influences may be established. This is why the Athletic Age in the life of an institution is likely to be so detrimental. It leads the alumni into pernicious interference with athletic control which properly rests within the institution's purview. It leads to exploitation of alumni interest in harmful practices such as professionalism, and it gives a wholly wrong impression to the general public as to alumni influence and power.

The fundamental aim of alumni education must be the encouragement of a personal, intellectual life of the individual alumnus. Thus the projection of the college's interests into the lives of its alumni depends upon strong foundations, sound techniques and genuine understanding.

In its finest conception the loyal alumnus is loyal to the educational program which he not only found valid when he was an undergraduate but which has been the sustaining force of his life. Viewed from the inclusive angle that education should cover the whole of life, the true loyalist sees education in its synchronized setting. It is a large and intelligent and inspiring conception.

On this basis the relationship of alumni to our first-class institutions become understandable. They are implicit believers in the educational soundness of their college; they are zealous of its standing in education; and consequently they lend their efforts to its advancement. Alumni relations at their highest potential deserve the kind of respect which alumni bring to their college when they have begun to grow up.

"The alumni task lies," as President Thompson has pointed out, "in securing in the consciousness of alumni that they are a living part of a growing university to which they may make some contribution of thought or idealism.

"Universities grow through the creative power of imagination and the persistent influence of university sentiment and tradition. These find expression chiefly in the alumni.

"The alumni are indeed the university and are its ripest fruit, its ultimate justification."

And just as the college must ever look out to its alumni for the final evaluation, so must the alumni ever look back to the college. Each complements the other, neither is complete without the other, and only as they advance together may the institution become truly great.

## OUR INTELLECTUAL TREADMILLS

J. D. A. OGILVY

Department of English Language, University of Colorado

(Reprinted here through courtesy of *The American Scholar*, Phi Beta Kappa publication)

Though I should be the last to quarrel with Professor Wertenbaker's assertion (in his article, "Our Intellectual Graveyards," *The American Scholar*, Spring, 1934) that teachers in our small colleges could do with more academic leisure, I strenuously object to his assumption that the way to the undergraduate teacher's salvation lies through productive scholarship. Mind you, I have no feud with the productive scholar: he is an extremely useful member of our intellectual community, often a competent and not infrequently a brilliant teacher. But there is, so far as I have discovered, no real evidence before the court that he has a monopoly on good undergraduate teaching. If he has how are we to account for the really splendid teaching one occasionally finds in high schools? Surely even those "intellectual graveyards," the small colleges, are centers of scholarly activity compared to them. Moreover, I have seen very respectable college teaching done by instructors without so much as a single learned note with which to bless themselves.

There are few small campi, it is true, which cannot show an example or two of mental decay or ossification among their faculty. But though I have never heard a student say, "There goes old Dry-as-dust. He hasn't had a new idea since 1890," I have rather frequently heard students remark, with profane additions, after a particularly listless lecture by some distinguished scholar, "Too damned busy with his book even to go through the motions of a decent lecture!" I recall, besides, a most engaging old gentleman with a great reputation as a scholar whom I frequently met during my researches in the library of one of our largest universities, who was, if my unprofessional judgment is worth anything, definitely unbalanced—not to mention the scholars who, following the thorny road which leads through productive scholarship to the serene eminence of the doctor's degree, are overtaken by "nervous breakdowns" and have to be laid up for extended and not always successful mental repairs. Scholarly achievement is, I fear, no guaranty either of good teaching or of mental soundness.

The true advantage which a few—a very few—of our large universities possess lies, to my mind, not so much in their facilities for productive scholarship as in their vital intellectual atmosphere, a body of people with whom one can fight about ideas; and I see no reason why such an atmosphere cannot exist in a small college, although in my limited experience I have not encountered it. Professor Wertenbaker may, of course, reply that this atmosphere was the result of the congregation of a large number of scholars interested in research, but I doubt it. The people whose company I found most interesting complained almost to a man that productive scholarship was the thing that stood between them and a well-rounded education. Anyone who wanted to do anything in teaching must have a doctor's degree even to obtain a position; and to get a doctor's degree, the scientist must thrust himself into a narrow and highly specialized branch of bacteriology before he has had time for even a good rough survey of the whole field of biology, the student of literature must plunge into the study of minor works in Middle English before he has had a chance to gain a proper knowledge of classical literature, the economist—but why multiply examples?

The doctor's degree, most of us decided, would probably be a good thing if a man were given a chance to draw breath and look about him after he had attained it. But was he? Hardly. If he got a decent job (in a large university, of course), it was "Root, hog, or die!" Promotion, or even holding one's position, depended upon publication. One was, in short, caught in an intellectual treadmill.

The obverse of this picture is presented by the professor who complained to me that one in his field was kept endlessly busy sorting out the few valuable publications from the masses of trash that every month brought forth.

Perhaps the greatest misfortune of all is that many of the men whom the merciless demand for "productive scholarship"—God save the mark!—either turns entirely away

from productive scholarship or forces to turn out shoddy, half-hearted, hastily done work, might, given time to ripen and develop, become truly productive scholars. Many others, in my estimation, would make better undergraduate teachers if the desire to get on in the world did not lead them to fritter away time and energy in scholarship which is essentially a bowing of the knee to Baal.

The function of the undergraduate teacher is to introduce his students to the stores of human knowledge and tradition and to the eager, impartial, questioning spirit which should be the hall-mark of the student. To do so properly he must have knowledge, enthusiasm, and a touch of histrionic ability, but some of us are not convinced that he needs a string of learned monographs to his credit. Such a list certainly does not prove that he will be a poor teacher; but the people who think that he cannot teach well without it overlook the fact that although all teachers should be scholars some are teachers first and scholars afterwards. To them the chief business (and pleasure) of life is teaching, and from their ranks are drawn many of our best undergraduate teachers. The man who is primarily a scholar naturally gravitates to his proper sphere of usefulness, the graduate school. His are the power, the glory, and the publications. If he is charitable he will leave to the teacher-scholar his function "for to admire and for to see, for to be'old this world so wide" and the attempt to make what he has seen alive to his students, and will refrain from unkind remarks about dilletanti and intellectual graveyards.

Professor Wertenbaker will, I believe, agree with me that the real danger to any teacher is that his teaching may become merely an automatic repetition "as tedious as a thrice-told tale vexing the dull ear of a drowsy man." Repetition, in large part, it must be; but if a man is to remain a teacher he cannot become a mere animated phonograph. The question is, "How is he to avoid this fate?" And at this point Professor Wertenbaker and I part company. According to him enthusiasm for a course in the principles of economics or in punctuation and grammar may best be renewed by composing an article on early Bœotian systems of land tenure or the pre-Germanic past participle. Perhaps—if the teacher really wants to write it, though even then there is some risk that the pursuit of such interests may turn him into a thorough-paced pedant who regards his classes as a tedious but unavoidable means of earning the bread and butter necessary to sustain life while he writes more and duller articles to win a better job at a bigger university where, in turn, he may write even more articles; and so on. If the teacher does not want to write the article, to bring pressure upon him to do so is merely to thrust him back into the treadmill which he escaped by avoiding the large university.

In a course which must repeat the same work from year to year, the real vitalizing and refreshing spirit, it seems to me, comes from the conviction that one's students need what one is trying to teach them, and from an interest in the students themselves and in the art of teaching. A fisher of men, no less than one of fish, should wait with bated breath for the "rise" though he has cast his lure in much the same waters a thousand times before. The delight of having a class snap at an idea before it hits the water does not stale with repetition.

It is true that one who is himself intellectually stagnant cannot hope to stir the intellects of others, but I do not find it written among the laws of the Medes and the Persians that publications are the only symptoms of intellectual life. They may be the only signs sufficiently obvious for certain deans and heads of departments to recognize, but that is scarcely the same thing. By what law, furthermore, is a man required to seek intellectual stimulation only in his own field? If he is a teacher even half worthy of his salt he will know that more than adequately for undergraduate teaching, and excursions into other fields may be of far more value to him both as a teacher and as a man than minute research in some remote corner of his own. What most of our faculties need today is chemists and economists who know some English and English teachers who know some science and economics.

If a fairy godmother were to ask me for a list of wishes in order of preference, a year at the university where my graduate work was done would stand high on the list, but not if I must confine myself to studies immediately productive of something I could publish. In fact, I should wish to do the major part of my work entirely outside my own field, and I think there are thousands who would echo my wish. The pedant may call us scatter-brained idlers if he will. Perhaps the more charitable will consider us modest enough to recognize that we are not yet equipped for first-class scholarly work. If we were allowed to stay outside our field for ten years those who got back—probably a rather small percentage—might be equipped to do some scholarly work they need not be ashamed of. But then, the instructor in a large university who spent even five years of the ten outside his own field would almost certainly be requested to spend the other five elsewhere. Certainly his promotion, no matter how competent his teaching, would be little short of a miracle.

The undergraduate teacher in the small college has some opportunity to take his eye off his own field for a few minutes now and then. Not so the ambitious young man in the large university. There is one sure path—and only one—to advancement: publication. For those who like it, it is a good road; and with those who can travel it without pedantry I have no quarrel—they are the very cream of our scholars. "I laud them; I praise them: they offend none"—but the diletante. For those who follow it unwillingly, however, and for those who follow it merely as they would follow any other fashion I can muster nothing but a somewhat contemptuous sympathy. For the most part they are neither fish, flesh, nor good red herring—neither scholars, teachers, nor free men. Better a thousand times they had chosen the small college. At best, they might have become good teachers; at worst, they need never have become quack scholars. The intellectual graveyard is at least more restful and less hypocritical than the intellectual treadmill.



A UNIVERSITY is more than a storehouse of rapidly aging facts. It should be the stronghold of those who insist on the exercise of reason, who will not be moved by passion nor buried by blizzards of data. The gaze of a university should be turned toward ideas. The process of departmentalization has carried with it surprising losses in general intelligibility. A university must be intelligible as well as intelligent. It must find better methods of communicating the ideas which it is its duty to foster and develop.—PRESIDENT HUTCHINS.

# THE INTERNATIONAL RELATIONS ASPECT OF MEMBERSHIP IN THE A. A. U. W.

AURELIA HENRY REINHARDT

President of Mills College

The modern woman is satisfied with no point of view that is not planetary. The international relations department and programs of the American Association of University Women furnish to all members this most challenging and most satisfying aspect of our organization's purpose and achievement.

Historically, the Association in its earliest days stirred women to interest in the standard of their own particular college. Then it taught them to be interested in the standards of all colleges in our country where women might be students, then in women students themselves, their economic support, their eventual professional status. Then the frontier of our country seemed to put no obstacles to students or to institutional interest, and we came to support American students in foreign countries and foreign students in the United States; we made studies of foreign universities in terms of our own and studies of American universities in terms of foreign institutions.

It was in 1919 at Bedford College, London, that the delegates from England, France and the United States, meeting for the first time outside of their own countries, brought about the organization now known as the International Association of University Women. Coming into being in the months so near to the Versailles meeting, its purpose gravely included the desire to increase international understanding through educational instrumentalities which university women have at their disposal.

In the decade and a half since that time, how many things have been achieved by our American Association of University Women and by the related associations, which would have been impossible but for the international viewpoint given by the international meetings.

Most important to our members as a whole and from the point of view of our national educational program, was the developing of an International Relations Office. This meant the adding to our staff of a research scholar whose preparation was in the field of contemporary history and whose work within the Association was the making of programs of study for the use of our branch members. These have to do with American diplomacy, American immigration, America and race relations, and with an ever-increasing list of study plans taking root in the League and its activities, in the World Court and its progress, in the emergence of Fascism, Communism and kindred governmental readjustments, in the history of the mandates, in the changing situations in India, in China and in Japan.

Members of the American Association of University Women may well be proud of this educational department of their founding and support. Its existence and rise in our Association rightly following national development of child study, university curricular changes, internal, economic, scientific and political progress, gives a broad and sane relationship to contemporary life upon our planet. Contemporary life reflects present educational achievements in all lands, and is the most imperious challenge to educational institutions and organizations. It is significant that in 1932-33

International study programs were available;

Branches were engaged upon such study;

Members were enlarging their horizons by pursuing work in one of these fields.

But the International Relations Office and our Association's part in the International Federation have values that cannot be grouped under department study by members and values that cannot be enumerated in so brief a statement as this.

International Council meetings made up of the national chairman of International Relations have occurred annually, and International Conferences with delegates from all member nations have met triennially since 1919. This means to us that our representatives have taken part with those of thirty-seven other countries in mutual undertakings which have been discussed in Amsterdam and in Madrid, in Vienna and Boston, in Prague

and in Brussels. This means to us that our representatives work on committees to study world educational conditions, primary and secondary school methods, university organizations, comparative values of academic degrees, relative positions of the woman student and the older student whom we will call the professional woman. This means that there has developed and will continue to develop out of our international interests and study our international fellowship opportunities, our international club-houses, our international exchange of teachers and kindred work.

Our International Relations Office brings our membership into touch with the Committee on Intellectual Co-operation of the League of Nations, stimulating us to think in terms of the work of international research scientists, which should be shared with all the world, of artists whose achievements deserve to cross national boundaries, and of writers whose works should be translated into languages other than their own, of noblewomen working with knowledge and idealism of which we could have neither acquaintance nor friendship save for these shared intellectual disciplines and interests.

Our American Association of University Women rightly has its headquarters in our Federal City. It rightly has its members and its branches wherever women graduates of colleges and universities are living and leavening our national life, but through our affiliation with the International Federation of University Women it makes neighbors of women in other lands, it makes fellow-world-citizens of like-minded students, it makes inspiring friends of those whose home lands may be on opposite sides of the planet but whose minds speak an identical language.



## LOOKING FORWARD

Universities, like most other social institutions, are today inclined to mark time, while looking uncertainly about at the future and its connections with the past. The financial administrators tend to be highly conservative, not only about their incomes but about their expenditures. The faculties face anxiously what may be for them a crisis in their standards of living. All look hopefully towards the proverbial corner around which some think they discern the returning prodigal, Prosperity.

Boldness is needed; a new emphasis upon scholarship will help, and an emphasis upon the induction of new blood into many departments. The danger of a time like ours is notoriously the danger of drift. A huge modern university, privately endowed, multifarious in its objectives, cannot afford to rely upon its bulk. Size is in this instance not strength.

Perhaps the lush 'twenties have raised up in educational circles a vested interest in size and mediocrity. Someone must pioneer the way out of this sandy plateau. The great universities, grown greater by windfall gains, are confronted by the necessity for pondering their economic foundations. It is as well that any consideration of income will be accompanied by thought upon outlays. There must be consideration of the aims of instruction, of the source of the stream of students admitted, of the quality of the instructional staff. We should welcome the need for an accounting, but not by anxious, reactionary men.—*Harvard Alumni Bulletin*.

# ANNUAL REPORTS OF THE ALUMNAE ASSOCIATION

## TREASURER'S REPORT TO ALUMNAE ASSOCIATION

FROM SEPTEMBER 1, 1933, THROUGH JUNE 12, 1934

	Receipts	Proposed Budget
	1933-34	1934-35
Dues -----	\$803.10	\$850.00
Tea Room Rent -----	264.00	400.00
Room Rent (House) -----	207.25	150.00
Gift from College -----	800.00	800.00
Final Payment on Old Checking Acct. in Dec. Bank & Trust Co. -----	159.98	---
Interest on Old Savings Acct. Due January, 1931 -----	37.09	---
Interest on Savings Account Due July, 1933, and January, 1934 -----	14.77	37.50
Miscellaneous (Rent on Caps, Gowns, \$59.50; Telephone Tolls, \$15.43) total -----	74.93	62.50
Repayment of Loan to Class of '22 for Hopkins Jewel, in full -----	10.00	---
Repayment of Loan to Decatur Club in May, 1932 -----	4.00	---
Returned Check -----	4.70	---
<b>TOTAL RECEIPTS</b> -----	<b>\$2379.82</b>	<b>\$2300.00</b>

	Disbursements	Proposed Budget
	1933-34	1934-35
Secretary -----	\$720.00	\$720.00
Maid -----	96.00	96.00
Dues -----	32.50	32.50
Printing, Postage, Stationery -----	969.72	975.50
Operation of Alumnae House -----	185.98	195.00
Cleaning, Furnishing, etc., House -----	116.34	125.00
Entertainment -----	50.84	50.00
Redecoration of Alumnae House -----	132.00	---
Fire Insurance on Furniture (\$2,000 for 3 years) -----	76.50	---
To Committee on Beautifying Grounds -----	25.00	25.00
Traveling Expenses -----	---	50.00
Miscellaneous—Total -----	26.72	31.00
Government Tax on Checks -----	\$ 1.12	
Flowers (Mrs. Durrett) -----	2.00	
Audit—Treasurer's Books -----	10.00	
Ledger—Tea Room -----	2.85	
Photographs—Garden -----	8.75	
Posters and Pictures -----	2.00	
<b>TOTAL DISBURSEMENTS</b> -----	<b>\$2431.60</b>	<b>\$2300.00</b>
<b>BALANCE ON HAND</b> -----	<b>223.14</b>	

### REPORT ON SAVINGS ACCOUNT (LIFE MEMBERSHIP FUND)

	Receipts	Proposed Budget
Balance in Savings Account, September 1, 1933 -----		\$648.95
Final Payment on Old Savings Account in Decatur Bank & Trust Company -----		793.66
Repaid in full by Tea Room on Loan -----		152.63
<b>TOTAL RECEIPTS</b> -----		<b>\$1595.24</b>

	Disbursements	Proposed Budget
To Garden Committee to Pay Debt -----		\$114.67
<b>BALANCE ON HAND, JUNE 12, 1934</b> -----		<b>\$1480.57</b>

At this time I wish to express my deep appreciation of the honor shown me in permitting me to serve as your Treasurer during the past three years. May I wish the new officers even greater success and prosperity.

Respectfully submitted,  
Margaret (Whittington) Davis, Treasurer.

### MINUTES OF THE EXECUTIVE COMMITTEE OF THE AGNES SCOTT ALUMNAE ASSOCIATION, MAY 24, 1934.

The Agnes Scott Alumnae Executive Committee met on May 24 at the Alumnae House. The meeting was called to order by Mrs. Durrett and the minutes read and approved.

The Treasurer gave a report to date and presented the proposed budget for 1934-1935. This was accepted by the Executive Committee. The Treasurer then made the following recommendations from the Finance Committee:

1. That money to be borrowed from the savings account to pay the debt on the Alumnae Garden be returned by the Garden Committee as donations made this possible.

2. That since the Tea Room Manager has not received a large portion of her year's salary, she be given any surplus remaining after all bills of the Tea Room and the loan is repaid.

Both of these recommendations were accepted and passed by the Committee.

There were reports by the Beautifying Grounds, Publicity, Student Loan, Curriculum, Local Clubs, Entertainment, Constitution and By-Laws, and House and Tea Room Committees.

Mrs. Hastings told of plans for raising money for the garden by the end of the summer.

The Constitution and By-Laws Committee recommended that the College Field Secretary be an ex-officio chairman of the Preparatory Schools Committee.

The House and Tea Room Committee reported Mrs. Nisbet's resignation as manager. The selection of a new manager is left to the new administration.

The Entertainment Committee recommended that the Home-Coming Tea at Thanksgiving be abolished, since so few alumnae and faculty were able to attend. This was accepted.

The Entertainment Committee further recommended that Open House at Commencement and the Senior Tea in the spring be combined. This recommendation was not accepted. The Committee made a counter proposal that the Senior Tea be retained and that Open House be restricted to faculty and alumnae.

The Executive Committee re-elected Miss Dorothy Hutton for the next year.

There was no further business, and the meeting adjourned.

Respectfully submitted,  
Frances (Gilliland) Stukes,  
Secretary.

### MINUTES OF THE AGNES SCOTT ALUMNAE COUNCIL, MAY 24, 1934

The Agnes Scott Alumnae Council met on May 24, 1934, in the Alumnae House.

After the meeting was called to order by the president, the minutes were read and approved.

There were reports by the following committees: Publicity, Entertainment, Garden, Curriculum, House and Tea Room. Short talks were made by Dorothy Hutton and Penelope Brown.

Dr. McCain gave a resume of the year's work and told of the building plans for the near future. He especially praised the work of the Publicity Committee.

There were short talks by Mary McDonald, President of Student Government, Carrie Lena McMullen, President of Y. W. C. A., and Marjorie Tindall, President of the Day Students.

Miss Hopkins, in her talk, told of the success of the service scholarships, inaugurated this year.

As there was no further business, the meeting adjourned.

Respectfully submitted,  
Frances (Gilliland) Stukes,  
Secretary.

### MINUTES OF AGNES SCOTT GENERAL ALUMNAE ASSOCIATION MEETING, MAY 26, 1934.

The Agnes Scott Alumnae Association met on May 26, 1934, at eleven-thirty A. M., with Cora (Morton) Durrett presiding. After the meeting was called to order, the minutes of the last General Association meeting, the Executive Committee and Alumnae Council were read and approved.

There then followed reports from the President and General Secretary. The Treasurer gave her year's report and presented the budget for next year, which was accepted.

There were reports from the following standing committees: Publicity, House and Tea Room, Curriculum, Preparatory Schools, Beautifying Grounds, Entertainment, Student Loan, Local Clubs, Constitution and By-Laws.

Mr. George Winship, member of the present board of trustees of Agnes Scott, brought a message to the alumnae. He spoke in praise of the fine work of Dr. McCain in carrying on the year's program and of that of Mr. Tart in continuing to carry on on such a sound financial basis.

The election of officers for 1934-1936 was held. Following the casting of ballots, Allie (Candler) Guy, Chairman of the Nominating Committee, reported the following:

President, Frances (Craighead) Dwyer, '28.

First Vice-President, Annie Tait Jenkins, '14.

Second Vice-President, Eva (Wassum) Cunningham, '23.

Secretary, Louise (Brown) Hastings, '23.

Treasurer, Philippa Gilchrist, '23.

Publicity Chairman, Janef Preston, '21.

Preparatory Schools Chairman, Elinor Hamilton, '34.

Curriculum Chairman, Clara (Whips) Dunn, '16.

House and Tea Room Chairman, Maryellen (Harvey) Newton, '16.

Local Clubs Chairman, Mary Waller Shepherd, '28.

Beautifying Grounds Chairman, Frances (Gilliland) Stukes, '24.

Entertainment Chairman, Augusta (Skeen) Cooper, '17.

Student Loan Chairman, Ladie Sue Wallace, '26.

Constitution and By-Laws Chairman, Patricia Collins, '28.

Mrs. Durrett read a letter from Dr. McCain concerning the naming of the auditorium in the proposed music building "Gaines Chapel" until such time as the alumnae memorial chapel to Dr. Gaines is built.

As there was no further business, the meeting adjourned.

Respectfully submitted,  
Frances (Gilliland) Stukes,  
Secretary.

#### REPORT OF THE PRESIDENT OF THE ALUMNAE ASSOCIATION

The reports of alumnae activities for the year are now ready. In view of the continued stress of the economic situation, we are grateful that we have been able to maintain the chief features of our alumnae program. In spite of necessary curtailment in many lines, we believe that the spirit of the work has not suffered.

Our General Secretary, Dorothy Hutton, has continued her active interest and persistent efforts for the welfare of the Association. The Executive Committee has again unanimously re-elected her for another year.

For your new officers, the present officers ask the assistance of the general body of alumnae. Through financial aid, helpful criticism, and actual participation in alumnae endeavors, we can keep our Association on the same high plane which Agnes Scott alumnae have consistently sought.

Respectfully submitted,  
Cora (Morton) Durrett,  
President.

#### REPORT OF THE GENERAL SECRETARY OF THE ALUMNAE ASSOCIATION

The Alumnae Secretary returned to the College on September the fifth to resume her many duties in the alumnae office. Actual progress at first was retarded by the condition of the Alumnae House, which had been left at the mercies of painters during the summer. With the House once more in running order, work was begun in earnest.

A dues campaign was launched as the first step in planning for a new session. Memberships were solicited among 1,200 former Association members, among the graduates of '33, and among those students who were unable to return to Agnes Scott for this session. It was very gratifying to have a response from over 50 per cent of the class of '33, 56 out of the 99 now being paid members of the Association.

October began with work on the November Quarterly. The office feels very grateful that four regular issues of this publication have been printed with this July issue. Favorable comments on this magazine have been most encouraging. The office feels that this publication has been more attractive because of the courtesy of Phi Beta Kappa, the American Association of University Women, and the Alumni Features Service in allowing a reprint of interesting articles which they have published. We have also had a ready response from alumnae and faculty in supplying articles of interest to alumnae away from the College. An effort has been made to carry in each issue at least two of these reprinted articles, a resume of some alumnae project of general interest—such as the Alumnae Weekend and Founder's Day—and any outstanding talks which have been delivered at the College during the session—such as the address for Investiture and the talk by Dr. Hayes on the Liberal Arts College. We have tried also to include in each issue a stimulating message from alumnae in some field of business or professional endeavor, and a complete report on clubs and individuals themselves as they continue to move, marry, and have babies. By way of advertising the Quarterly, complimentary copies were sent all '33 members in November and members of the Granddaughters' Club in April. This latter issue was of particular interest to granddaughters, since it carried a picture of their group. A word of thanks in passing should be accorded class secretaries who send in regular reports to the office, despite feeble responses from class members in reporting on themselves. We of the Executive Committee feel that very little of the year's program deserves commendation, unless it be that we have carried on our

Quarterly on a basis commensurate with our standing as a college, and that we have done this in spite of a reduced income from dues and the Tea Room. The Alumnae Secretary feels that any sacrifices that this entailed were well worthwhile.

Attention has been regularly given the files. A student who was in College on a scholarship worked in the office three hours a week. Her time, combined with that of three girls regimented under CWA work in the spring, made possible the correction of a mailing file. This has been cross-referenced with the master file and should make the office more efficient in conducting dues drives from now on.

In November most of the time of the Alumnae Secretary was devoted to the work in connection with the third annual Alumnae Week-end. It is unfortunately impossible to diagnose the reactions of an entire group in attendance on such an occasion. The consensus of opinion, however, seems to have indicated satisfaction with the program as planned for this session, but a desire for a new type of program, and possibly a more convenient time for nearby alumnae. In the spring we had a caller from the University of California who is making an inclusive report on Alumni Education. He evidenced a great deal of interest in the programs of the past three years and was complimentary about the way in which this project has been handled.

The office has endeavored to maintain a real contact with local clubs. Regular attendance at the meetings of the Atlanta Club, the Decatur Club, and the Business Girls' Group of the Atlanta Club has been maintained. In January the Alumnae Secretary, accompanying the Field Alumnae Secretary on a tour of Florida, had the pleasure of meeting with groups in Savannah, Tampa, Miami, and Jacksonville. The organization of a Los Angeles Club and a state-wide Mississippi Clubs brings the total number of our organized groups up to twenty-four.

The Granddaughters' Club was again sponsored by the Alumnae Association. The club held two business meetings during the session, and served at the Home-Coming and Senior Teas. The July Quarterly carries an article on the activities of individual granddaughters. We feel this contact assures us of their loyalty as alumnae and reaches many of their mothers whose interest has been side-tracked since they left Agnes Scott.

A reunion of the class of '33 at Thanksgiving brought back to the campus many of this group. Over 1,000 letters were mailed out in May to graduates and non-graduates of '03, '04, '05, '06, '22, '23, '24, '25, '32, '33, giving them a cordial invita-

tion to Commencement. This form letter has been followed up by more personal letters from class members in some instances and by telephone invitations for those locally.

Many prospective Florida students were met in January, and this proved a happy experience. In March the alumnae office, with the help of the Field Alumnae Secretary and the cooperation of the Atlanta Club, entertained 190 local high school students. Dr. McCain was pleased that 50 per cent of those invited attended this all-day Agnes Scott party.

The annual Founder's Day program was broadcast over WSB on February 22nd from three-thirty to four o'clock. A report showed that twenty-one groups met for this occasion, although few of them could get the broadcast because of the hour and local weather conditions.

Looking ahead, the alumnae office has followed its former policy of making a definite contact with members of the present senior class. A form letter has called their attention to the benefits of Association membership. The seniors were entertained at tea in May. At a recent class meeting Carrie Scandrett, '24, presented the program of the Alumnae Association to the group.

Although the memberships have come in at times at a discouragingly slow rate of speed, necessitating during the year as many as five dues notices, the office has felt that the alumnae have not lost their interest in the program of the Association but have dropped their memberships temporarily because of necessity. The encouragement of those who have kept up their dues and the explanations of those having to drop out of the organization have meant much to the office.

The office feels that four definite recommendations should be made for the coming session: The office should make every effort to maintain the Quarterly so that it will be as representative of our college as a similar publication of a similar institution. The plans for the next Alumnae Week-end should be varied as much as possible, in an effort to keep alive the good beginning we have made in this project. The time for the Founder's Day program should be a night hour, if this be at all possible on the basis of WSB's general program. An attendance at both the regional and national conventions of alumni secretaries should be arranged; this suggestion is made because it is felt much of new inspiration has been lost through a lack of contact the past two years and because we of the Executive Committee feel that this is a valuable bit of advertising for Agnes Scott and that this should be done, even though it may mean curtailing

expenses elsewhere on the proposed budget.

The Alumnae Secretary feels that her report would not be complete without a word of thanks first of all to the College in giving us \$800 toward our budget and in providing student assistants during the session to lighten the burden of the Secretary and to make possible more accomplishments for the office. The end of this session brings to a close a term of office for many fine officers and committee chairmen. To these, and particularly to the President and Treasurer who have given of their time generously and willingly, the Alumnae Secretary tenders a vote of thanks. If we as a committee have failed in making the report for these two years as indicative of progress as we would have liked to do, we may well feel satisfied that we have conscientiously done our best. We wish for the incoming officers and chairmen no better opportunity to cement friendships and bind them together in our common loyalty to Agnes Scott than these years have offered us. But we can wish them a term during which individual alumnae will feel an increasing interest and responsibility in the program of the organization we serve.

Respectfully submitted,  
Dorothy Hutton,  
General Secretary.

#### REPORT OF THE PUBLICITY COMMITTEE

During the past year the Publicity Committee has continued its efforts to secure effective publicity for the College, and has, we believe, made some progress.

One part of the work has been, as in former years, to keep Agnes Scott representatively before the public through the newspapers. In trying to have regular, accurate, and unsensational news of the College given out through the press, the committee has worked indirectly through the campus agencies that are responsible for the reporting of news. By keeping in touch with the members of the journalism club, the Agonistic staff, and the paid student reporters of the Atlanta papers, the committee chairman has been able to maintain a perspective of the amount and kind of news that has gone out from the college, and from time to time to make suggestions concerning items of news that should receive publicity. A glance at the clipping files of the journalism club will reveal the gratifying fact that during the past year the College and its activities have been fully and, on the whole, favorably represented in the newspapers of Atlanta and of other cities. In the Atlanta Journal alone have appeared more than 70 news articles, and

20 pictures, 15 of which were in the rotogravure section. A corresponding amount of publicity has been carried on through the other Atlanta papers, and many items of general interest have gone out through the Associated Press. The student reporters have not always been able to control the kind of publicity that gets into the papers. Inevitably the press pounced upon the recent agitation for smoking privileges on the campus and made feature stories of it; but the final result of the student government questionnaire, revealing that a minority of the student body desired such privileges, was published as front page news. The present amount of good publicity in the papers, due largely to the increasingly alert work of the student reporters, presents a contrast to the dearth of Agnes Scott news commented upon in a meeting of the Alumnae Council two years ago. The chairman of this committee has conceived her function with regard to newspaper publicity to be that of encouragement and stimulation of the student agencies already at work, with the aim of improving the amount and quality of college news sent out.

By far the most important work of the Publicity Committee has been the Radio Broadcasts, under the very capable direction of Mary Catherine Williamson, class of '31. Since June 3, 1933, until the present time, the College has been represented over WSB of the Atlanta Journal by a series of fifteen minute weekly broadcasts. Except for necessary re-arrangements of schedule due to daylight-saving time changes in the East, the hour of the broadcasts has been regular, a circumstance of great importance in gaining popularity with a radio audience. On these programs of the past year were presented approximately 115 persons representing Agnes Scott; these included about 75 students, 20 members of the faculty and administration, and 20 alumnae. In bringing members of the faculty, Alumnae Association, and student body before the public in this way, the director of the programs made an effort to represent Agnes Scott comprehensively: to bring to the radio audience members of the faculty in short talks on social, political, and scientific subjects of current interest, and in artistic programs; to present the diverse activities of the campus and the work of alumnae in varied professions, in order to inform and interest the public in what the Agnes Scott girl is doing on the campus and what she does after graduation. The primary purpose of all the broadcasts has been to create by the sense of sound a personal familiarity with the College not always achieved by printed advertising. With this aim, an effort has been made to select speakers with pleas-

ing voices and the ability to present their subjects concisely and interestingly. There has been no attempt to have through these programs a "radio university" or to suggest any short cuts to education. We have endeavored only to retain the interest of those already interested in the college, and to create an interest among those who know little about us. The chairman of the Publicity Committee considers the establishment of regular broadcasts to be the most important work of the committee during the past year, and she wishes to express her appreciation of the invaluable service of the director, Mary Catherine Williamson.

Respectfully submitted,  
Janef Preston,  
Chairman.

#### REPORT OF THE COMMITTEE ON PREPARATORY SCHOOLS

The Chairman of the Committee on Preparatory Schools has scarcely any report to make, as this work has been taken care of so excellently by Penelope Brown, Field Secretary. She has visited many high schools in different sections of the country, and has made a most favorable impression, both for herself and for the College, on the high school girls. A full account of her work will be found in her report.

In the slate for the officers of the Alumnae Association for 1934-1936, it is noted that Penelope Brown is nominee for the Chairman of the Committee on Preparatory Schools. The present chairman feels that this is a wise selection, as the combination of the committee with the Field Secretary will prevent a duplication of reports.

Respectfully submitted,  
Vallie Young (White) Archibald,  
Chairman.

#### REPORT ON PREPARATORY SCHOOLS 1933-1934

Since the Field Secretary of the Agnes Scott Alumnae Association is in her work in close contact with the high schools and for the main part really represents the Association in this branch, the report of the Preparatory Schools Committee has been turned over to that office. The report is as follows:

The work this year, 1933-1934, can be divided into two classes: (1) Work in the South with public high schools, talking and showing the movies to groups of various sizes—traveling in the college car entirely; and (2) work in the North, with the private preparatory schools, contacting headmistresses rather than students, travel by train entirely. This last was a new feature and largely experimental. It has been felt for some time that definite

steps should be taken to gain closer contact with private schools.

The Secretary traveled for the most part of the time from October 17 through April 28. She visited 111 cities in 9 states. 151 schools (149 high and 2 junior high) were contacted. Talks to groups were made in 90 and principals seen in 61 schools. The movies were shown in 77 schools, and an innumerable number of times to alumnae, parents, and prospects in groups and individually. Approximately 250 alumnae outside of Atlanta and Decatur were seen in group meetings (of which there were 12), at home, or at the schools. The alumnae were again most helpful as contacts for schools, hostesses, traveling companions and aids of all sorts. Dorothy Hutton, '29; Martha Skeen, '34; Elinor Hamilton, '34, and Louise Stakely, '32, accompanied the secretary on different trips. Diana Dyer, '32, represented Agnes Scott at College Day in Greensboro, N. C., at the request of the office.

Approximately \$378.70 was spent on traveling expenses while on trips. The reasonableness of this amount is again due to the lovely hospitality and splendid co-operation of the alumnae in each city; and much thanks is due to each and every one who helped in any way.

When the Secretary was at the College a great deal of work was done through correspondence with the high schools. In September letters and notices of the competitive examinations were sent to:

- (1) Those schools visited, 1932-1933;
- (2) Those schools represented in the Competitive Exams, 1932-1933;
- (3) Certain picked private schools.

Notices were sent without letters to approximately 1000 schools. As a result of all this, about 120 took the examinations. Catalogues and bulletins were sent to certain chosen schools from time to time during the year. Representatives from schools (Chattanooga, Columbus, and Cartersville) were invited to the College as guests for May Day. After each trip, letters were written to the principals of each school visited, thanking them for their cooperation. Annuals (12—all available) were sent to chosen schools. Follow-up work for individuals was done by the office, by the Secretary and by members of Mortar Board (as part of their project).

Respectfully submitted,  
Penelope Brown,  
Field Secretary.

#### REPORT OF HOUSE AND GROUNDS COMMITTEE

The care and upkeep of the garden has been the chief endeavor of this committee. We have weeded and worked it as often as possible throughout the year. The balance

of \$114.67 has been paid on the garden with the understanding that the pledged amounts be turned in as quickly as they come in.

Since the completion and upkeep of this garden is dependent upon the alumnae clubs and since this is a major project of the alumnae groups, we would like to urge as many clubs, far and near, to pledge a definite sum to the upkeep of it. A hundred dollars is necessary for a year's maintenance and this could so easily be done with ten clubs pledging \$10.00 a-piece. So please, alumnae, take this message back to your groups.

It is a worthwhile undertaking and we must go forward in its development. Many plants and seeds, as well as plant food, are needed, and your committee can accomplish a great deal more if it has your support and also has a definite amount to make these purchases.

Many on the campus have told us of the joy the garden gives and we are sure that it will give even greater pleasure as it grows and is better equipped.

Your chairman takes a great deal of pride in development of this garden and hopes that it will be allowed to continue to grow and to spread its beauty throughout succeeding years by the loyal support of alumnae everywhere.

Respectfully submitted,  
Louise (Brown) Hastings,  
Chairman.

#### REPORT OF THE LOCAL CLUBS COMMITTEE

The work of the Committee on Local Clubs has again been carried on mostly through the alumnae office, the help of the Field Secretary being invaluable.

During the year 1933-1934, eight (not including Atlanta and Decatur) of the 22 cities where local clubs of the Agnes Scott Alumnae Association are organized were visited by the Field Secretary, Penelope Brown. In five of these (Birmingham, Jacksonville, Miami, Columbus, Ga.; Columbia, S. C.) meetings were held in the afternoon or night at one of the members' homes. The movies were shown and campus gossip and latest news of the College given to the alumnae. In the three other towns (New York, Greenville, S. C., and Montgomery) groups met not as a club, but informally, either at some place convenient, a home, or school, to see the movies. In five other towns, where there are no organized clubs (Tampa, Augusta, Ga.; Dalton, Ga.; Madison, Ga., and Savannah) groups met to see the pictures. The Secretary tried in every town visited to let the alumnae know that she was coming and to get them together if they wished. Many times several came to the high

schools. The "get-togethers" did not materialize in many places. Where there were no group meetings of any kind the Secretary tried to get in touch with the alumnae by other means, calls, telephoning, etc.

The Secretary has tried also to keep in touch with the Atlanta and Decatur Clubs, but has been in the city so few times on the day of meeting that it has been difficult to attend with any regularity at all.

In addition to the contacts of the Field Alumnae Secretary, the Alumnae Secretary accompanied her in Savannah, Tampa, Jacksonville, and Miami. She has also regularly attended the meetings of the Atlanta Club, the Decatur Club and the Business Girls' Group of the Atlanta Club.

Two new clubs have been organized: A Los Angeles, Calif., Club and a State-Wide Mississippi Club. Thanks to the efforts of Elaine Exton, ex-'31, the organizer of the New York Agnes Scott Club, the Los Angeles group came into organized activity. The Mississippi group was organized on Founder's Day under the direction of Annie Tait Jenkins, '14, and Sarah (Till) Davis, '22.

A club bulletin has been sent from time to time to organized groups, and form letters about the garden sent to all organized clubs from the Alumnae Secretary, the Chairman of the Grounds Committee. Pictures of the garden, paid for by the Alumnae Association, were enclosed.

Alumnae club projects have included the following: by the Atlanta Club a bazaar before Christmas, a bridge party in the spring, a luncheon in the fall, a trip to Sears Roebuck, a party for high school seniors in March, and a tea at the time of the meetings of the Georgia Federation of Women's Clubs in April; by the Decatur Club a benefit dinner and a trip to Sears Roebuck Company, the party for the children of alumnae during Commencement week-end; and by the Columbus Club, a trip for four prospective high school students to Agnes Scott May Day and Senior Opera.

The following donations have been made by clubs:

Gift of \$500.00 to the College by the Atlanta Club.

Tea Room curtains by the Decatur Club.

Check from Baltimore Club for use of a deserving student second semester.

Gift of \$5.00 from the Knoxville Club which made possible new curtains for the upstairs bedrooms.

Gift of fine specimens of cactus plants from the Los Angeles Club.

Gift of 100 yellow tulip bulbs from the Lynchburg, Va., Club.

Gift of linen luncheon sets from the New Orleans Club last May, too late for last year's report.

Gift of \$7.25 from the Tuscumbia, Sheffield and Florence, Ala., Club which was used for new curtains for the upstairs sitting room.

The following local clubs met on Founder's Day:

Birmingham, Ala.  
 Montgomery, Ala.  
 Tuscumbia, Sheffield, and Florence, Ala.  
 Atlanta, Ga.  
 Decatur, Ga.  
 Mississippi.  
 New York City.  
 Western North Carolina.  
 Charlotte, N. C.  
 Columbia, S. C.  
 Knoxville, Tenn.  
 Memphis, Tenn.  
 Richmond, Va.

In looking over this report the attention of the committee chairman is called to the cooperation with which the alumnae clubs have responded during the year. The three purposes and aims of the clubs as suggested last year, viz: keeping alive interest in Agnes Scott, cooperating with the College in creating interest among good prospective students at Agnes Scott, and making some material gift to the College, have been accomplished to a great degree. And may we ever be as loyal to our Alma Mater.

Respectfully submitted,  
 Emily (Spivey) Simmons,  
 Chairman.

#### REPORT OF THE CURRICULUM COMMITTEE

The Curriculum Committee, the Alumnae President and the Alumnae Secretary met with Dr. McCain at the College in October and planned the following program for the third Alumnae Week-end:

Friday, December 1, 1933:  
 10:00-10:30 A. M.—"Books," Margaret (Bland) Sewell.  
 10:30-11:30 A. M.—"The Cuban Situation," Miss Florence Smith.  
 11:30-12:30 P. M.—"Fundamentals of Child Rearing," Dr. W. W. Young.  
 12:30- 1:30 P. M.—Luncheon in White House Dining Room.  
 1:30 - 2:30 P. M.—"Christ in Art," Miss Louise Lewis.  
 2:30- 3:30 P. M.—"Macbeth," Dr. George P. Hayes.  
 3:30- 6:00 P. M.—Book Exhibit in Main Building.  
     8:30 P. M.—Dance Recital, Miss Isabel Cooper.  
     10:00 P. M.—Reception for Miss Cooper.  
 Saturday, December 2, 1933:  
 8:00-10:00 A. M.—Visiting classes.  
 10:00-10:30 A. M.—Chapel.

10:30-12:30 P. M.—Visiting classes.

4:00- 6:00 P. M.—Annual Home-Coming Tea.

In making up the program, the Committee based the selection of subjects and speakers on suggestions from alumnae. Since the first week-end, there has been a prevailing sentiment favoring lectures by our own faculty. We are proud to have been able to make up a program, with one exception, from our own faculty and alumnae.

After the plans were completed, three stimulating letters were sent out from the alumnae office, revealing the plans and urging attendance. Under the able direction of our publicity chairman, Janef Preston, students displayed their ability in publishing impressive and effective notices in the *Agonistic* and in the *Atlanta* papers.

The January Quarterly carried a list of those who registered for the lectures, luncheon and tea—approximately one hundred. We regret, however, that registration was not complete; many attended who did not register. In the same Quarterly, Fannie G. (Mayson) Donaldson most adequately reviewed the week-end and gave a resume of each lecture. Margaret (Bland) Sewell's talk was printed in full.

There have been many general statements regarding the whole plan of the week-end, but few concrete criticisms and suggestions for subsequent programs. The plan of one full day with lectures in the morning and afternoon rather than two half days seems to have met with general approval. We are passing on to the incoming committee one suggestion which has come to us, but upon which we have taken no action—that the Home-Coming Tea on Saturday be abolished and, in its place, a joint meeting of the Atlanta and Decatur Clubs be held during the fall. The annual tea was well established long before the week-end was instituted and is not a child of the Curriculum Committee. The tea is in honor of Miss Anna Young and is a birthday party to the Alumnae House and it does not seem to fall within the jurisdiction of this committee to abolish it or recommend such a step. Names suggested for membership on the Curriculum Committee are filed in the office.

We are indebted to Dr. McCain and the faculty for their generous cooperation in planning the week-end and making it a success. We are grateful to the speakers who so beautifully gave their time and thought to the program. I am personally grateful to the members of my committee and especially to the Alumnae Secretary who responded so willingly and carried out details in the emergency of my unavoidable absence and inability to serve during part of the term. I appreciate the privilege

of having served on this committee for the past two years—the personal gain means a great deal to me.

To the new committee we relinquish the pleasure of planning the alumnae courses of study and the challenge to stimulate continued study after college in the spirit of our Alma Mater.

Respectfully submitted,  
Mary Ben (Wright) Erwin,  
Chairman.

#### REPORT OF COMMITTEE ON CONSTITUTION AND BY-LAWS

The committee on Constitution and By-Laws begs leave to submit the following report:

The provisions of your Constitution and By-Laws seem, in the main, to be adequate for present needs, since no necessary addition to or deletion of the paragraphs therein has come to the attention of your committee, save one. That one suggestion concerns Article IV, h, of the By-Laws.

It is submitted that:

Since it is the duty of the Preparatory Schools Committee to “. . . present the advantages of Agnes Scott College to the students of accredited preparatory schools, by methods approved by the Executive Committee,” and

Since it is the present general policy of the College to retain a regular Field Alumnae Secretary, and

Since it is within the office of this Secretary to visit all preparatory schools within range of Agnes Scott, and to present data indicative of the standing of the College, and

Since her position is such an advantageous one for gathering information to present in concrete and workable form,

It is recommended that:

The Field Alumnae Secretary appointed by the College, be hereafter named ex-officio the Chairman of the Preparatory Schools Committee.

That provisional amendments to be effective in and during the continuation of the College's present program for a regular Alumnae Field Secretary, be added to Article IV, section h, and that said amendments be numbered, h (1), and h (2), and that they read respectively as follows:

h (1) The Field Alumnae Secretary appointed by the College shall be ex-officio chairman of this committee, this section to become void in the event of the discontinuance by the College of the practice of appointing a Field Alumnae Secretary.

h (2) The restriction set out in Article II, section 4, of the Constitution shall have no application to this ex-officio member.

Respectively submitted,  
Patricia Collins,  
Chairman.

#### REPORT OF THE STUDENT LOAN COMMITTEE

##### Receipts

Balance on hand from 1932-1933 session -----	\$30.14
Savings bank interest -----	.22
Repaid loan -----	15.00
Repaid loan -----	25.00
Total -----	\$70.36

##### Disbursements

Loan made -----	\$20.00
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Balance on hand May, 1934 ----- \$50.36

In July, 1933, nine former students who still owe this committee money were written individually. The letter called attention to the fact that there are students now in College who would be eligible for loans, if there were sufficient funds to enable the committee to make them. Each of the alumnae was urged to repay her loan at the earliest date possible. One alumna responded with a check for \$15.00 as part payment of her debt. Of the other eight only one made an explanation of her not being able to meet this obligation then.

A loan was made for a student now in College. This amount (\$20.00) was repaid during the session.

There is now \$1,000 out on fourteen alumnae accounts and \$45.00 out on one student account.

An appeal is made again to alumnae to replace their loans at the earliest moment possible, so that this committee can function more successfully and make it possible to lend money to students who are deserving.

Respectfully submitted,  
Hattie Lee (West) Candler,  
Chairman.

#### REPORT OF THE ENTERTAINMENT COMMITTEE

During the past year the Entertainment Committee has functioned on seven occasions at Agnes Scott.

A tea for the new students was given at the Alumnae House on September 15, the purpose of this tea being to familiarize the new students with the usages of the Alumnae House. Eighty-three guests called during the afternoon.

On Saturday, October 28, the Entertainment Committee gave a tea for those who had taken part on the Agnes Scott radio programs, thus showing our appreciation of their work for Agnes Scott. Twenty-five guests called.

On December 2 the Committee sponsored the annual Home-Coming Tea at the Alumnae House. Fifty-three guests, including faculty and alumnae, called during the afternoon. Members of the Granddaughters' Club served.

The Alumnae Secretary entertained members of the Granddaughters' Club at two informal meetings this year, one meeting taking place in September and the other in May. These meetings were sponsored by the Entertainment Committee.

The Committee gave a tea for the Senior Class in the Alumnae Garden in May, at which time eighty-six guests called. Members of the Granddaughters' Club again assisted.

At Commencement this Committee took charge of procuring flowers and decorating for the annual Trustees' Luncheon. The Committee also entertained at Open House in the Alumnae House on Saturday of Commencement.

The following will show what disposition the Entertainment Committee made of the money allotted it this year.

September, 1933—	
Freshman Tea .....	\$10.00
Granddaughters' Meeting .....	1.35
October, 1933—	
Radio Tea .....	4.68
December, 1933—	
Home-Coming Tea .....	14.41
May, 1934—	
Senior Tea .....	6.85
Granddaughters' Meeting .....	.80
Open House .....	12.75
	\$50.84

The Entertainment Committee would recommend that two changes be made in the schedule of entertainments:

1. That the Senior Tea be sponsored by the Atlanta and Decatur Clubs and that only the alumnae and faculty be invited to the Open House at Commencement Week-end.

2. That the Thanksgiving Tea be abolished, as the purpose of this meeting was social contact between alumnae and members of the faculty. Mrs. Eagan suggested that the purpose could be better accomplished by a joint meeting of the Decatur and Atlanta Clubs at the Alumnae House, with the faculty invited in for tea.

Respectfully submitted,  
 Margaret (McDow) MacDougall,  
 Chairman.

**REPORT OF THE HOUSE AND TEA ROOM COMMITTEE**

The House and Tea Room Committee begs to submit the following report for the session 1933-1934.

At the end of May, 1933, the existing Tea Room debt to the Alumnae Association was \$152.63. There was on hand at that time a balance of \$100.00. As it was necessary for the manager of the Tea Room to have some cash to buy supplies in September, this money was reserved for that purpose. During this session three payments

have been made on the debt—one in December of \$40.83, and one in March of \$56.84. \$54.96 was paid in May of this year.

Receipts: September-June ---- \$3942.38  
 Disbursements: September-June 3942.38

The Tea Room has operated at a loss the past year both to the Alumnae Association and the manager. The loss in rent amounts to \$136.00 from September through May, while the loss to Mrs. Nisbet is \$179.78 for the same time.

Last summer the Alumnae House was redecorated at a cost of \$264.00. Half of this amount was paid by the alumnae and the other half by the College, the latter being taken out of the money given by the College.

\$4.53 was obtained from the sale of magazines and the money used to buy rugs for one of the bedrooms. \$33.95 was returned by the Decatur Bank & Trust Company. This money was used for the following improvements: \$22.95 for paint and labor for Tea Room furniture; \$9.00 for additional cups and saucers; \$2.95 for kitchen equipment.

During the session, fifty people have stayed in the Alumnae House. Two non-alumnae, Miss Elizabeth Coddington and Miss Louise Miller were allowed to have rooms in the House at \$15.00 a month. The Alumnae Association authorized this action in view of the fact that there was a Tea Room debt and money was needed badly.

At the meeting of the Tea Room Committee on October 30, 1933, the committee recommended to Mrs. Nisbet that she try serving sandwiches and drinks cafeteria style at the noon hour. Complaints were reported at this meeting that some prices were high and that the service was very slow. Commercial sandwiches at five cents each were ordered and sweet milk at five cents a glass was served in addition to the usual menu. Sara Bowman talked to the students and Dorothy Hutton made an appeal by letter. A special effort was made to reach the day students and interest them in coming to the Tea Room. The manager reported fairly good results from this change.

Mrs. Nisbet stated that she could not continue as manager another year without a guaranteed salary. The committee decided that a salary could not be guaranteed at the present time in view of the losses of the past year and with no promise of trade being better another year.

The Committee wishes to express to Mrs. Nisbet their appreciation of her work, especially her efforts during the past year.

Respectfully submitted,  
 Imogene Allen,  
 Chairman.



**A Word of Appreciation to the Alumnae:** The Alumnae Field Secretary wishes to take this opportunity to thank the alumnae, individually and collectively for their splendid cooperation in making it possible for work to be done in the various high schools in the cities visited in the past two years. Without the help of clubs in many places and of individuals and groups in others, much of the work could not have been done and traveling expenses could not have been kept as low. The alumnae simply outdid themselves in hospitality. The secretary wishes to express appreciation to each personally for herself, and officially for the Association and the College.

Penelope Brown, Field Secretary.

\* \* \* \*

The Alumnae Garden Roses are said to have attracted the attention of a visitor from Leamington, England, known the world over for its own wonderful roses. The pergola has been beautiful for the month of May and the many visitors at Commencement time got to enjoy them too.

\* \* \* \*

Elinor Hamilton, '34, will succeed Penelope Brown, '32, as Field Alumnae Secretary next session. Elinor is a member of Mortar Board, a Phi Beta Kappa, Editor-in-Chief of the 1934 Silhouette, and altogether a well-qualified successor to Penny, as fine and thorough as she has been in her work.

\* \* \* \*

**264 Students This Session** were in College on service scholarships; that is, they gave back to the College some measure of service for their tuition. Of this number, 140 answered the dormitory telephones on a regular schedule from eight in the morning until ten-thirty at night and all during the week-end.

\* \* \* \*

The Hopkins Jewel was this year awarded to Nelle Chamblee of Canton, Ga.

A Handsome Silver Service, consisting of two coffee urns, two cream pitchers and sugar bowls, and two trays, was recently given the College by Student Government from funds returned from the Decatur Bank and Trust Company.

\* \* \* \*

A Portrait of Dr. McCain is felt to be a real need. To this end Student Government is working yearly. A sum of money was laid aside by them this year, and added to it was \$58.50 from the rent of hoods this Commencement.

\* \* \* \*

**Granddaughters** have held the following honors and offices on the campus this session: Lucy Goss, '34, was elected to Phi Beta Kappa, was named "Miss Health," and was President of the local chapter of Chi Beta Phi Sigma. Elizabeth Winn, '34, was President of Mortar Board and Pi Alpha Phi, and was elected to Phi Beta Kappa. Mary Hamilton, '34, was elected to Phi Beta Kappa, was Editor-in-Chief of the Agonistic. Charlotte Reid, '34, was Vice-President of Student Government, President of the Granddaughters' Club, and May Queen. Elaine Heckle, '34, was President of Blackfriars. Florence Preston, '34, was President of the Student Volunteer Group. Alberta Palmour, '35, will serve as President of Student Government in '35. Martha Redwine, '35, will be President of the 1935 Y. W. C. A. cabinet, and the 1935 Granddaughters' Club. Elizabeth Forman, '36, will be Junior Class President next session, has served as Secretary and Treasurer of the 1934 Granddaughters' Club. Virginia Gaines, '36, will be Vice-President of the 1935 Granddaughters' Club. Fannie B. Harris, '37, has been freshman representative on Student Government this session. Barton Bush Jackson, '37, will serve as Secretary and Treasurer of the 1935 Granddaughters' Club.

The Beck Memorial Schloraship of \$2,000 a year for one, two or three years of graduate work was awarded to Virginia Heard, '33. Virginia competed against candidates from Emory and the University of Georgia. We are signally proud of her achievement.

\* \* \* \*

The Quenelle Harrold Fellowship has been awarded to Laura Robinson of the class of '31.

\* \* \* \*

Nine of the Class of '34 were graduated with honors, five of that number with high honors.

\* \* \* \*

A Silver Punch Ladle was recently sent to the Alumnae House as a gift by Agnes Scott Donaldson, '17. This is a handsome piece of silver, and is especially valuable as it is marked with the initials of Agnes Scott, for whom our College was founded.

\* \* \* \*

The Mortar Board Quarterly carried the following accounts in a recent issue: "In recent years, through the mutual cooperation of faculty and students, an easy relationship between the two groups (at Agnes Scott College) has come to exist. The following ways have worked with success. The fall gymnasium season closes with a faculty-senior volley-ball game. Throughout the year the faculty members participate in intercollegiate tennis matches and serve as referees and umpires for other athletic games. On Sunday afternoons faculty members hold informal 'open house' to which students are invited. During the year various faculty members have charge of Tuesday night prayers and mid-week coffee. Traditional Senior Coffee offers an opportunity for faculty and seniors to meet informally for a few minutes after Sunday dinner. A growing realization of the need for a closer relationship between students and faculty for a closer unified college life has brought on a series of new projects, many yet to be tried." Signed by Mary Ames, '34; and "Mortar Boards are proud of: Janef Preston of Agnes Scott because she is a leader of young women; because of the beauty of her poetry which has been published widely."

New Class Secretaries include the following: Lucile (Little) Morgan, '23; Cora (Morton) Durrett, '24; Emily (Spivey) Simmons, '25; Grace (Fincher) Trimble, '32, and Isabel Lowrance, '34.

\* \* \* \*

The Columbus, Ga., Club has elected the following officers: Hallie (Alexander) Turner, President; Marjorie Gamble, Secretary and Treasurer; and Antoinette (Blackburn) Rust, Publicity Chairman.

\* \* \* \*

The New Orleans Club is again working on luncheon sets for use in the Tea Room. An attractive supply from this group last year helped make the Tea Room more inviting this session. Helen (Lane) Comfort is the newly elected President of this club. The group entertained prospective Agnes Scott students at tea in May.

\* \* \* \*

The Los Angeles Club recently sent the Alumnae Association a wonderful selection of cacti and other plants well-known to Californians. This gift was made possible by a shower of the members in April.

\* \* \* \*

1919 Alumnae Phi Beta Kappas initiated on May 26 were: Mary Lois Eve, Margaret (Leech) Cook, Frances (Sledd) Blake, and Marguerite (Watts) Cooper.

\* \* \* \*

The Agnes Scott College Broadcasts will continue every Wednesday afternoon from five until five-fifteen, Atlanta time. These programs are under the able direction of Janef Preston, Chairman of the Publicity Committee.

\* \* \* \*

Mortar Board elections at Agnes Scott this spring named the following ten girls for the 1935 session: Mary Green, Loice Richards and Nell Pattillo of Decatur; Mary Boggs of Birmingham; Mary Jane Evans of Fort Valley; Anna Humber of Clarksdale, Miss.; Frances McCalla of Little Rock, Alberta Palmour of College Park; Martha Redwine of Fayetteville; Caroline Long of Statesville, N. C.

\* \* \* \*

A Year's Extension on campaign pledges has been granted. \$1,100,000 of the pledged \$1,500,000 has been collected to date.

\* \* \* \*

No Student Expulsion is the fine record of the Student Government Association for the past year.

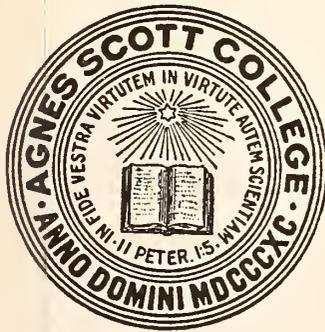
ALUMNAE QUARTERLY  
1934  
AGNES SCOTT COLLEGE  
DECATUR, GEORGIA

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The  
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# The Agnes Scott Alumnae Quarterly

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CORA (MORTON) DURRETT, '24,  
*Alumnae Trustee*

DOROTHY HUTTON, '29,  
*Executive Alumnae Secretary*

ELINOR HAMILTON, '34,  
*Field Alumnae Secretary*

FRANCES (CRAIGHEAD) DWYER, '28,  
*Alumnae President*

## FOUNDER'S DAY AND OUR FOURTH ALUMNAE WEEK-END

Dear Agnes Scotter Everywhere:

We know you are going to like our new plan for Alumnae Week-End. You see everybody kept getting busier and busier around Thanksgiving time,—what with beaus, and dances, and turkey, and football games, and children out of school and underfoot and wanting to be taken here, there, and yonder, and college girls home to be fed and entertained, etc., etc. It was next to impossible for many of us to come back at Thanksgiving time. Since someone had the very bright idea to combine the Founder's Day celebration, which is after all a very particularly Agnes Scottish occasion, with our Alumnae Home-Coming, the College is asking us every one to come back for Friday and Saturday, February the twenty-second and twenty-third.

And what grand things they have in store for us!—On Friday night the regular Founder's Day banquet and radio program—only a bigger and better one than we ever have had. Then on Friday morning and Saturday morning we are going to try to get "educated" all over again! Imagine!

Just listen to this! This is a part of the program:

### FRIDAY, FEBRUARY 22

10:00 A. M.—Miss Emma May Laney, Agnes Scott.

10:40 A. M.—Dr. Philip Davidson, Agnes Scott.

11:20 A. M.—Dr. Mercer Evans, Emory University.

### SATURDAY, FEBRUARY 23

10:00 A. M.—Dr. Leroy Loemker, Emory University.

10:40 A. M.—Dr. Roy R. Kracke, Emory University.

11:20 A. M.—Dr. George P. Hayes, Agnes Scott.

The very best part I am saving for the last! You don't even have to leave Susie or Johnnie or Tommie or Baby Sister at home! For on Saturday morning the College will take your children and give them the very best time they ever did have, all while you get educated! They will have games and stories and plays all MOST SCIENTIFICALLY worked out. And at noon on Saturday there will be a special luncheon in the Tea Room.

They are going to send us reading lists, so we can be brushing the cobwebs off our brains and getting all ready for lectures.

Do write us and tell us how you like our plans.

Yours for the grandest of grand Week-Ends,

CLARA (WHIPS) DUNN, '16,  
Chairman of the Curriculum Committee.

## A MESSAGE FROM THE ASSOCIATION PRESIDENT

FRANCES (CRAIGHEAD) DWYER, '28

Let me thank you first of all for having elected me president of the Alumnae Association. I shall do my utmost during the two years of my office to advance the interests of the Association.

To the new members of the Alumnae Association, our 1934 graduates, I wish to extend the sincerest greeting. You are our closest link to the College and it is from you that we want suggestions as to how the Alumnae Association can better cooperate with the student body and its projects.

All alumnae are interested, I am sure, in what the Association has done so far this year. As your representative I extended the welcome from the Alumnae Association to the new students and to those returning to the campus for the 1934-35 session. On the first Friday after school opened, the Association entertained the freshmen at tea at the Alumnae House. Augusta (Skeen) Cooper, Entertainment Chairman, planned a beautiful party. Printed invitations were sent, and alumnae from the Decatur and Atlanta clubs called for the freshmen and escorted them to the party. Over two hundred students and alumnae called during the afternoon.

On Wednesday, October 17, the Alumnae Association entertained the members of the Granddaughters' Club and their mothers at the Alumnae House. Augusta (Skeen) Cooper and her committee planned a seated tea, and the members of the Executive Board and the Entertainment Committee acted as hostesses.

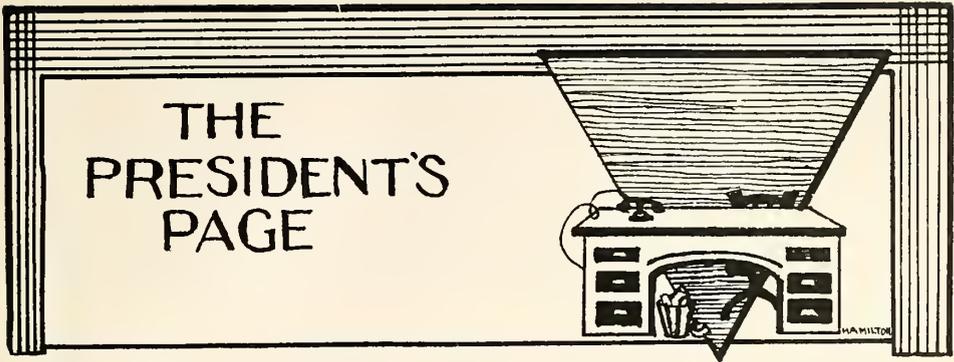
The local clubs are sending in excellent reports of their meetings and outlines of their plans for the year. Several have book reviews on their programs, with the members participating; some of the larger clubs have outside speakers. Any group of five Agnes Scotters can form a club by communicating with Dorothy Hutton or Mary Shepherd, of Sewanee, Tenn., Chairman of Local Clubs.

A change has occurred in the Tea Room management which was made only after lengthy deliberation on the part of the Executive Board and the Tea Room Committee. Instead of running the Tea Room ourselves, and paying the manager a stipulated salary, we have rented it for \$400.00 for the year to Nelle Barnett of Sharon, Ga. She is running the Tea Room very satisfactorily and is delighting the nearby alumnae and faculty with her teas and luncheons. Though we are assured of our monthly rental, we must still support and patronize our tea room so that in the future we can either increase the rent, or run it on a commission basis with a higher return to the Association. When in Decatur or Atlanta, lunch in the Tea Room!

The Executive Board, at its September meeting, voted to combine Alumnae Week-End and Founder's Day activities this year. Alumnae Week-End will occur February 22-23 with the Founder's Day banquet on Friday evening, February 22, as the high point of the week-end. Clara (Whips) Dunn has planned a program that is new and different. Please, Alumnae, come back to the campus for this Home Coming—our first Home Coming that has occurred on Founder's Day.

Presidents of local clubs, encourage your members to attend Alumnae Week-End. Make up cars and drive to Agnes Scott for Home Coming. It will add new enthusiasm to your local clubs and will make Alumnae Week-End a worthwhile event.

A letter from your alumnae president would be incomplete without a reference to alumnae dues of \$2.00 per year. Let me remind you of the benefits you get from your \$2.00: four issues of the *Alumnae Quarterly* which is carrying, in addition to news of ourselves, outstanding articles taken from other leading college publications; an invitation to the Trustees' Luncheon in June; reading lists based on our curriculum for Alumnae Week-End; the satisfaction of knowing that you are having a very definite part in maintaining the Anna Young Alumnae House and the beautiful Alumnae Garden.



## DEPARTMENT OF THE HOME

J. R. McCAIN

For many years Agnes Scott College has dreamed of doing a distinctive piece of work for home makers in the South. Dr. F. H. Gaines, the first President of the College, thought of the plan and talked of it frequently before he died. Other officers of the College and members of the Board of Trustees have carefully considered the suggestion and feel that it would be the greatest single contribution which any institution may now make to the educational, social, and economic life of the country.

As is well known, women are influential factors in most important phases of the life of any household. The expenditure of perhaps eighty-five per cent of the money of any home is in the hands of the woman who presides in that home. The physical well-being of every member of the household is dependent upon the wise planning of the wife or mother in providing a balanced diet that is nourishing. The growth and education and training of any children that may bless the household are largely in her hands. The eternal destiny of most of them will depend upon her.

Recognizing the fact that the woman is dominant in the well-being of the community and that relatively little training has been given to women for the fulfillment of their high destiny, Agnes Scott would like to establish a unique department of training for women who are to be potential home makers.

We would like in this department to teach women about themselves, drawing out of our department of Physiology and Hygiene such information as would bear directly on the nature of a woman's body and the processes which are necessary to develop it to its most effective use in living a joyful life and in bearing children with the least possible stress on Nature's reserve.

We would like to teach our students about the coming of a baby, about its prenatal and after birth care. We would give special attention to the nourishment of the baby and the habit-forming experiences of the very early days.

It is our purpose to include in the work of this department strong courses in Child Psychology and in Education so that the mother may understand the development of her child's mind and may direct it in wholesome ways. For example, we would like to teach mothers at what age to tell Nature tales to their children, when to begin with hero stories, how Bible and other religious teachings may be employed, when catechisms or other memorizing may be effectively started.

Among the numerous other things to be included in the Department of the Home would be a careful study of nutrition, of foods, of the various methods of preparation and of serving, and we would like for our students to be well informed about all of

the latest data as to the effect of various foods on the higher cell structure of the body as well as on the stomach. We would like for those who take work in this Department to become themselves good cooks.

Still another phase of the work will be in making the family budget. More homes are wrecked, so statistics say, on the economic difficulties experienced than on any other ground. We would like to train our girls in making out family budgets whether the income of the home is to be \$1000 or \$10,000. We would like to teach them something of the values and weaknesses of the installment buying plan. We would like to inculcate a wholesome fear of debt. We wish to emphasize the value of regular and sacrificial saving.

It is the purpose of Agnes Scott to include in its Department of the Home instruction as to beautifying the place where so much of the family life is spent. We would include courses in household decoration, in sanitation, in the simple elements of art and other related subjects. We would like also to include some elementary training in the making of flower and vegetable gardens and the value of such in the training of young people.

No college or university in this country has any such department as we are planning. We believe that it would prove to be of untold value, not merely to those who might come to Agnes Scott as students but to young people throughout the country, many of whom perhaps may never have the privilege of going to any college. If we can develop such principles and ways of doing things, other groups and other individuals will surely benefit by our work. Only in an institution where the whole experiment can be carried on under the auspices of Christian faith and simple religious life can there be hope for a well-rounded and fully developed type of training.

In order to establish this Department, there ought to be a building into which may be gathered the various materials necessary for the working out of the different points of emphasis, and it will be necessary for the Department to be well endowed so as to help in securing extraordinary teachers and instructors for the work.

We feel that the time is at hand when this Department ought to be put into operation. We are fully convinced that the time is ripe for such training. The only essential is to find some individual or individuals who can vision the value and importance of such a project and will help us to make it a reality.



## A CRITIQUE OF OUR COLLEGES

RICHARD A. LESTER

*Department of Economics, Princeton University*

(Published here through the courtesy of *The American Scholar*,  
Phi Beta Kappa publication.)

A Carnegie Foundation report, issued in the spring of 1933, condemned the lack of coöperation and the unnecessary duplication existing between educational units in this country. At the same time an entire issue of the *Journal of Higher Education* was devoted to the need of coördination in higher education and to the methods by which that could be accomplished. In the leading article Samuel P. Capen, Chancellor of the University of Buffalo, stated that our colleges and universities are more autonomous and self-contained than such educational institutions anywhere else in the world with the result that American educational history of the past three decades is filled with "the conflicts, the wasteful duplications, the indefensible compromises, and the narrow provincialisms" which are as familiar as they are unnecessary. To Chancellor Capen the waste of such needless duplication is so enormous as to constitute "an incomparable challenge" to leaders of education in this country.

The Yale School of Law and the Harvard School of Business Administration are attempting to meet that challenge and to initiate a much-needed reform in intercollegiate relationships. A four-year course in law and business, one year at Harvard and three at Yale, was announced and hailed as a "new departure," the "first course of its kind in the country," and a "novel experiment in American education." That it should be so exceptional for colleges and universities in this country to coöperate instead of to duplicate in matters educational is shocking, and surely is as much an indictment as a challenge. American business may merge, combine, and intertwine, have subsidiaries, affiliates, and interlocking directorates, but American colleges and universities still exist, like that well-known mythological character, the rugged individual, in a state of splendid isolation.

Of course our colleges have some connections with each other. There are intercollegiate athletic contests and debates and, now and again, outside professors are invited for a formal talk or Sunday services. It is rather strange though that the contacts between our institutions of higher learning are chiefly athletic in nature. And even such athletic connections, like diplomatic relations between sovereign states, are severed every so often. Like sovereign states, certain of our colleges pursue a policy of non-recognition toward other institutions of higher education. Some of them refuse to give full credit for work successfully completed under another set of instructors. Is it any wonder then that our colleges breed the blind loyalty, the 100 per-cent-ism, the smugness of small minds, so characteristic of small towns and isolated communities? We tell of the educational value of travel in other countries; of how it broadens one's outlook to meet new people, visit new places, think new thoughts, and do different things. Yet travel between our colleges is confined chiefly to those undergraduates who, to use the vernacular, don't make the grade. Though in Germany it is the exceptional student who has not been to at least three different universities while many have been to six or eight, here, if an undergraduate mentioned that he had been to three universities, the listener would surely conclude that he had been "kicked out" of the first two.

In fact the powers-that-be in and around our colleges frown upon transferring. One is supposed to select his college as he does his wife, for life. The prospective freshman is supposed to fall in love with but one alma mater and to remain true to her the rest of his college years—yes, even until the day he draws up his will. If after a year or two said undergrad feels that love has changed, but not to kindness toward certain of his professors, and he wishes to try out a new batch of them he probably cannot do so

without losing certain accumulated "credits," and therefore instead of transferring he remains, under protest so to speak, at alma mater number one.

Nor is it much easier for graduate students to transfer. The same smug attitude that permeates the undergraduate college pervades the graduate schools. Princeton, Yale, and a number of other colleges, by written and unwritten rules and policies, favor their own alumni. Princeton graduates can obtain a master's degree with another year of study at Princeton whereas "outsiders," graduates of other colleges, must either spend two years at Princeton in order to add M.A. to their signatures or they must pass the departmental comprehensive examinations given to Princeton seniors, comprehensive exams based on undergraduate courses taught at Princeton. So to favor the home-college product is to put a premium on complacency and to encourage an inbreeding of ideas.

All the conditions and traditions of American colleges stimulate what might be called intellectual incest. It is, for example, a good old American custom that offspring attend the alma mater the parent once graced or disgraced with his or her presence. There have been cases, so I have been told (undoubtedly in jest), where college entrance applications were filed before the birth certificate. Need one point out the dangers in such *mores*? Not only is the son, from the time he learns the meaning of the word economics, impregnated with the Taussigian variety which his Harvardian father received first-hand from the founder but throughout his college course he will be asked to gulp down, and regurgitate for grading purposes, the contents of Taussig's two-volume *magnum opus*. Much the same conditions exist in other colleges in this country all the way down the alphabet from Akron University to Yale. In many departments in almost every one of our universities the dead or retired hand of an outstanding personality still forces young minds into certain channels of thought and vision, outlook and opinion. After half a century "Summerology" still holds sway at Yale and for nearly thirty years the various editions of Fetter's textbook in economics introduced the Princeton product to that complicated subject.

I am not contending, not here anyhow, that the products of those brilliant minds have become outmoded, that time has left their intellectual efforts high and dry like the hulks of wrecked ships on the seashore. I likewise realize that it is only natural for professors who write textbooks to see to it that their books are adopted by their institutions and used not only in their own courses but in courses given by their colleagues or by their disciples in other institutions. My complaint is not a personal one. Rather it is directed at certain quite general conditions and traditions that make for intellectual inbreeding and mental dependence in the colleges of this country. I realize that professors, despite popular opinion to the contrary, are quite human. It is only natural for them to try to convert the student to their own opinions and beliefs and to demand that he know the textbook and their lectures "cold." Bertrand Russell once said: "The essence of education (as we know it) is a change, other than death, effected in an organism to satisfy the desires of the operator." I likewise realize that the head of a department in building up his staff—the departmental "farmer-in-the-dell"—will choose those whose ideas on the subject agree with his own and that he will most certainly give his former students preference. He knows them and knows that they are well trained—he did the job himself. All this is to be expected.

I am not asking that professors be as objective as joke-book judges or that they change their opinions and theories each day as they change their clothes. Nor am I alarmed because the social sciences, like religion and literary criticism, are divided into sects and schools of thought. A variety of opinion is a healthy sign. The unhealthy part of it all is that the student, confined to one university and a hand-picked staff of instructors in each department, does not get an opportunity to understand and appreciate the many and various schools of thought in the fields in which he is especially interested. Although

being penalized for having such a worthy desire? If he wants to go to Princeton and also to take courses in sociology and anthropology, subjects not to be found in the Princeton catalogue, why shouldn't he, and still graduate with his class?

At present there is probably more swapping of professors and students between the colleges of this country and colleges in foreign countries than between the various colleges within this country. We have visiting professors and visiting scholarships but the visitors, except in summer sessions, usually bring passports and visas with them. Why not develop the domestic market?

There is another phase of this matter which should not be overlooked. In Europe, where students change universities more often and for more respected reasons, impartial outsiders are in many cases called in to give the final-degree examinations. But in this country the professor decides what he shall teach, how he shall teach, and by what tests he shall prove whether he has taught his subject well and whether the student is educated in that field. Here, if a student criticises the professor's doctrines and beliefs, the professor himself determines whether that criticism is valid, whether in order to pass the course the student must thoroughly learn something which seems to that student false. In this case the professor is the person who made the fundamental law italicized in his textbook (oddly enough revised every few years); he is the accused; and he is the judge who determines whether the accusation is valid and passes out the sentence, putting the student in his proper place in the curve of normal distribution. If he flunks the student there is no appeal. His judgment is final. This means that college students in this country must concentrate just as much on the professor as on the subject. Education becomes partly a question of personalities, previous reputation, and resignation. That is true to some extent the world over, but whether students remain for four years in the same college with the same group of professors doing the professing and the examining, more and more emphasis is put upon knowing the professor instead of upon knowing the subject in all of its phases rather than just those in which the professor himself is especially interested. Petty incidentals and personalities play a part all out of proportion to their general importance.

All this points to the need for coöperation between the colleges of this country if our college students are to receive a broad, well-balanced training, a proper perspective instead of a knot-hole view of things. Such intercollegiate coöperation need not be on a national or regional basis, or elaborately planned, but it certainly is needed.

Every year some American undergraduates spend their junior year in Germany and return to their colleges in this country as seniors. Why couldn't the same sort of arrangement be made between some of the colleges within this vast and varied country of ours? Why couldn't arrangements be made for Stanford or Princeton undergraduates to spend their junior year at Yale and *vice versa*? If the college powers-that-be in this country only had the will to promote such an exchange there are many ways by which it could be accomplished. And I assure them that the mental vigor and added educational opportunities resulting from such cooperation between their institutions would be well worth the slight trouble that the bookkeepers in the dean's offices might be put to. Whether such a scheme would have as wholesome an effect on college athletics and fraternities as on the educational aspect of college life I leave for the reader to decide.

# PHI BETA KAPPA PROSPECTS AT CHICAGO UNDER THE NEW PLAN

C. S. BOUCHER  
*Dean of the College*

(Published here through the courtesy of *The American Scholar*,  
Phi Beta Kappa publication.)

Among high-school and college educators greater emphasis, in rapidly increasing amounts, is being placed upon substance as contrasted with forms. This is evidenced by the very significant programs and activities of the Progressive Education Association's Commission on the Relation of School and College, the Educational Records Bureau, the Coöperative Test Service, the Study of the Relations of Secondary and Higher Education in Pennsylvania, the Every-Pupil Contest of the University of Iowa in the high schools of the State, the Committee on Revision of Standards of the Commission on Institutions of Higher Education of the North Central Association, the report on *Comprehensive Examinations in American Colleges* by Edward S. Jones for the Association of American Colleges, and the New Plan of the University of Chicago—to mention only a few of the most outstanding of such programs and activities.

In the Pennsylvania Study not a few instances were discovered such as the following: on a comprehensive objective examination given to seniors a young woman, about to receive her degree *magna cum laude*, scored fifth from the bottom in a class of forty-eight in her institution and in the lowest 10 per cent for the state; after reviewing the case the examiner at the institution reported that the girl was an ambitious credit-hunter, extremely eager to satisfy her teachers, and had received high marks term by term, although his inspection showed that her courses were mainly those for which credit was notoriously easy to get; she was tractable, of pleasant personality, very religious, and apparently had put the faculty completely under a spell as to the validity of her intellectual activities.

Under our old plan of measuring the student's progress in terms of course credits and grade points based on course marks—a plan still almost universally employed by the colleges of this country—not a few students were elected to Phi Beta Kappa at the University of Chicago because they judiciously elected "pipe" courses given by faculty members who were notoriously "easy" or high markers and courses by some other faculty members who marked not on genuine intellectual achievement alone but rather more than less on pleasantness of personality, faithfulness, promptness, neatness, and complete conformity in routine. Such factors still enter too frequently and too prominently into the award of high marks and thus the award of the Phi Beta Kappa key in too many colleges.

I do not wish to be understood as belittling the importance and value of these traits. I merely raise the question whether the evaluation of such traits and characteristics should be merged and confused with the evaluation of genuine intellectual attainment in the award of course marks and Phi Beta Kappa. I believe that it is important to have the evaluation of such traits and characteristics filed regularly for each student by each of his instructors and entered in the student's personnel case history, but distinct from and not confused with the record of student's academic intellectual progress and attainments. We have endeavored to design and administer our New Plan at the University of Chicago in such a manner.

Distinguishing features of the new plan, inaugurated in the autumn of 1931, for an entering freshman class are the following: the Bachelor's degree requirements are stated almost solely in terms of educational attainments measured by two sets of comprehensive examinations, one set at the junior-college level to test general education primarily, and the other set at the senior-college level primarily to test depth of penetration and mastery of a large yet special field of thought selected by the student, each set of examinations to

be taken by the student whenever he thinks he is adequately prepared, regardless of how many courses he has pursued or the length of time he has been in residence; the old time-serving routine requirements in terms of course credits and grade points have been abandoned; class attendance is voluntary on the part of the student; the relationship between student and professor has been completely changed by divorce of the examination function (which has been placed in the control of the Board of Examinations) from the instructional function; four new courses, a year course in each of four large fields of thought—the biological sciences, the humanities, the physical sciences, and the social sciences—have been specially designed to serve the general-education needs of the student, with a wide variety of instructional methods carefully selected and proportioned in the light of the educational objectives to be attained; a carefully prepared syllabus with appropriate bibliographical citations for each course at the junior-college level is available for each student; a faculty adviser, who is selected for each student in the light of educational needs and ambitions, takes his responsibilities seriously and is ready at all times to play the rôle of guide, counselor, and friend but never that of policeman or nursemaid; the term "College" has been limited to the new junior-college program; and the senior-college program has been merged with the programs of the upper divisions and professional schools. Students above the junior-college level are called divisional or professional-school students.

One of the essay questions, to which sixty minutes were allotted, in the June, 1933, Humanities comprehensive examination, was the following:

"Give a brief but adequate summary of the civilization of the Hellenistic period according to the plan suggested in the first diagram given you (in the syllabus); that is, sketch in first the political and economic background, then characterize successively the various forms of thought (philosophy, science, religion) and expression (literature, sculpture, painting, and architecture). You are expected to make general statements, but also to substantiate them by reference to definite names of persons and places, dates, works, and accomplishments. Try to spend at least ten minutes in marshalling your facts and planning your organization. Organization and presentation as well as factual material will be taken into consideration by the readers."

After the examination papers were scored by the readers some of the best and some of the poorest were read by three instructors in the Introductory General Course in the Humanities merely for their own enlightenment on how students performed on the comprehensive examination in their field. These instructors agreed in the judgment that any one of three of the best answers written by freshmen to the question quoted above could be substituted for chapters or sections on this topic in not a few widely used text-books with a resulting improvement of the text-books in factual and thought content, organization, and literary style.

Last March we were in the midst of a fervid debate over the relative importance of facts and ideas in various fields of intellectual endeavor. This debate, precipitated by a convocation address by President Hutchins in December, drew the entire university community into participation. For three months the student paper, *The Daily Maroon*, ran an almost continuous series of editorials and communications, ringing the changes on the theme, to such an extent that the factual and thought content and the instructional methods of courses and the comprehensive examinations of virtually every departmental and visional field were searchingly and critically discussed. Even though not a few of the *Maroon* criticisms were unfounded in fact or unwarranted in basic concept, many were in point and all together constituted a worthy contribution to the intellectual life of the community because students and faculty alike devoted more critical thought in an articulate manner to all phases of the subject—education—than the present writer has ever known to be true of any other college or university community in a generation.

One debate over this question of ideas versus facts, between two faculty members, arranged by an undergraduate group (self-started and self-propelled for the discussion of problems in biology), and scheduled originally in a class room seating 350 had to be moved to a hall seating 1500, so great was the demand for tickets, and even this lecture hall was not half large enough to seat those who desired to hear the debate. Many small groups of students have discussed the question for many hours. One such group—another self-started and self-propelled group—organized two years ago by students primarily interested in the social sciences, at one stage of their discussion recently asked a professor of physics to meet with them and discuss the inductive and the deductive methods of work as used by physical scientists in order that these social-science students might compare and contrast methods of work in the two fields. The professor of physics later told me that it was one of the most interesting and stimulating discussions in which he had ever been privileged to participate or to which he had ever listened.

In the design of our new plan we endeavored to give students greater encouragement and to confront them with an increased necessity to do more independent work and to read more books with greater profit. But none of us dreamed that in so short a time freshmen and sophomores could be brought to read so much or so intelligently. We early learned that our major library problem was not to get the students to use the books but to supply enough seating capacity in the reading rooms, enough books, and enough service for the withdrawal of books. During the current year we have had a daily circulation of over a thousand volumes of books used only in the Humanities course and in the first and second year Social Science courses; and the reading in these volumes is in addition to rather heavy text assignments in one course and large amounts of indispensable readings in each of the other two courses in a set of several volumes rented to each student for the academic year.

A part of the on-going program of each of the four introductory general courses is the organization of several types of special sections: honors sections open to superior students by invitation; special interest sections open to any student who has a burning desire to pursue the particular phase of the field announced for the particular special section farther than is provided by the regular program of the syllabus; and trailer training sections for students who need additional assistance. These sections are in addition to the regularly scheduled discussion sections and are on a voluntary basis. In the Humanities course special interest sections are offered in literature, in philosophy, in religion, and in fine arts. Last autumn when a member of the Humanities staff announced the special interest section for the field of literature, hoping to attract about twenty students, he was nonplussed when at the first meeting he found approximately a hundred students—twice as many as there were seats in the room. In spite of the fact that he gave them his assurance "as a gentleman and a scholar" that he would not attempt in any way so to conduct the program of the section that it would be of any direct assistance to any student in passing the Humanities comprehensive examination, and in spite of the fact that he announced a qualifying examination to be given a week thence to eliminate those not genuinely in earnest in their expressed desire to pursue the study of literature solely for its own sake, he succeeded in cutting the number of the group no more than half. Even with a group too large for the plan of procedure originally contemplated, the program as modified by necessity attained most gratifying results.

In the program of the Introductory General Course in the Biological Sciences there is no provision for individual manipulatory laboratory work on the part of the students. The object of the course is not to train botanists or zoologists or physiologists or bacteriologists but to give a general education for freshmen and sophomores, at least three-fourths of whom will never pursue any more formalized instruction in biology. The objects of the course are: (1) to cultivate the scientific attitude of mind through re-

peated illustrations of the scientific method of attack upon nature's problem; (2) to implant such practical information about biology as is desirable for a citizen in the modern world; (3) to awaken interest in the impressive machinery of the organic world and in the major concepts of biology. Many of the lectures are laboratory demonstration lectures. On approximately half of the Monday and Tuesday afternoons through the year, special laboratory demonstration experiments and exhibits, so arranged that students individually and in small groups may have opportunity to examine, observe, and contemplate at close range and in an unhurried manner many illustrative phenomena, are provided on the voluntary basis. Each exhibit and demonstration is given in the graduate research laboratory of the department concerned. In spite of inconveniences in time and place, more than seventy-five per cent of the class regularly take advantage of these special offerings.

The official Board examinations, offered on scheduled dates twice a year, are the only examinations required. None is required of either faculty or students in any course at any time by administrative regulations. Any type of test, quiz, or examination may be given in any course at any time, however, for instructional purposes, but not for mark-recording purposes. The official Board examinations are the only ones the results of which are made a matter of record in the registrar's office. Interestingly enough, in not a few courses students have asked that examinations be given more frequently than the instructors thought necessary, to acquaint both students and instructors adequately with the rate and degree of progress being made by the students. In more than one instance at the end of the Autumn and Winter quarters, after several instructional tests have been given during the quarter upon the conclusion of logical units of work, it has been left to student vote to determine whether a final examination on the entire quarter's work should be given. In every such instance the students have asked for the examination, though they knew that the result would have no officially recorded effect upon their attainment of the junior-college certificate. They did know, however, that the examination would be carefully corrected and returned, and would thus be valuable in their preparation for the official Board examination.

A student may take any one or more of the comprehensive examinations any time they are offered whether he has attended all or part or none of the sessions of the corresponding courses offered as year courses through the three regular quarters of the academic year to assist students in their preparation for examinations. Though most students attend courses through the entire academic year before taking the corresponding examinations, in the first calendar year that examinations were offered (June, 1932, to June, 1933, inclusive), 131 students took examinations after having attended corresponding courses only two of the three quarters, 62 after attending only one quarter, and 78 without attending. The letter grade proportions for the 271 students who took examinations before completing the customary three quarters of the course were: A 14 per cent, B 30, C 36, D 12, and F 8; the proportions for the entire group taking examinations were A 9 per cent, B 18, C 41, D 18, F 15.

The proportion of high grades, A and B, was much higher for those students who took examinations without registering for the course or after only one quarter's attendance than for those who attended the full three quarters. The proportion of failures in the faster group was only half the proportion of failures in the entire group. These facts plainly show that the superior students are taking advantage of the opportunities offered under the new plan. The important result is not merely that students may save time by completing the junior-college requirements in less than two years and the Bachelor's degree requirements in less than four years, but that students are encouraged to work "on their own" and are saved from perfunctory and routine repetition or boring and unnecessary review and are encouraged always to be engaged in work that challenges their capacity to the utmost.

Though we do not offer junior-college courses in the Summer quarter, last summer we had over a hundred students who came regularly each week to the College Library to withdraw books by the armful. Some of these students had failed one or more examinations in June and were preparing to take them again in September. A more significant group of considerable size, however, had passed a full quota of examinations in June and were "working up" new fields, without attending courses. Most of these students (from our best group) passed the examinations with distinction. One mother told me that after observing that her son and two of his friends had worked faithfully on the physical science field during part of June and all of July and August, preparing to take the examination late in September without attending the course, she insisted that her son go with her to their camp in the northern woods for the first three weeks in September, prior to the examination. It was arranged that the two friends should join them two or three days later, after camp was put in order. She was astonished to observe, when she and her son met the two friends at the station many miles from camp, that the largest items of luggage were bundles of books brought in compliance with a conspiracy to avoid having their work interrupted by the vacation in unacademic surroundings.

Under the old plan, with required class attendance, most students seemed to think it necessary to take a standard number of "cuts" to preserve their self respect. Under the voluntary attendance plan the attendance at many classes has been better than under the old plan. More frequently than formerly students are visiting courses for which they are not registered. Attendance now seems to be in direct ratio with the extent to which the students think the class period profitable to them; there was no such correlation under the old plan when a course credit was at stake.

Though we have not raised our admission requirements, the new plan has produced a higher degree of self-selection among our applicants for admission as freshmen. Last year over 40 per cent of our entering freshmen ranked in the upper tenth of their graduating high-school classes and approximately two-thirds were in the highest quarter.

The first year of operation of the new plan in the upper divisions was 1933. Whether developments comparable to those reported in this paper for the lower division will follow in the upper divisions remains to be seen. Results to date, however, seem to indicate that our first crop of initiates to Phi Beta Kappa under the new plan will be more significantly selected and hence as a group will be more worthy members of the society than were many elected under the old plan on the course grade-point average.



## SOCIAL TRENDS AND SOCIAL GOALS

CLEVELAND ZAHNER, EX '07

At the outset of this brief discussion, I wish to state that I am confining myself principally to that division of social work, which we call the relief of destitution, as distinguished from other classifications such as child welfare and medical social work.

Any phase of our modern life can be viewed in its entirety only if one looks at the subject historically. We understand our present and can work towards our future only in the light of our past. I shall, therefore, outline briefly the background of the relief for the destitute in America before I discuss the situation as it is today.

Colonial America modeled its laws for care of its poor upon those laws already existing in England. In the thirteen original colonies and in the other states as those states were added to the Union, there were passed so-called "pauper laws," to use the terminology of the 17th and 18th centuries. Except in Louisiana, these poor laws are still in force today so that the basis of our laws, relating to public welfare, lies in the Elizabethan Poor Law of 1601.

These "Pauper Laws" expressed the ideas of the English upper classes, the feeling that the destitute were in their condition of poverty because of their inferiority, and that their inability for self-maintenance was their own fault. This opprobrium still clings to those unfortunates in society who are the beneficiaries of public relief in some of our own counties today. Again, the English Poor Law firmly entrenched in American communities the principle of "local responsibility," the belief that the local unit of government must with its own funds care for the poor having legal settlement in that unit. Tax funds for poor relief must be spent where collected. Our inheritance, therefore, was first this harsh and deterrent attitude towards these unfortunates who were forced to apply for poor relief and secondly, our inheritance was the settled conviction that only those were eligible for relief who had legal residence within our local boundaries.

In the years following the Napoleonic wars, due to the enormous numbers of persons in England who were receiving public aid and who were given this aid without discrimination as to need, Parliament passed The Poor Law Amendment Act in 1834. This act made illegal the granting of relief to the able-bodied poor outside of work houses. The conditions of these work houses were so horrible that few persons applied for this "indoor" relief. As a consequence, there were in England vast numbers of destitute men and women who were begging in the streets in preference to seeking public aid in the work houses. To offset this condition, an unheard of number of private charities sprang into being, some of which duplicated and overlapped others.

In America after the depressions of 1873 and 1893, somewhat the same development took place, though for a different reason. The powerful private agencies came into being in the East because graft in the administration of public relief funds was so deep-rooted and widespread that the rich and philanthropic, despairing of reform, founded and administered their own private charity organization societies. These societies grew and spread until in 1929, we had their counter-part in nearly all of our large urban centers.

For the past fifty years, also, side by side with those private agencies just mentioned which existed solely for the relief of destitution, there sprang up as needed by each community, other private agencies for the care of dependent and neglected children, for the care of the aged, for medical and psychiatric social service, so that our large cities had on the one hand, the public agency administering relief under the old pauper laws inherited directly from the Elizabethan Poor Law of 1601 and on the other hand, an unorganized multiplicity of privately-supported agencies.

While new agencies in the private field have thus been coming into being, another movement in the opposite direction has been noticeable. Attempts have been made by social workers to rationalize and coordinate these social agencies. Three such attempts are:

1. To extract from the Poor Law certain beneficiaries who suffered from destitution

due to certain disabilities and grant state aid to this class of persons. I refer here to Mothers' Pensions, Old Age Pensions, Blind Pensions.

2. Certain machinery set up by social workers themselves to regulate these many agencies. In the public field, such machinery are the various State Boards of Public Welfare. In general, the State Departments of Welfare have not been granted mandatory powers by the various state legislatures. They have had little authority and have thus been handicapped in their plans.

3. In the private field, we have, in many communities, Central Councils of Social Agencies and the Community Chests. In the same manner as the State Boards of Welfare, the Councils of Social Agencies in various communities have used the method of persuasion and exchange of information in attempting to coordinate the various agencies and to set up uniform standards. Except in the field of the care of dependent children, not much progress has been made towards perfectly coordinated plans in the communities. Unless Councils of Social Agencies are held together by the budget power of the chest, they are not very successful. Community chests having budget control have been able to exercise some powers of coordination.

This is the picture of social work presented by America when, in 1929, the storm broke. After a Herculean struggle to keep their heads above the oncoming tide of thousands of destitute families applying for aid because of unemployment, the private agencies found they could not carry the heavy burden. In spite of enormous amounts of money contributed by private individuals throughout the nation, there was not anywhere near the amount of money needed. First the state governments and then the Federal government were forced to enter the relief field on an unheard of scale. Since the Federal Emergency Relief Act of 1933, we have had set up in each state in the Union and in almost every county in each state, Federal Relief Administrators to care for the unemployed in that county. Thus overnight almost a vast machinery has come into being, nationally-controlled and in most instances, nationally-subsidized. In some states and counties as in our own Fulton County, for instance, the Federal Government has combined its forces with the county and city to form one agency to care for all types of the destitute, except those persons already under care of the private agencies. In other counties, the Federal Relief Administration is separate from any county relief unit which is administered by county officials. In most small communities there are no private agencies, so that the public agencies carry the entire load.

To summarize at this point, we see that public relief was the *first* form of relief for the destitute, that it has had an unbroken continuity down to the present time and that except in large cities where private agencies flourished, it was the *one* form of relief existing.

Now what of the future? Will the public agencies gradually recede from the picture and leave the relief of destitution to the private? Some figures, I think, will assist us in answering this question. In May of this year, Detroit made a study of 4,000 families in its unemployment load. These families were divided into two groups: (1) Those with a favorable prognosis; that is, the wage-earner was not handicapped, physically or mentally, to resume work and the industry or business, with which he was formerly connected, would re-employ him, should conditions improve. (2) Those families with unfavorable prognosis; that is, the normal wage-earner was either handicapped in some way or his former employer was bankrupt. The figures follow: Prognosis favorable, 15 per cent; doubtful, 15-20 per cent; unfavorable, 65 per cent.

Some Chicago statistics will show how large the employment load is in comparison with the load the private agencies carried: United Charities, Chicago, June 1930—1633 total families on relief; United Charities, Chicago, June, 1933—4016 total families on relief; United Charities, peak of unemployment—10,000 families on relief; unemployment relief—220,000 families on relief.

As you can readily see, the number of persons needing assistance, who will continue to

need assistance for some time to come, is so large that we must not expect the private agencies to assume this load. Furthermore, will they be financially able to assume the burden?

In 151 Chest cities in America, statistics show that the money collected for private charities in 1933 was 17.5 per cent less than that collected in 1932, and the amount collected in 1932 was 22 per cent less than in 1931. We account for this decrease, in the first place, by saying that many persons who contributed to private charity in the past, no longer have the financial ability to do so, and secondly, by realizing that the public at large, is more and more assuming that the relief of destitution is a real function of the government, just as education has long been.

And why should not the welfare of its unfortunate citizens be the prime aim of government as well as the well-being of those who have resources of self-maintenance? And in order to realize this aim, why should we not have a Federal Department of Public Welfare, or Public Assistance, to use the newer term?

For the past 50 years, the power of the individual States has been constantly declining, just as that of the Federal Government has been increasing. For most purposes, State boundaries do not exist. Certainly as far as business, personal and private, is concerned, they do not. Only in the field of politics do State boundaries count at all. In the past as voters clamored for better schools, for better roads, (and at the same time did not want higher taxes), the States welcomed Federal subsidies, for those two purposes. To the Federal Government the States owe their success in regard to vocational education and highways.

By means of these grants-in-aid to States, the Federal Government can demand uniform standards of social work, and can require that relief be administered by qualified and trained personnel. This requirement is being met now under the Federal Agency Act of 1933. Today, under this act, temporary and emergent though it be, we find in out-of-the-way rural counties some attempt to dispense relief under modern standards. A uniform system, under uniform laws. No longer, as a consequence, will the unfortunate in the larger cities have adequate care, while the poor of the small communities be dealt with as if they were living three hundred years ago!

We have, therefore, enough precedent for our goal of a permanent Federal Department of Public Assistance, with subsidies to States, based on need.

Along with this development will go uniform state laws, relating to problems of welfare. One illustration, only, I shall mention here. Under the old English system of "local responsibility," the non-resident has no claim to any local aid. Under the present State laws of settlement, a man who moves into one State may lose his legal residence in his own State, before he can become a citizen in another. Until the Federal Transient Bureaus were formed a little over a year ago and even today in places where these Transient Bureaus do not exist, the non-resident is battered about between one local unit and another, neither one wishing to spend any of their own tax-payers' money on him. As a step towards national laws of public welfare, we should abolish our old Poor Laws and with them the old idea of "local responsibility," adopting uniform settlement laws throughout the nation.

Under the old system of "laissez-faire" we shut our eyes to the havoc our industrial era wrought in the lives of our fellow citizens. Now that we realize that society and government are responsible for the welfare of all, we must plan for those persons whom industry has thrown permanently out of employment, through no fault of their own. This means old age pensions, the Federal Government, to reiterate, matching its funds with State funds. It will also mean some sort of unemployment insurance in order to give security to those who labor constantly under the shadow of technological and seasonal unemployment.

What I have outlined here so briefly and so inadequately is not new—all these thoughts are already in the air. Shall we not do our best to work forward to these goals? Only thus shall "THE CHARITY OF TODAY BE THE JUSTICE OF TOMORROW!"

## MARIAN (McCAMY) SIMS

IRENE LOWRANCE, '28

Marian McCamy was born in Dalton, Ga. On the maternal side of her family she was of New England descent, and she says "the mixture of a New England conscience and Southern lethargy has run her ragged all her life."

She came to Agnes Scott in 1916. Those who "knew-her-when" will remember her vivid personality in the particular activities of basketball and Blackfriars. In those days she says she "looked with reverential awe at any sort of literary activity." In fact, she went so far as to *fail* an English 11 exam under Miss McKinney, because she had "no love or appreciation for English literature"!

After graduation Marian taught History and French for two years in the high school in Dalton. The following year she taught in LaGrange. But "schoolmarming" was proving too nerve-racking, so she went to Wisconsin on a visit and accidentally got a new job,—with an advertising firm. She wrote direct mail advertisements, folders, letters, etc,—for syndication. Marian's cleverness and versatility were well exhibited in this field of livelihood. During the three years she worked for this company she said that she wrote for sixty or more *different* businesses,—drycleaners, druggists, florists, even osteopaths! (Recently she walked into a local osteopathic clinic and found on the office table some "educational literature" that *she* had written several years ago. Imagine walking into a strange place and meeting yourself disguised like that!) This job was fine experience, because, as Marian said, it got her into the habit-of-writing; and, it seems, that "the habit," or routine of handling words, is the first requisite for an author.

When asked how she happened to take up fiction writing, Marian said that she had always intended doing something to justify her existence, and story writing was *the* one thing she hadn't tried, and therefore, the one thing she didn't know she couldn't do.

In 1927 she was married to Mr. Frank K. Sims, Jr., a young attorney, and moved to Greensboro, N. C. She did not know many people here, and had "time" on her hands, so she began to write. Shortly afterward, she and Mr. Sims moved to Charlotte; she continued her fiction writing in earnest. For four years she "struggled without a break." The short stories (and the novel) were re-written, re-revised, and still re-rejected. In the meantime, Marian had acquired an agent. (Next to "the habit-of-writing," an agent appears to be the most important factor.) This agent was very temperamental; at first, she was most enthusiastic and encouraging, advising *this* be rewritten and *that* be revised; then suddenly she lost interest and decided she "wouldn't care to handle Mrs. Sims' material." Such are the struggles of the rising author!

In 1932 Marian won the North Carolina Short Story Contest, which is sponsored each year by the Charlotte Writers Club, with her story, *Roman Candles*. Mr. Struthers Burt, well-known writer of Southern Pines, was one of the judges for this contest. He and his wife, Catherine Newlin Burt, who is a novelist of some note, were interested in Marian; they met her and spoke encouragingly of her work. They gave her some tips on the fiction market. Mr. Burt helped her secure another literary agent, and from then on, Marian was on the "up and up." Within a few weeks she sold stories (which her former agent had decided were unmarketable) to Home Magazine, Colliers Weekly, and Saturday Evening Post. However, all was not "easy sale-ing"; oh, no; the revisions and rejections still went on; but the "contact" had been made and Marian was "taking off" for Success. She had hitched her wagon (pardon me, for mixing my metaphors!) to a star,—The *Morning Star*,—and was riding high.

And she still is. Soon she will have stories published in McCall's Magazine and in the Pictorial Review, and, she confides, there is also to be another novel.

*Morning Star*, as the inside of its cover will tell you, is "one of the most fascinating romances of the year." It is light reading. (Marian declares she's too informal to

write otherwise.) The scene is Southern; not the Southern atmosphere that is cloyingly sentimental, nor that which is disgustingly morbid, but just the honest-to-goodness folksey South.

All Agnes Scotters will be genuinely thrilled to read the paragraphs which describe Emily's (the heroine's) college days at Ardmore College. Every former freshman will join her in reminiscing over that first year . . . "the routine of college; swiftly passing days of study; night's of soft beauty on the campus, when the moon silvered the roofs and etched the tower of Main in dark grace against the sky."

And all ex-seniors will feel a warming in the "cockles of their hearts" when they read of Emily's pleasure in recalling the milestones of her senior year. Marian has written these pages in the second person; she is sharing with each Hottentot the sacred traditions and rituals of Agnes Scott.

Perhaps you're curious about the title and how it came to be *Morning Star*. Marian explains it this way: she and Mr. Sims were passing a negro church and decided to go in to listen to the services and music. Two little negro girls were singing a duet:

*"I got a mother in Glory Land,  
She fixed her eye on the Morning Star.  
Dont let nothing turn you 'round . . ."*

and Marian immediately put the negro spiritual right into her novel and it made a lovely, shining title for her book.

## PASTELS

From the October, 1934, *Ladies' Home Journal*

*How dull they lie in their dusty bins  
Like colorless virtues or drab little sins,  
But spread on a canvas their pigments gleam  
With the luster of life and the tissue of dream.  
How dull life's recurring, monotonous days  
If there's not any ardor to color its ways.  
But once love has touched these everyday things  
Duty has glamour and hours have wings.*

LEONORA (OWSLEY) HERMAN, Institute.

# FACULTY NEWS

Miss Florence Smith attended the convention of Phi Beta Kappa in Cincinnati in August.

Miss Elizabeth Jackson spent the month of June touring the Province of Quebec. After that, she spent a very quiet summer at home with her parents in South Weymouth, Mass.

Miss Emma May Laney and Dr. Philip Davidson were on the faculty of Hunter College in New York City. Miss Laney also spent part of the summer at Chautauqua, N. Y.

Miss Harriette Haynes, Bee Miller, '30, and Carrie Scandrett, '24, spent a week together in New York, after which Miss Haynes sailed for Austria where she studied dancing.

Miss Emily Dexter spent the summer in Wisconsin.

Mrs. Alma Sydenstricker was at Chautauqua, studying in the Department of Religious Education.

Miss Melissa Cilley studied in Spain, Portugal and Morocco.

Miss Edna Ruth Hanley received her Master's Degree in Library Science at the University of Michigan in June. She spent part of the summer in Canada.

Miss Leslie Gaylord studied in Michigan.

Dr. Mary F. Sweet and Miss Louise McKinney visited High Hampton Inn, Cashiers and Highlands, N. C.

Dr. Arthur Raper toured the southern states to observe the effects of the New Deal on the white and negro laborer. Dr. Raper also conducted a ten day camp in the mountains of North Carolina.

Miss Anna May Baker, formerly connected with the Mathematics Department, is now head of the F. E. R. A. in Orange, Virginia.

Miss Roberta Hollingsworth, former Spanish teacher, is now Dean of Women of the University of Virginia. Miss Hollingsworth also runs a tea room on the University campus.

Miss Florence Edler, who was a member of the History Department formerly, sailed on September the twenty-sixth for Brussels, where she will study on a C. R. B. fellowship.

New faculty members this session include: Dr. T. W. Whitaker in the Department of Biology, to fill the vacancy left by

Miss Mary Westall; Nancy Rogers, '34, as a member of the Biology Department; Thelma Richmond, '33, as a member of the French faculty; Margaret Bell, '33 as Secretary to Miss Hopkins; Nelle Chamblee, '34, in charge of the college book store; Miss Emilie Thomas, as an addition to the staff of the Infirmary; Elinor Hamilton, '34, as Field Alumnae Secretary; Ellen Douglas Leyburn, '27, as a member of the English faculty; Polly Vaughan, '34, as a fellow in Spoken English; Eugenie Dozier, '27, as a member of the Physical Education Department.

Miss Annie May Christie has returned to the English faculty.

Dr. and Mrs. McCain spent part of the summer with his family in Due West, S. C.

Miss Hopkins spent the summer with her family in Staunton, Va.

Miss Lillian Smith spent most of the summer in Syracuse, N. Y. with her niece, Dorothea Keeney, Academy.

Mr. and Mrs. C. W. Dieckmann spent the summer at the University of Georgia in Athens, where Mr. Dieckmann was a member of the summer music faculty.

Miss Mary Stuart MacDougall spent the summer in France, where she continued her research work.

Dr. and Mrs. Henry Robinson spent the summer at their home in the mountains of N. C.

Miss Catherine Torrance went to Cleveland in August for the marriage of her niece, Mary Frances Torrance, '33.

Miss Muriel Harn spent the summer at home in Baltimore, Maryland with her family.

Miss Frances Gooch went to the North Cape during the summer.

Miss Leslie Gaylord spent part of the summer in Winchester, Va. with her family. She is now living in an apartment in Decatur.

Miss Katherine Omwake spent the summer with her family in Washington, D. C.

Gwendeline Miller spent the summer in Kalamazoo, Michigan, with her family. She enjoyed a visit from Andrewena Robinson, '32, during which time they went to the World's Fair.

Miss Louise Lewis spent part of the summer with relatives in Alabama.



What Is the NRA? is an interesting booklet to be used for study and discussion. Copies may be procured from the Superintendent of Documents, Washington, D. C., for five cents a copy. It is highly recommended for alumnae who wish to be well informed on the aims, methods and accomplishments of the National Recovery Administration.

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The A. A. U. W. has requested that the following information be given Agnes Scott alumnae: All applications and recommendations for fellowships from the American Association of University Women must reach the secretary of the Committee on Fellowship Awards, 1634 I Street, N. W., Washington, D. C., not later than December 1, 1934, and should be accompanied by a transcript of record of graduate or undergraduate work, a certificate from the registrar of the college or university awarding the degree or degrees received by the applicant, testimonials as to character, theses or papers or reports of investigation, a health certificate, and a small recent photograph.

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The Lecture Association is happy to announce a lecture on November 23 by Edna St. Vincent Millay at the College. The single admission tickets for this are \$1.00 for reserved seats, and 75c for general admission.

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The Class of 1935, '77 in all, will be invested with caps and gowns on Saturday, November 3.

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The Annual Stunts were presented by the classes of '37 and '38 on October the thirteenth. The traditional Black Cat was belled with the designation, "Awarded to the class of '37."

Blackfriars will present one of George Bernard Shaw's Plays on November 17. The male parts will be taken by local men, interested in these dramatic productions.

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A Word About Our Contributors: Irene Lowrance, '28, took an active part in Blackfriars during her college career. This interest she has continued in her work with the Little Theater of Charlotte, N. C. Irene is Editor of the Curtain Call, publication for this group. On the business side, Irene is now teaching Latin in Charlotte. Cleveland Zahner, ex-'07, is a graduate of Radcliffe, having attended Agnes Scott—then Agnes Scott Institute—from 1903 through 1905. She has long been interested in the work of the Crippled Children's Home in Atlanta. At present, as one would guess from her splendid article, she is connected with the Fulton County Relief Administration. Her article is believed to be of peculiar interest at this time, since so many Agnes Scotters have gone into this field.

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5,600 Pledges have been paid in full to date. \$82,000 was received during the year as payment toward these pledges; on the basis of our collections the College collected \$41,000 from the General Education Board.

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31 1934 Granddaughters is the record of this club this session. They are: Harriet Dimmock, '35, daughter of Edith Lott, ex-'09; Clara Morrison, '35, and Margaret Morrison, '38, daughters of Louise Read, Academy; Alberta Palmour, '35, daughter of Mary Crenshaw, Institute; Martha Redwine, '35, daughter of Lucy Reagan, '10; Susan Turner, '35, daughter of Annie Dowdell, '02; Mary Adams, '36, daughter of Bertha Thomas, Institute; Mary Henderson, '36, daughter of Ruth Horne, Academy; Frances McCully, '36, daughter of

Margaret Lilla Wilson, Institute; Elizabeth Forman, '36; daughter of Mary Dortch, Institute; Loraine Smith, '36, daughter of Edith Farlinger, ex-'10; Lucile Cairns, '37, daughter of Lucile Colclough, Institute; Fannie B. Harris, '37, daughter of Lillie Bell Bachman, ex-'09; Dorothy Lee, '37, daughter of Clara Rusk, Institute; Ora Muse, daughter of Eliza MacDonald, ex-'11; Barton Jackson, '37, daughter of Clyde McDaniel, '10; Martha Johnson, '37, daughter of Ruth Dolly, Special; Virginia Gaines, '37, daughter of Ethel Gaines, '00, and granddaughter of the first president of Agnes Scott, Dr. F. H. Gaines; Kathleen Daniel, '37, daughter of Kathleen Kirkpatrick, '04; Caroline Armistead, '38, daughter of Frances McCrory, Academy; Kennon Henderson, '38, daughter of Nellie Louise Mandeville, '99; Mary Lyon Hull, '38, daughter of Martha Miller, ex-'09; Winifred Kellersberger, '38, stepdaughter of Julia Lake Skinner, '19; Dorothy Lee Kelly, '38, daughter of Gladys Lee, '11; Mary Nell Tribble, '38, daughter of Martha Schaefer, Institute; Nancy Tucker, '38, daughter of Lavalette Sloan, '13; Pauline Wynne, '38, daughter of Frances Dukes, '13; Lillian and Lulu Croft, '38, daughters of Lulie Morrow, '05; Nell Scott Earthman, '38, daughter of Eliza Candler, Institute, and great-granddaughter of Colonel George Washington Scott, founder of Agnes Scott College; and Martha Young, '38, daughter of Martha Hall, '12. The Club met informally for a business session in September. They were entertained at a formal seated tea by the Alumnae Association on Wednesday, October 17. To this occasion were invited the local mothers and members of the Executive Board of the Association. Further plans for the club for the session will include a dinner in December or November, to which each granddaughter will invite an escort.

The New York Agnes Scott Club is preparing for their usual three meetings during the course of the next year. Betty Gash, '29, President, reports that these are very successful get-togethers, but could not be held more often, since it is so hard to organize people in New York City.

34 Honor Students were announced at Chapel on September 22, at which time Lucile Alexander, '11, made an excellent talk. Of interest to alumnae was the award to Clara Morrison, '35, daughter of Louise Read, Academy; to Elizabeth Forman, '36, daughter of Mary Dortch, Institute; and to Isabel McCain, '37, daughter of Dr. J. R. McCain, President of Agnes Scott. Of these 34, 13 were seniors, 10 juniors and 11 sophomores.

Gaines Cottage has been renovated and reopened to students this session. The

three dormitories (Rebekah, Main and Inman) are in use as a result of the increased enrollment. The number of students to date is 488, with 71 new day and 121 new boarding students, 145 old day and 151 old boarding students.

The Basement of Main now boasts of a kitchenette, made possible by a gift from the class of '34. This will prove of inestimable value in entertaining in the reception rooms of the Main Building. The kitchenette includes in its equipment a small range, utensils, dishes, shelves, cabinets, and a sink.

Attention is called to the back cover of this issue of the Quarterly, where you will find a notice of great importance from the Chairman of the Publicity Committee, Janef Preston, '21.

The Student Loan Committee has been able to make three small loans to students now in Agnes Scott this session. An urgent appeal to all alumnae who owe money to this fund is made, with the hope that funds returned this year will be available for other badly needed loans.

The Entertainment Committee has been very active this fall, in entertaining for the new students on Friday of the new session and in arranging for a seated tea for the Granddaughters' Club on October 17.

Chapel Services follow a regular schedule this year: Tuesday is set aside for Y. W. C. A.; Wednesday for the faculty; Thursday for Student Government; Friday for stunts; and Saturday for Dr. McCain's programs.

Wednesday Nights are gala ones on the campus. The students are required to dress for dinner and to be on time. After dinner, coffee is served by some campus organization in the reception rooms in Main.

Three Exchange Students are on the Agnes Scott campus this year. They represent France, Germany and Argentina.

Dorothy Smith, '30, and Virginia Heard, '33, deserve honorable mention. The former is spending the winter in France on a scholarship won from Harvard University; the latter is studying at the University of Michigan, having won the Beck Memorial Scholarship.

1322 B. A. Degrees have been awarded from Agnes Scott at present; compare this figure with that of 132 in 1915 and be proud of the continued progress of our Alma Mater!

The Committee on Beautifying Grounds has been active during the summer in preparing flower beds for spring blooming. It is the hope of the committee to erect the arch over the pergola this year. Donations from local clubs has made it possible for the committee to reduce the amount borrowed from the Savings Fund of the Alumnae Association from \$114.67 to \$60.42. Appreciation for these donations is felt by the committee chairmen, past and present.

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The Local Clubs Committee hopes to organize Agnes Scott Clubs in any city which has twenty-five or more Agnes Scotters living there at the present time. Mary Waller Shepherd, '28, Chairman of this Committee, and Elinor Hamilton, '34, are going to devote their energies in this direction.

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The Tea Room is this year leased to the Misses Nelle and Lila Barnett from Sharon, Ga. They are very eager to serve the needs of the campus and to cater to outside trade among the alumnae and their friends. If you are a local alumna, keep them in mind in planning your parties. If you are a little farther away, make the Alumnae House your headquarters for a visit during the session.

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The Alumnae Office has been moved upstairs into the old sitting room. The space and privacy are expected to work wonders. The increased office force, composed of the General Secretary and five student assistants in school on scholarship aid was the immediate reason for this change.

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The Curriculum Committee is making attractive plans for the fourth of our Agnes Scott Alumnae Week-Ends. The tentative program is outlined by Clara (Whips) Dunn, '16, Chairman, in this issue. It is hoped that the completed program, reading lists and more personal invitations to the festivities of the Week-End can be placed in the mails soon. Make your plans now for a return visit to Agnes Scott on February 22, for Founder's Day and the Alumnae Week-End.

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Elinor Hamilton, '34, successor to Penny (Brown) Barnett, '32, is out for students for Agnes Scott for 1935-1936 and succeeding sessions. The cooperation of alumnae in calling her attention to prospective students will be a real service to the College and of actual help to Elinor in her work.

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The Washington, D. C., Club contributed \$5.00 to the Alumnae Garden during the summer. The first fall meeting was held with Eva (Moore) Sandifer, ex-'25. Eva

is the new President of the Club, and Marguerite Kennedy, ex-'34, is the newly elected Secretary.

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The New Orleans Club sent in a number of dainty linen luncheon sets for the use of the Tea Room the early part of the summer. These came as a welcome surprise, since the wear and tear on our linen necessitates its being replaced often.

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The Charlotte Club completed their donation to the pergola in the Alumnae Garden with a check of \$39.25 during the summer. This gift was greatly appreciated by the Garden Committee and by the many alumnae who have been able to enjoy the pergola and the lovely roses.

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The Atlanta Club, under the presidency of Sarah Belle (Brodnax) Hansell, '23, is anticipating a full and successful year. The first fall meeting was held at the home of the president, with Dr. J. R. McCain as the featured speaker of the afternoon. The club has been divided into small working groups, which will cooperate as units in contributing something of value to the Alumnae House, the Alumnae Garden, or to the College during the session. The Club, as a whole, is continuing many of its projects.

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The Decatur Club meets monthly with Susan (Shadburn) Watkins, '26, presiding. Carrie Scandrett, '24, spoke on achievements of the College and changes in the student activities at the September meeting. Dr. Cullen B. Gosnell, husband of Louisa (White) Gosnell, '27, and professor of History and Economics at Emory University, spoke at the October meeting on "Better Citizenship." The Club is sponsoring the sale of wax, has arranged for demonstrations of aluminum vessels, and hopes by many other small ventures to increase their treasury materially. The officers of the club are: President, Susan (Shadburn) Watkins, '26; Vice-President, Emily Stead, '27; Secretary and Treasurer, Dorothy Cassel, '34. Meetings of the Executive Board on the third Monday of each month precede the regular meetings on the fourth Monday.

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The Business Girls' Group of the Atlanta Club meets monthly at a downtown tea room. The schedule at present is to meet alternate months at Rich's Tea Room and the Frances-Virginia Tea Room, the September meeting having been held at Rich's, with Dr. J. R. McCain of Agnes Scott as guest speaker. The meetings are well attended from twelve to two, the lunch hour for many alumnae working in offices in Atlanta.

Dear Alumna:

Do you hear the Agnes Scott radio program every Wednesday afternoon at five o'clock (Central Time) over Station WSB? For the past year and a half the Atlanta Journal has generously *given* us this time, which could be sold for \$125. The gift will be renewed for the coming months *only* if WSB can be made aware that we are reaching an audience and that the weekly broadcast is valuable to the College. *You can help* us measure our audience and impress the radio station with the importance of continuing the Agnes Scott programs. Listen to the programs, and then write us your opinion of them. The important thing is to address "Agnes Scott Program Director," Station WSB, Atlanta, Ga. Every letter (not post card) will be forwarded to us. If every alumna who reads this appeal for cooperation will listen to and comment on one program during the next month, WSB will be convinced that the Agnes Scott hour should be continued, and we shall know what kind of radio programs you think our public wants to hear. We want suggestions.

Beginning in the summer and continuing until the present time, the radio programs have been on the subject of some notable Georgians. Two well known men have been guests on these programs,—Anderson M. Scruggs, author of "Glory to Earth," who gave a reading of his poems, and Bishop H. J. Mickell, who spoke on "Spiritual Culture"; and others are to be presented. Talks on such distinguished Georgians as Crawford W. Long, the discoverer of ether as an anaesthetic, Dr. Charles Herty, discoverer of the process for making print paper out of "old field" pines, Alexander H. Stephens, vice president of the Confederacy, Augustus Baldwin Longstreet, author of "Georgia Scenes," and Sequoyah, the Indian who invented the famous Cherokee alphabet, have been broadcast by members of the faculty, by alumnae, and by outstanding students. The summer programs also included an enthusiastically received talk by Dr. McCuin on the IIRA plan for giving help to students, and a number of special musical programs,—song, violin, piano, and harp recitals. At present we are not only giving our own programs, but are also collaborating with Emory University in a new series of round table discussions on current topics, broadcast every Friday evening at six o'clock over WSB.

Please let us hear from you. Remember to write to us in care of Station WSB.

JANIE PRISON, '21,  
Chairman of Publicity Committee.