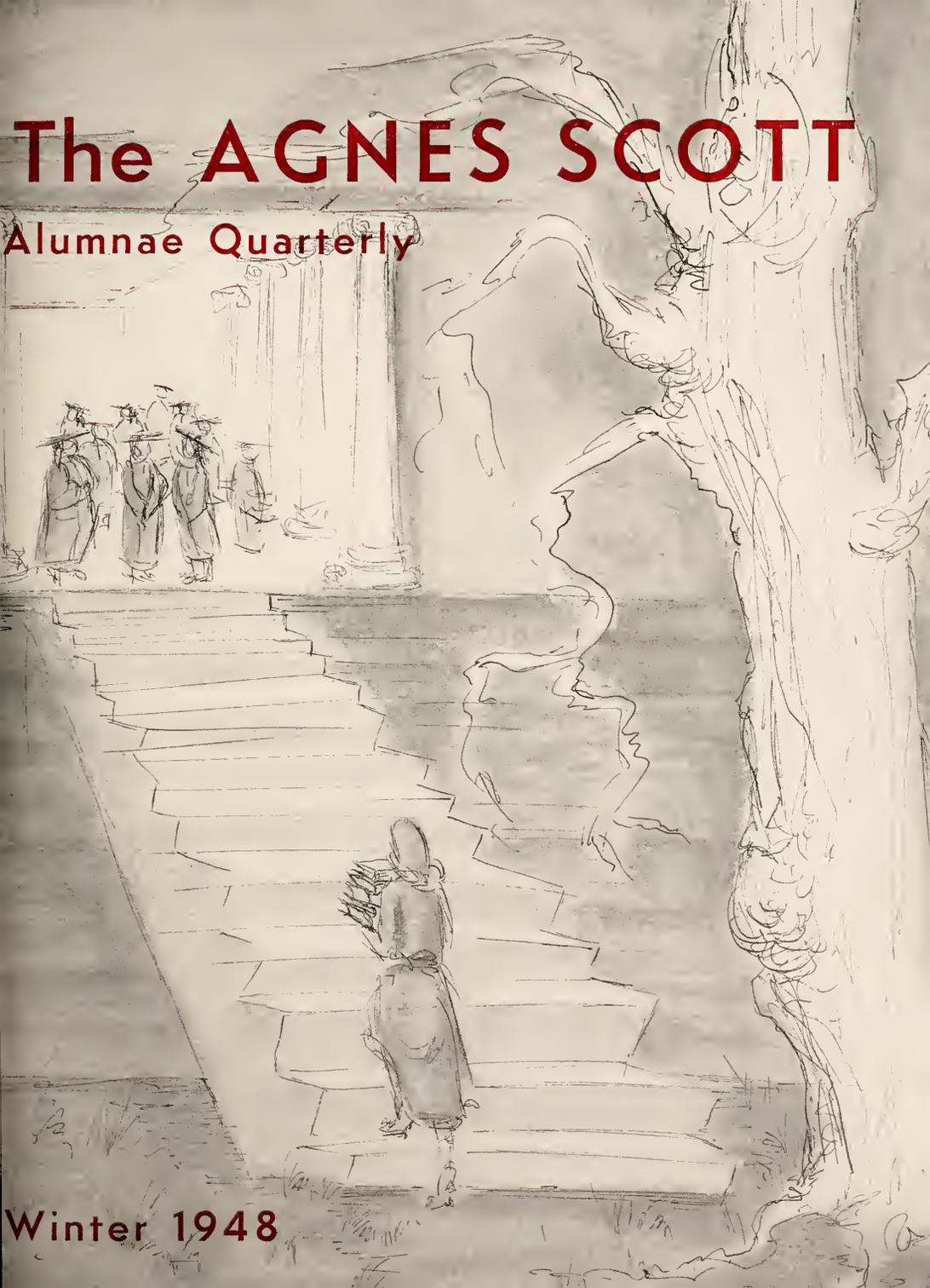


# The AGNES SCOTT

Alumnae Quarterly



Winter 1948

# THE ALUMNAE ASSOCIATION OF AGNES SCOTT COLLEGE

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THE

Agnes Scott

# ALUMNAE QUARTERLY

Agnes Scott College, Decatur, Georgia

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WINTER 1948

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ELEANOR N. HUTCHENS '40, EDITOR

# INTRODUCTION TO THIS ISSUE

By Margaret Bland Sewell '20

Member, Education Committee

When Daniel Webster pleaded the Dartmouth College Charter Case before the Supreme Court of the United States in 1818, he paused a moment after his prepared argument and then, according to the account of Chauncey A. Goodrich of Yale, he turned impulsively to the Chief Justice and spoke spontaneously from his own full heart, ending with the words:—

Sir, you may destroy this little institution; it is weak; it is in your hands! You may put it out; but, if you do, you must carry on your work! You must extinguish, one after another, all those great lights of science, which, for more than a century, have thrown their radiance over the land! It is, sir, as I have said, a small college,—and yet there are those who love it.

This thought, this emotion evoked about Dartmouth College over a century ago, is applicable equally well today to our own Alma Mater, Agnes Scott,—“it is a small college, and yet there are those who love it.” In fact, there are former students all over the United States and in many foreign countries who think of Agnes Scott College with deep affection but, because they love their college, it does not necessarily follow that they are uncritical of it, that they wish it to remain static, unchanged. Because they love it, they wish it to give in full measure all the advantages that they have had as well as many advantages of which they have only dreamed. In answer to a questionnaire sent out by the Alumnae office, hundreds of these former students who love their college have written back commendations, criticisms, and sugges-

tions. A report of these answers has been compiled by the Education Committee of the Alumnae Association and is presented in this issue of the *QUARTERLY*.

The report contains varied and various suggestions. There are those who, like the Commission on Life Adjustment Education for Youth, feel that education should be of the bread-and-butter type, that the traditional subjects such as algebra, foreign languages, and literary classics should yield to vocational courses which prepare a student for earning a living. On the other hand, there are those who feel that education should offer more than an ability to acquire the creature comforts of life, desirable as those may be, who are in agreement with Sir Richard Livingstone in the views he expressed in his article “Inequality of Education” in the November *Atlantic Monthly*, “If Greek and Latin are among the great things of the world, give them to as many people as are capable of receiving them”, who believe that all the great things of the world whether they be found in Greek or Latin, in science, in literature, or in philosophy should be offered to college students so that they may develop into the kind of people of whom Sir Thomas Browne was thinking when he wrote, “Life is a pure flame and we live by an invisible sun within us.”

This divergence of views of our alumnae is typical of the confusion that exists everywhere today, a confusion as to what should

comprise a good education, a proper preparation for modern life. Since it is only by thought and discussion that we may ultimately arrive at some clarification of this confusion, the education committee has asked three alumnae to present their views in this issue of the QUARTERLY. One of these contributors is a teacher of kindergarten and of three small children of her own; one has had several years of teaching experience in the elementary grades and has a glowing enthusiasm for her work; while the third has taught with originality and daring high school and college classes. It is the hope of the education

committee that from the vantage point of experience of these three as well as from the general report of all who answered the questionnaire, we may be able to sift the educational grain from the chaff and help foster a program of instruction which will fulfill the purpose as expressed in the words of Booker T. Washington:—

The end of education, whether of head or heart, is to make an individual good, to make him useful, to make him powerful; it is to give him goodness, usefulness and power in order that he may exert a helpful influence upon his fellows.

## THE ALUMNAE APPRAISAL

"Students should be taught how to live if such a thing is possible," declares an Agnes Scott graduate of 1908 in answering the questionnaire sent all alumnae last year.

Her admonition sums up the belief of virtually all who replied to the query, "In the light of your experience, what things from your Agnes Scott training seem to be most valuable to you, and what, in your opinion, should be added to the academic or social life of students today?"

Most of the other answers, however, indicate little doubt on the part of the writers that such a thing is possible: that a college not only should but can teach its students how to live. It is in their widely varying conceptions of living that they disagree.

The two thousand questionnaires returned to the Alumnae Office have been examined, one by one, and the answers to the appraisal question tabulated—some of them copied verbatim for reproduction in this report. Members of the Alumnae Association Education Committee, which undertook the task last spring, divided the questionnaires by decades. Chairman Mary Wallace Kirk '11, a trustee of the College, took the years of the Institute, the Academy and the College through 1909; Margaret Bland Sewell '20, former

member of the Agnes Scott faculty and now a writer and homemaker, the classes of 1910-19; Ellen Douglass Leyburn '27, associate professor of English at Agnes Scott, the 1920-29 period; Evangeline Papageorge '28, assistant professor of biochemistry at Emory, the 1930-39 classes; Eleanor Hutchens '40, then on the editorial staff of a daily newspaper and now director of alumnae affairs and publicity at Agnes Scott, the classes of 1940-49. Virginia Prettyman '34, sixth member of the committee, a member of the Smith College faculty last year and of Wellesley's now, was too far away to attend the meetings necessary to the preparation of coordinated reports.

Noting that the question actually embodied two questions, the committee decided to divide its reports into two sections, one covering the values ascribed to Agnes Scott training and the other presenting the suggestions for improvement. A preliminary survey of the answers showed that each section would fall into three parts: cultural, social, and moral and religious. It was resolved to tabulate answers under these headings and to extract quotations which seemed either to summarize general opinion or to present individual ideas interestingly.

An inspection of the five reports reveals three kinds of development running parallel through the years: that

of the College itself, that of public opinion as to the function of a college, and that of the alumnae as they grow older.

Many alumnae must have noticed in the last issue of the QUARTERLY that their suggestions had been put into effect some years ago by the College. Social regulations have been adjusted as times have changed; the curriculum has been broadened to meet the needs of students as members of modern society; extracurricular activities have felt increasingly, and have responded to, the impact of each era in human affairs. This is not to say that all, or even most, suggestions for improvement from the earlier classes are outdated; but the occurrence of the ones which are indicates the progress of the College since those classes were in attendance.

The trend toward holding the college responsible for every kind of preparation for adult life reflects itself in the many demands by younger alumnae for vocational training, mainly in homemaking and office-keeping. These are the alumnae, on the other hand, who express themselves as most strongly appreciative of the liberal arts education they received at Agnes Scott. The oldest and the youngest class groups mirror the change in the conception of the purpose of higher education most strikingly, the earliest being concerned largely with religious and social training and development and the latest with intellectual stimulation and preparation for work in the home or outside it.

The difference in age of alumnae registers most entertainingly in the demands for homemaking courses, made with greatest emphasis by the young and newly married. Apparently the older alumnae have mastered cookbooks and budgets for themselves and now have time to reflect upon the college courses of more intrinsic value, while the younger ones are still struggling with the details of home operation. Those of the middle period seem, on the whole, the most philosophically inclined, dwelling upon the advantages of the cultivated mind and the necessity for instilling in college students a sense of their future responsibility to community, nation, and world.

One suggestion runs almost uniformly through the answers of alumnae spread over the entire half-century: the fine arts, especially music and painting, should be emphasized more, should be brought to the attention of every student, perhaps should be presented in required appreciation courses.

The largest number of alumnae agreeing on any

single subject select mental discipline and development, in different forms, as the prime value of Agnes Scott training. Their appreciation is expressed in terms ranging from "the budgeting of time" through "the ability to stick with a hard job" and on to "the faculty of weighing evidence before forming an opinion." The taste for and ability to enjoy good literature, ability to fit new knowledge into a general framework, and intellectual curiosity are frequently noted as gains in this area.

Next in number are suggestions for instruction in homemaking. Few alumnae say they would have courses in the field given for credit—except as advanced studies in sociology on the family or human relations—but a large number think they should be offered and emphasized. Some, apparently with the thought that they themselves probably would not have taken such courses voluntarily, urge that they be required. Some make the explicit reservation that the material should be presented on at least a semi-scientific level.

Liberalization of social life, with increased provision for meeting men, looms large among suggestions; but, as has been indicated, the very recent classes feel this need less than those of other years. Many demands for the permission of dancing with men on the campus, for instance, come from alumnae unaware that the former regulation against it is no longer in effect. The no-smoking rule brings scattered protests. Most of the suggestions on social life, however, are not specific.

Instruction in basic business techniques—typing especially, shorthand, bookkeeping, and filing—is next to homemaking in the requests for vocational training. Again, it is not necessarily desired in credit courses, but many alumnae think typing ability should be required of all students.

Expanded curricular offerings for instruction in political and social responsibility lead the list of academic additions desired by alumnae, with a philosophy department and a broader Bible department, or department of religion, following.

Next to mental discipline and the liberal arts curriculum, approving comments go in largest number to the association with faculty members and with other students. Related and also frequent are remarks on the democracy of the Agnes Scott campus and the value of student activities as training in service and leadership.

(Continued on Page 14)

# To The Educators Of My Children

By Douglas Lyle Rowlett '39

As a daughter of a teacher, as a student and prospective teacher, as the wife of a teacher, I have always had a serious interest in our schools and their program. But as a mother of three children, I care with an urgent new intensity about our educational system.

My husband and I believe that a Christian education is the only hope of our children and our world. We are deeply concerned over the great possibilities and the numerous shortcomings of the modern education process. Our discussions and thoughts run along these lines: What should education accomplish for the individual? Does it so accomplish? What kind of education do we desire for our children? How can we get such an education for them?



We believe, as do many persons, that the total education of an individual should teach him to live. That is precisely the goal we seek in the total education of our children. By observation, study, and personal experience, we have found that, at its best (i.e. at Agnes Scott and institutions of similar caliber), formal education *can* teach individuals much about how to live intelligently and constructively. But we have also observed and experienced how education in general, and the public school in particular, is falling miserably short of this goal.

The painful fact is that our public schools and at least some of our colleges are not successful in teaching us to live. Today's children are born to parents who are almost completely unprepared and untrained for their job as pre-school teachers. Most children are victims of well-meaning but bungling home training which brings them to their first days in an overcrowded school already maladjusted and unprepared for whatever learning our discouraged and underpaid teachers can offer. By the time these children reach high school, many of them are impatiently wasting their last years of school, conserving their mental energies, learning only enough to "get by."

And these are the boys and girls who several years later are the parents of a new generation. They know almost nothing of how to live and less about how to help their children to live well. Little wonder then that the newspapers are full of personal tragedies, the hospitals full of the nervously ill, the jails full of criminals, the government full of conscienceless politicians and sleepy voters, the divorce courts full of broken homes, and families full of disappointed, misunderstood individuals.

Most of us need look no further than ourselves and our own families to discover our lack of knowledge of how to live. Even the so-called "well-educated" do not know as much as they ought to know about living together, teaching our children to live, working effectively for the good forces in our community, and combating the destructive ones.

If we believe with Ruskin that "education does not mean teaching people to know what they do not know; it means teaching them to do what they do not do", then we must seek to improve human conduct through education. We must rethink our whole educational system, especially through the elementary and high school levels, which compose the total formal learning of most persons and lay the foundations for higher education.

The kind of education we want for our children and their generation cannot, obviously, be set down as a list of subjects to be taught from kindergarten through college. I shall mention here seven fields of training which we feel need more careful emphasis. Each field demands, as its *sine qua non*, the highest type of teacher, superior in every respect to the average public school teacher (more of that later).

Because spiritual development is so generally neglected, except for about 52 hours a year, I should mention first my wish for religious training for my children and their associates. This is a delicate problem, but every child has a right to understand all religions, to discover that every faith has something of truth and beauty, and to develop a spiritual background for the growth of his own chosen faith and personal philosophy.

We earnestly wish for our children some thorough training in human relations. The need is overwhelming. The more parents I know, young and old, the more I see of the tragic abuse of the basic principles of human relations. Our homes are full of misunderstood children, misunderstood husbands and wives. The home could and should be the well-spring of mentally healthy citizens; but it is not, because of our ignorance of human relations. The success of many such books as *How to Win Friends and Influence People* and the increase of personal advice columns show the desperate desire of people to manage themselves better.

Some small beginnings have been made in teaching human relations. All students of education know of the Denver East High experiment with the "core" of Social Living. Our Atlanta schools are initiating similar courses this year on a smaller scale. In the last decade, progressive colleges, including our own, have taken steps to prepare students for marriage by making available counselors and lecturers on human relations.

This will be an admirable step, but we want such

training to begin in elementary schools and be available to all people throughout their youth. We seek training for our children in the simplest applied psychology. For example, it is easy to teach little children why they are jealous of their baby brothers, how normal such emotions are, and how to put such strong feelings to constructive use. All people have the right to understand themselves. A growing self-knowledge from early childhood would measurably increase their ability to live well and think clearly. Similarly, an advancing understanding of others, of family relationships, of parental responsibilities, and of child psychology would bring a miraculous change for the better in family life and even national and world life.

Plainly, the psychologists must be drawn from other jobs and given a permanent profitable place in our schools. Not only should these specially qualified persons teach human relations, but they should be available as counselors for students and their families. If we cannot learn to live together as families, communities and as one world, then we cannot live at all.

The basic skills are subjects in which we want our children to be thoroughly trained. We seek for them the most skillful and exhaustive training in reading, spoken and written English, and arithmetic.

I cannot say enough (nor can my husband, who meets every day the pitifully inadequate reading, speaking, and writing ability of high school students) about the pressing and immediate need for better teaching of these skills. This should extend far beyond the early grades, with a remedial teacher for each grade to do corrective teaching for those who read poorly or speak or write below standards set up for their grade. We should like to see required courses in speech through the high school and college years.



Overcrowded classes, along with the modern tendency to pass the slow pupil to the next grade despite inability to master the skills, are resulting in discouragement and feelings of inadequacy among many students. Many of these leave school as early as possible, and those who continue through high school and college suffer from fuzzy thinking and poor standard

of work. Effective research has been made on how to improve the teaching of basic skills, but thus far our schools have not put it to effective use. Because of this fallacy our whole educational system through the graduate levels is enervated.

The need for training in health in our schools need hardly be mentioned because of its blatant manifestations in the "half-health" of our citizens. We should see that our children learn to cultivate vigor, abounding health for themselves and their children. Too many schools regard health courses as a fill-in and allow them to be taught haphazardly by indifferent and untrained persons. We seek for our children the joy of skillful participation in at least one "carry-over" sport and the knowledge of the life-time necessity of wholesome play. Agnes Scott has a program of health and physical education which should inspire any educator.

We want vocational guidance and even vocational skills for our children. This is a growing field of research and endeavor, but the schools should utilize all such findings immediately. All students should be required to attain knowledge of themselves through repeated aptitude and personality tests. When such self-analysis is possible, it is criminal neglect to let young people drift into the working world with no understanding of their own capabilities and no basis for judging whether they may succeed or fail at their jobs. The Peoria Plan of psychological testing, analysis, and advice has proved once and for all that guesswork can be eliminated from vocational choices.

After such guidance has been given and aptitudes determined, we believe that students should be helped to prepare themselves for practical life by learning some skills to undergird their vocational tendencies. To avoid interference with academic endeavor and to help students who may leave school early, this vocational training should take place in the eighth and ninth grades. At this time, all girls, regardless of intellectual or financial status, should be required to do at least two years of study in home-making. These courses should raise their present standards to the point of actually producing capable home-makers. These required skills, along with similar basic vocational training for boys along with the human relations training already proposed, should provide the minimum essentials for the maintenance of a decent society.

On the college level of vocational training, I desire for my children enough professional preparation



to take their places in their chosen work immediately after graduation, although I shall expect them to supplement this professional training while working. While I believe wholeheartedly in liberal arts as a basis for any career, I feel that too many students are unprepared for entering their chosen field and certainly too many graduate from college without having even been able to select their field of work. Since every normal individual must bear his own weight in society, scientific vocational guidance and training are prerequisites to good living.

The liberal and fine arts need not and must not be sacrificed in any degree to this pragmatic training for life. I desire for my children a lively relationship with the best in literature. The quantity of literary works which they study in school will not be of so much concern to me as that the quality and presentation of these works be such as to stimulate a life-long hunger for good reading. The sciences, languages, history, higher mathematics, too, should be taught so as to communicate a sense of high excitement in the discovery of the timeless mind of man and the wonder of the world.

I wish my children to be enriched in spirit by the fine arts. I want *required* courses in all schools and colleges to teach my children to recognize and enjoy the best in music, art, drama, and the dance. Learning to respond to fine music and art is undoubtedly a part of learning to live well.

Responsible citizenship has long been a basic aim of education, but in the case of the average student, the goal is not achieved. As a foundation for construc-

tive citizenship, our children should be required to study not only government and history, but sociology, political science, economics, and modern history. I should like to see government presented as a high vocation and gifted students advised to consider a scientific and idealistic preparation for it. Most of all, I want the coming generation to realize that an aroused and enlightened citizenry has the power and responsibility actually to determine its own policies of government.

If our generation has been successfully taught this, our schools would now be more nearly what we want them to be. The education we desire for our children is not Utopian; it can become a reality. The impetus for the change must come directly from an aroused and vociferous citizenry. We who are dissatisfied with our poverty-stricken educational system have the responsibility of awakening our complacent fellow-citizens and making our wishes manifest to the local, state, and national government.

Education should be the first concern of our government. As matters now stand, we do not have even a Secretary of Education on the President's cabinet. We must demand that our government give more help to education. There are fine leaders with brilliant minds and winning personalities who could bring about a new and glorious era in education if given power and funds to launch the most significant and essential of all government programs.

The disgraceful matter of teachers' salaries has been given a good public airing in the last year. But we should demand immediate and drastic action to correct the situation. The one step that would advance the cause of public school education more rapidly and effectively than any other is a drastic increase in teachers' salaries, say to a minimum of four or five thousand annually, probably by means of government subsidies, at least for a period. This would immediately improve the quality of teaching, stimulate competition for teaching positions, with an inevitable elevation of our whole system of education.

All teachers should be placed on probation for several years. No teachers should be hired for political or any other reasons except training and leadership ability. Higher standards of scholarship, character, and personality must be set up for the considered and critical judging of prospective teachers. We should seek not so much the brilliant mind, but the intelligent, well-trained, understanding, and inspired teacher. When we raise our teaching standards, remove the

smothering effect of politics from the schools, and increase teachers' salaries, teaching will become the honored and desirable profession it has every right to be.

We shall not consider here where the government could obtain the funds for subsidizing the schools. It manages to find whatever is needed for whatever it considers necessary. We must make our executives know that the citizens hold education more valuable than any other project. If they discover it is the first concern of the voters, they will make it their first concern. We need not fear government control of education. If we can get its support, we can trust ourselves to guide it. We must be willing to be taxed more for education. There could be no greater bargain for us.

Already I hear cries of "Idle dreams", "Impossible-ities"! Indeed, our hopes are without foundation unless we parents wake up to our responsibilities. I am not content to let the "leavening process" bring about a gradual improvement in education. Our world could be destroyed by ignorance and misunderstanding while we wait for the leavening process.

Let us realize our power and use it now to accomplish a revolution in education. Let us set our scale of values more accurately so that we may put education above beautiful cars, fashionable clothes, bridge clubs, and movies. Let us open our eyes to the clumsy living prevalent in our world. Let us study our schools and recognize their inadequacies. Then by speaking, publicly and privately, by writing, by feeling strongly and communicating our emotions and thoughts actively and contagiously, let us see to it that our schools will teach our children and our children's children to live.



# TO THE PARENTS OF MY PUPILS

By Alice Cheeseman '39

This is a delicious opportunity. Imagine being asked to *go to press* with ideas on what kind of elementary education I'd like to see evolve in these United States! So many likely ideas on this very subject have died on the rim of the afternoon coffee cup; I had long since concluded that this is the way with ideas about education. Ah, but *these* will come by a new experience: death on the printer's brayer. And how envious all my professional friends—still in their coffee cups!

Superintendent for a day, and this is elementary education as I would have it:

## 1. *Larger buildings, properly equipped.*

An efficient plan for the elementary school plant begins with spacious classrooms, of course, but it also includes equipment for proper darkening for using movies, and a radio equipped to play records, within each classroom. The plan should include a large library room, adequate rest rooms on each hall section of each floor, a gymnasium, a music room, an art studio, and a stage and auditorium, acoustically treated, and large enough to seat at least twice the school's average enrollment. Separate (in fact *quite* separate!) from the main plant belongs the "inviting cafeteria" and kitchen. (Too many of my arithmetic lessons have been arrested by the aroma of fresh homemade rolls baking for lunch—or by the cabbage situation.) Each elementary school needs an athletic field. Each needs an indoor swimming pool. And a good sized parking lot. (Have you ever tried to park at a night P.T.A. meeting?)

## 2. *More money*

Certainly this elaborate set-up calls for money, but that brings me to the poor taxpayer. Somehow when he received his education in this great land he failed to earn the value of that education for which his own father paid taxes. It was so with his father's father, too. In fact, for some generations back the people of

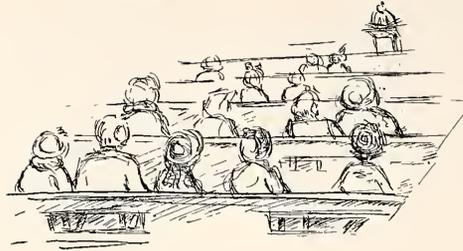
our country haven't learned to place a value on education. They feel no urge to pay for obscure value. And so it would appear that the blame for this lack of wherewithal lies securely on that which lacks it—the educational system itself.

Now have I poked a hornet's nest! But I feel it is true. Evidence of it lies in such as the common abuse of public text books, state or city property, bought by taxes paid by the fathers of the abusers. Nevertheless, tax allotments for education must be increased. Actually the value, penny for penny, is there. Remind us to make that clear in the taxpayer's mind, beginning now, on tomorrow's taxpayer. That money not only points to a better school plant, but also to a larger school personnel.

## 3. *More teachers, better prepared*

Better salaries for teachers would entice more people into the profession and encourage more of them to stay in the profession. Teachers could afford to be better prepared for their complex and complicated job. The need is not for finer people in the teaching profession, but for more of them. I remember with real appreciation and fondness the fine teachers to whom I went to school, and every day I work beside teachers whose ability and talent I admire very deeply. I *know* we have been excellent teachers. Actually only the real teachers (they are born, not made) are the ones who continue to cling to the profession—for love, not money. Any teacher worth her salt can double her teaching salary in any business other than teaching. A disgraceful situation. The pediatrician demands a neat sum for guiding the development and growth of strong, healthy bones and muscles, but the mere teacher begs a living wage for guiding only the development and growth of alert, healthy minds and personalities.

State requirements for securing teaching licenses should be stricter. A liberal arts education is certainly prerequisite, followed by a thorough normal training.



Yet how many states license normal graduates who have only high school diplomas! And just as unwise, college graduates with only a whiff of normal training! Good teaching is a talent. But talent alone does not make the best teacher.

#### 4. *Stronger curriculum*

The work required in each elementary grade should be harder, earlier. Each grade level is a real part of building the education. No one grade is more, or less, important to the child than any other grade. A standard curriculum guide for each grade means a definite goal and an uncluttered way by which to reach it. The tremendous task of the elementary school is to teach the everlasting fundamentals. High schools and colleges continue to mutter behind their teeth because so much of their time must go to drilling fundamentals. Countless high school graduates endure a miserable freshman year at college, digging at such as sentence structure, parts of speech, and paragraph thoughts. For those who don't go to college at least the ability to read intelligently would be an asset. Most of our children can't understand what they read, can't follow directions, can't spell a two-syllable word. Their vocabularies are frail. They never heard of an idiom, and their math is atrocious. And so we send them to high school. (They do know about jet propulsion, Dick Tracy, and bubble gum.) •

Again the educational system has itself to blame. Not long ago we got off on a fancy misinterpretation of "progressive education." Now, praises be, we realize that "progressive" education is a fine way to irritate any normal child into all sorts of stinging retaliations—such as this early morning query from a small one, "Aw, do we have to do what we want to

again today?" Children resent insecurity in their work. They will invariably do that which is expected of them. When nothing is expected they lose not only interest in, but respect for anything connected with school. They want the challenge of work; they glory in accomplishing new skills; and they respond thoroughly to the stimulus of a clear-cut work plan in the hands of a talented teacher. A *strong curriculum plan*—on a *high standard* for each grade! Reinforce the modern "wild knowledge" with accurate facts and firmly embedded fundamentals.

Departmental work as early as the fourth grade would be a fine step in this direction. Fewer interruptions of classroom plans, less interference from the extra-curricula (like P.T.A. Candy Pull ticket sales), and the teacher could teach so that Johnnie might learn. A wise step is the adoption of basic textbooks for use in the standard curriculum. The system of automatic promotions should be abolished, and we should ask forgiveness that it was ever recommended.

Why should a child be promoted just because he has reached a given age, or because his parents dictate that he should be promoted? Definite accomplishments belong to each grade level. If a child fails to meet the requirements of one grade, how can he possibly meet those of the next grade? If he failed merely because he is lazy, requiring him to repeat the grade is the measure that may save him his job some day. If he failed because he cannot do the work, then he was in the wrong group in the beginning.

Which brings me to the need of more homogeneous grouping of classes, the only sensible use for I.Q. records. I have often wondered what diabolical impulse prompts administrators of education to cram

into one classroom thirty-five to forty-five individuals, deliberately picked, with I.Q.'s ranging from 60 (sometimes 50) to 120 (and once even 135), and only one teacher. The size of the group would not be the teaching problem if the I.Q. of the group as a whole were low, or high, or high and average. The question is constantly before the teacher: should she teach on the low I.Q. level to try to bring those up (which is impossible) and leave faster children to dawdle with their work?—should she stick by the middle group and combat the misbehavior of the bordering groups? (the fast ones finish quickly and the slow ones never get started at all)—or should she teach on the level of the fast children and leave the average group confused and the low group completely at a loss? The answer lies in grouping more homogeneously. Slow children, and those with very low I.Q.'s, can't be expected to meet high educational standards, any more than they can be expected to be dentists or lawyers when they reach adult life. To leave them to flounder about in a grade beyond their abilities, only to be "placed" in the next grade, means only to hoodwink them into misconceptions of themselves, and to thwart any potentialities they may have had to accomplish what is within their reach. These children need special classes.

But the average and fast ones need that standard curriculum, briskly presented and thoroughly taught. Then the teacher would be free to teach the highest I.Q. in her group, thereby placing the grade standards high—where they belong. The fast children would be stimulated to accomplish their most; the average children likewise. Though average, the latter would have to work with more determination and with more thoroughness, both favorable to better adult living—better jobs, better homes, better citizenship.

The children who should be our teaching standards, the children with high I.Q.'s, have suffered enough neglect.

The fact is, we have not only neglected the fundamentals, but far worse, we have forgotten the moral purpose behind those fundamentals. True education includes emphasis on the difference between rights and wrongs, good and bad, understanding and prejudice, and so on. Modern education has almost completely forgotten to educate the heart—so that it might *know to choose*. People are tremendously concerned with what they have and what they do. But too few have learned to care what they are. That

used to be taught at home. Quite casually it has become the task of the schools, and especially of the elementary school. The very roots of world peace lie in the early education of every child. As our education is, so is our peace.



# TWO PERSONAL OBSESSIONS

By Louisa Duls '26

Twenty years of teaching have brought me no systematized philosophy of education; I have seen the pendulum swing back and forth too many times for that: large classes versus small ones; getting the gist of foreign literature versus sentence-by-sentence translation; objective tests versus the essay type; student choice of courses versus faculty prescription; the liberal arts versus vocational training; and so on, *ad infinitum*. Each of these theories contains a modicum of truth; but none, I think, is the complete answer to any phase of the educational problem.

Though without an organized philosophy of education, I have, of course, fallen upon certain isolated principles in teaching that seem to me of peculiar importance. Two of these—"obsessions," shall I call them?—I should like to pass on to you, one concerned with method of teaching and the other with both curriculum and method.

"Why," said one of my colleagues to me the other day, "are you spending so much time in preparing a lecture for a class in sophomore literature? If your students are anything like mine, you needn't push yourself."

That remark set me thinking. It was certainly true that my students were not overburdened with knowledge; and, their literary background being as limited as it was, perhaps the material I was preparing was a little beyond their grasp. After all, why—?

Then, under pressure, the idea crystallized in my mind: I was preparing to teach not exactly the class that would assemble before me at eight forty-five the next morning—Misses Gaddy, Gray, Hanckel, Heriot, Huggins, and the others—but the ideal class of students that I knew they were potentially.

And this, it seems to me, is one of the cardinal obligations of a teacher, to stretch the minds of her students; that is, deliberately and consciously to use words beyond their comprehension; to expect an "im-

possible" accumulation of facts to bolster their opinions; to acquaint them with the daring ideas of the great thinkers, beyond their power to grasp fully; to flaunt in their faces (by implication only, of course) their abysmal ignorance; and to challenge them with all learning as their province.

Will average young people meet such a challenge or will they change classes in frustration? To be sure young people—like adults—have a strong aversion to work, especially any work that involves thinking. But it is my belief that, stronger than dislike for thinking, in the average person, is scorn for sloth and half knowledge and oversimplified teaching of all kinds.

In support of this belief, I offer the reactions of students whom I have had the opportunity of observing, to two very different types of public addresses. A high school faculty had persuaded the bishop of the diocese, a man noted for his brilliant mind and effective delivery on the platform, to speak before its student body in assembly. But the great man made the mistake of putting himself on the supposed level of his hearers and "talking down" to them. In simple language, he told stories involving the triumph of physical stamina and moral courage, with a well pointed moral at the end of each. The students listened with stoical politeness; but the words did not catch fire, and the address was a failure.

Contrast with this situation one I observed not long ago. A new academic dean was addressing the student body in assembly for the first time, and he used the flattering technique of assuming that the students were his intellectual equals. He spoke profoundly on the problem of evil, beginning with the tragic flaw of the Greek hero. The students could follow his ideas only partially, but they could understand enough to perceive that here was something new and strange, sharply stimulating, and completely adult, in this presentation of an old theme. A glance at their faces

showed ideas almost visibly burgeoning there. These students were being genuinely educated.

It is a matter of experience that, in order to lead a vital, satisfying intellectual life, one must have among his friends those whom he considers his superiors in his own field. Most college students can find those who give them such stimulation among their student friends; but it seems to me the faculty has an obligation, too. Such intellectual companionship, a teacher should try to offer her students both inside the class and out.

My second "obsession" in the realm of teaching has to do with the emotional life, for no matter how far the academic subjects may "stretch the mind" of a student, he is, of course, in equal need of finding through the curriculum opportunity for satisfactory emotional and artistic development. This need indicates a course in one of the arts—

Rushing through the night on the highway from Charlotte to Richmond, the car came suddenly to a right-angle turn. The expert young driver at the wheel, seeing that he could not make the turn, yet managed to hold the automobile on the road, as it spun, like a top, three times about, while the four tires scraped the pavement screamingly. This episode sounds like what may happen to a group of bank robbers trying to make a get-away, but in reality it concerns a class of high school youngsters, members of a creative writing class, on the way to Washington because they felt that fifty springs were little room to see the cherry trees along the Potomac in full bloom.

Then, again, in the fall they may be seen, these same young people or others like them, climbing through thickets of laurel and rhododendron or wading ankle-deep in galax leaves and gentians and the brown leaves of the chestnut-oak, as they follow a stream to where it falls hugely over moss-covered rocks. Or perhaps they will be adventuring down mountainous piles of waste feldspar, sunk to the knees in the loose rock and starting little avalanches of stone behind them.

Or the weekend may find them wandering through the maze of Magnolia Gardens, laughing, talking consequentially, but absorbing the beauty of the place, too. Or perhaps "hand in hand on the edge of the sand" they are dancing down the moonlit strip that leads to Folly Beach, shouting "Tonight's the Night for the Dogs to Howl" or singing "Oh, I'm Off to See the Wonderful Wizard of Oz."

Or the scene may be a living room, perhaps that of the instructor, but any living room, just so a fire is blazing on the hearth and young people are lolling in the chairs or sitting on the rug. They will be reading poetry of their own composition or sketching ambitious plots for a psychological novel and a dozen impossible stories or listening to a clear voice read a play. (I remember very well one afternoon long ago, in my own college days, when Polly Stone, sitting on a bearskin rug in front of the fire in Miss Nan Bagby Stephens' living room, read to the Class in Playwriting *A Kiss for Cinderella*—I have ever since loved that play, not for its intrinsic merit only)—

I have drawn these illustrations from classes in creative writing, rather than from those in music or art or dancing or dramatics, simply because my work has been more closely connected with such a course; but all the arts courses would offer similar experiences. Without taking the extreme position of Black Mountain College, that the arts should be the core of the curriculum, I firmly believe that every student both in high school and in college should choose at least one course from this group, for in a course where he is freed from the shackles of classroom constraint and given an opportunity for intimate discussion, with a congenial group, of what seem to him vital problems, the student will have a chance to develop his individuality and to test the strength and validity of his artistic leanings. His classmates will listen respectfully to his ideas and opinions and grow familiar with his moods and prejudices. With them he will experience that pleasurable sense of oneness which comes only from harmonious sharing of interests. The enthusiasm of his friends will give him added confidence in the importance of his own artistic pursuits.

If, however, the artistic side of the nature is neglected, it may grow numbed, as it often does when the body is ill or exhausted or the mind is strained with prolonged anxiety; then the eye sees and the mind comprehends a "fall of crimson roses," the sweep of a green slope, the luminous sky of evening; but the whole being is not flooded with a sense of beauty, as it should be, for the spirit seems dead and the emotional powers have atrophied.

No well-integrated personality can develop from a divorce between the intellectual and the emotional. By insisting upon a fusion of the two, an educational institution can point the way to the greatest happiness of its students.

## THE ALUMNAE APPRAISAL

(Continued from Page 4)

Of specific courses and subjects named as having been most valuable, English, psychology, Bible and the social sciences lead, with every subject in the Catalogue receiving some support.

A curious fact emerging from the questionnaire survey is that apparently no alumna wishes Agnes Scott to dispense with any of the present academic program. There is little indication that any alumna would even part with any course she took while a student herself. Therefore, all suggestions may presumably be taken as being meant for additions, rather than replacements, in the curriculum. The reverse is true in regard to social regulations: alumnae suggest no additions and a great many subtractions. The reconciling factor seems to be that of opportunity for the individual student in both her choice of academic fare and her social activities.

Here are summaries of the five reports, with quotations from each group of questionnaires covered:

### 1889-1909

One hundred and forty questionnaires have been returned by the 1100 alumnae of the Institute, Academy and College (1907-1909). Of this number 64 give some answer to the question with which this committee is concerned, namely: "In the light of your experience, what things from your Agnes Scott training seem to be most valuable to you, and what, in your opinion, should be added to the academic or social life of the students today?"

While it is disappointing that these alumnae have not been more articulate, it is understandable from the fact that Agnes Scott, while offering the same general type of education, was, in the days of the Institute and the Academy, a different class of institution from what it has become as an accredited college, and this together with the number of years that have elapsed since student days, has made this older group somewhat hesitant in expressing themselves, particularly in relation to the curriculum. As one states it: "I am afraid it has been too long for me to make even a suggestion." The answers, however, that have been given are both interesting and illuminating.

These answers fall naturally into two divisions—

those assessing the value of the training received and those suggesting additions to or special emphasis upon the offerings presented to students today. Sixty-one replies fall under the first division and fourteen under the second. This summary follows the order indicated by the majority of votes or comments on the subjects mentioned.

The largest number of alumnae agreeing on any single answer speak of the "religious influence" or "atmosphere" of the college whether expressed through "Bible courses", the inculcation of "ideals", "a sense of values", of "standards of conduct." All of these have proved of the greatest value. Next in importance is the influence of the teachers, many of whom are called by name and credited with having a profound influence. This points up, of course, the special need for teachers of high quality and ability, of the type that can maintain "an habitual habit of greatness."

Considerable emphasis is placed on "social contacts", the "friendships formed", a knowledge of "social usages", "development of poise" and of "self-confidence" as being the most important benefits received. A few feel that they had "learned how to study", "to concentrate". "Intellectual honesty", "integrity", and "pride in work well done", as well as "inspiration for further study" are things that others have found helpful. Among the individual subjects listed as being most helpful, appreciation of the arts heads the list with special emphasis on music; English ranks next; of history, mathematics, and astronomy each has its supporters.

of history, mathematics, and astronomy each has its they consider would be valuable additions to the academic and social life of students today, the majority are agreed that more attention should be given to training in "social usages" (dancing on the campus is specified) and "in the art of living". More emphasis is urged on "the study of the arts", "training in world affairs", in "responsibility to community and country", in "vocational guidance", in "executive leadership" and "a broadening of interests in science". It is suggested by one or two that additional courses be offered in home economics, dietetics, child training, commerce, and "the womanly arts".

In all 14 replies no criticism is registered of the type of education that Agnes Scott has offered. In other words, the liberal arts ideal meets with the general approval of this group, even to the extent of one person's saying: "Everything I got at Agnes Scott was useful to me."

## Quotations

"The social and academic training at Agnes Scott in the nineties was so outstanding that it has been my chief support through life. I trust this influence on students has not decreased through the years."

"The students in my day were in close touch with the faculty. I may forget what I learned from books but they have lingered with me throughout these 53 years."

"I learned how to apply myself: how to study."

"The ideals of honesty, integrity, and industry, with a high regard for religion, are things of permanent value which I associate with my days at Agnes Scott."

"The older I grow the more grateful I am for the standards laid down during the early years of Agnes Scott. I know many who feel as I do, that these years have influenced our lives and gave us the right foundation."

"The knowledge that an Agnes Scott girl must serve and the confidence gained that I am able to do so."

"Everything I got at Agnes Scott has been useful to me."

"Standards of thoroughness and intellectual honesty  
Interest in mathematics and astronomy  
Stimulus to further study  
Inspiration, education and joy of friendship."

"The Christian atmosphere influenced my life more than anything."

"My most valuable training was in history and English."

"I hope that students are allowed to have dancing on the campus."

"Home economics should be added to the courses now available."

"A vocational guidance department could be used to great advantage."

"Students should be taught how to live if such a thing is possible."

"Bachelor of Science in Commerce."

## 1910-1919

Intellectual integrity and self-discipline are named as their most important gain by most of the 80 who answered the appraisal question in this group. Two

mentioned these specifically as the best training they received for business and for homemaking.

Fifty of the 80 write approving comments on the College and 44—a high percentage, comparatively—send definite constructive suggestions. The two greatest needs felt by the group are for a department of the home in addition to liberal arts training and for instruction in political responsibility in community and world affairs.

It is interesting that only two of this group use the term "liberal arts college", which appears so often in replies from later classes. Twelve who do not use the term report nevertheless that the broad vision of life gained by the pursuit of cultural subjects and the atmosphere of high thinking and gracious living were their greatest acquisitions at Agnes Scott. Many approve the small classes and the individual attention given by faculty members as being most helpful to development of their mental powers.

Most approving answers on the curriculum are general rather than specific, only a scattered few mentioning particular subjects.

The most highly approved features of community life on the campus are the association with faculty members and the association with selected students. Also noted are extracurricular activities, with their development of initiative and leadership, and the treatment of students as adults. High among features of Agnes Scott appreciatively remembered are participation in the Christian life of the campus and the religious influence of chapel services and the Y.W.C.A.



Following homemaking and political instruction in number of adherents are: more teaching and use of modern languages, more courses in appreciation of the fine arts, and the development of a speech major.

Under the social heading are many pleas for more dancing and more opportunities to meet men. Isolated suggestions urge the teaching of manners to teen-agers in college and the importation of national sororities.

The relation of college life to that outside the campus, with more participation by students in world affairs, is fairly prominent among suggestions by this

group. In the face of this opinion was one vigorous protest against Agnes Scott girls' taking part in public, political gestures like the burning of the effigy of Talmadge.

#### Quotations

"I think the religious atmosphere was most valuable, and the friendly manner of everyone. More knowledge of home management would help, and a knowledge of government such as city and state and laws pertaining to women."

"The value of Agnes Scott training to me was the general result of education in giving one self-reliance and a sense of values and training in planning and using time. For today and specialization in all kinds of work, it seems to me there could be more specialization along that line."

"I feel that my . . . years under so many fine women helped me execute official positions in an easier way."

"Standard of character, the Christian ideal of living, love of honest work, appreciation of beauty."

"A girl who has learned to do *thorough* work will always succeed—whether in a business, profession, or homemaking."

"Confidence in value of woman."

"My most valuable experience at A.S.C. was a personal lecture from Miss Cady on the subject of faults and what to do about them. I use her advice every day and am very grateful for it. What about a psychologist to do this type of thing?"

"Friendships among faculty and students have meant more to me than any particular course. I would like very much to see a strong department of home economics. . . . Also I would like to see dancing on the campus with proper chaperonage every weekend. I would like to see the campus the center of the social life of the student."

"Agnes Scott's democratic spirit. I hope it is still there."

"The religious life at A.S.C. most valuable."

"I think our schools need to have a definite program to train for leadership. Not all girls go into professions, but the housewife can be a decided asset to her town or community if she can speak in public or manage civic programs."

"The love of good music and good literature which I absorbed at A.S.C. have helped me to make the lives of my children richer."

"Development of personality, decision on career or some work if interested in working for short time; directing one's aptitude; teaching of speech, poise, charm, sex, marriage, homemaking to all students; guidance by faculty adviser who understands guidance as part of her or his job; teaching of religion, preferably Christian, as part of practical living."

"Agnes Scott taught us intellectual and emotional integrity. Subterfuge is to be avoided. Note present rules regarding smoking, chaperones."

"Ability to study, desire to get to source of movements, information and so forth, desire for authoritative information on current issues."

"Believe in continuation of classic education with good balance of social sciences."

"Take out so much extra-curriculum stuff, concentrate on academic work."

"In my opinion, 'Agnes Scott can do no wrong.'"

"The cultural atmosphere . . . high ideals for the girls. (I hope that smoking will not be approved.)"

"More of the social sciences and politics . . . art courses . . . *much* more social life, dancing, smoking rooms. . . ."



"The most valuable thing I received at A.S.C. must have been its religious atmosphere, which my children do not find at state schools. The girls here for some reason think A.S.C. too hard and not enough social life. Why they feel that way I do not know, for I feel that everything I got there was wholesome."

"More courses *required* of every student, stressing appreciation of fine arts."

"Only in a girls college does a girl come to realize how many worthwhile characteristics girls have."

"Agnes Scott helped me most in giving me a sense of values which were not material."

#### 1920-1929

More alumnae of this decade agree on the excellence of Agnes Scott's general education than on any other

point, either of approval or suggestion. Second in number of votes comes the demand for some form of training for home and family management, and running it a close third is the tribute to mental discipline. The Class of 1927 wrote more answers, both favorable and adverse, to the appraisal question than did any other, with 1929 next.

Thoroughness of courses and values derived from associations with the faculty rank high with the alumnae of this decade. Requests for less restriction on social life and for more indoctrination in political responsibility hold a major place among their suggestions.

The committee member in charge of this section has arranged direct quotations in outline form:

## APPROVAL

### *Cultural*

"May Agnes Scott always be a liberal arts college maintaining high standards." "Keep four years of general background; assume one more year of vocational training." "All round interests stimulated in college have proved a splendid background for any specialized interests later." "That something which Agnes Scott." "Cultural atmosphere: lectures, concerts, etc." "General training, sound cultural background, varied interests." (Such phrases appear many times in each year.)

"Ability to study" praised in every year but two. "Ability to find needed information," "Use of resources," "Ability to organize material," "Ability to express thought," "Ability to plan and execute," "Logical, unbiased mind," "Power of independent thought," "Spirit of honest inquiry," "Intellectual honesty," "Intellectual curiosity," "Enjoyment of intellectual pursuits." "Sense of values," praised in every year but two.

"Thoroughness of courses," "Soundness and integrity of teachers." (Some form of these two comments sequent in every year.) Thirty-seven separate courses are praised.

### *Special*

"Small, cohesive student body," "Fine community spirit," "Learning to live with others" (every year), "Friendships," "Associations," (Some form of these two comments in every year), "Social and community life," "Rich student life," "Honor system," "Improved status of day students now," "Approve of return to formal meals," "Approve of dancing," "Great addition,"

"Social life now fine," "Social life wonderfully improved." Student activities are frequently praised: French Club, Blackfriars, debating, and May Day were specifically mentioned.

"Training for leadership," "Poise," "Tolerance" (almost every year), "Humility," "Maturity," "Positive attitude," "Co-operation," "Sense of accomplishment," "Having jobs offered without solicitation because of A.S.C. degree gives feeling of security," "Ability to learn from others," "Ability to adjust," "Self-confidence."

"Democratic ideal," "Loyalty to government," "Concern for others," "Ideal of service," "Human needs and problems," "Desire to take creative part in life around me," "Fine attitude toward race."

### *Moral and Religious*

"Well-rounded Christian life," "Religious influences," "Spiritual atmosphere" (one or the other of these two in every year). "Religious training," "Examples of Christianity," "Development of spiritual resources," "Habits of honesty and religious observance," "Character training," "Fine character and inspiration of teachers," "Y.W.C.A."



## SUGGESTIONS

### *Cultural*

"A broad and extensive general education, literature, art, sciences, music, are the keys to the door of interest. Open that door, and life is fascinating." "Give more audience education in things musical." "Allow alumnae to attend courses in current events, music appreciation, etc."

"I feel strongly that a good faculty and administration should determine the course of an institution, not alumnae." "Make required courses fascinating." "Students planning to take up scientific careers should be encouraged to include as many as possible of the cultural courses, such as music appreciation and the social sciences." "Courses to help students understand people unlike themselves (whether economically, religiously, or racially), to learn how to participate in community life in a meaningful way."

Specific courses suggested fall roughly into Department of the Home, Vocational Training, Fine Arts, Political Science, and Philosophy.

### *Social*

"More guidance in student problems," "More vocational guidance," guidance for alumnae, help new boarding students to adjust: "ASC has reputation of being formidable," "More respect for other colleges," "Some group giving time to girls who fail to get into activities," "Help for timid girl pushed aside by the pushers or those with more money." Too full schedules: "life very tense with little chance for relaxation or sufficient sleep." "More emphasis on social graces," "More contact with other college students of Atlanta," "More social life with opposite sex," "Make social life more normal by allowing dancing" (variations of this in every year), "The greatest need in the social field is permission to dance and smoke at college." "I don't smoke and never shall, but your rule against it is undermining your honor system." "A more liberal attitude toward students' smoking is about due. This is no longer a moral issue if it ever was." "More opportunities for day students."

"More knowledge and experience that will make Agnes Scott graduates able to participate helpfully in local, state and national government," "More emphasis on responsibilities of citizenship," "especially on bettering life in the South," "More links between campus

and outside world," "Continue to be forward looking in race relations," "Realize fallacy of race prejudice," "More emphasis on skill in human relations," "Train students to meet the challenge of a changing world."

### *Religious*

The comments in this field are almost wholly approving. There are two suggestions: "Set aside time in the schedule for private devotions." "Train ability to assume proper place in the church."

## 1930-1939



One hundred alumnae in this group call for some kind of instruction in home management, with suggested courses including cooking, nutrition, sewing, dress designing, buying, budgeting, interior decoration, child care, applied psychology, and marriage relations.

Seventy-two voice approval of Agnes Scott's liberal arts training, and 30 indicate values received which could be classified under powers of the mind. Thirty-two look back appreciatively upon campus community life, most of them remarking on contacts with the faculty. There are 37 approvals of the College's work in developing the individual.

Improvement of the social aspects of campus life is of concern to 50, most of whom specify opportunities for more contacts with young men. Fifteen ask for more vocational guidance.

Psychology leads other subjects in the "most valuable" category unless the comments on English and literature are combined. Bible and the social sciences occupy third place.

Fifteen alumnae name the moral and religious atmosphere of the College as valuable, while seven suggest broader religious education.

Three express strong approval of the curriculum as it is and disapproval of making Agnes Scott a "training school for jobs" or a college competing with "glamor schools". Twenty-eight, however, favor business courses.

Ten name a department of philosophy as a needed addition to the curriculum, and the same number advise more emphasis on the social sciences.

Almost without exception the alumnae voiced approval of the general atmosphere of Agnes Scott. That is, they were very evidently satisfied with most of the academic training; they were grateful that integrity, a desire for knowledge and a pride in their work had been instilled into them during their days at Agnes Scott. A great many commented on the poise they had acquired, the ease with which they made adjustments—all due primarily to their training in college. There was very definitely a note of pride in Agnes Scott in most of the answers.

As for suggestions, the girls were almost unanimous in their feeling that some sort of course to prepare girls for homemaking and marriage should be added to the curriculum. Even the "career girls" seemed to feel that not having had this had left a gap in their education.

And there were only a very few who did not express a need for less restriction on the social life on the campus. Most of them suggested that the students needed more opportunities to meet young men.

#### Quotations

"Integrity and pride in doing a job well regardless of its value."

"Standard of scholarship and personal integrity."

"Stimulating teachers who know something beyond their own field and can relate their subject to life."

"Discipline of concentration to aid in many varied activities, such as involved even in housekeeping and child rearing."

"It is hard to say exactly which things have been most valuable—all of them blended together have made life richer and better and have been of value to me."

"The one great thing Agnes Scott gave me was my acquaintance with literature. . . . This can be not only a source of relaxation but a social accomplishment."

"The chief impression of my entire college career was of the high caliber person on the faculty and staff and the superior student body."

"More emphasis on how to interpret facts and how to think."

"Stress to students the necessity of trained minds giving back to the community their services."

"Can you encourage the present sophisticated student body to enjoy the simple pleasures that we can always enjoy, rich or poor—by hiking, weiner roasts and camping as we once did?"

#### 1940-1949

Alumnae of the classes 1940-1949 remain strong in the conviction that the liberal arts provide the best kind of education. Not one of them, in answering the questionnaire, suggests that the emphasis of the Agnes Scott curriculum be shifted. It is noteworthy also that, although Agnes Scott is regarded as "hard" by her students and by outsiders, not a single alumna of the '40's expresses the wish that the work be made easier; a few propose that standards of performance be raised. ("As far as academic training is concerned, I think a bit more firmness is called for. Down with the elective system in the first two years.")

However, a larger number of them vote for vocational training, especially for instruction in home-



making and in basic business techniques, than for any other addition to the academic offering. Some feel that these courses should not be given for credit, but a larger proportion are in favor of granting them full standing except as majors or required subjects.

The same desire for more "practical" college training is reflected in general suggestions for improvement of the curriculum. The application of courses, the social sciences in particular, to present-day life, with a better grounding in world affairs for all students, is frequently insisted upon. ("Develop better relations with community—especially in working out employment practice possibilities for seniors. Also make effort to find what community agencies need specific research and encourage mature students to do their required papers on some subjects that can be of service." "Most needed: a course designed to keep the prospective housewife aware of the world around her and interested enough to expend her energy on intelligent projects. Too many courses meant to be forgotten

immediately." There is a similar ring even in the advice that appreciation courses in the fine arts be required: the feeling seems to be that it is unrealistic to grant the Bachelor of Arts degree to a person who has not been taught to enjoy music and painting and who therefore cannot *use* for her own pleasure the cultural resources of modern civilization. "I feel that courses in art and music appreciation cannot be stressed too much. In double majoring chemistry and biology I missed these and many other truly liberal arts courses and I regret it.")

The establishment of a Department of Philosophy ("philosophy—the foundation stone of a liberal arts education") is most often and most emphatically urged as an addition to the present liberal arts curriculum. Second is the strengthening of the Bible Department, with a more "mature, tolerant approach to religion", as one alumna put it. ("One of the outstanding lacks of Agnes Scott is a department of philosophy and an enlarged department of religion. These would challenge students to deeper thought along religious lines, which is essential in a college such as Agnes Scott.") Increased integration of the entire college course, with more guidance in electing courses and more emphasis on interrelation, and a broadening of the honors program to include more students, come next.

Tributes to the value of a liberal arts education lead the field among comments on the excellence of Agnes Scott training. Alumnae who have been solely home-makers or solely wage-earners since graduation are equally approving, and a larger number who have had both types of experience join in the chorus. Mental discipline—the ability to read with comprehension, to organize material, to do a job thoroughly, to budget time, to weigh evidence without prejudice—is most frequently named as the primary good received from study at the College, with the invitation to learning and appreciation next. Among specific subjects held most valuable, English is ahead by a wide margin. Psychology, speech, music, history and Bible follow.

Suggestions for the improvement of the extra-curricular side of Agnes Scott life center largely about the social program. More opportunities for meeting men, greater campus facilities for dating, a relaxation of social restrictions, and particularly the holding of dances on the campus are favored. There is a fair demand for more "charm" instruction and more vocational and personal guidance, and several alumnae advise

that the administration modify the attitude of the departing student. (" . . . that students not be allowed to leave college thinking that a college degree is all that's needed in the world of work or living, although it is very necessary. . . . Stop emphasizing the 'hand-picked few business'.")

The largest number of alumnae agreeing in any single answer to the questionnaire say their associations at Agnes Scott have proved the best contribution of the College to them. ("Most valuable was the association with people, both faculty and students, to whom real thinking was important.") Many others name factors which might be grouped under the general term "atmosphere": the ideals held up before students; the democracy of the campus, with its demand for a sense of responsibility to the community; the religious emphasis; the feeling of being amid a wealth of cultural opportunity. ("Most valuable . . . conception of the harmony of all subjects, classics and mathematics, with religion." "The academic atmosphere at Agnes Scott is certainly preferable to the prevalent attitude at the University of get away with as much as you can.") Campus organizations receive considerable credit, as do openings for social life off the campus. Five alumnae declared their years at Agnes Scott to have been perfect. ("I feel that Agnes Scott gave me a knowledge of how life should be lived abundantly.")

A brief report cannot contain the many isolated suggestions brought forth by the questionnaire. A majority of them reflect the specialized vocational needs of the contributors and presumably are not applicable in a college of Agnes Scott's size and purpose. Every proposal made by four or more alumnae in the 1940-1949 decade has been included somehow in this survey, as has every approving comment so supported.

No change has been suggested, in the answers examined, at the sacrifice of anything already offered at Agnes Scott: what the recent graduates and ex-students apparently want is addition without loss, variety with unity, broadening without decrease in depth. ("I think domestic science should be added to the curriculum. The cultural subjects I studied help me the most in my domestic and social life.") Their advice poses the problem of absorbing innovations into the existing structure without making the load upon the student too heavy.

## NECROLOGY

### Institute

Carrie Benson Veal died Oct. 11.

Marietta Hurt Rutledge died in February, 1940.

Mary Kirkpatrick died last Spring.

### Academy

Mary E. Quinn died about five years ago.

### 1914

Mae Hartsock Webster died several years ago.

### 1921

Martha Laing Dorsey died in September after an illness of several months.

### 1922

L. L. Daugherty, husband of Hallie Cranford Daugherty, and father of Harriette Daugherty Howard '45 died in August.

Engene B. Brower, husband of Roberta Love Brower, died recently in Oakland, Calif., where he was vice-president of the Central Bank.

### 1924

Margaret Powell Gay's father died in October.

### 1931

Laelius Stallings Davis' mother died in the spring.

### 1935

Betty Fountain Edwards' father, Dr. Claude R. Fountain, died November 28, 1947, in Washington, D. C., where he had been senior physicist with the Naval Research Laboratory.

### 1939

Lucy Hill Doty Davis' mother died in Columbia, September 29.

### 1940

Mary McCulloch Templeton's father, Dr. John Young Templeton, died in July.

## 1941

Anne Martin's father died in September after an illness of two months.

# The AGNES SCOTT

Alumnae Quarterly



SPRING, 1948

# THE ALUMNAE ASSOCIATION OF AGNES SCOTT COLLEGE

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THE

Agnes Scott

# ALUMNAE QUARTERLY

Agnes Scott College, Decatur, Georgia

Vol. 26, No. 3

SPRING, 1948

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Alumnae  
and the Campus

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ELEANOR N. HUTCHENS '40, EDITOR

NOTES  
ON  
THIS  
ISSUE

OPPOSITE PAGE: *President McCain and part of the science faculty look over plans for the new science hall, bids on the construction of which probably will be taken by early summer. Seated with him are Dr. Mary Stuart MacDougall, professor of biology, and Dr. Elizabeth Crigler, associate professor of chemistry. Standing behind them are Dr. W. Joe Frierson, professor of chemistry; Dr. H. T. Cox, associate professor of biology; and Dr. William A. Calder, professor of physics and astronomy.*

For this issue of the QUARTERLY, a few alumnae successfully engaged in interesting work of various kinds were asked to write about themselves. Given their choice, some sent the material in article form and others supplied the information from which two members of the Publications Committee, Jane Guthrie Rhodes '38 and Elaine Stubbs Mitchell '41, wrote brief biographies.

There are many more Agnes Scott alumnae whose careers would make good reading; perhaps one issue of the QUARTERLY each year should carry accounts of this sort. The diversity of their subject matter would prove again that a liberal arts education is good preparation for any field.

The last point has been borne out recently in a campus conference sponsored by the Vocational Guidance Committee of the Alumnae Association. For each of three nights, four or five alumnae formed a panel to inform students about their fields of work; and, one after another, all declared the liberal arts curriculum to have been the best background for their widely differing careers. Miss Polly Weaver, jobs and futures editor of *Mademoiselle*, who came at the invitation of the Committee and stayed on the campus two days advising students on careers, agreed. The Career Conference was one phase of the continuing vocational guidance program conducted on the campus by the Office of the Dean of Students, the Psychology Department, and the Registrar's Office. Isabella Wilson '34, assistant dean of students, is active in the program and helped arrange the Conference.

In this news issue, an attempt has been made to present the year's events on the campus for alumnae who wish to keep their information on the College up to date. The double-page reproduction of newspaper clippings on Pages 24 and 25 was planned with this aim in mind, as were the brief articles on special presentations and occurrences. With the exception of this plate, all campus news photographs in this issue were made by Dorothy Calder, who since coming to Agnes Scott with her husband, the new head of the Physics and Astronomy Department, has wielded her camera at practically every major campus function. The cover picture, taken by her, shows Frances Gilliland Stukes '24 directing freshmen who are working in the Alumnae Garden to earn money for their class. Near the center of the group, standing in front of the hedge and holding a garden implement, is Marjorie Stukes '51, her daughter.



## Anonymous Offer Launches Campaign

Agnes Scott has been offered \$500,000 on the condition that matching funds be raised by December 31, 1949, and the College will undertake to secure \$1,000,000 in gifts by that date, President J. R. McCain announced to alumnae in a Founder's Day broadcast February 20. The anonymous offer was disclosed also in letters to alumnae clubs and groups meeting for the occasion.

Plans for the drive are not yet complete, but Dr. McCain explained that it would be conducted largely among alumnae and members of the campus community and would not be a public campaign like that of 1939. The conditional gift, he said, has been offered by a friend of the College "as an endorsement of the work which Agnes Scott has been doing."

The first step in the matching program was taken unwittingly by Bertha Brawner Ingram, Institute, whose gift of \$1,000 arrived the day the offer was made.

The \$500,000 gift and \$500,000 of the money to be raised will go to endowment, interest from which will be devoted in large part to higher faculty salaries, Dr. McCain said. The remaining half-million probably will be added to the present \$700,000 building fund. Successful conclusion of the campaign will place Agnes Scott's endowment almost on an equal footing with those of Eastern colleges of comparable size.

As a primary step in the organization of the drive,

arrangements will be made for the Alumnae Association to serve in it until the end of next year. Now in process is the compilation of a new Alumnae Register, with the addresses of all alumnae brought up to date and with names arranged alphabetically, geographically, and by classes. Early in March the Alumnae Office mailed cards to all alumnae asking for names and addresses as they should appear in the Register, and a strenuous effort will be made to trace alumnae who have moved without notifying the office and thus have been marked "lost" in the files.

Expressing confidence in the outcome of the campaign, Dr. McCain pointed out that Agnes Scott had successfully completed seven drives for money, including two for \$1,000,000 each to match \$500,000 gifts from the General Education Board.

Bearing out his assurance were reports received at the Alumnae Office from clubs which either heard the broadcast or read his letter and which sent word that their members were ready to help in the drive.

# Agnes Scott Graduates At Duke

By Ruth Slack Smith '12

Last summer when we were having a reunion of the Class of 1912 here in Durham the visiting alumnae were surprised to find that there were so many Agnes Scott graduates connected with Duke. They wanted to know who they were and what they did and thought that other alumnae would be interested in hearing about them too, so I promised to write an article for the QUARTERLY, and here it is.

Although I have not made a scientific check, I believe that there are more alumnae from Agnes Scott on the staff at Duke than from any other school except Duke itself. In view of the comparatively small number of Agnes Scott graduates, this is unusual; but I can assure you that it is not a case of nepotism, for no one of us had anything to do with the coming of any of the others.

The six of us here represent different classes from 1896 to 1938 and terms of service at Duke ranging from twenty years to less than one year. Allene Ramage and I were the first to arrive, both coming in the fall of 1927. I have no diary at hand to determine the priority in days or hours, so will begin with Ramage since it precedes Smith alphabetically.

Allene Ramage graduated from Agnes Scott in 1926. The following year she received a degree in library science from Emory University and shortly thereafter joined the library staff at Duke. In 1939 she became actively interested in microphotography and studied in this field at Columbia University. Later she received a grant from the Rockefeller Foundation to continue studying microphotography in the larger laboratories in the North, and last year received a grant from the Duke Research Council for additional work. In collaboration with Miss Mary Westcott, also of the Duke library staff, Allene has written a book entitled *A Check List of United States Newspapers in the General Library of Duke University*, quite an undertaking since this collection contains more than 13,000 volumes of newspapers. She is now microfilm and newspaper librarian.

I feel embarrassed to give my own life history, but here are a few brief facts. I graduated in the class of 1912. In 1916 I married Julia Pratt Smith's brother, Hazen, who was a victim of the influenza epidemic in

early 1919. For five years thereafter I worked as student secretary for the Presbyterian Church U. S., visiting practically all the schools and colleges in the southeastern states. In 1923 my sister, "Crip" Slack '20, and I went to China to visit our brother, who was an exchange professor at the Peking Union Medical College. We continued our journey westward, coming home by way of Europe. Later I traveled a bit more, going in 1936 to Russia and to the meeting of the International Federation of University Women in Krakow, Poland, and then in 1940 to Mexico with my two nieces, Ruth Slack '40 and Gene Slack '41. In 1926 I decided to go to Columbia University to study in the field of personnel work. After receiving my master's degree I came to Duke as assistant dean in charge of social and religious activities. In the course of the years I have done a little of almost everything: house counseling, freshman work, Y.W.C.A. advising, vocational guidance, teaching, chaperoning dances, etc. My responsibilities now are mainly in the academic field, as my title, dean of undergraduate instruction, would indicate.

The next Agnes Scott alumna to join the staff at Duke was Mrs. Lillian Baker Griggs, who came in 1930 to be librarian of the Woman's College library, which position she still continues to hold. Mrs. Griggs entered



Ruth Slack Smith '12 and Roberta Florence Brinkley '14 confer in an administration office at Duke.

Agnes Scott Institute with the class of 1896. In 1897 she was married, and after the death of her husband in 1908 she went to the Carnegie School (now Emory University) to study library science. She first came to Durham in 1911 as librarian in the Durham Public Library. In 1919 she went to Europe with the American Library Association and established headquarters for one year in Koblenz, Germany. Shortly after her return from Europe she went to Raleigh as director of the North Carolina Library Commission. Since she has been at Duke she has become prominent in library circles throughout the country, having served as president of the North Carolina Library Association and the Southeastern Library Association, and chairman of the Library Commission of the American Library Association.

Frances Campbell Brown of the Class of 1928 is now an associate professor of chemistry at Duke. Frances made an excellent record at Agnes Scott, is a member of Phi Beta Kappa, and was awarded the Quenelle Harrold Fellowship for graduate study. This she used at Johns Hopkins University, from which she received the Ph.D. degree in chemistry in 1931, and came immediately to join the faculty at Duke. In addition to her teaching duties she is actively engaged in chemical research. (As one who has tasted the results, I can testify that her scientific experiments in the kitchen are most successful.) She also takes time out to attend meetings of the American Chemical Society and for interesting trips such as going to England in the summer of 1939 and to Japan in 1940 to visit her sister Laura Brown Logan '31.

Mary Primrose Noble Phelps (Mrs. James A.), class

of 1938, is secretary and accompanist in the Department of Physical Education in the Woman's College. She has held this position since 1945. At Agnes Scott she was a member of Mortar Board, Eta Sigma Phi, Blackfriars, the Glee Club and the College Choir. After graduating she taught French at Peace Junior College, Raleigh, before beginning work on her master's degree. For that degree she did settlement work in Kansas City, studied at Scarritt College, Nashville, Tennessee, and went on to Duke University, where she received her master's degree in the philosophy of religion in 1943. The same year she was married to James Phelps, who is associated with Liggett and Myers Tobacco Company in Durham.

The last Agnes Scott alumna to join the Duke staff is Roberta Florence Brinkley of the class of 1914, who came in 1947 to be dean of the Woman's College. Since her life story can be found elsewhere in this issue of the *QUARTERLY*, we will not repeat here.

In addition to these staff members, there are now and have been in the past, some Agnes Scott alumnae among the Duke faculty wives, and a number of alumnae taking graduate work at Duke.

On the reverse side of the picture, there are, so far as I know, three Duke graduates who have taught at Agnes Scott; Coma Cole Willard who taught French there some twenty years ago, Charlotte Hunter, B.A. from Agnes Scott and M.A. from Duke, who is now assistant dean of students at Agnes Scott, and Dr. Paul L. Garber, Ph.D. from Duke, who is head of the department of Bible. Dr. W. W. Rankin holds the distinction of having taught mathematics at both Agnes Scott and Duke.

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I want a free mind and a clear perspective. I can have these only if I have had a well rounded education, one that lets me see the value of all fields, one that lets me realize that all seekers of knowledge strive toward one goal—understanding and truth. I want to learn truths in science, the reason in literature, the beauty in art and music. I do not want my judgment biased because my understanding is limited to one field.

I want to appreciate things which are fine and see things which are sham for what they are. I want to learn appreciation through understanding.

I do not want my power of reasoning warped because I have not thought for myself. I want to see facts proved. I want to learn what others think and believe, but I want to form my opinions for myself. I want to leave college as an individual with ideas and opinions which are my own.

—From a freshman English paper, "What I Want to Get from Agnes Scott College," by Virginia Arnold '51

# Writer's Recollections

by Marian Sims '20

Whenever I am asked for biographical details I always feel embarrassed at the triteness of the record. Dalton, Georgia, was—and is—a delightful town in which to be born and grow up, but hardly exotic. And instead of stating that I began to write stories at the age of four, I have to admit lamely that I rode horseback, played baseball and later tennis, and performed in tent shows with my brother and our Negro playmates, to an audience of parents of both races. (In those days my brother and I, like most Southern children, could not have comprehended "the race problem".)

I do remember reading voraciously and indiscriminately (the saddle horse was produced as a countermeasure "to get her nose out of a book") and as a teen-ager I liked *Man and Superman* quite as well as *Eight Cousins*; possibly a little better. I still remember my mother's indignant comment pencilled on the flyleaf of the Shaw play, and my father's chuckling rebuttal scrawled beneath it. At the time, I shared my mother's indignation; now, I am not so sure.

Dalton High School was small and intimate in my years there, with a nucleus of teachers who belonged in education's Hall of Fame but had to be satisfied with a niche in the memory of their students. I made good grades, added basketball to my list of athletic enthusiasms, and "recited" at district high school meets until the judges got tired of hearing me and gave me a medal which disqualified me for further exhibitions. At the next, and last, such meet of my high school days I fell back on the essay contest, which seems to have been the first time that literary ambition reared its lofty head.

In the fall of 1916, along with Gertrude (Manly) McFarland, I set out for Agnes Scott, as yerdant a freshman as ever matriculated. The first year remains now as a kaleidoscope of adjustments and embarrassing surprises: I had been A Valedictorian in Dalton; at

Agnes Scott I scrambled wildly and came up with Low Merits. (Are they still thus designated, I wonder?) And when I departed four years later I had not disturbed any existing records for scholarship; I had, in fact, failed a semester of Latin prose and a semester of English XI. I had held the usual quota of college offices and been elected to Mortar Board (Hoasc, in those days) but my distinctions—tennis champion, varsity basketball, and so on—had been the result of brawn rather than brains. My major was history and my minor was English, but I looked with awe at the students who contributed to the literary magazines, and the courses I most enjoyed were French and mathematics.

Extra-curricular memories? A great many, and almost incredible in 1948. Item: The time I waited anxiously while Miss Hopkins inspected my "masculine" costume for a Yeats play; masculine from the waist up, voluminous gym bloomers from the waist down. That both the cast and the audience managed to keep straight faces and lend themselves to the illusion is proof of the adaptability of youth.

Item: The time a classmate, taking my innocuous and banal print of "September Morn" to be repaired, left it on a bench where it was found by Miss Hopkins, who burned it forthwith, never knowing—I hope—that my father had given it to me. A great lady and a great woman, Miss Hopkins, but this was 1919 and I always had a hard time remembering it.

Item: The time I was blacklisted by the students in general because I was reported to have Kissed A Man in one of those monastic classrooms in Main. I was more indignant at the slur upon my intelligence than upon my morals, since I was a junior at the time and privileged, had I been amorously inclined, to use a private date parlor. But since I was double-dating with a freshman I had elected to stay in the goldfish bowl in Main. Later I came to be grateful for the calumny, since it

kept me off the student government council in my senior year and freed me from the duty of safeguarding the morals of others.

Item: The time, in my senior year, when I found a small and battered gold pin on one of the walks, took it to Lost and Found and discovered that the office was closed. When I went back to my room I dropped it in a pin tray and told Lois MacIntyre Beall, my roommate, to remind me to turn it in. I forgot and Lois forgot, and at lunch a few days later the students in Rebekah were asked not to return to their rooms. We knew what it meant—that a Gestapo-like “search” was in progress (I hope the practice went into the discard long ago)—so I went to the library and only came back in time for supper. Probably you’ve guessed it: they were searching for the gold pin, which the owner insisted had been stolen.

There was a lot that I didn’t like about Agnes Scott in those days, and a lot that I loved very much. In 1916-1920 the Victorian influence still lingered, but—as I realized even then—Agnes Scott was far ahead of most Southern colleges in its freedom and liberalism. And today, the years and mores of which I write seem as remote as the stars.

Instead of hunting my first job, the job hunted me during my senior year: an offer to teach history and French in the Dalton High School after graduation. I accepted and taught for four years, then a second and more lucrative job hunted me out. By a complete non

sequitur I became chief copy writer for a direct-mail advertising firm and remained there until I married Frank Sims, Jr., in 1927.

In 1929 we moved from Dalton to Greensboro, North Carolina, where we lived for a year and where I first began writing what I hoped was fiction. The following year we moved to Charlotte, which is still home and probably will continue to be. I kept on writing, with more stubbornness than hope, and the first four years netted me nothing but practice and experience.

The first story sold in 1934, to Collier’s, and after that the way grew easier. The stories sold about as fast as I could write them; once the ice was broken, several of the earlier ones were also published both in this country and in England. One of them—a tragi-comic Negro story in *The Saturday Evening Post*—was included in an anthology for that year.

But by that time I had discovered that my kind of short story was largely a mechanical trick and that the novel would permit more depth and latitude. I therefore lost interest in magazine writing and published several novels; each, I am told, somewhat better than its predecessor. *Morning Star*, which both my publishers and I try to forget, was about a Southern girl who went to a college strikingly like Agnes Scott; *The World With a Fence* was about a Southern girl who taught school and wrote advertising, but was only faintly autobiographical in spite of that.

*Call It Freedom*, a novel of divorce and entirely fictional, had an encouraging reception from both critics and readers, besides being published in Norway and Sweden. By that time I had learned a good deal about the novel technique and had overcome certain “slick” tendencies, but beyond that I had no cause for self-congratulation.

*Memo To Timothy Sheldon* (1938) came next; an experimental novelette which, to my surprise, was published in Denmark in 1942 and for which I received the Danish contract and royalties by way of Sweden in 1947. *Memo* was followed by *The City on the Hill*, a story of politics in a Southern city, and in 1942 I finished *Beyond Surrender*, which dealt with Reconstruction in piedmont South Carolina and represented nearly three years of hard work.

When my husband received a Navy commission and I set out to follow him, I went back to magazine fiction because it could be written more or less on the run. In these years, besides the short stories, I have



Lately the author has enjoyed gardening, bridge, and her friends.

written three "complete" magazine novels, a two-part serial, and one full-length book, *Storm Before Daybreak*, which was published in 1946.

The last novel has proved the most surprising of all my efforts. It was begun on a card table in Olathe, Kansas, in 1945, and finished in Charlotte the following spring. It is the leanest and most unpretentious book I have written and a few critics, perhaps justifiably, saw it as a piece of fluff. But it was first serialized in Collier's and then published as a novel; serialized in England and later published there; and recently I have signed a contract for French publication.

For the past year ill health has dogged me and sapped my ambition. I have enjoyed my garden and my friends, played an occasional game of bridge, read and reviewed books. I find contemporary literature in a sorry state, with pamphleteering regarded reverently by

the long-haired pigmies of criticism, with pseudo-historical claptrap making fortunes for its purveyors, with the public reading pretentious trash because everybody is reading it. But I have said so, perhaps too often, in the book pages of *The Atlanta Journal*.

As for writing more books myself, I hope to begin again soon—and perhaps reduce contemporary literature to an even sorer state. The first pages of a social comedy are on my desk, but a struggle with split infinitives seems trivial in a world which has split the atom. Such times as these are paralyzing to writers and I marvel at the millions of irrelevant words that are daily being transferred to paper. But even bad books are better than none, especially when an occasional piece of fine work, such as *The Gallery*, brightens the picture and challenges the rest of us to greater effort and understanding.

## Life Insurance — Job and Hobby

*As a member of the "Quarter Million Dollar Round Table for Women," the biggest honor club for women in the life insurance business, Romola Davis Hardy '20 easily takes a place on the list of outstanding alumnae, especially in the field of business. In the following article, she sketches her life and work, showing the steps that led to her becoming the leading woman producer for the Massachusetts Mutual Life Insurance Company for many of the last ten years.*

by Romola Davis Hardy '20

I was born in Senoia, Georgia, and graduated there from the town's one and only school. Mother still lives in Senoia in the same house.

I entered Agnes Scott in 1917, majored in Latin, and minored in history. I took all the Latin offered by the college. My best remembered courses are Latin under Miss Lillian Smith; German under Miss Trebein (the toughest course), psychology under Mr. Stukes, and voice and glee club work under Mr. Johnson. Among my friends were Louise Brown Hastings, Rebecca Whaley Roundtree, Clauzelle Whaley, Mariwill Hanes Hulse, Beth Flake Cole, Clotile Spence Barksdale, Clara Cole, Eugenia Peed, Julia Tomlinson, Frances Oliver, Emily and Caroline Hutter, Margaret Winslett, and others.

The following year I returned to Agnes Scott as a fellow in Latin, and took additional psychology and

voice. I took no more degrees.

My first job I secured through the college as Latin teacher in Florence, Alabama. After two years there, I went to Clearwater, Florida, to take charge of the Latin department there. Before the term was over I was in the real estate business.

I had no training in sales work, but needed none, since everybody in the United States was buying Florida real estate. Mr. Frank J. Booth, the mayor, let me sell real estate in his office after school and on Saturdays. My first sale was made to Mr. Fred J. Lee, president of the Chamber of Commerce, and my commission was \$597.00. How well do I remember! The funny thing was I did not even know how to read a blueprint, and when I attempted to show the map to Mr. Lee, he said, "Pardon me, Miss Davis, but you have the blueprint upside down."

That ended my school teacher's career. I tried to get a release from teaching for the rest of the year, but could not. I was making \$165.00 a month teaching, but many times that much from real estate sales. To my amazement, I was re-elected by the Board of Education for the following year, but I declined. Before the year ended, I had opened up a downtown office of my own and was conducting sales and renting property. I had four salesmen (two women) working for me. This I continued to do until the bubble burst in late 1926. I had bought lots and houses of my own, all of which I was not able to dispose of before the crash. However, I ended up with considerably more than when I had started.

Now I couldn't give real estate away, much less sell it, but I had contracted for a long term lease for office space and I had to find something else to do. Because of my real estate experience, I secured a job as loan agent for a small Florida Life Insurance Company for Clearwater and Pinellas County. Everybody wanted a loan in those days, so I had no trouble doing business as long as the Insurance Company's money lasted. I conceived the idea of requiring each mortgagee to take out a life insurance policy to cover the amount of the loan, and thus began my entry into the life insurance field.

In November 1929 I married Harry Hardy, who was also born and reared in Senoia, Georgia, a graduate of Tech and the University of Georgia. My husband was district manager for Paramount-Public Theatres. For a while I traveled with him, living in Charlotte, Knoxville, Chattanooga, Atlanta, and then two years in Salt Lake City, Utah. Harry was transferred back south to Knoxville, Tennessee, in 1933. When he came back from one of his two-week traveling trips, I had secured a job as agent for the Massachusetts Mutual Life Insurance Company and I have been with them ever since. He was wonderful to let me do what I wanted to do, and since he was away so much of the time it worked out beautifully. In 1937 he was transferred to Charlotte as district manager for North Carolina Theatres, a subsidiary of Paramount Theatres. It so happened that the district managership for the Massachusetts Mutual Life Insurance Company was open at this time and I was given the job which I have held ever since.

I take part in the programs of our National Con-

ventions and National Underwriters Association. I was chairman of a day's session this past June at our National Convention in Atlantic City and had the job of



introducing the various speakers. My methods of selling have been printed in various magazines and books including the Babson Institute of Sales and Research. I have been a member of the Executive Committee of the Massachusetts Mutual Agents National Association since 1940, and go to Springfield, Massachusetts, each spring for this meeting. I am also secretary and

treasurer of the Agents Association.

A great deal of my work is in the tax realm. I began specializing in this field three years ago, writing corporation insurance, as well as partnership and sole proprietorship insurance and setting up trusts. (I take a regular tax service and had to study law to do this.) However, I still write a lot of insurance for college educations, family protection, mortgages, and old age retirement.

I have in my files letters from mothers—widows who have an income today for themselves and their children, and perhaps an education for their children because I arranged it for them while their husbands and fathers were living. These letters fill me with humility and at the same time great satisfaction. So I would say that life insurance is my hobby because I love it so. Almost every case offers a new adventure in the psychology of selling, but best of all is that great happiness derived from my work based on a constant sense of service to others.

My husband and I both take an active interest in community affairs, especially the Y.M.C.A. and Community Chest. Both of us are members of the First Methodist Church here. Harry is a Rotarian. I take an active interest in our Alumnae Association here. I have always been proud of my alma mater, the high ideals for which she has stood through all these changing years, and her loyalty to Our Master. How grateful I am to be a graduate of Agnes Scott!

# FREE-LANCING IN COMMUNICATIONS

By Margot Gayle '30

"You're licking the stamps again and I can't permit it." My father was quietly giving me the sack for hygienic reasons. It was summer vacation the year I graduated from high school—the Windsor Collegiate Institute in Windsor, Ontario. My father was the manager for the Reo Motor Company in Canada, and he'd put me on his payroll—I always suspected out of his own pocket—to get out a mailing of circulars announcing a new Reo truck. I found it more convenient to lick the stamps than use the rubber sponge father's secretary had provided. So my first job lasted a week and a half and earned me the heady sum of \$10. I knew then that I should always want to have my own income . . . "a woman should," I philosophized.

Actually I still believe that . . . that women should if possible earn for themselves part of their own or their family's income. For one thing they appreciate it more that way. You seldom hear a working wife complaining that her husband owes it to her to buy her a fur coat. I hasten to say that this business of earning part of the family's income doesn't have to take you away from home. As a matter of fact it took me several years to prove to myself that this was true. Now I have my own business, put in a six-hour day and work entirely at home. I do publicity for a toy concern, handle promotion on the Y.W.C.A.'s national magazine, write for radio and magazines. Some things I go out after. Others come to me . . . such as the series of kitchen quizzes I've just finished for the Betty Crocker radio program heard over ABC. Last week I did a news release and designed a handbill for a folk singer who teaches music at my little girl's school . . . I'm not making what you'd call a fortune, but I'm toting my share of the family budget, seeing a lot of our two youngsters and meeting the sort of people I like.

As I sit looking out of my "office" window at the

brownstone houses across Ninth Street here on Manhattan, I think of the big trees that shaded the house where I used to rise early to catch a streetcar near Buckhead for an hour's ride through Atlanta to Agnes Scott. I was a day student one year, and another year boarded in Main, sharing a room with piquant Mary Warren. I still have the yellow theatrical gauze that we made into curtains for those windows of enormous height. Now that I've written at some length about the famous stage designer, Lee Simonson, been backstage with him between acts, out front during dress rehearsal and visited the carpenter shop to see his sets for the Metropolitan Opera being made, I feel that I know a good deal more about theatrical gauze than I did when we invested in that 24 yards of yellow stuff.

Speaking of Simonson, who did the sets for Ingrid Bergman's *Joan of Lorraine* last year, reminds me that since I have been in and around radio, I have interviewed and "written up" a good many famous people. Some I remember with pleasure. Dorothy Gish was so genuinely helpful that I always think of her with appreciation. Nelson Rockefeller set my head spinning by carrying on a three-way interview with two other reporters besides me. Kay Francis gave me a brush-off in her dressing room before a performance of *State of the Union*, and I had to write that interview with facts elicited not from her, but from *Who's Who* and a press agent's biographical sketch. Then there was the time I washed dishes while interviewing Ralph Bellamy's wife because he'd just phoned to say he'd be home soon with guests. And the time I wrote notes round and round the margins of the pages in a brand new book bought for my husband's birthday . . . that was because I ran out of scratch paper while Cornelia Otis Skinner was showing me her father's mementos.

Looking back on the two years I spent at Agnes

Scott and the time at the University of Michigan, whence I emerged with a diploma, I wonder why I never took courses in journalism. But I never did. I seemed to keep on taking science courses . . . mostly in chemistry. That I presume was one reason I was invited to accept a fellowship in the Pathology Department at Emory University. Alice Garretson and I and many other Agnes Scotters are products of those formaldehyde-scented halls. Hortense ("Pat") Elton Garver as teacher made us toe the mark. A master's degree sounded good but added little if anything to the take-home pay of a girl during the depression. I never did locate a job in the medical world, and to this day I regret it. Give me time and I'll vicariously satisfy that old yen by writing some radio scripts or magazine articles on medical subjects.

At any rate, when I emerged from Emory University with an M.S. and had been refused as a candidate for the all-masculine medical school because I was female, I got into the somewhat related field of social work because my good friend Augusta Dunbar '30 said recruits were needed. For several years Augusta and I, with Cornelia Wallace and other Agnes Scott girls, concerned ourselves with other people's tragic dilemmas during the '30's. Augusta and Cornelia went on to get special training and are both rendering exceptional service in this field.

But I was headed for radio, although I didn't realize it at the time. The next thing I knew I was secretary of the Georgia Conference on Social Work, an annual week-long professional meeting of social workers from all over Georgia. Naturally I sought to get advance publicity for the conference and some of this took the form of radio publicity. I found station managers more than generous so long as one came to them with a decent idea for a program. But I still hadn't met radio head-on. That happened the next year, 1940 I believe it was, when I was secretary of the United China Relief Campaign in Atlanta. In the line of duty I asked radio program managers to give me a little time for the message of China's need. They outdid themselves. Each of three stations gave me fifteen minutes "right across the board"—same time every day. I suddenly found myself with three programs daily. This would have been a nightmare to one more experienced. I accepted with glee, and then got onto a perfect treadmill of trying to keep the time filled. This went on for three weeks. At the end of that time, I was breathless,

and I was also incurably bitten by the radio bug. During the subsequent two or three years I did the radio publicity for the Atlanta Community Fund under the guiding hand of Lambdin Kay. Then I took on the publicity for the Salvage Drive in Atlanta and in connection with that had a weekly program on WGST.

I was nearer to radio. When my husband, already in the Army, was transferred to Washington, we sold the pretty little white house with the bay windows that we'd built near Emory and moved lock, stock and barrel to the nation's capital. I love it there, even if I had to commute from Maryland on a 7:40 a.m. train every morning . . . kill three-quarters of an hour over coffee in Union Station before catching a streetcar for my office. There was one gracious and neighborly Agnes Scotter, Elizabeth Dawson Schoefield, ('30) who made our stay in the country near Washington even remotely possible. I think of her as a girl with wings and halo. In Washington I couldn't get a toe hold in radio, but I did get a liberal education as assistant to Esther Tufty, whose efficient news bureau reported Washington news back to a string of Michigan papers. I covered the Michigan delegation on "The Hill" and found the life of a reporter at large in Washington full of fascination.

The only times I'd been to Washington before had been in connection with agitation for poll tax repeal. Out of a winter of volunteer work for the Citizens



Fact Finding Committee and the Georgia League of Women Voters had come a very lively sense of the injustice of denial of suffrage to so many in the South. I felt personally offended. I wrote letters to editors, I organized a committee of women in the eight "poll tax states" to work for a free vote, I spoke before church groups, clubs, unions, "Y's". I talked to legislators. I went to Washington. I recall one time when I presented a petition of Southern women for poll tax repeal to a congressman beside the Susan B. Anthony statue in the crypt of the Capitol. The press had turned out in full force, especially their photographers who clustered about us. In the midst of

this posing for pictures a guided capitol tour came along. The score of tourists, dying to know what was going on, stood gaping at me and the congressman. He was probably used to such things. I was not. The guide thrust out a pointed finger at the Susan B. Anthony monument behind me. I thought he was pointing at me. Everyone stared harder. I stared back defiantly. The flash bulbs popped again, and the next day I saw a glassy eyed picture of myself on the fourth page of The Washington Post.

I feel just as strongly about suffrage as I did then and intend to write a documentary script about it this fall for airing along in October. In the meantime, I'd better finish the piece I've started for The Denver Post and get along with the thing The New York Times Sunday Magazine might use. Thank goodness I've met my deadline on the article about outdoor play equipment for children that Mademoiselle's Living will print in the May issue. Perhaps you saw the piece I wrote about my daughter for the January Reader's Digest. You can see a free lancer's life gets complicated, and seems to involve being ready to write on any subject.

Of course that's the sort of rough and ready training I got as a staff writer at CBS. I was writing for a daily radio program and New York was my beat. Besides the interviews with celebrities, I covered fashion shows, sat up late to skim through books before publication date, attended first nights at the theater till I actually got blasé about it, and followed every human interest story I could get a lead on. A daily radio program is like a daily paper . . . it has to go to press every day . . . it's inexorable . . . it's like the cook who finds she's scarcely washed up from one meal before she has to start preparations for the next. I spent two years at it before I decided I had to spend more time with my youngsters. And my husband had come back from France, taken off his colonel's eagles and gone to work with a nationally known firm of tax accountants. The pace we'd all gotten into didn't make sense.

That was over a year ago. I'm loving being with the kids more. Gretchen's nine, Carol's eleven, and they both go to progressive schools here in New York. I take on only jobs I can do at home. Actually Carol has stepped into the limelight as the leading lady of a film strip made by the United Nations for the United Children's Appeal. Producer Oberwager of the UN Film Board told me yesterday that thousands of these film strips are being shown in London right now. Before

long fifty thousand more will have been distributed over this country, Canada, Latin America, Australia and New Zealand. The pictures on these pages are "clips" from the film which contrasts a day in the life of a happy, well-fed American youngster with that of children in the deprived countries.

Carol and I agree that we like the field of communications . . . the process of getting information across, whether pictorially or through the printed word of the press or the spoken word of radio. Which for me, harks back to the days when I used to make posters to broadcast campus news at Agnes Scott. More than once instead of doing my French, I'd labor with brushes and showcard colors over a rectangle of poster board and next morning proudly tack up my handiwork on the bulletin board in Main. I'd take a peek in Dick Scandrett's open door as I passed and her eyes would crinkle in a smile. I'd like to do it again.

## CALENDARS BRING NEWS FROM ALUMNAE OF '40's

Four alumnae of the '40's are still enjoying letters from their contemporaries to whom they sent copies of the Agnes Scott calendar sold by the Junior Agnes Scott Club of Atlanta.

Dot Holloran Addison '43, Raddy Mauldin '43, Molly Milam '45 and B. J. Radford '47 formed a quartet to push the sale by sending the engagement calendars to their friends with an invitation to buy. They expected a good response, but they did not anticipate the dozens of juicy personal notes which accompanied the \$1.09 checks and money orders. Even now, three months after the mailing of the calendars their mail is spiced two or three times a week with communications full of interesting news, reminiscences and—in the cases of '43 and '47—promises to come to class reunions the last weekend in May.

### PLAN TO JOIN YOUR CLASS— *Be It*

1902	1921	1940
1903	1922	1941
1904	1923	1942
1905	1924	1943

or 1947

—AT REUNION MAY 29

# PATTERN OF SUCCESS IN ACADEMIC FIELDS

Author, professor, and dean of the Woman's College at Duke University: these designations crown the distinguished academic career of Dr. Roberta Florence Brinkley, who began as a public school teacher after her graduation from Agnes Scott in 1914. With others whose achievements fellow alumnae are particularly proud to hail, she was asked to write for this number of the QUARTERLY an account of her life.

"I was born at Augusta, Georgia," the letter begins, "and moved in infancy from the 'Sandhills of Augusta' to Thomson, Georgia, or rather to a farm near Thomson. I did not attend high school, but was privately prepared for entrance to college and entered by examination. I went to LaGrange College especially for the music offered there and took a diploma in piano in 1912 under Miss Rosa Muller. I then wanted to stress academic work and decided to transfer to Agnes Scott.

"I entered Agnes Scott in 1912 and was there only two years, graduating in 1914. I had to transfer all credits from LaGrange by examination (Miss Hopkins always said that whenever she thought of me she still pictured me as taking examinations!); so I did not regularize my class standing until the senior year. Are all exams still three-hour exams? At least the training was good for graduate school, for I became quite accustomed to writing six hours a day whenever I had any spare time. I majored in English and minored in chemistry. I was assistant in chemistry in my senior year and my best story is connected with this assistantship; there was a slight earthquake tremor, and bottles commenced to wobble on the laboratory tables. I saw the flames on the Bunsen burners doing very queer things and had just told the girls to turn all burners off, when I heard Dr. Guy coming up the steps two at a time. I was surely glad to see him, for I knew something was wrong, but I did not think about its being an

earthquake since I had never before experienced one. He marched us downstairs and out of doors, but the tremor was about over. I remember feeling a little disappointed that it was not more like a story my mother told about an earthquake at my grandfather's. Since then I have felt better earthquakes in California!

"My widowed mother and I had an apartment with Miss Annie Ansley on South Candler Street. This fact, added to all those examinations and my assistantship, meant that I did not get to play much with the girls. The courses I remember best are philosophy with Dr. Stukes, astronomy with Dr. Olivier and biology with Miss Sevin. I was so excited over biology that I even took a year's graduate course in it; and if I had got into the work sooner, I should probably have taken my higher degree in it instead of in English. I do not remember whether it was some outcome of the philosophy class that led to my being Socrates in a pageant in my senior year, but I remember being quite horrified over having to put on the beard when my best beau had just arrived from Florida."

After graduation from Agnes Scott, Florence Brinkley went back to her home town, Thomson, Georgia, and taught in the public schools there from 1915 to 1917. Then she became principal of the Winfield, Georgia, high school from 1917 to 1918, and head of the English department in Central High School at Murfreesboro, Tennessee, from 1919 to 1921. In 1919 she received her master's degree in English from George Peabody College. In 1923 and 1931 she was an instructor of English at the summer sessions of George Peabody College for Teachers, and in 1924 and 1925 at the summer sessions of Georgia State College for Women. Also in 1924, she received her Ph.D. from Yale University.

She became an instructor in English at Goucher

College, was advanced to assistant professor in 1927, to associate professor in 1930 and to professor of English in 1939. From 1943 to 1947 she held the position of chairman of the department of English at Goucher. In 1946 Dr. Brinkley was granted a year's leave of absence to continue her research abroad under a travel-grant awarded by the American Philosophical Society. She went to England to study the seventeenth century as interpreted by Coleridge. Upon returning last fall, she took up her new duties as dean of the Woman's College at Duke University. She is a member of the American Association of University Professors, the American Association of University Women, and the National Council for Teachers of English—and in the Modern Language Association of America she has served as secretary of the 17th Century Group, chairman of this group, and member of its advisory committee.

In addition to this, Dr. Brinkley, who is an authority on seventeenth-century literature, contributed to such journals as: *The Huntington Library Quarterly*, the *Princeton Library Quarterly*, *The Review of English Studies*, *Modern Language Notes* and *The Journal of English and Germanic Philology*. She also published three books: *Nathan Field, the Actor-Playwright*, *The*

*Arthurian Legend in the Seventeenth Century* (1932) and *English Poetry of the Seventeenth Century* (1936) revised and expanded in 1942. And her new book, entitled *The Seventeenth Century as Interpreted by Coleridge*, is expected to be ready for press by the end of this year.

Dr. Brinkley's steady progress has been due to perseverance, hard work, and a love of intellectual adventure. These traits must run in her family, for one of her brothers is a professor of education at Emory University and another, professor of chemistry at Yale University.

Concerning her present position, she writes: "I like best working with people in the effort to promote the best interests of the college. In addition to being dean of the Woman's College, I am professor of English, but I shall have time to teach only one course. I am on the examining committee for some of the graduate degrees and find this work very stimulating and interesting, too. My hobbies are music and putting around in my flower garden. My greatest experience in connection with my work was seeing the calendar around in England—in spite of the severe winter, fuel shortage (I really suffered from cold), poor housing conditions and the privations of rationing."

## Profession as a Volunteer

Up in the Alumae House they keep a scrapbook of news items pertaining to each Agnes Scott alumna. Needless to say, the book of Diana Dyer '32, nationally known Girl Scout executive, lecturer, globe-trotter, singer, sportswoman and civic worker, is filled to overflowing. Indeed, it would be hard to decide which is prouder of Diana—her college or her home town, Winston-Salem, N. C. She has done much to increase the reputation of both. And her goal in life seems to be working for others.

In 1933, a year after Diana's graduation, the Alum-

nae Office began receiving notices of her interest in Girl Scout work, traveling and community projects. April, '33—Diana Dyer has been elected to the Council of Winston Girl Scout Leaders. July, '33—Diana Dyer has been named as one of the directors of the Scout camp this summer. November, '33—Diana Dyer is taking a course at Salem College in Music Appreciation. November, '35, Diana studied voice in New York this past summer. November, '36, Diana went to Europe this summer with a party from Agnes Scott, April, '38, Diana was in Atlanta in January attending the confer-

ences of the Girl Scout Regional Committee. November, '38, Diana left New York May 1 to attend the Coronation.

October, '41, Diana Dyer was elected to membership on the national board of directors of Girl Scouts, Inc., during a session of the National Girl Scouts convention held in Dallas, Texas, recently. She will represent Region 6, which includes North and South Carolina, Georgia and Florida. In addition to her scout work, Diana keeps up her membership in the Winston-Salem Junior League, Little Theater and Mozart Club. July, '42, Diana Dyer will sing the role of Madame Crowne in Mozart's comic-opera, "The Impresario", one of the features of the Greater Winston-Salem Music Festival this summer. She is also secretary-treasurer of the civic group sponsoring the Festival, and manager of its Winston-Salem productions.

February, '46, Miss Diana Dyer has been appointed as one of two delegates from the United States to attend the Western Hemisphere training workshop for Girl Scouts and Girl Guides to be held in Havana, Cuba, this month. Miss Dyer was picked for her background in administration and experience in national and regional Girl Scouting.

March, '46, Diana Dyer has been elected second vice-president of the national Girl Scouts at a convention in Atlantic City.

Spring, '47, Diana Dyer flew to Paris and back last fall to attend Girl Scout conferences in France and Switzerland. The first World Conference for Girl Scout Personnel in 8 years took place in Abelboden, Switzerland. Present were 50 women from 22 countries. Diana also attended and was co-chairman of the International Commissioners Conference which was held in Haute-Savoie, France, in December. She found that Europe is too "upset and concerned about problems in its own countries" to do "any really constructive work on international planning." Since her return, Diana Dyer has lectured in many cities throughout the South emphasizing American responsibility.

Concerning her years at Agnes Scott, Diana writes:

"The years were dominated less by scholarship than by extra-curricular activities. A near-failure in physics changed my mind from majoring math; three years of French gave real pleasure (I can still remember the days Peg Link and I walked in the rain memorizing the poetry of Boileau). In another area, botany field trips under Miss Westall brought a new appreciation of growing things. I also remember the feeble hygiene

course, and the wonderful correlated courses in American literature and American history, when Dr. Hayes awoke a consciousness of the influences that sweep across the total life of a people. In the end, I had a major in history and minors in French and English. Now I am overwhelmed by the amount of knowledge to which I was exposed and the amount I have forgotten.

"There is the remembrance of rich friendships, many of which are still 'in good repair': Helon Brown (whose life was rich in loveliness); Martha Stackhouse, Tumpsie Flinn, Ellen Davis and Bee Miller; Sarah Bowman, Mary Sturdevant, Mary McDonald, Laura Spivey, and Margaret Massie; and the 'Lupton crowd' of 1931: Penny Brown, Sara Lane Smith, Betty Bonham, Mary Miller, Martha Logan, Lila Norfleet, Ruth Green, and Peggy Link. (These last three were my roommates during the time, and I am thankful for their forbearance!) The only real battle I can recall was when several of us in Lupton decided not to live in a cottage again in our senior year. Our reason was that it was fun but undemocratic, especially when there would be so many campus officers in the group; feelings ran high, and words were few but vehement!

"Membership on Student Government and the Y.W.C.A. Cabinet were good experiences, and the presidency of the last was a privilege. Affiliation on the Atlanta Inter-racial council for several years began a deep concern for better race relations and the belief that each person must begin with herself in changing attitudes."

Of her life after graduation, Diana says: "The end result of my education seems to be an active interest in service, especially in the church and in related community undertakings. For about 12 years, I had a wonderful time teaching teen-age girls in church school. I feel a little like a grandmother when they proudly send pictures of their children now! I am on the substitute list for teaching and singing in the choir when I am in town.

"My major interest is Girl Scouting. I believe in it because it tries to help a girl be a better member of her family, school, church and community, and because it



introduces her to skills and knowledge valuable in youth, invaluable in maturity. A large order, sometimes feebly met. I enjoy Scouting as a volunteer because of the opportunities for growth and development. Freedom to travel has meant that I could work at several jobs within the Girl Scout organization. At present, I am a member of five different groups—Local Council, Regional Committee (vice-chairman), National Board, National Executive Committee, National Field Committee (chairman) and World Association's Committee on Training. I've met and worked with hundreds of interesting people, traveled many miles (I still hang on to my 'short-snorter,' memo of flying the At-

lantic), but still I know that the real job is the troop leader's. The biggest thrills are hers, the most headaches and the most fun and satisfaction. It is here that more than 115,000 women serve in the United States.

"At present, I am on the boards of the Junior League, Civic Music Association, Piedmont Festival of Music and Art, Community Radio Council, Roundtable of Christians and Jews, Winston-Salem Library Commission and the North Carolina State Board of Correction and Training.

"So, it's a good life, tempered by a good family, good friends, travel and good music. I know I am abundantly blessed."

## SHE COULDN'T LET HER CLASS PROPHET DOWN

"Sally Sue Stephenson is modeling clothes for Jane Bowman's shop. Her slogan is, 'If Jane can drape 'em, I can shape 'em'."

Thus spake Ann Seitzinger, prophet for the 1946 Class Day exercises.

Up to that memorable day in June, if the thought of modeling had been in the back of Sally Sue's head, it had not been generally known, although one of Atlanta's women's stores had run several pictures of her in a Sunday magazine, advertising junior dresses. The way she photographed was perhaps more of a surprise to Sally than it was to others.

Shortly after that prophetic glimpse into the future, Sally was heard to say to some of her friends, when they were discussing the various vocations they planned to follow—according to the prophecy—"You know, I just can't let Ann down. Posterity must never point to her with a finger of scorn and say Ann did not have an accurate seeing eye for future happenings in the lives of her classmates."

Then a local photographer (later the husband of one

of her friends) offered to make some more "shots" of her face, just to see if she had possibilities. These pictures really cinched the accuracy of Ann's prophecy.

Sally's sister, a fashion artist in New York City, was in the audience on Class Day, so she decided then and there to give little Sis, as a graduation present, a trip to New York and her "keep" until she became self-supporting in the new chosen profession. Now, Sally had the pictures, and the promise of a trip, a place to eat and sleep; so, thus fortified, after a few months as camp counselor at Camp Nakanawa near Mayland, Tennessee, she set her eyes New York-ward in September, 1946. Just in case she needed training, her sister also volunteered to pay her way to a modeling school, if the pictures didn't do the trick in landing the job as model. It soon became evident that the lessons would not be needed.

Her first picture was that of a bride for Gimbel's Department Store. Here is how it happened. She was in the office of one of the artists—a friend of hers—when one of the store photographers sauntered in and she was

introduced to him as a possible model. He offered to photograph her for a certain ad, and lo and behold, it clicked.

Then started the daily rounds of calls on agencies, photographers, etc. To those who knew Sally Sue intimately, the very thought of her going about in New York, riding subways, dodging taxis, meeting and talking business to strangers was almost unbelievable, because it had been like pulling eyeteeth to get her to go on necessary shopping trips to her own Atlanta. How she hated those streetcars—the Decatur ones with their almost square wheels! But time changes all things, and after just a few days of pavement pounding, Sally was accepted by the Society of Models, as a model for junior clothes, at a salary of \$7.50 an hour. Some people get the impression that the life of a model is glamorous and just a happy holiday, but when you talk to Sally, you realize at once that it is merely a job which must be well done. It means keeping fit physically, arriving at appointments on time, and getting to bed nightly by 10:30. Of course, it is nice to be photographed in new clothes months before they are offered to the discriminating shoppers—but for every picture that is made, there are fittings which usually last as long as the actual picture-taking. And don't we all know how exasperating can be the constant taking in here, letting out there, and the pinning up, with an occasional pin missing its mark! She goes through all that too, and only at half-pay. Then there are the stylists and the photographers who would like to change her appearance to suit their own whims, thinning her rather bushy brows and cutting and curling those long tresses; but here Sally has had her own way, as her pictures will prove.

Hardly a day goes by without someone's asking her she is not given all the lovely clothes she has posed in. There are times when a manufacturer will offer to sell a model the garment which has been fitted to her, but Sally says they never are the ones you would like to have. Those she would want have always been spoken for by someone back at the factory; so, if a model has modish clothes, remember that she, even as you and I, has had to hunt here and yon for what she wants for her own wardrobe. Her one advantage might be that she knows in advance which particular styles will best suit her own type.

At Agnes Scott, Sally Sue majored in English. She has always had a love for good books, and is especially fond of reading good poetry. In spite of her busy life here in the big city, she has found time to read some

really good books. Then, too, her love for sports has not lessened—not necessarily spectator sports, but actual participation. She and her sister and some of their friends have rented a lovely house in New Milford, Connecticut, where they spend most of their week-ends. Sally has learned to iceskate and to ski and to enjoy all the winter sports. This keeps the kinks out of the muscles and keeps her in better physical condition for the weekdays of scurrying back and forth between appointments. There is a little Presbyterian church in New Milford which they attend and which they enjoy very much. The Fifth Avenue Presbyterian Church has become her church home when she is in New York. Recently, when in Florida on a trip with the magazine Seventeen, she attended the very old Presbyterian church in St. Augustine.

Modeling is interesting, so Sally Sue says, but certainly not her choice for a life's vocation because it is too strenuous. To say the least, it is a very lucrative occupation. Asked if she had had any promotions, she answered, "not unless you call raises in salary promotions." She worked only for two months at \$7.50 an hour; then her rate was raised to \$10.00, then to \$15.00; now it is \$20.00! She is enthusiastic about the agency for which she works. It is owned by a young woman who is very businesslike and very charming. The girls who take the calls for the models are most friendly, and it is this spirit of friendliness that makes Sally's work so pleasant. Her picture has appeared on four magazine covers, including that of the December McCall's, and at this writing she has just finished posing for a new cover to be out in a month or so.

"I don't intend to be a model long—perhaps not after this coming June," said Sally Sue, "but really, I couldn't let Ann and her prophecy down—now, could I?"



#### WATCH THE SUMMER ISSUE

for a complete report on the Alumnae Fund, including a comparison of class percentages.

# You Pep Up Your Gait

by Kathryn Maness Unsworth '34

In the little North Georgia town of Ellijay, I joined the company of a minister and his wife—their second daughter. Because of the nature of the ministry, my childhood was spent moving from place to place, making new friends, acclimating myself to new schools and new surroundings . . . all of which was sometimes fun and sometimes completely upsetting.

I entered high school in Rome, Georgia, my favorite town—but soon the ministry called my father to Greensboro, Georgia, where I finished high school. This last move was the most disrupting of all—but even so, the spring and summer of 1930 went by like the wind—for that fall I was to enter Agnes Scott. At last I could look forward to some real work and study—and this time, it would be concentrated in one place.

My sister, Margaret, was a Hottentot, and I knew that college held many happy months for me. My roommate, Oline Chapman, was also from Greensboro, and we had many gay times in Rebekah Scott; also a few that were a bit strenuous. I shall never forget Martha Eskridge during Sophomore Week. For her, I repeated "O supremely sage Sophomore, this sinful sniveling subordinate solemnly salutes thee." I never could define "sniveling" to Martha's satisfaction. I remember indulging in other hazings, such as pushing mothballs down the hall with my nose and singing the laundry list to the tune of "My Country 'Tis of Thee." Mary Elizabeth (Tin) Walton and Betty Harbison lived down the hall from us, and we saw them incessantly. Rossie Ritchie, Charlotte Reid and Alma Brohard also joined our bull sessions frequently: Ellen Davis was my junior sister, and I'll never forget the helpful advice Seniors Nita Boswell and Frances Murray gave us lowly freshmen.

We were always great ones for feasts. One night

Betty Harbison went out to put on the electric percolator while we spread out the food. When Betty went back for the coffee, she found only grounds and a pot full of molten metal. She had just omitted the water—and the aroma of burning metal remained in the hall for weeks . . . I wonder if they still have the modesty curtains—those white or printed numbers used to cover unsightly alcoves and whatever they might be closing—and do sedate matrons still inspect the premises periodically?



Though my college days were busy ones, what with studying, working in the library with Miss Hanley, answering the phones in the dormitory I still found plenty of time for sports—my favorite being field hockey—and believe me, we really had a team, with Betty Harbison, Ca'lena McMullen, Sarah Austin, Ruth Shippey, and Mary Ames, among others. Water polo was my second love in sports.

The last two years of college, I roomed with Betty Harbison. I remember summers at Blue Ridge, spring dances at The Citadel—Nevelyn Parks, Betty and I dating the Georgia Cracker baseball players. One night just before exams, Nevelyn, Oline, Tin and I couldn't decide whether to study or go to the movies, so we flipped a coin—heads, we'd go to the movies, tails, we'd study. It came out tails, so we decided to try two out of three flips—and it still came out tails. Finally, when we got to three out of five flips, it came out heads. . .

We had certain songs we liked to sing in the dining room. One, I vividly recall:

“Six more weeks till vacation

Then we'll go to the station—

Back to civilization

The train will carry us home.”

We never tired of that one—each week we would decrease the number of weeks, then the days.

Before finishing my sophomore year, I had decided to go into some kind of personnel work, so, after talking with Miss Jackson and Mr. Stukes, I went to see the training director of Rich's department store in Atlanta. She suggested that I go to a graduate division of Simmons College—the Prince School of Store Service Education, now the Prince School of Retailing. This I did, and on my way home I stopped in at L. Bamberger & Co. (the fourth largest store in the country) to interview for a vacancy in the training department. The girl leaving the job was Catherine Happoldt, a former Hottentot. I shall never forget her advice to me that day. She said, “These Yankees think we Southerners are slow, so don't ever let them see you walk or work slowly, pep up your gait!” I did, and got the job.

My first assignment was the training and follow-up of all non-selling people—wrappers, packers, stock people, cashiers and markers. One Christmas I had fifty deaf-mute packers to train, and, not being too adept at sign language, I had one of my trained packers who was only mute sit in the classroom and interpret for me as I went along.

After several years of non-selling training I was transferred to selling training on the home furnishings

floors, which I loved. My job was to welcome new salespeople, check on system, follow through, give semi-annual personnel review ratings, put on skits and conduct classes. Then, for a couple of years, I retired to private life but soon returned to “One of America's Great Stores” as training supervisor of the basement store—the position I now hold. I find it both fascinating and stimulating. It means constantly working with people, training, following up, putting on fashion shows, transferring, interviewing, doing personnel reviews. There's an ever-present challenge and never a dull moment in department store work!

Last fall, I received a call from Miss McCorkindale, the training director, asking if I would like to teach retailing selling at New York University at night. I was thrilled at the opportunity, and seized it immediately. In my first class I had 38 men and 4 girls. It was particularly significant to note how much more eager to learn the people at New York University were than my salespeople in the store—I suppose because one group paid for their information, while the other got it free.

The only Hottentot I see nowadays is Peg Waterman O'Hara, who lives in Westfield. We manage to get together frequently and have a real A.S.C. discussion. . . . The little time I have left for hobbies and outside interests is spent with my husband, developing and printing pictures. The bus or train is my pine-panelled library, but I manage to get quite a bit of reading done en route. Yes, you do “pep up your gait” up north—especially in a great department store—but I wouldn't give it up for anything in the world.

## College Placement Director

By Rudene Taffar '34

The advancements in my career have been none other than the regular steps up that come eventually to most people. Most of them, in Navy and civilian jobs alike, have been the result of being around at a crucial moment. I have sketched my life and work for the reader to see how one Agnes Scott graduate arrived at her present position as placement director of Wilson College.

My four years at Agnes Scott were completely undistinguished, I'm afraid, but I enjoyed them. Being a day student made some difference, but not a great deal, for most of the time we were living a block down South Candler. I was close enough to the campus to spend much more time there than the day students who spent so much of their time on the North Decatur car. Being a day student did make some difference, however. Both

my sister Jura and I spent more time in local activities, chiefly in and around Decatur Presbyterian Church, than the average student, and for quite a few years were fixtures in the choir there. I entered Agnes Scott in 1930 and majored in English, with a Bible minor.

My class started in about the time Buttrick Hall was being finished. In fact, some of the last touches were being added as we registered and I distinctly remember the sea of red mud which surrounded the building where the quadrangle now is. We had a very rainy September, and some of the people who came from other parts of the country and were not as devoted to the red clay as the natives were a little unenthusiastic about the whole thing.

The courses I remember best at Agnes Scott are Miss Laney's Chaucer and Anglo-Saxon. I wouldn't want to imply that I remember the content with any degree of vividness, but I enjoyed taking them. Even more than those, however, I enjoyed the American Literature course in the senior year. That may have been simply a matter of finally coming to a point of learning to get something out of the classes themselves instead of just managing to keep up assignments.

The Psychology and Philosophy courses were interesting, and I have always wished that there had been more time for that. Like a lot of other people, I took education courses and practice teaching without any very definite idea of using them. I thought, particularly after the practice teaching episode, that teaching was not going to be the happiest choice for me, and I still do think that.

As for outside activities, I did just what I still do — tried almost everything and didn't do very well or very much in any of them. Because my sister was in the class of '32 and one of my best friends in Decatur, Ora Muse, was in the class of '37, my own acquaintance spread over more than the usual four-year period. In my own class were Louise McCain and Sara Moore, with whom I had finished Decatur High, Mary MacDonald and Louise Schuessler, who went along in the group with which I got my first job after graduation, and of course a lot of others.

That first job was something else. I often think of the way I got it as I discuss the advantages and disadvantages of various possibilities with the girls here; the point being that at that stage, in the middle of the depression, there was no stopping for such consideration. If a job turned up, the average person accepted and then asked what the job was. I did so when the Federal

Emergency Relief Association in Atlanta needed some case workers in a rather desperate way and asked the College for students from the graduating class. I happened to be working in the office for a few days after graduation helping to clear up some extra work and, when they asked whether I wanted to be included, said Yes, of course.

Just how desperate the need actually was became very clear a week later when they took me, an English major, and presented me with a full-sized case load which became larger as the summer progressed. Sara Lane Smith '32 was in the same district office and we spent about fifteen months on that particular project. Mary MacDonald and Louise Schuessler were doing the same thing in another district, as were several others.

The work was very interesting, and I, for one, enjoyed it. However, it was very hard work and took a lot of time in addition to the usual eight hours. When they closed the offices in the fall of '35, most of us had to decide whether we wanted to go on with graduate work in that field, which is really necessary if one plans to stay in it. Much as I had liked it, I wasn't ready for that, so I took the next thing that offered itself a month or so later.

That, too, came indirectly through the Agnes Scott office, as I remember, and what it turned out to be was a position politely referred to as "technical assistant" with the Occupational Research Program under the Department of Labor. That group was laying the groundwork for the present Dictionary of Occupational Titles, the job analyses and oral trade questions, and some of the aptitude tests, all of which are now being used by the United States Employment Service. It was really very good experience, which was fortunate, because the salary was even less impressive than the earlier one had been and, by today's standards, was simply ridiculous.

I did a little job analysis, but worked more with the tests, which I liked better anyway. One of the things we did was set up a small testing unit in the local United States Employment Service and, when the Occupational Research Unit was taken out of Atlanta, two years later, the employment office just took over the testing unit and I went along with it. From that point on until I went into the WAVES, I was with the USES in one capacity or another. Primarily, I did testing but there were times when that was of first importance and times when other things were given priority in the office. What resulted over a period of about five years was a chance to do some, at least, of



just about everything in the office, part of which was interesting and part of which was not. By the time I left for the Navy, I was listed as an employment counselor, although my real job was still the administration and interpretation of tests.

Being in the WAVES was really a wonderful experience. Of course, the circumstances that led to

the decision on the part of the Army and the Navy to recruit women were anything but desirable but, given the conditions, there was no better apparent way for a person like me to have spent the time. I was one of the lucky ones who worked along lines which were similar to previous experience and, at the same time, broadening, in that many of the old familiar methods and procedures were being used in different ways and with a new application. But there was one advantage which everyone shared, and that was the opportunity to meet and come to know people from widely scattered parts of the country. All of this is not to imply that there were no moments when I wondered just why I had ever gone and done this to myself; but, on the whole, it was good.

I went directly from two months' training and the Naval Reserve Midshipmen's School at Smith College in Northampton to a place on the staff of the school, because that month they happened to need a person in the Personnel Classification Group, so I had a chance to do something which, to me anyway, was really interesting. My job was largely to interview the new classes which came in every four weeks, and I enjoyed it. Lou Pate '39 was there for most of the time as one of the instructors. We both left about the time the school closed at the end of '45 and I was sent down to the Naval Photography School in Pensacola.

We were right on the Air Station; in fact, the Photo School had a small squadron of planes of its own. A personnel officer in the Navy really does almost anything of an administrative nature, and that was particularly true in a comparatively small unit where nearly everyone else was either a pilot or a photographer or both. The ranking WAVE in the command to which I was attached at Pensacola was Helen Minerva Lewis

(about '27 I think), with whom I had many pleasant contacts. Her headquarters were in Chicago, but she came down now and then to Pensacola. When V-J Day came along, the Navy set up WAVE separation units along with the regular men's units and I suddenly found myself in Memphis being a Civil Readjustment Officer in the unit there.

The Civil Readjustment department was concerned generally with trying to be sure that the departing veteran knew just what his or her situation with regard to veterans legislation was and, specifically, with seeing that any individual who needed particular information got it. After about six months, our unit was moved to New Orleans, which was nice, since we arrived there just before the first post-war Mardi Gras. And finally, I came up to Washington to the unit there and eventually spent about three months in the Civil Readjustment Section in the Navy Department in Washington.

In my Navy career, I received one citation from the Chief of Naval Personnel, a result of my being made Officer-in-Charge for the closing months of the Separation Unit in Washington, when the officer holding that place had to leave in order to accept a civilian job. But again, that was a matter of happening to be around at a crucial moment.

For most of last year, I was simply at home and glad enough not to be doing anything. I had one short period of work in a commercial employment agency in Atlanta, and then I took the summer off again. This job at Wilson came along just at the point when I was ready to take an interest in working once more, and I am increasingly glad that it did, and that I had a chance at it. I think that the thing I like best about it is the fact that, since Wilson College is a small one, the job is diversified in a way that it would never be in a large college or university. Wilson is much like Agnes Scott in size, as well as in a number of other ways, and that helps a great deal to make it pleasant. And of course, it is again an opportunity to work with a different group of people.

That just about tells my story up to my present position. As for reading and other hobbies, there was a time when the answer to "What do you read?" would have been "Everything." It still would be the answer if I had time. Being the kind of person who will try a number of things and very seldom settle down to one for any length of time, I don't really have a hobby. It makes for variety, but not for proficiency.

*Editor's Note: As the QUARTERLY was in its semifinal stage, page proof on the way from the printer's, the Alumnae Office received an announcement of Patricia Collins' marriage to Mr. Salvador Andretta.*

# Something of a Satisfaction

As a member of the staff of the Assistant Solicitor General in Washington, Patricia Collins '28 looks back upon thirteen satisfying years in Capital legal work—years for which the foundation was laid at Agnes Scott, in Emory law school, and on her first jobs in Atlanta.

On December 8, 1941, three documents were laid on President Roosevelt's desk which, with his signature, would govern the control of enemy aliens in this country throughout World War II. These papers, containing the regulations which outlined this important phase of the war effort, had been produced from her working files on the evening of Pearl Harbor Day by Pat Collins. They were the result of a year's study of World War I experiences, conversations and conferences with all parties officially concerned with the status of enemy aliens, and the drafting of Presidential proclamations to be used in case of war. This had been her job in the Neutrality Laws Unit of the Department of Justice, and "it was something of a satisfaction," she says, to be able to turn out the finished product on the very day of the Japanese attack.

Mr. Collins, an Atlanta insurance man, always wanted his daughter to be a lawyer because he had always wanted to be one himself. She was out of Agnes Scott and well into Emory law school before she was sure about the wisdom of the plan; but, she declares, "It was never necessary for him to sell me after that."

Her first job was with the Atlanta Legal Aid Society, where she preceded Frances Craighead Dwyer '28. Starting as part-time help, she held a research assignment for the Georgia Bar Association at the same time. "In those days my joint salary for the two jobs came to something less than \$100 per month, but as I remember it now I was rolling in wealth. I don't think I'll ever have so much money again. I had nothing to do with it but spend it on myself."

It was a great day for her father when she was

admitted to practice before the Supreme Court of the United States; but, after having gone to Washington for the occasion, he almost missed being a witness. It happened that Justice Hugo Black was seated for the first time that day, after the heated controversy over his appointment; so the courtroom was jammed. "After considerable maneuvering in the realm of high policy and low bribes, we were able to make a deal," and Mr. Collins was proudly present when Robert Jackson, then Solicitor General, moved Pat's admission. She was the only woman among the many lawyers who took the oath that day, although a number of women besides her have been admitted before and since to practice before the Court.

Her present position, which has brought such pleasing episodes as a session in the President's chair during a conference in the Cabinet room, "is like that of a big law office except that we are lawyers for the Attorney-General, doing what in a big law office would be the so-called desk work—interpretations, opinions, advice on policy matters, legislation, etc.

"Immediately before I came here," she recalls, "I was a member of the Board of Immigration Appeals appointed by Attorney General Biddle. That Board, consisting of five members—incidentally there never was a woman member before—may consider, for the Attorney General, the appeal of any deportable or excludable alien, and its decision is final. It was tempting to remain there . . . but when the opportunity to come to this office was presented to me, I felt that the more varied experience here would be valuable and I must say I have been learning right along."

A history major with an English minor, Pat is an active Agnes Scott alumna who only regrets that she did not have philosophy in college. She was one of the number of Washington alumnae who gathered February 21 in a Founder's Day meeting where Dean S. G. Stukes was guest speaker this year.



Lucie Hess Gienger (right) with her husband, their children, and Mildred Clark '36 in Germany.

## RALPH MCGILL CALLS ON ALUMNA IN GERMANY

In Editor Ralph McGill's column for *The Atlanta Constitution* of last December 30 was an account of his recent meeting in Europe with Lucie Hess Gienger, an Agnes Scott alumna who will be remembered by those who attended the College in the mid-'thirties.

Some members of the administration and staff who knew Lucie have re-established contact with her since the end of the war with Germany, and Mildred Clark '36 went to see her last year.

Headed "A German Girl Remembers Georgia," Mr. McGill's column said in part:

Agnes Scott Alumna in Stuttgart—From the German Notes:

In Nuernberg, Miss Mildred Clark, who used to teach in Georgia, told me that when I got to Stuttgart I might look up a Mrs. Walter Gienger, who as Miss Lucie Hess had been a student at Agnes Scott College.

Agnes Scott is, of course, a very well-known and justly famous woman's college, with alumnae

here and there over the world, but, in the name of its president, I declared myself an unofficial alumnae secretary and determined on a call.

At the door we were met by Mrs. Gienger's mother, who seemed, quite naturally, startled to see two strangers from America asking to see her daughter. She was the more perturbed because her daughter had fainted in the kitchen that morning, the result of a cold and inadequate diet, and had suffered a slight concussion and a broken tooth in the fall.

Since there is, or seems to be, interest in how the Germans are living, it may be well to say that it was below freezing, yet only one room in the otherwise comfortable house was heated. Mrs. Gienger's bedroom was entirely unheated. We sat with our overcoats on. The one warm room was the living room and the situation was complicated because the two small children, Barbara, aged three, and Walter, aged one and a half, kept wanting to stay in the room with their mother.

"I think the happiest year of my life was at Agnes Scott," said Mrs. Gienger, after we had introduced ourselves and got settled. "I think of it always with affection."

She asked that messages of the faculty be delivered to Dr. McCain and to members of the faculty whom she recalled, especially Miss Carrie Scandrett and Miss Muriel Harn, whom she remembered with special regard.

She talked of Georgia and its red clay, its trees and hills, and of how happy she had been with her years in Georgia. She spent 1935-36 at Agnes Scott and went back to Germany to teach. She taught until the first year of the war, when the school was taken over as an SS school and she retired and married. Her husband was a successful businessman whose building and business were destroyed by war bombing.

Since soap is a desperate problem, I had taken along a few bars for the children, and some cookies. These I produced, after explaining they were modest presents from Georgia. If any Agnes Scott alumnae are interested the Gengers do not need charity, but they can't get coffee, shortening, soap, rice, dried beans and many other similar items. And I can think of no better supplementary gift than a case or so of the canned foods for children. Children suffer the most and it is simply not possible to get balanced diets for them. My office will have the address for any interested person from Agnes Scott.

Alumnae Office files show Lucie's address to be Remstalstr. 19, Stuttgart-Bad Cannstatt, Germany.



# Founder's Day to Celebrate

Agnes Scott College will celebrate its Founder's Day in a 15-minute program over WSB Friday evening, Feb. 20 at 7:30, when alumnae over the nation will gather in meetings to hear the annual broadcast.

Dr. J. R. McCain, president of the college, will deliver a brief message, and a freshman chorus under the direction of Robert McLaughlin Clarke, of the college music department, will sing.

# Robert Frost, Barter Theater Top Agnes Scott Lecture Bill

The remainder of the program at Agnes Scott college for the current year will be a part of the Barter Theatre company.

Other features of the program will be lectures by Dr. V. C. Wheeler Dean, director of the Barter Theatre, and George Chaffee, author of "The American Poet," and Robert Frost, dean of the Barter Theatre. American poets both in and out of the hall at 8:30 p. m.

# 15 Added To Faculty At Agnes Scott

Dr. William A. Culler, formerly professor of astronomy at the University of Maryland, has been added to the faculty of Agnes Scott College.

Dr. Culler will be in charge of the astronomy department and will deliver lectures at the college.

# VON SCHUSCHNIGG

Dr. Schuschnigg is first speaker in series sponsored by the Agnes Scott College Faculty.

Dr. Schuschnigg will deliver a lecture on "The Psychology of the Child" at 8:30 p. m. on Friday, Feb. 20.

# Dr. Emily Dexter Cited at Wisconsin School Celebrations

Dr. Emily S. Dexter, professor in Ripon, Wis., has been cited as one of the outstanding educators of the world.

Dr. Dexter will be the guest of honor at the Wisconsin School Celebrations on Feb. 20.



MISS MARYBETH LITTLE, Conquistador Staff Photo—Floyd Jilison

# Miss Little Elected Queen For Agnes Scott May Day

No member of the senior class from more class, Miss Marybeth Little, beautiful she was a member of the sophomore class at Agnes Scott College.

The election of Miss Little as Queen for the 1946 May Day festivities at Agnes Scott College was held at the Agnes Scott College gymnasium on Feb. 19.

Miss Little is the daughter of Mr. and Mrs. J. R. Little of Durham, N. C.

# ASC Librarian Exhibit of

An open house will be held at the Agnes Scott College library on Feb. 20 and 21.

The exhibit will feature a collection of books on the history of the college and the lives of its founders.

The exhibit is open from 10 a. m. to 4 p. m. on both days.

# HERE TODAY AND GONE TOMORROW

Miss Carrie Scandrett, dean of the college, will be in the city today to attend to business.

Miss Scandrett will be in the city from Feb. 20 to Feb. 22.

During her stay, she will be in charge of the college's affairs.

# Miss Scandrett Speaker At Agnes Scott Alumnae Luncheon

Miss Carrie Scandrett, dean of the college, will be the guest speaker at the alumnae luncheon on Feb. 20.

The luncheon will be held at the Hotel Mecklenburg in Charlotte, N. C.

Miss Scandrett will be in the city from Feb. 20 to Feb. 22.



MRS. RUTHIE EASTIN SLENTZ, Contributor for senior college women and president of the Agnes Scott Chapter of Chi Beta Phi, national honorary scientific fraternity.



Miss Carrie Scandrett, dean of the college, and Mrs. Francis O. Clarkson, before the two went to the Hotel Mecklenburg for the Founders' Day luncheon arranged by the Alumnae Association.

# Interrupted... Attempts for Degree In Last Stretch for Mrs. Slentz

Mrs. Ruthie Eastin Slentz, who has been interrupted in her attempt to earn a degree in chemistry, is now in the last stretch of her studies.

Mrs. Slentz has been a student at Agnes Scott College for several years.

She has completed most of her requirements for a degree in chemistry.

# Blackfriars Open Drama Season Nov. 26

The Blackfriars Open Drama Season will begin on Nov. 26.

The season will feature a variety of plays by famous playwrights.

The first play to be performed is "The Merchant of Venice" by William Shakespeare.

# French Literature Etchings Exhibit At Agnes Scott

An exhibit of French literature etchings will be held at Agnes Scott College.

The exhibit will feature a collection of etchings by French artists.

The exhibit is open from 10 a. m. to 4 p. m. on Feb. 20.

# Agnes Scott Ballet Pleases Through

The Agnes Scott Ballet has pleased through its recent performance.

The ballet was performed in the college gymnasium.

The performance was a great success.

# Marjorie 'old' Scott

Marjorie 'old' Scott, a former student of Agnes Scott College, has returned to the college.

She is now a faculty member at the college.

She will be in charge of the English department.

# Donnell to Speak

Dr. J. R. Donnell will be the guest speaker at the college luncheon.

Dr. Donnell is a well-known educator and author.

He will be in the city from Feb. 20 to Feb. 22.

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# A STREETCAR CALLED ADVERTISING

You have only to talk to Rosalind Janes Williams '25 a few minutes to realize that much of her success as a mother and advertising executive is due to her heart-warming sense of humor. Just listen as she reminisces about the days before she became a nationally known advertising copy writer:

"In searching my memory for anecdotes and escapades of my Agnes Scott days, I find that I must go back through long dim corridors of time to what was truly another era as compared to today. I remember so much and yet so little. One of my most vivid memories is of having dates on Saturday night in the Main parlor and trying to make light conversation under the restraining influence of Miss Hopkins' and Dr. Gaines' portraits. Another is of the one window in Rebekah Scott dining room that was always unlocked at night and of how a crowd of us used to climb in and raid the pantry. All we ever got was crackers, I think. The nightwatchman caught us once and (bless his memory) never reported us.

"I remember the night some of us dragged our blankets out on the roof of Rebekah Scott to sleep. We let a piece of cord out the window and tied it to Mellie Zellars' toe so one of our friends inside could pull the cord and warn of an approaching proctor (do they still call them that?). Of course the cord was jerked frantically all night and of course we talked and giggled until a chilly rain at dawn drove us in. One other thing that keeps coming back to me was not an incident . . . but a Hat! It was a vivid emerald green straw with yards of chiffon veiling floating behind, and I owned it my senior year. It is no overstatement to say that it was probably the most borrowed hat in Agnes Scott history. Everybody wore it to every big occasion they went to that spring. It was dubbed by all the seniors, 'Touring the Nile,' and borrowers had to sign it in and out like a library book.

"This is a story that has been 'told on us' for years in numerous executive meetings at Davison's. I'll pass it on. It was the favorite story of Mr. Raymond Kline, past-president of Davison-Paxon's. After Mellie Zellars Davison, Rebekah Harman Stewart, and I had been at Davison's for some years and had all managed to get into the so-called executive ranks, Davison's personnel manager called Miss Hopkins one day and asked her if she could recommend any Agnes Scott seniors who would be good executive training material . . . 'like Mellie Davison, Rebekah Stewart and Rosalind Williams', she said. After a few minutes of dead silence, Miss Hopkins' sweet, quiet voice replied, 'You say you do or you *don't* want any more girls like them?'

"I must have done very little at college to make myself outstanding, but I can truly say that the ideals and inspiration, as well as the learning I got there have stood me in good stead every step of the way since. I guess college is a lot like our parents. You have to get perspective by growing up to appreciate them. When I visited Agnes Scott last Spring I was one big glow of pride at all the progress that has been made since I was there, yet find myself grateful that the real, deep-down things about it have not changed."

After graduation with majors in English and history, Rosalind went to work for an insurance company. "I got my job on the strength of being an A.S.C. graduate," she writes, "and was put into the accounting department. (A check on my math grades will show



what a mistake that was.) I rapidly went to pieces, had mild hysterics every night for weeks. A certified public accountant worked three days to get the books in balance after my work. Finally I resigned just before I was fired. The kindly boss I resigned to suggested gently that 'perhaps I would do better in something like library work.' Shortly afterward I got my first advertising job at Rich's and since then have limited my math problems to wrestling with my bank balance—which, incidentally, never balances either."

After two years at Rich's department store, Rosalind went to Davison-Paxon's, where she wrote fashion copy, became assistant advertising manager and then manager for ten years. In 1944 she won the Wartime Advertising Award for her Red Cross advertisement on the Blood Bank. Another Red Cross advertisement created by her was adopted by 46 leading stores across the nation as their 1946 Red Cross message. People still remember the glittering accessory ad which won her the Chen Yu national award in this same year. For the last eight months she has been associated with the Tucker-Wayne & Company advertising agency. Of this work, she writes, "Many of our accounts appear in such national magazines as Vogue, Life, The Saturday Evening Post, Better Homes and Gardens, Esquire and Mademoiselle. I find it exciting to see something I've done in a 'slick' magazine that at least hangs around

on the library table a week or so—after years of 'giving my all' for retail newspaper advertising that lined somebody's garbage can next day. But agency or department store, it's still high pressure, still hectic and still—to me—a never failing source of mental stimulus. I suppose it comes pretty close to satisfying the dream of 'someday writing something' that all of us seem to have."

In addition to a sense of humor and the ability to "give her all" to her work, there is another reason for Rosalind's success in the field of advertising. She has kept close to life. She reads everything that comes into her hands from the "funnies" to Thomas Mann. She goes to movies, concerts and plays, and often incorporates into her copy the name of a new song-hit or Broadway production. Which is why we are sure she will approve our title for this interview—A take-off on Tennessee Williams' *A Streetcar Named Desire*. Rosalind's "streetcar" is advertising, but at the end of the line each day is her home. Many of her most valuable ideas for copy have come out of her experiences as an average American homemaker. Through taking care of her husband and her two children, Linda, 12, and Billy, 6, she has learned what the American housewife wants. This is why her copy "sells" and why, as she puts it, her life "spills over around the edges. I simply can't seem to compress all I want to do into just 24 hours."

*The author of this article precipitated a lively controversy in Atlanta last year when a daily newspaper began publishing her \$12.50-per-week food budgets for a family of four. Life magazine featured her across two pages of its November 10 issue, in a picture essay on rising costs of living.*

## Sudden Celebrity

By Ann Cox Williams '37

Writing a biographical sketch is far more difficult than I would have imagined! I remember so much about the recent years that I find them hard to condense and, as for the early years, I remember too little and am afraid to call on my family's version of them — my mother would be too flattering and my older sisters too unflattering! I'll just plunge in, though, and do the best I can.

I was born in Chattanooga, Tennessee, in December, 1915, I lived there till I was seven; then my dad's firm transferred his headquarters three times in as many years. We paused briefly in Nashville and Birmingham for a year or so and then came on to Atlanta in 1925. I was such an ailing child that I couldn't start to school till I was nine, but my mother, in desperation over my

lack of education, had tutored me for a year so I was able to catch up with my regular class. However, at each graduation mother couldn't resist saying that she'd been so afraid I'd never learn to read!

I graduated from Washington Seminary in 1932 and then spent a year taking a few courses at Oglethorpe and trying to decide what I wanted to do. In 1933 I entered Agnes Scott firmly convinced that I wanted to major in chemistry and minor in biology, and I'm sure I spent a good three-fourths of the next three years down in Science Hall. And I don't regret a minute of it either. I may not use it much myself, but since I'm married to a physics teacher it's wonderful to be able to understand what he's talking about.

I probably don't have as many memories of college

to treasure as the boarders do, but I did love all of the days I spent there very much—the many trips up and down the steps of Science Hall from the biology lab on third down to count fruit flies in the basement. And dusting books in the library (Miss Hanley discovered I was a “browser” and as I had a slight knowledge of German, French, and Spanish finally settled me to dusting Italian books as she could get more work out of me on those!). And the lunches in the Alumnae Tearoom with Martha Summers, Nellie Margaret Gilroy and Brooks Spivey. How we used to argue (and oddly enough—on so many of the subjects I’ve changed over to their side now!). And the nights I used to spend with Jean Austin and Giddy Erwin—I remember once we called every one of the men on the faculty at 2 a.m. and asked if they wore pajamas or a nightshirt. How did we ever have the nerve?

After I graduated in 1937 I went to work for the Telephone Company as a service representative. As Martha Summers, Nellie Margaret Gilroy and I all were in the same office almost all the time I was there I had a wonderful time, and it was excellent experience. A service representative gets about as good a view of a cross section of the people of a city as anyone can and learns (or at least tries to) to handle them all tactfully. Also after you have listened to all four members of a four-party line shout at one another simultaneously—well, you’ve heard a lot of things you never heard in college. I had become a student adviser for the company in 1942 when I married Mac Williams. He was an infantry lieutenant at that time and we started the usual army trek from post to post. I think we made six trips to Texas and back—four of them with our twin girls, Martha and Katherine. They started traveling at the ripe old age of four months!



When the girls were 18 months old Mac, who was a major by this time, was sent to Europe with his regiment and I came home and rented a house. I’m sure any of you who were war wives can fill in the next couple of years for me. We got along very well (except that I never did learn to NOT let the furnace fire die out) and

were really blessed in having a comfortable place to wait out the two years Mac was overseas.

Since he got home in August of 1946 we have been as busy as four beavers! We have bought a rather old house and are redecorating it ourselves. Mac scrapes off the old wallpaper (I help but he’s much better at it) then we both paint woodwork and he papers the room (you should see us do the ceilings!). I’m making all the draperies, slipcovers, etc., and we hope it all will turn out as beautiful as we’ve imagined it. Oh, yes we are also refinishing some old furniture too, and it has almost made us into antique lovers. I make all the girls’ clothes and my own. Mac is a “tinkerer” (to put it in his own words), and he does all of our fixing and repairing. His next project is to make cornice boards for the windows.

That probably sounds as if we work all the time but nothing could be farther from the truth. We both read a great deal—we take *Coronet*, *National Geographic*, *Time*, *Ladies Home Journal*, *Good Housekeeping*, and *The American Home* plus Mac’s school, scientific, and military magazines. I usually manage to get through all of them except the *Geographic*—and someday I’m going to catch up on it! I guess I average about two books a month and the past year liked best *David the King*, *Peace of Mind* and *The Way of All Flesh* (which I somehow bypassed earlier).

I don’t find time to take an active part in any clubs but I do manage to get to the church Missionary Circle, Parent-Teachers Association meetings and an occasional Agnes Scott Alumnae Club meeting. Mac and I both take an active interest in our Sunday School class, the William Elliot Class at Druid Hills Presbyterian, and go to most of its meetings and parties. We both like to travel, and as his teaching gives us a lot of vacation time we do as much as we possibly can. Last summer we spent in Boston, where he attended summer school. Over weekends we managed to tour the coast from Provincetown up as far as Bath, Maine. We also went up into New Hampshire to the White Mountains. We wanted to camp out often but didn’t have the equipment; so this winter we bought a Higgins Camp Trailer and can hardly wait for spring vacation to try it out before we go camping this summer.

This past fall I started writing some articles for *The Atlanta Journal* on low-cost food budgets and hope to be able to do a few from time to time as it is a subject I find terribly interesting. I love to cook and feel that

the field of inexpensive cookery has been really neglected. My Journal articles drew the attention of Life Magazine, which published quite a spread about what I was doing. This attention was not only unexpected and flattering but very exciting. The letters which I have received from all over the country (one even came from Holland) have been tremendously interesting even

though they did keep me pretty busy for awhile, trying to answer each one—each one with its own particular budget problem!

I guess it wouldn't be possible for my life to get any more completely filled than it is now. It probably isn't round, though. It's *so* full it must have bulges all around!

## SEED ANALYSIS—

## HIGHLY SPECIALIZED CAREER

The only woman in Memphis who carries on such a career and one of the few in the South who do, Louise Capen Baker '27 analyzes seed for farmers and seed companies from 13 Southern states, testing it for purity, weed content, germination average, and freedom from foreign matter. Interest in such work arose after she studied biology at Agnes Scott and met her husband-to-be at Emory, where he was also studying the subject.

Louise trained as a neurological assistant in New York City before she went to Memphis in 1932 and studied further at Southwestern. Finding that there was nothing in the South in the way of a commercial seed-testing laboratory, she decided to enter the field. Louise explains that one has to go back to the basic knowledge of farming to understand her business. Before seeds are planted by most farmers or sold by seed companies, a sample of them is sent to a seed analyst who tests for impurities and gives a report on the potentialities of the seed.

Most of Louise's analyzing consists of testing oats, soybeans, cotton, vetch, lespedeza, and other vegetable seed. She works nights and Sundays and fourteen hours

a day during the rush season, which lasts from Christmas to Easter. But every season of the year is a busy one for a seed analyst. In her highly specialized career, she employs three assistants working all the time and three who work part time.

She does not ask for business and neither does she advertise. Somehow, though, seed testing samples from customers known and unknown find their way to her door.

Another career which keeps Louise busy is her own family of three children, two girls and a boy. Her hobby is herpetology. She has taken courses in the habits of reptiles at the American Museum of Natural History in New York.

Her husband, Clinton L. Baker, leads the way in this field, however, through his position as head of the biological station at Reelfoot Lake. He is also head of the Department of Biology at Southwestern.

In recognition of her successful testing of seeds, Louise has been made a member of the Commercial Seed Analysts' Association of North America. She is the Southern legislative representative for the association. She is also a member of the AAUW.

# VISUAL AIDS USED TO TEACH SCOUTING

by Martha Jane Smith '26

*Director of Visual Education Service  
Girl Scouts of the United States of America*

Visual Education is a new field, and one that women are entering with enthusiasm. For the last 10 or 15 years, visual aids have been successfully used in industry to train employees, in advertising to impress consumers, in the more progressive classrooms to teach students. The greatest of all teaching experiments with visual aids, however, has been in Uncle Sam's Army and Navy. The techniques used by the Army and the Navy were not in themselves new, but the intensity of application to teaching was. From movies, magazines and advertising; from animated cartoons and comic strips; from top-flight educators and psychologists, and even kindergarten sand tables, the armed forces adopted whirlwind techniques for training ten million men in the best and fastest way they could discover. Experimental evidence offers so much to support the use of visual aids that the question is not "Can we teach the G. I. way?" but "How soon can we develop good visual aids to use?"

This practice is reaching into all phases of education. In the National Girl Scout Headquarters, we have recently set up a Visual Education Service to produce visual aids to tell the Girl Scout story to our own membership and the public. We need the visual and mass media to reach our ever-growing membership—now a million and a quarter—and the many public-spirited people who are interested in the Girl Scout movement. We are beginning to make plans for exchange of films with other countries. The U. S. State Department is distributing one of our films through its Overseas Information Service in 30-odd countries.

This year we will make a documentary film of the World Conference of Girl Guides and Girl Scouts at Cooperstown, New York. Another film, "This is Girl Scout Camping," and a 35mm trailer for distribution in theatres and several slidefilms to teach volunteer board members about their jobs are being produced. We keep three or four films in different stages of production.

Production of a professional 16mm educational film ranges over a period of six months to one year. First comes the research and planning stage, then the script, selection of locations, cast and properties for each scene, the photography, cutting and editing of film, recording the sound track, quantity printing, distribution and promotion. It is about as hard work as one can find—not one bit glamorous! I am not sure what keeps the



Visual Education people working with such zeal except the conviction that the film has tremendous power as a medium of mass education and persuasion.

Before I became interested in Visual Education five years ago, I worked in Charleston, West Virginia; Honolulu; Tacoma, Washington; and in New York City at the National Girl Scout Headquarters. Between jobs and during vacations I travelled to China and Japan, Europe, Alaska, Panama, and Bermuda. These migrating and wanderlust habits have helped me to understand my own country better, and other countries a little too. Just now I am reading and studying about India, and expect to visit friends in Lucknow, and South India, next year.

Naturally, I wonder how much Agnes Scott has changed, but I feel sure the changes are good ones as long as "Dick" Scandrett is there as dean. The students are very lucky to have her. I sat at Dick's table during my freshman and sophomore years. Her infectious laugh and friendliness always kept us in high spirits and small calamities in perspective.

Then, I wonder if any freshman class ever had as clever a musical show as ours. We won the Black Cat

with such ease! I can still see Edith Coleman singing and dancing to "Sittin' on the Inside, Lookin' on the Outside" in her striped suit. The girls who wrote it were so clever, so smart! Agnes de Mille, Moss Hart, and Oscar Hammerstein's Broadway shows never seemed to measure up to our Agnes Scott production.

Do all the freshmen study as hard now as our class did—except the girls who prepared at the Pape School in Savannah, and Girls' High in Atlanta? They managed to make A's without effort, while the rest of us put in "a minimum of three hours' preparation" for each class. They could even write "familiar essays" in Miss McKinney's class and never misplace or omit a comma. Not until sophomore year did they join the ranks of hard-working students with the rest of us.

Do they post telephone calls and special delivery letters so all can see? And do the girls carry all the Georgia Tech and Emory fraternity telephone numbers in their heads? Those abstract symbols were the clues to the higher mathematics of boy-meets-girl, and Ella's bulletin board was one of the most magnetic attractions on the campus.

Are students now expected to study 6 to 10 textbooks for history, biology, etc., instead of one or two? Do they still have large numbers of textbooks in the library so they are always available for reading and study? One of the real contrasts between Agnes Scott and several other colleges and universities where I have attended is how little reading and study is actually expected of students elsewhere, how little study is required to make the "upper quartile." Agnes Scott taught us a lot about the importance of developing good work habits, organizing work, being able to work under pressure, making the best use of time—and insisted that this be done. I hope this form of inner discipline is still making inroads on the collegiate minds in Main Hall.

Then, too, on the serious side, I hope the student government is as real a part of Agnes Scott as it used to be. Having had a very free and independent childhood with the gentle discipline of loving aunts and relatives around me, the honor system at Agnes Scott did not seem unusual at the time. Only later did I realize what a big success it had been, and now I feel it is one of the big contributions a college can make.

All in all, Agnes Scott was a very happy time. I shall not worry about students' not having all the good things we had as long as Dick Scandrett is there. Somehow, I know she will keep the big and little things in proper perspective.

## ALUMNAE PRESS ISSUE FOR NEGRO OCCUPANTS OF RICHMOND SUBURB

By Page Ackerman '33

Just around Christmastime in 1946 Richmond citizens were reading newspaper accounts of the plight of a small group of colored citizens living on a tract of land called Westwood, recently annexed from Henrico county by the city of Richmond. At the time of annexation these Negroes had been promised city utility service in return for the taxes they would have to pay; five years later they were still enduring the hardships of winter without running water, sewer disposal facilities, or gas lines. To add to their burden the city health officer had condemned their wells, and many had to walk over a mile in snow and ice to draw water at a hydrant. Although no one disputed their *right* to city service, all attempts to get it had failed against the opposition of a small group of interested real estate men anxious to keep the Negro population in the Westwood tract from growing and property values from falling.

When the Agnes Scott Alumnae Group met February 22, the Westwood question came up during the discussion of possible activities for the coming year. The group as a whole decided against any formal type of organization, but one member volunteered to act as unofficial secretary, keeping the membership informed of civic affairs in which they might want to take a hand. As a result several members followed the progress of the Westwood controversy faithfully. Harriet Williams '30, Mary Junkin '28, Rachel Henderlite '28, Margie Wakefield '27, Carrie Lena McMullen Bright '34 and others attended council meetings and other public meetings for what seemed like years until the City Council was persuaded by the sheer weight of public opinion to provide the minimum essential public utilities for the citizens of Westwood. Although only a few of us were involved, we spoke for other members of the club, and we are proud to have had a share in the result.

We learned things about the organization and operation of our city government that we should have known long ago, things that made us understand how difficult it is for the private citizens or group of citizens to initiate legislation and get it through the political

mill in the form of action. We learned what time and patience it takes to attend meetings week after week, and how difficult it is not to grow bitter and discouraged and impotent in the face of political bargaining and complete disregard for principle. Most important, we learned a lesson in dignity and restraint from the Negroes who appeared in behalf of their fellow-citizens at Westwood.

## CAMPUS NEWS



ABOVE: Robert Frost with a group of students in the Alumnae House. Right: The poet and Dr. McCain walking past the Library, the Gymnasium in the background.

## Lecture Series Offers Variety To Campus

Lecture Association brought to the campus this year an even wider variety of presentations than usual. Kurt von Schuschnigg, chancellor of Austria in 1938 when Hitler marched into that country, and a survivor of years in Nazi prison camps, spoke last fall on "The Problems of Central Europe." In January, Vera Dean, director of research for the Foreign Policy Association and the first woman ever appointed to a full professorship at Harvard, discussed "Russia's Internal Problems" at Agnes Scott and "The United States and Russia" at Emory. Next came the Barter Theatre of Virginia with *Twelfth Night*, to be followed in March by George



Chaffee, leading danseur and choreographer, speaking on "The Ballet as It is Today."

Campus life was further enriched by the contributions of speakers brought through the Visiting Scholar Fund of the University Center. Dr. William F. Albright, noted Biblical archaeologist, gave three well-attended lectures on his subject in Maclean Chapel, Presser Hall—and promptly went abroad again to make new discoveries which were reported in the national press. Dr. Merle Eugene Curti came from the University of Wisconsin for an evening lecture on "American Civilization in the World Perspective" and for several talks to Agnes Scott history classes. Under the sponsorship of the Art Department was the visit of Dr. Thomas Munro of Cleveland, who presented an illustrated discussion of "Some Relations Between the Arts." Robert Frost, too, returned to the campus as a visiting scholar for a lecture, conferences, and pleasant reunions with friends on the faculty.

Stephen Spender accepted an invitation to come in April, his four-day stay made possible by English

Department funds.

As Religious Emphasis Week speaker, Dr. Donald Miller, professor of Biblical literature at Union Theological Seminary in Richmond, repeated his success of last year in a series of chapel talks and conferences.

The membership of Agnes Scott faculty members in the newly-formed Atlanta Society of the Archaeological Institute of America brought Dr. D. M. Robinson, renowned classical archaeologist, for an illustrated lecture in Maclean. Dr. Anderson M. Scruggs, Atlanta poet, spoke informally at the opening of the annual book exhibit in the Library.

## Student Productions Evidence Ambition, Skill This Season

Ambition and competence characterized this year's campus productions by students under faculty direction.

Blackfriars gave as its first major production of the season *Fashion*, a nineteenth-century hit by Anna Cora Mowatt. Roberta Winter's direction kept the performance delicately balanced on the brink of the farcical as members of Blackfriars and male recruits from Deatur and Atlanta maintained commendably straight faces in their dated roles. *The Trojan Women* was scheduled early in April, with two intense one-act dramas rounding out the season.

*The Mikado* was the Gilbert and Sullivan choice for the year, presented by the glee clubs of Agnes Scott and Georgia Tech. Helen Currie '47 came down from Juilliard to sing *Katisha*, and Professional Warren Lee Terry arrived a week before the performance to direct final rehearsals and take the part of *Ko Ko*. Second in importance on the Glee Club's program was the Christmas carol service in December.

*Swan Lake* was performed—in its entirety, for the first time in America—by the College Dance Group, and May Day began to take shape in the Gym late in March.

The Music and Speech departments joined in presenting a series of chapel programs through the year, with choral and individual readings and vocal and instrumental music. The Art Department scheduled six exhibitions: modern French prints, illustrations for children's books, modern American home architecture, Japanese prints, Mexican watercolors, and the late-spring display of student art.



A scene from *SWAN LAKE*, given by the Dance Group this spring. Above, right: Sarah Finley Rogers '49 as Odette.



## Changes on Campus Include Experimental Absence System

Among changes on the campus this year, the experimental adoption of a system of voluntary class absence stood out. The old cut system was discontinued in favor of one giving the student responsibility in class attendance, with the hope that the new plan would be an improvement upon that allowing a set number of cuts which some students had felt themselves bound to take. There is no official report on results yet, but the general opinion seems to be that student response to the additional demand on maturity has been excellent.

Student Government early in the year began a courageous analysis of the honor system, with the intention of clarifying the phase involving responsibility for others. After a conference with Dr. McCain, student leaders conducted chapel programs to this end, empha-

sizing that the "responsibility" clause did not dictate the reporting of other students' deviations but directed that students help each other to observe the system in what seemed to them the best way.

Second-quarter freshmen and sophomores received a boon in the form of a new Student Government regulation permitting freshmen to double-date in cars within a specified area including Emory, Georgia Tech, and some points in downtown Atlanta, and sophomores to single-date in cars until 11 p.m.

Mortar Board devised a new method of announcing its new president, with a view to eliminating the usual mysterious withdrawal from nomination lists at the



AT TOP OF PAGE: Scenes from *THE MIKADO*.  
Above: A courtly passage in *FASHION*. Right: *The water pageant*.

time of student elections. Doris Sullivan '49, sister of Lotise Sullivan Fry '40, was escorted over the campus by the active chapter early in March, accompanying the members on their customary serenading tour, in token of her election to the presidency for next year. Student elections followed late in March and announcement of the rest of the chapter was made early in April.

## LIFE, SALLY SUE SWAY DAUGHTERS OF ALUMNAE

National notice of various kinds, both direct and indirect, came to the College in the course of this year.

A full-page color photograph in a December issue of *Life* magazine showed four Agnes Scott students in evening dress on the steps of an Emory fraternity house. This picture, the end result of several visits and hundreds of shots by *Life* photographers on the campus and in its vicinity, caused the eleven-year-old daughter of at least one alumna to decide definitely that Agnes Scott was the place for her.

Another alumna daughter, about the same age, was confirmed in her resolution to come to Agnes Scott by the success of Sally Sue Stephenson '46 as a photographer's model in New York. Aspiring to be a model, she was not certain Agnes Scott could make her one until her mother happened to mention her doubts in



a letter to the Alumnae Office and was sent full information regarding Sally Sue's appearance on three magazine covers in rapid succession.

We have not succeeded in obtaining definite data on the effect of a tribute to Agnes Scott by Phil



LEFT: The Cotillion Club formal in the Gym last November. Top: Dr. McCain as Diamond Jim, surprise hero of Junior Joint. Above: Would you recognize this as the Gym? Juniors decorated it thus for the Joint.

Spitalny and his All-Girl Orchestra in a nationwide broadcast in November, but we are confident that his gracious dedication strengthened many another alumna's hand in college discussions with her daughter.

At present we are awaiting questions from prospective students who wish to become writers. A short story in *The Saturday Evening Post* by a member of the English Department (see *The Faculty*) and a poem in *Good Housekeeping* by Marybeth Little, of Wichita Falls, Texas, a senior, are the ammunition we are saving for such inquiries. Marybeth, incidentally, is the campus versatility champion this year: she spent a month in New York as guest editor of *Mademoiselle's* college issue last summer, she is an honor roll student,

she writes for *Aurora* and *The Agnes Scott News*, she sang the soprano lead in *The Mikado* in February. she is president of the Lecture Association and a member of Mortar Board, and she has just been elected May Queen for 1948. As chapter reporter for Mortar Board, she wrote an article on Eliza King Paschall '38, president of the Alumnae Association, which appeared in the March issue of *The Mortar Board Quarterly*. By coincidence, Eliza had written one about her for *The Atlanta Journal Magazine* last fall.

Two of Marybeth's classmates, Virginia Drake of Fort Myers, Florida, and Jean da Silva of Atlanta, are carrying on at least part of her tradition by writing for *Mademoiselle* as College Board members this year.

## ALUMNAE RELATIVES AT AGNES SCOTT

When the time came to gather the names of Granddaughters for the *QUARTERLY* this year, the Alumnae Office decided to add those of present students who had sisters, aunts and cousins among the alumnae as well. The necessary research, which was considerable, was done by the Office of the Dean of Students. Since there is no official record to show unflinchingly the family relationships between students and alumnae, except in the case of mothers and daughters, this list may not be complete and may even be inaccurate in one or two instances. In future years, perhaps, the Alumnae Office can extract from incoming classes an account of their alumnae ancestry. A beginning must be made somewhere, however, and here it is. Of a total enrollment of 540, forty-three students are daughters of alumnae and sixty-two are otherwise related:

STUDENT	MOTHER
Nancy Anderson '51	Esther Nisbet Anderson '29
Jane Barker '48	Mary Evelyn Arnold Barker '24
Celeste Barnett '51	Mary Ficklen Barnett '29
Elizabeth Blair '48	Eddith Mae Patterson Blair '21
Ruth Blair '48	Eddith Mae Patterson Blair '21
Julia Blake '49	Frances Sledd Blake '19
Flora Bryant '48	Ruth Hall Bryant '22
Esther Cordle '51	Minnie Lee Clark Cordle '23
Cama Clarkson '50	Cama Burgess Clarkson '22
Julia Ann Coleman '48	Julia Heaton Coleman '21
Julia Cuthbertson '51	Julia Hagood Cuthbertson '20
Marie Cuthbertson '49	Julia Hagood Cuthbertson '20
Andrea Dale '51	Alice Beck Dale, Institute
June Davis '49	Margaret Brown Davis '19
Sarah Davis '51	Margaret Brown Davis '19
Adele Dieckmann '48	Emma Pope Moss Dieckmann '13
Elizabeth Dunn '48	Clara Elizabeth Whips Dunn '16
Grace Durant '48	Grace Harris Durant '15
Louise Durant '49	Grace Harris Durant '15
Sally Ellis '49	Florence Day Ellis '16
Carol Equen '48	Anne Hart Equen '21

STUDENT	MOTHER
Betty Jane Foster '51	Margaret Leyburn Foster '18
Claire Foster '50	Gussie Lyons Foster, Academy
Margaret Glenn '50	Hattie Finney Glenn '19
Christine Hand '51	Christine Turner Hand '25
Mary Emilie Heinz '49	Julia Green Heinz, Academy
Nan Honour '49	Florence Moriarty Honour '26
Charlotte Key '51	Frances Stuart Key '23
Lorton Lee '49	Lidie Whitner Lee, Academy
Caroline Little '49	Aimee Glover Little '21
Emily Elizabeth Mayor '48	Eunice Dean Major '22
Mary Manly '48	Mary McLellan Manly '22
Marie Milikin '51	Elizabeth Baker Milikin, Institute
Phyllis Narmore '50	Nancy Lou Knight Narmore '27
Reese Newton '49	Maryellen Harvey Newton '16
Mary Frances Perry '49	Emily Arnold Perry '24
Barbara Quattlebaum '51	Helen Burkhalter Quattlebaum '22
Zollie Saxon '48	Zollie McArthur Saxon '14
Jenelle Spear '51	Frances Spense Spear '24
Margjorie Stukes '51	Frances Gilliland Stukes '24
Anne Treadwell '48	Lillian Osmer Treadwell, Academy
Mary Allen Tucker '51	Dorothy Allen Tucker '21

## STUDENT

## MOTHER

Ann Williamson '50	Catherine Montgomery Williamson '18
STUDENT	ALUMNA *
Mary Aichel '49, sister of	Louisa Aichel McIntosh '47
Matilda Alexander '49, sister of	Vicky Alexander '46
Mary Ann Barksdale '49, cousin of	Virginia Barksdale '47
Josephine Barron '49, sister of	Aloe Risse Barron Leitch '34, and Ailene Barron Penick '42
Louisa Beale '49, sister of	Glassell Beale '47
Eleanor Bear '49, sister of	Teddy Bear Moore '46
Charity Bennett '51, sister of	Dale Bennett '47
Betty Blackmon '49, niece of	Myrtle Blackmon '21
Margaret Brewer '49, cousin of	Margaret Mary Toomey Hames '42
Mildred Broyles '49, sister of	Charlotte Broyles '47
Jessie Carpenter '50, sister of	Liz Carpenter Bardin '45
Bobbie Cathcart '49, sister of	Margaret Cathcart Hilburn '44
Barbara Cochran '49, sister of	Harriette Cochran '41
Julianne Cook '49, niece of	Mary Gladys Steffner Kincaid '29
Leonora Cousar '49, sister of	Hansell Cousar Palme '45
Louise Cousar '48, cousin of	Hansell Cousar Palme '45
Andrea Dale '51, sister of	Edith Dale Lindsey '42 and Margaret Dale '45
Alice Davidson '48, cousin of	Bee Bradford Sherman '42
Amelia Davis '48, sister of	Eleanor Davis Scott '46
Anne Elcan '48, cousin of	Mary Lightfoot Elcan Nichols '42
Sallie Ellis '49, sister of	Florence Ellis Gifford '41 and Kate Ellis '47
Kate Elmore '49, niece of	Lucy Durr Dunn '19
Carol Equen '48, sister of	Anne Equen Ballard '45
Annie Malone Erwin '51, cousin of	Mary Munroe '45
Barbara Franklin '49, sister of	Annette Franklin King '40
Lydia Lee Gardner '50, sister of	Lonise Gardner Mallory '46
Katherine Geffcken '49, cousin of	Jeanne Robinson '45
Margaret Glenn '50, sister of	Betty Glenn Stow '45
Louise Hertwig '51, cousin of	Barbara Hertwig Meschter '37
Ellen Hull '51, niece of	Martha Shanklin Copenhaver '30
Martha Humber '48, sister of	Anna Humber Little '35
Henrietta Johnson '49, niece of	Pauline Smathers '19
Beth Jones '48, sister of	Rosemary Jones Cox '47
Virginia Kay '51, sister of	Kittie Kay Pelham '45 and Sara Kay '47

## STUDENT

## ALUMNA

Anne Louise Kincaid '51, sister of	Barbara Kincaid Trimble '46
Barbara Lanier '50, sister of	June Lanier Beckham '44
Lillian Lasseter '50, cousin of	Florence Lasseter Rambo '37 and Martha Ray Lasseter '44
Adele Lee '51, sister of	Anne Lee McRae '46 and Katherine Lee '49
Lorton Lee '49, sister of	Lidie Lee '47
Mary Louise Mattison '51, sister of	Marguerite Mattison '47
Jane Todd McCain '50, sister of	Sara McCain McCollum '39 and Irene McCain '45
Catharine McGauly '51, niece of	Annie Chapin McLane '12
Sarah Allen McKee '51, sister of	Elizabeth McKee Gerdine '39
Dorothy Medlock '50, sister of	Betty Medlock '42
Dorothy Morrison '49, cousin of	Mary Brown Mahon '47
Phyllis Narmore '50, niece of	Ada Knight Hereford '29, Eloise Knight Jones '23, Evelyn Knight Richards '29, and Genevieve Knight Beaulcker '29
Mae Comer Osborne '48, sister of	Elizabeth Osborne '46
Susan Pope '48, sister of	Helen Pope '46
Georgia Powell '49, sister of	Cleeta Powell Jones '46 and Margaret Powell Flowers '44
Elizabeth Ragland '51, sister of	Harding Ragland Sadler '46
Harriet Reid '48, sister of	Louise Reid '46
Ruth Richardson '48, sister of	Mary Richardson Gauthier '36
Joyce Rives '50, sister of	Olive Rives '40
Louise Sanford '51, cousin of	Gene Slack Morse '41, Julia Slack Hunter '45, and Ruth Slack Roach '40
Mary Gene Sims '48, niece of	Mary Stuart Sims McCamy '25
Miriam Steele '49, sister of	Frances Steele Gordy '37
Edith Stowe '49, cousin of	Belle Stowe Abernethy '30
Doris Sullivan '49, sister of	Louise Sullivan Fry '40
Sally Thomason '51, sister of	June Thomason Lindgren '47
Sarah Tucker '50, sister of	Frances Tucker Owen '42
Harriette Winchester '49, sister of	Laura Winchester '47
Joan Willmon '51, sister of	Peggy Willmon Robinson '46 and Pat Willmon Thomas '48

## HAVE YOU SENT YOUR REGISTER CARD ?

Full Maiden Name.....	.....
Full Married Name.....	.....
Address for Register.....	.....
Present Address, if different.....	.....
Class.....	.....

Use this form if you forgot to fill out the postcard sent you in March. Help make the new Alumnae Register complete and accurate!

# The Faculty

Half a dozen members of the Agnes Scott faculty have published writings this year, and three times that number have attended meetings where some read papers or led discussions in their respective fields. A goodly proportion took part in civic activities or gave talks before groups in Atlanta and Decatur.

DR. WILLIAM A. CALDER, professor of physics and astronomy, has organized an amateur astronomers' group, made up largely of people outside the campus community, which meets once a month in Science Hall.



*Professor Calder (third from left) with members of his amateur astronomers' group. They are making telescopes.*

Some of its members have undertaken to make their own telescopes under his direction. The Scientific Monthly for November contained a book review by him, and a recent issue of Sky and Telescope mentioned that Harlow Shapley had spoken of Dr. Calder's work in amateur astronomy at a national convention last summer. The article was accompanied by a picture of him with a group he had led at Howard University under a Harvard project. He has spoken over an Atlanta radio station and at a meeting in Nashville, Tennessee.

MELISSA A. CILLEY, assistant professor of Spanish, reviewed a Spanish play in the November number of

The Modern Language Journal, read a research paper entitled "Camonologia Brasileira" (the influence of the poet Camoes on Brazilian literature) at the annual meetings of the American Association of Teachers of Spanish and Portuguese held in Detroit in December, and was re-elected associate editor of Hispania, the journal of the association. Her work in organizing a group of professors and research workers interested in Portuguese resulted in the formation of the Portuguese-Brazilian Section of the South Atlantic Modern Language Association for the 1947 annual meetings held in Chattanooga in November. She led the Portuguese Discussion Circle in one of the meetings.

DR. H. T. COX, associate professor of biology, published a paper, "The Comparative Anatomy of the *Ericales*, *L. Eriaceae*, Subfamily *Rhododendroideae*," in the January number of The American Midland Naturalist. In April he reads a paper at the meetings of the Georgia Academy of Science and the Southeastern Biologists.

DR. D. J. CUMMING, acting associate professor of Bible, has delivered 28 talks on missionary work since the first Sunday in December, speaking in churches and to Sunday schools, young people's groups and ministers' meetings, from Pensacola, Florida, to Kings Mountain, North Carolina. He has conducted, in addition, four special Bible studies on Sunday evenings in Decatur and Atlanta.

DR. EMILY DEXTER, associate professor of philosophy and education, was the only woman appearing on a panel for the discussion of educational problems at Ripon College, her alma mater, last fall. As a member of the board of the Georgia Psychological Association she presided at its opening meeting in November, and until her term expired in January she was secretary of the Atlanta Mental Hygiene Society. She has made a number of talks to P.-T.A. and other local groups, has taught her adult Sunday school class, has served as financial secretary of her church, has knitted Junior Red Cross afghans, and has arranged supper meetings

once a month for the Business and Professional Women's group.

DR. FLORENE J. DUNSTAN, assistant professor of Spanish, was elected president of the Woman's Auxiliary to the Fifth District Medical Society, attended a trustees' meeting at Bessie Tift College, talked to the Decatur Woman's Club on "Atlanta as an Educational Center," and arranged programs on cancer for Negro, rural and industrial groups.

DR. PAUL LESLIE GARBER, professor of Bible, was busy through the fall quarter taking his large class in comparative religions on Sunday visits to various religious groups. The same arrangement held during winter quarter with a class in Christianity. Dr. Garber and Dr. H. C. Forman, professor of art, were elected vice-presidents of the newly-formed Atlanta Branch of the Archaeological Institute of America. In the latter half of the winter quarter Dr. Garber taught semiweekly seminars on the psychology of religion at Emory University.

DR. KATHRYN GLICK, professor of classical languages and literatures, read a paper, "Some Homeric Devices to Show Mental Activity," at the meeting of the Southern Classical Association in Birmingham last fall.

FRANCES K. GOOCH, associate professor of English, presented speech students in several fine arts programs in chapel, read a Christmas story in chapel at the request of students, and presented Reese Newton, a junior and daughter of Maryellen Harvey Newton '16, in an interpretation of Alice Duer Miller's *The White Cliffs*.

DR. EMMA MAY LANEY, associate professor of English, attended the South Atlantic Modern Language Association meeting in Chattanooga at Thanksgiving and was active as a member of the Atlantic English Club and as chairman of the night group of the DeKalb County League of Women Voters, which now meets at Agnes Scott each third Tuesday in the month. She has another Carnegie grant for summer study and will be in New York working on symbolism in the poetry of W. B. Yeats and Dylan Thomas.

HARRIETTE HAYNES LAPP, assistant professor of physical education, had what she calls an occasional skirmish with a Girl Scout or Campfire Girl group, gave a talk on posture at a neighboring high school, and helped with Blackfriars productions.

DR. ELLEN DOUGLASS LEYBURN, associate professor of English, had an article, "Berkeleyan Elements in Wordsworth's Thought," in the January issue of the



## Scenes From The Faculty Bacon Bat



*Professor Posey, Dean Stukes, Dean Scandrett, and Professor Alexander watch and listen as Betty Cox, wife of the associate professor of biology, plays boogie-woogie. Other Bacon Bat entertainment included songs rendered by Bible Professor Paul Garber and Frances Gilliland Stukes '24.*

Journal of English and Germanic Philology, and read a paper, "Capulet and Squire Western," at the South Atlantic Modern Language Association meeting in Chattanooga. Other activities included meeting with alumnae in Rome, for a Founder's Day program in which she was speaker, and membership in the League of Women Voters.

PRISCILLA LOBECK, instructor in art, has won notice with two pictures this year. The Southeastern Art Association selected her "Jetty Rocks" to hang in its exhibit last fall, and "Flying Horses" was awarded honorable mention at the annual exhibition of the Association of Georgia Artists in March.

DR. MARY STUART MACDOUGALL, professor of biology, made the talk at the Shorter College honors day program in March. On her program for April are demonstrations of malaria chromosomes at meetings

of the Georgia Academy of Science, at the University of Georgia, and the Southeastern Biologists, at the University of Florida.

DR. MILDRED R. MELL, professor of economics and sociology, attended the meeting in Knoxville, Tennessee, early in April, of the Southern Sociological Society, of whose publication committee she is a member. She is serving on the budget committee of the Greater Atlanta Community Chest, has been on several committees of the Community Planning Council, and is acting as a "resource person" on the program development committee of the DeKalb County League of Women Voters.

DR. WALTER B. POSEY, professor of history and political science, was discussion leader in the session on Georgia history at the annual meeting of the Southern Historical Association in Savannah last November. Besides giving the Investiture address at Agnes Scott, he has spoken to numerous civic and church groups in Decatur and Atlanta.

DR. CATHERINE SIMS, associate professor of history and political science, had an article, "The Moderne Forme of the Parliaments of England," in *The American Historical Review* for January, and wrote book reviews which were published in *The Atlanta Journal*, *The Southern Packet*, and *The Political Science Quarterly*. She spoke on "Russia and the United States" to the Southwest Georgia Branch of the A.A.U.W. at Albany, and on the same topic to the Business and Professional Women's Association of Indianapolis, Indiana. A number of talks to study clubs and church and civic groups in Atlanta, her regular monthly book review program at Rich's, and the leading of discussions on European history at the Savannah meeting of the Southern Historical Association were also among her off-campus activities.

DR. S. G. STUKES, dean of the faculty, registrar, and professor of philosophy and education, attended the meeting of the Southern Association of Colleges and Secondary Schools in Louisville, and those of the American Association of College Deans and the Association of American Colleges in Cincinnati, and represented Agnes Scott at the inauguration of the president of Mary Baldwin College in Staunton, Virginia. He was guest speaker at the Founder's Day meeting of the Washington Agnes Scott Club, addressed the Athens district meeting of the Georgia Education Association, and spoke to P.-T.A. and civic club audiences in Decatur.

DR. MARGRET TROTTER, assistant professor of



English, was the author of two short stories published in March: "Confession," in the March 20 issue of *The Saturday Evening Post*, and "The Easter Singer," in *The Georgia Review* for March. She attended the meeting of the South Atlantic Modern Language Association in Chattanooga

and read a paper, "An Elizabethan Scholar's Italian Books," in its French and Italian section.

LLEWELLYN WILBURN, associate professor of physical education, as chairman of the Southern District of the National Section on Women's Athletics attended the meeting of the Legislative Board in New York early in January and the meeting of the Southern District of the American Association for Health, Physical Education and Recreation in Birmingham in February. In Birmingham she acted as chairman of the National Section on Women's Athletics. Earlier in February she went to Athens to assist with the examination of basketball officials by the Georgia Board of Women Officials.

ROBERTA WINTER, instructor in speech and director of Blackfriars, besides producing two full-length and two one-act plays took, with Priscilla Lobeck of the Art Department, a group of sixteen students to New York for spring holidays. They went armed with tickets to *Medea*, *Brigadoon*, and *Man and Superman*; an invitation to visit Maurice Evans backstage; and intentions to see Chinatown, Radio City, and several museums.

DR. ELIZABETH ZENN, instructor in classical languages and literatures, attended the meetings of the American Philological Association, the Linguistic Society of America, and the Archaeological Institute of America, held at Yale University.

DR. CATHERINE TORRANCE, professor of classical languages and literatures, emeritus, introduced the speakers for the Classical Section of the Georgia Education Association at its meeting in Atlanta in March. She and her sister, Miss Mary Torrance, are still carrying on their successful indexing service at their home on Clairmont Avenue.

## NECROLOGY

### Institute

Julia Killian died June 8, 1947.

Helen Ramspeck Thomas died in Plainfield, N. J., February 16.

### 908

William Henry Whitley, husband of Mary Josephine Sullivan Whitley, died June 28, 1947.

### 915

James S. Bussey, husband of Sallie Carere Bussey '15, and father of Sally Bussey '48, died suddenly on January 30.

### 919

Adele Bize died in December at the Hospital in Columbus, Ga., after an illness of two years.

### 921

Julia Tomlinson Ingram's mother died last Thanksgiving.

### 922

Loma McCaskill Rankin of Fayetteville, N. C., died January 13 after a short illness.

### 924

Janice Brown's mother died during the Christmas holidays.

### 925

Frances Singletary Daughtry's mother and mother-in-law died three days apart last July.

### 929

William B. Torrance, father of Catherine Torrance '29 and Mary Frances Torrance '33 and brother of Dr. Catherine Torrance, professor of classical languages and literatures, emeritus, died last August in Decatur.

### 939

Lucy Hill Doty Davis' mother died early last fall in Winnsboro, S. C.

## 1942

Susanna McWhorter's father died in October.

*Class News*

# MAGNES SCOTT

Alumnae Quarterly



SUMMER, 1948

# THE ALUMNAE ASSOCIATION OF AGNES SCOTT COLLEGE

## Officers

BETTY LOU HOUCK SMITH '35	<i>President</i>	ISABELLE LEONARD SPEARMAN '29	<i>Residence</i>
ARAMINTA EDWARDS PATE '25	<i>First Vice-President</i>	MOLLY JONES MONROE '37	<i>Tearoom</i>
KENNETH MANER POWELL '27	<i>Second Vice-President</i>	NELL PATILLO KENDALL '35	<i>Garden</i>
PERNETTE ADAMS CARTER '29	<i>Third Vice-President</i>	JEAN BAILEY OWEN '39	<i>Special Events</i>
JANE TAYLOR WHITE '42	<i>Secretary</i>	HAYDEN SANFORD SAMS '39	<i>Entertainment</i>
BETTY MEDLOCK '42	<i>Treasurer</i>	MARY WALLACE KIRK '11	<i>Education</i>
		VIRGINIA WOOD '35	<i>Vocational Guidance</i>

## Trustees

ELIZA KING PASCHALL '38	<i>Alumna Trustee</i>	FRANCES RADFORD MAULDIN '43	<i>Class Officers</i>
FRANCES WINSHIP WALTERS Inst.	<i>Alumna Trustee</i>		

## Staff

		ELEANOR N. HUTCHENS '40	<i>Director of Alumnae Affairs</i>
		EMILY HIGGINS '45	<i>House and Office Manager</i>
JANE GUTHRIE RHODES '38	<i>Publications</i>	MARGARET MILAM '45	<i>Office Assistant</i>
HATTIE LEE WEST CANDLER Inst.	<i>House Decorations</i>	BETTY HAYES	<i>Tearoom Manager</i>

## MEMBER AMERICAN ALUMNI COUNCIL

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THE

# Agnes Scott

# ALUMNAE QUARTERLY

Agnes Scott College, Decatur, Georgia

Volume 26, No. 4  
SUMMER, 1948

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ELEANOR N. HUTCHENS '40, EDITOR



—Atlanta Constitution Photo by Floyd Jillson

FOURSOME AT THE FIFTY-NINTH COMMENCEMENT—Dr. J. R. McCain and Dr. W. M. Alston congratulate Adele Dieckmann and Dabney Adams, the only two of 1948's 114 graduates to finish "with high honor". (For more about their work, see Page 18.) The pair are class leaders by popular election as well: Dabney was chosen life president and Adele secretary of 1948. Among honorary pins and keys they are entitled to wear (note some on their robes) are those of Phi Beta Kappa, Mortar Board, and the classical language organization Eta Sigma Phi.



—Atlanta Journal Photo by Bill Wilson

—AND THE HOPKINS JEWEL—Marybeth Little shows Dr. Alston the ring awarded her as senior most nearly meeting the ideals of the College. Her multi-form and manifold achievements have been recorded elsewhere in the Quarterly, insofar as the printed word could keep up with her. (Spring Issue, Page 36; this number, Pages 18 and 25.)

## Editor's Notes

This issue was planned by the Publications Committee as a light Summer number containing pleasant essays by selected humorists among the alumnae. It has the essays (Pages 10-17), but its tone is not altogether one of levity because several important events—the designation of the next president of the College, the annual meeting of the Alumnae Association, the retirement of Professor Lucile Alexander, the impressive talk by William G. Avirett—demanded reporting.

Similarly, it was planned to illustrate the magazine with cutouts like the one which Art Instructor Priscilla Lobeck has done for the cover. But the artist sailed for Europe, ahead of schedule, and some good photographs turned up besides. The chief remaining cause for regret is that reproduceable pictures of all the reunion classes did not come to hand.

It's all right if you like variety.

# WALLACE ALSTON DESIGNATED NEXT PRESIDENT OF COLLEGE

Dr. Wallace McPherson Alston of Atlanta has been elected vice-president and professor of philosophy at Agnes Scott, with the understanding that he will succeed to the presidency by July 1, 1951; the College announced Commencement Weekend. The new vice-president will take over his duties September 1.

Upon the retirement of Dr. James Ross McCain, head of the College since 1923, he will become the third president of Agnes Scott in its sixty-year history of growth from a small school for girls founded in 1889 to a leading Southern college for women.

Dr. Alston holds the B. A. and M. A. degrees from Emory University, Atlanta, where he specialized in philosophy; the B. D. from Columbia Theological Seminary in Decatur; and the Th. M. and Th. D. degrees from Union Theological Seminary in Richmond, Va.

He has done additional graduate study at Union Theological Seminary in New York, at the College of the Bible, Lexington, Ky., and at the University of Chicago. Two honorary degrees have been conferred upon him: the D. D., by Hampden-Sydney College, and the LL. D., by Davis and Elkins College. He is a member of Phi Beta Kappa; Omicron Delta Kappa, college leadership society; Tau Kappa Alpha, forensic honorary organization; Pi Delta Epsilon, journalistic order; and Alpha Tau Omega, social fraternity. His chief field of study has been the philosophy of religion. Books by him are *The Throne Among the Shadows*, published in 1945, and *Break Up the Night*, 1947.

Dr. Alston, 42 years old, has had lifelong connections with Agnes Scott, having grown up near the campus and played on it as a boy. His mother, Mrs. Robert A. Alston (Mary McPherson Inst.) of Decatur, is an alumna of the college, as is his wife, the former Madelaine Dunseith of Clearwater, Fla. He has appeared as a speaker on the campus frequently. In 1946 he became a member of the Board of Trustees, on which he still serves.

Now pastor of Druid Hills Presbyterian Church in Atlanta, he is a former director of young people's work for the entire Presbyterian Church, U. S. He is a contributing editor of *The Presbyterian Outlook* and is a member of the church's Executive Committee of Religious Education and Publication. He is one of six members composing the Joint Committee of Student Work, which oversees the student program of the church.

Born in Decatur and reared near the Agnes Scott campus, the new vice-president was principal of Avon-

dale Estates (Georgia) High School for two years before completing his graduate work and for two years taught Greek at Columbia Theological Seminary. He was licensed by the Atlanta Presbytery at LaGrange, Ga., in 1931 and ordained in the Decatur Presbyterian Church. Serving his first pastorate at the Rock Spring Presbyterian Church in Atlanta, from 1931 to 1933, he went next to the Maxwell Street Presbyterian Church in



—Photo by Tom O'Kelly

Lexington, Ky., where he was pastor for two and a half years. After three years in Richmond as director of young people's work for the whole denomination, he went in 1938 to Charleston, W. Va., where during his pastorate the First Presbyterian Church increased its membership from 1900 to 2850, erected a chapel, and paid off a large indebtedness. He assumed the Druid Hills pastorate in 1944.

In his four years at Druid Hills, the church has received about 1000 new members and has launched a long-range building program to remodel its educational plant. Special emphasis has been placed on the program of religious education; 125 men of the church have been enlisted in visitation evangelism work; new stress has been put upon stewardship, with \$116,000 given by the church to all causes last year; the sanctuary windows have been completed, the sanctuary air-conditioned, and the organ finished.

As an alumnus of Emory and Columbia Seminary, he is expected to bring special fitness to the promotion of the University Center in Georgia, in which cooperative effort Agnes Scott participates with those two institutions and three others.

Dr. and Mrs. Alston and their two children, Wallace, Jr., 13, and Mary McNall, 5, will live on the Agnes Scott campus, at 225 South Candler Street.

Dr. McCain will lead the College next fall into a campaign for \$1,000,000 to match an anonymous offer of \$500,000 made early this year. Present estimated assets of the College total \$5,250,000, divided almost equally between plant and endowment. Agnes Scott has conducted seven successful fund campaigns, the last two for \$1,000,000 each to match \$500,000 gifts from the General Education Board. Of expected proceeds from the new drive, \$500,000 will be added to the building fund and \$1,000,000 will go into endowment with higher faculty salaries intended as a major item in distribution of the income.

May 25 marked the twenty-fifth anniversary of Dr. McCain's presidency of the College. On that day The Atlanta Journal carried this editorial:

## For 25 Fruitful Years President of Agnes Scott

TUESDAY, May 25, marks the twenty-fifth anniversary of the election of Dr. James R. McCain to the presidency of Agnes Scott College. Under his guidance the institution has grown in

strength and stature and in the ideals of Christian culture on which it was founded.

When Dr. McCain took the helm in 1923 the physical plant of the college comprised 21 buildings and 20 acres; today it has 42 buildings on 45 acres—a pattern of operating efficiency and architectural beauty. The library then numbered 10,000 volumes; now it has upwards of 54,000. During this period the material assets of the college have increased from \$889,968 to \$5,198,130.

Impressive as these figures are, they are only what the Catechism calls "the outward and visible sign of an inward and spiritual grace." The richest resources of Agnes Scott are character and culture, and fruitful lives are its all-important product. In the last 25 years it has granted 2,282 bachelor of arts degrees, every one of which was earned. These have been years of restlessness in the world and of many fads in educational theory and practice. But Agnes Scott has gone serenely forward, holding to sound standards and stressing permanent values. Quality, not quantity, has been its aim. Its enrollment in 1923 was 465; now it is, designedly, only 552. Thus the increase in facilities has meant more advantages to the individual student and a higher level of attainment.

Such is the record of President McCain's administration. He received the mantle of a noble predecessor, the late Dr. F. H. Gaines; and he has had the support of a gifted and devoted faculty as well as an able board of trustees. But his has been the vital responsibility of leadership, the burden of a constant watch and ward, and he has risen to it in full and splendid measure. Nationally recognized as an educator, he has been honored as a trustee of the General Education Board of New York, as a senator of the United Chapters of Phi Beta Kappa and as president of the Association of American Colleges. Apart from Agnes Scott itself, however, his happiest privilege has been in serving Georgia and the South as a wise counselor on their educational interests and a courageous defender when evil politics threatened their educational integrity.

The Journal salutes Dr. McCain on this twenty-fifth anniversary of his presidency of a distinctive American college and wishes for him the fulfillment of all his generous hopes.

# The Association Elects

Betty Lou Houck Smith '35 was elected at the annual meeting of the Alumnae Association to succeed Eliza King Paschall '38 as president. Her term, like those of other Executive Board officers and members, is two years.

One of Agnes Scott's best-known alumnae, the new president is famous in Atlanta for her radio, dramatic, and musical achievements and for her five children, aged nine to two.



—Photo by Dorothy Calder

THE NEW PRESIDENT—Posed beside the Alumnae Garden pool on a visit to the campus to help plan the \$1,000,000 campaign.

For two years after graduation she was engaged in Little Theater work in Atlanta. Her radio career began when for a year she conducted a weekly Agnes Scott program, "Three Girls in a Room". She went on to act in dramatic presentations over WSB—including a soap opera. She has sung in two civic operas, "New Moon" and "The Red Mill", and is a member of the Peachtree Road Presbyterian Church choir. Other activities have included the teaching of speech and dancing at the YWCA and PTA work. She has served in the past on the Executive Board of the Alumnae Association. Her husband is P. L. Bealy Smith, an outstanding Atlanta insurance executive.

Elected to one of the Associations three vice-presidencies was Pernette Adams Carter '29 of Charlotte, North Carolina, succeeding Charlotte Hunter '29. Her experience with one of the strongest and best of Agnes Scott alumnae clubs is expected to be an invaluable addition to the Board, as are her personal qualifications. Jane Taylor White '42 was reelected secretary, having gone into office last year for a supposed two-year term which was cut in half by a provision in the revised Constitution to the effect that the secretary should be elected in even years.

Eliza King Paschall, under whose presidency the Association has expanded its program and its purposes in the last two years, will join the Board of Trustees of the College for a term ending in 1950.

Elected to the Executive Board as committee chairmen were: Jean Bailey Owen '39, Special Events, succeeding Letitia Rockmore Lange '33; Hayden Sanford Sams '39, Entertainment, succeeding Alice McDonald Richardson '29; Virginia Wood '35, Vocational Guidance, succeeding Mary Green '35; and Frances Radford Mauldin '43, Class Officers' Council, whose office was given Board membership in the new revisions to the Constitution. Three new Alumnae Club presidents will join the Board: Catherine Baker Matthews '32, Atlanta Club, succeeding Betty Fountain Edwards '35; Gene Slack Morse '41, Decatur Club, succeeding Sara Shadburn Heath '33; and Dorothy Holloran Addison '43, Atlanta Junior Club, succeeding Beth Daniel '45.

# THE ASSOCIATION REPORTS

## Secretary

The annual meeting of the Agnes Scott Alumnae Association was held on Saturday, May 29, in Gaines Chapel, immediately following the Trustees' Luncheon.

Eliza King Paschall, President, introduced Letitia Rockmore Lange, Chairman of the Special Events Committee, who introduced the speaker for the occasion, Mr. William G. Avirett, Education Editor of The New York Herald Tribune. Mr. Avirett spoke most delightfully and interestingly on the subject, "Colleges for Women in 1960."

Dr. McCain then presented plans for the forthcoming financial campaign. He expressed the hope that this may be a "relaxed" campaign, and his confidence that alumnae will come to the aid of the College without the necessity for high pressure methods.

Eliza King Paschall presented to Miss Lucile Alexander, who retires this year, the gift of a radio from the Alumnae Association. Dr. McCain gave to Miss Alexander a silver coffee urn from the Trustees, and he expressed deep appreciation of the Trustees and the College for Miss Alexander's many years of loyal service as student, alumna, and professor.

Kenneth Maner Powell, Chairman of the Constitution Committee, reported that the Constitution Committee, together with Eliza King Paschall, had worked out certain changes in the By-Laws which they recommended be adopted by the Alumnae Association. The following changes, in summary, were adopted:

(1) The three Vice-Presidents elected to the Executive Board shall no longer be called First, Second, and Third Vice-Presidents, with duties enumerated in the Constitution. Three "unnumbered" Vice-Presidents will be elected, whose duties shall be delegated by the President.

(2) Any vacancy on the Executive Board occurring between annual meetings shall be filled by a candidate nominated by the Nominating Committee and confirmed by the Executive Board, to serve during the re-

mainder of the unexpired term, rather than until the next annual meeting.

(3) There shall be added to the list of Executive Board members the Chairman of the Class Council and the Alumnae Representatives on the Board of Trustees.

(4) The Publicity Committee shall be eliminated as its work can best be handled by the Director of Alumnae Affairs, who handles the publicity for the College.

(5) The Constitution and Nominating Committees shall be eliminated as standing committees. They will be specially appointed by the President when needed.

(6) The President shall appoint a House Committee Chairman for each year rather than for each meeting.

(7) The Executive Board shall employ such staff as is necessary for the operation of the Alumnae Association, and specific staff members needed shall no longer be listed in the Constitution.

(8) The collection and spending of *all* funds shall be the specific responsibility of the Finance Committee under the general supervision of the Board. The many separate funds involved shall no longer be listed. Approval of fund-raising projects shall be given by the Director of Alumnae Work. Specific directions for fund-raising shall no longer be listed.

(9) In the event of the resignation of a Class Secretary, the Class President shall appoint a Secretary to fill the unexpired term. In the event of the resignation of a Class President, the Class Secretary shall poll the Class upon instruction of and at the expense of the Alumnae Office.

(10) There shall be set up a Class Council, made up of the Class officers, to advise and consult with the Board regarding matters of mutual concern such as finance, class reunions, etc. The Chairman shall be nominated by the Nominating Committee and elected by the members of the Alumnae Association, in even years, to serve for two years as a member of the Board.

Nominations and elections for officers for the next two-year period were held. Those elected were:

President—Betty Lou Houck Smith, '35

Vice-President—Pernette Adams Carter, '29

Secretary—Jane Taylor White, '42  
Chairman of Vocational Guidance Committee—Virginia Wood, '35  
Chairman of Entertainment Committee—Hayden Sanford Sams, '39  
Chairman of Special Events Committee—Jean Bailey Owen, '39  
Chairman of Class Council—Frances Radford Mauldin, '43

Betty Lou Houck Smith expressed her pleasure in being among those to be elected in "this very presidential year", and her hope that the members of the Association would be as pleased at the conclusion of her term.

Eleanor Hutchens, Director of Alumnae Affairs, summarized the work of the Alumnae Association for the year. She expressed appreciation for the energies and efforts contributed by so many to the work of the Alumnae Association so that, under the inspiring leadership of Eliza King Paschall, the year was an unusually successful one.

Respectfully submitted,

Jane Taylor White '42  
Recording Secretary

## Director

The Alumnae Office this year has built on the foundations laid by Mary King and Eugenia Symms, former Alumnae Secretary and Fund Director, whose hard work and imagination had prepared the Association for a more ambitious program than it has ever envisioned before. We believe it has been a good year: that the wider alumnae interest they aroused has been consolidated and made ready to function toward definite ends; that the Association has strengthened its relations with and its services to the College; and that on the whole we have advanced considerably in our endeavor to become a highly valued tie of mutual benefit between the College and the alumnae.

Our major project in the early part of the year was the necessary one of raising money for the support of the Association and its work for the ensuing months. It was decided to emphasize an increase in the size of the average gift, since former Fund campaigns had already pushed us to a very high level in percentage of alumnae contributing. We realized that this decision probably would lower the percentage, but we felt we could still keep it better than those shown by most other

colleges and could increase the total amount given. Our expectations proved correct. As of May first, two months before the end of the fiscal year, almost \$8,000 in undesignated gifts had been received—an increase of 23 per cent over the figure for all of the previous year—and the average gift had risen from \$3.63 to \$5.50, or 54 per cent, while the 20 per cent decline in number of givers remained to be nearly cut in half by contributions from the graduating class. A special contribution of \$300 to the Fund this year, made by the father of an alumna, will enable us to present the first Fund gift to the campus: a visiting lecturer who will speak to the students on the South and its problems and the role of Southern college people in solving them.

A large part of our budget for the year was designated for the publication of the Alumnae Quarterly; but it appeared at first that heavy increases in printing costs might make even this appropriation inadequate. We took bids on the work from several printing houses and succeeded in finding one which has done very satisfactory work within our power to pay. The Quarterly has suffered this year as a result of the resignation of the Publications Committee, which had planned excellent issues in the past; but the Committee has now been reorganized and is working on the Summer number. An effort has been made by the Editor to vary the content from issue to issue so that a wide range of interests among alumnae would be touched. Special thought has been given also to the interpretation of the Agnes Scott of today to older alumnae who have lost touch with their alma mater. A member of the Art Department, Miss Priscilla Lobeck, has generously helped with illustration and layout, and Mrs. William Calder, wife of the Professor of Physics and Astronomy, has cooperated vigorously in photographic work.

One of the more definite signs of increased interest this year has been in the growth of alumnae club activity. The office wrote in January to alumnae in about 70 cities having 15 or more former Agnes Scott students and suggested that they hold informal Founder's Day meetings centered around the annual broadcast from WSB, records made by well-known people on the campus, and program suggestions to be supplied by the Association. We have had formal reports from 24 cities telling of their meetings, and we have reason to believe that there were more than 30 gatherings in all—an unusually large number, perhaps the largest in our history. A comparison with records from other years shows that the 1948 meetings gave rise to more desire for organized club activity through the year than has ever

been registered before, and the Office hopes it may supply the services required to keep this interest mounting toward constructive goals.

Committee work during the year has been most capably carried on by the various chairmen and those who have helped them. The Education Committee, headed by Mary Wallace Kirk, has planned an issue of the Quarterly containing a report on the appraisal of the College by alumnae in their answers to last year's questionnaire. This Quarterly, which appeared in February, also announced the availability of reading lists prepared by members of the faculty at the Committee's request. Another service of the Committee was the drafting of a program on local education problems for the Founder's Day meetings.

The Vocational Guidance Committee, under the leadership of Mary Green, planned and conducted a Career Conference for students for which Miss Polly Weaver, Jobs and Futures Editor of *MADEMOISELLE* magazine, came South for the first time and gave extremely valuable assistance. A dozen alumnae and one other speaker came to the campus and presented roundtables on different kinds of jobs, giving individual conferences to students after the discussions. The students themselves rounded out the week with a skit on correct techniques for job interviews, and we believe the Conference had its intended effect in causing them to think more definitely about their futures. The Committee was aided in the holding of the Conference by Isabella Wilson, assistant dean of students, without whose help it could not have enlisted the necessary student support or conducted the week's program so smoothly as it did.

The Class Officers' Council, formed last year with Frances Radford Mauldin as chairman, performed a monumental task in the Fund campaign. Its members wrote to all their classmates, both graduates and non-graduates, urging support of the Fund, and thus were in large measure responsible for the success of the drive.

Letitia Rockmore Lange, as Special Events chairman, has done a noteworthy job throughout the year. She arranged the Founder's Day radio program, persuaded Mr. Avirett to come down and speak to us, and made plans for his visit and for our part in the Trustees' Luncheon. Molly Jones Monroe, heading the Tea Room Committee, has made frequent trips from Chattanooga, and has worked closely and tirelessly with the Tea Room manager to improve its facilities and extend its service so as to keep it in operation on a sound business basis. Alice McDonald Richardson has almost completed

another year of excellent work as Entertainment chairman, her chief projects being the tea for freshmen and their sponsors in the fall and the dessert-coffee for faculty members, seniors and their guests. Nell Pattillo Kendall has made personal appearances at the problems of the Garden Committee multiplied this spring; and two new committee chairmen, Jane Guthrie Rhodes of Publications and Isabelle Leonard Spearman of Residence, have begun their work with energy and imagination. You need not be told of the achievement of Hattie Lee West Candler as head of the House Decorations Committee; for all of you have seen the transformation of the Alumnae House brought about with new rugs, paint, paper and upholstery. Mrs. Candler's contribution has not been confined to planning and overseeing the work of her committee; she has also fared forth and obtained special gifts with which to finance some of these improvements. Three of the officers of the Association have been charged with special committee work which they have carried out effectively: Kenneth Maner Powell, whose labors are reflected in the proposed revisions to the constitution; Charlotte Hunter, whose group produced the slate of nominations we are to consider today; and Betty Medlock, who has led the Finance Committee in several important policy decisions in the course of the year. Several members of the Executive Board have met as part of the Alumnae-Student Council, which hopes to establish an annual Alumnae Weekend with active participation by students and faculty.

The Alumnae Office has acted as a central bureau, clearing house, and means of implementation for the program of the Association. Emily Higgins, house and office manager, and Margaret Milam, office assistant, have borne the responsibility for endless detail work of which you may form a partial conception when you know, for instance, that 40,000 mailing pieces went out from the office this year and that for a single issue of the Quarterly more than 700 address changes were made. In addition, Emily Higgins has singlehandedly kept the Alumnae House in operation during an unusually busy year for receiving visitors to the campus. Apart from the office staff, but an essential member of the Alumnae House crew, Miss Betty Hayes has been an incalculable asset as manager of the Silhouette Tea Room. Her skill and ready cooperativeness in arranging entertainments and her constant efforts to keep the Tea Room an interesting place to gather have enabled the Association to do its work much better than it could have been done without her.

As Dr. McCain has announced, the College will

launch a campaign for \$1,000,000 next fall. The Alumnae Association, of course, has a clear duty in such an undertaking. We are suspending our annual giving, or Alumnae Fund, plan for two years during which the College will take over our support and we will turn our efforts to the campaign. We have already begun by planning a new Alumnae Register, which probably will be ready in the early fall and which will serve as the chief reference book for the prosecution of the drive. Incidentally, it will be welcomed by a great many alumnae who have been asking when the old one would be replaced.

The Association owes a great debt to Eliza King Paschall for her thoughtful and active leadership during the two years of her presidency. She has set new and higher aims for us and has worked unremittingly toward

## HERALD TRIBUNE EDUCATION EDITOR PREDICTS HIGHER STANDARDS IN 1960

Quality, not quantity, will be the aim and main achievement of American colleges for women in 1960, the education editor of The New York Herald Tribune told Agnes Scott alumnae at their annual meeting May 29 in Presser Hall.

William G. Avirett, who came to the campus at the invitation of the Association, made his address on "Colleges for Women in 1960" after a three-day, on-the-spot study of Agnes Scott for an article to appear in The Herald Tribune. He talked with students, faculty members, and alumnae, read the 1948 Silhouette from beginning to end and looked at all the pictures, and generally enlivened the closing days of the session with his stimulating presence.

Introduced at the annual meeting by Letitia Rockmore Lange '33, who as special events chairman was responsible for his coming, he expressed a faith in the future of women's colleges as explorers of new frontiers in liberal education. A lag in enrollment for the next few years, he said, would be followed by an upsurge in 1960, when babies born during the war would have reached college age. Women's colleges would then be able to exercise a high degree of selection—higher than at present—and would, he confidently declared, be wise in choosing the kind of student best qualified for general development.

Meanwhile, financial problems of the independent

their realization. Under her direction the Executive Board, with Araminta Edwards Pate, Kenneth Maner Powell, Charlotte Hunter, Jane Taylor White, and Betty Medlock as officers, has met its problems and carried us forward to maturity in the new and broader philosophy of Alumnae Association work. This philosophy, necessarily based on the plan of annual giving, has been developed over a period of five years and has enlisted the understanding and support of hundreds of alumnae to whom the narrower concept of Association functions would not appeal. It concerns itself with the future of Agnes Scott, with the future of the independent liberal arts college, and with the future of all education, and it demands our best thoughts and efforts as college people in having a constructive part in the making of that future.

woman's college would have mounted—like those of similar institutions for men—and upon alumnae would fall the tremendous task of keeping the alma mater solvent and growing. Mr. Avirett praised the present-day college woman's willingness to do "the most humiliating things" to enlist financial support for her institution, and to keep doggedly at the hardest work until, dollar by dollar, the day had been saved. He pointed out the difficulty of her college's task as compared with the fund-raising experience of her husband's institution. The holder of the family purse strings often gives money to his own college without ever reflecting that the household owes an equal debt to that which educated his wife. The speaker cited as evidence the triumphant announcement of an Eastern woman's college that its alumnae, in a magnificently sustained effort, had raised a certain sum of money—an announcement followed shortly by one from a neighboring men's institution to the effect that *routine gifts* for the year just past had amounted to a sum several million dollars greater than that accumulated so laboriously by the women.

The Herald Tribune editor said he expected to see women's colleges adapt their curricula more closely to the future needs of their students without sacrificing the liberal arts. He anticipated especially, he said, an expansion in the creative arts and further interdepartmental cooperation in the presentation of material.

# I Married A Southerner

by Polly Stone Buck '24

(Author's emphatic note: I made this up; it is NOT biography.)

My wife was reading in *The Collected Poems of Robert Frost*.

"Aha," she said suddenly. "Here is the line that describes my situation:

' . . . Cast away for life with Yankees . . . ' she read aloud.

I looked up from my own book, a little shocked.

"You evidently do not understand the connotation of the expression 'cast away,'" I said.

"That looks like a good line to me," she insisted, and we picked up our respective books again.

My wife, you see, was born below the Mason and Dixon Line. I am not apologizing when I say this; I am not boasting. I am facing facts. For that is what you have to do if you are married to a Southerner: face facts.

I married this woman with my eyes open. I knew she was Southern. How could anyone help knowing it? After ten years in "the frozen North" (a Southern expression for anywhere above Kentucky) she still hasn't a final consonant in her vocabulary.

I hasten to say that she has never been a "professional Southerner", from which kind Heaven send us all deliverance, but she admits that she did come North with the prevailing Southern ideas on the subject, such as that big gruff Northern men simply adore to hear little Southern girls talk. She also came prepared to do battle for the sanctity of *you-all* as used below The Line: never, never, never under any circumstances used to one person unless the family at home is understood to be included in the remark.

My wife and I have tacitly agreed not to discuss *you-all* in the home, having each our own ideas on the subject, but of course questions of pronunciation and colloquialisms do arise from time to time.

Now here is a queer thing: she thinks I am the one with the accent! She actually said to me once, "My family were quite dubious about my coming

North to live, for fear I might acquire a Northern accent." In all of my life, I had never heard before of a "Northern accent"; but I cannot seem to convince her that *we* speak standard English, and that the accent is hers.

I am genuinely fond of this woman, understand, and I am not apologizing for her, but I do occasionally have to interpret for her to strangers. For instance, on several occasions, I have had to leap into a conversation and explain that when she speaks of a respected neighbor with four children, and calls her "Mis' Lumpkin", she is not saying *Miss* but *Mizz*, which is the one-syllable Southern pronunciation of the two-syllable word *Mrs.* I have to assure irate waiters that when she asks in a restaurant for "sweet milk", she is not insinuating that some of their milk is not fit to drink, but is merely distinguishing it from "buttermilk", a popular beverage. She says *literatewer*, and *temperatewer*, instead of . . . 'chure, which the rest of us, including a Mr. Webster, prefer; John *Quinsey* Adams instead of *Quinzezy*; she calls lima beans "butter beans"; never says "potatoes", but "Irish potatoes"; never "bread", but "light-bread." When she reads in her Mother's letter that "the temperatewer was thirty below", and I raise doubting eyebrows over thirty below in Georgia, she explains that this means thirty *below thirty-two*, not below zero. It is all perfectly clear and simple—if you have the code book.

Southerners "carry" a person somewhere, if they take the initiative in the expedition. A young man will "carry" a girl to a dance, for example. "Carry me back to old Virginia!"

One of their most picturesque expressions, and one which always delights me with the picture it conjures up, is of people "coming through the country."

"Did your father come up on the noon train?"

"Oh, no, he came through the country."

This means he drove in an automobile. When I mention that "coming through the country" seems a quaint expression, my wife retorts that it is not a bit quaint than my saying that someone who is coming East on a trip is going to "come on."

"These people from Cleveland," I say, "came on around Christmastime."

In the South, my wife tells me, "come on" is said when you are trying to urge or hurry some one, or when you are extending an invitation to fight.

Southern people say "in front of" as we do, but consider "in back of", which is just the same construction, as bad grammar. "Behind", they say. They talk of stobs, of gulleys, of collards, of side meat, of pot likker. They have one word that I cannot translate: tacky. If you throw a *stone* south, it becomes a *rock*; Southern children roll *huerps* instead of *whoops*; Southern chickens live in *kuerps* instead of *koops*. I is pronounced *ay* instead of the correct two-syllable *ay-ee*.

I wonder if I can put into writing the sounds that a Southerner makes for an informal *yes* and *no*. *Unbub* means "Yes, all right, I suppose so." *Unb-un* means "No, I think probably not." One's ear must be very acute to detect the difference. These sounds, if you are not initiated, are about as intelligible as an Indian's "ugh."

Now, we New Englanders have a clever way of getting around this difference. For both of these expressions, we use the one sound *unb*. It is non-committal. It might mean yes; it might mean no. The only thing it definitely means is "Yes, I am still in the room, and I hear you." I regret to say that when a question has been asked, and this perfectly adequate answer—"unh"—given, the party of the second part in our home sometimes goes into an absolute frenzy.

Southerners box the compass in the United States as South, out West, up North. To them there is no East. The East is China, Japan. We, on the other hand, speak of the South, the West, the East, meaning ourselves and when we have to mention it, the Middle West.

This matter of geography is a never failing puzzle to me. Take the state of Georgia for example. Here is a state of almost sixty thousand square miles, bigger than the whole of Maine, New Hampshire, Vermont, Rhode Island and Connecticut put together, with a population of over three and a half million people; and yet it is a fact that if you get any two Georgia people together, they always have mutual friends and relatives.

Here is my wife at any party:

She always tries honestly to pretend that she doesn't think she is better than anybody else up here, so she never refers to her origin, but the minute she opens her mouth, she is betrayed, and then a fellow guest immediately bumbles, "And what part of our Southland do you come from?"

"South Georgia." They never call it Georgia; always North Georgia, or South Georgia.

And then Burbler says, "I met a nice little girl from Georgia on my vacation one year. I can't remember just where she lived, but her name was Mary Sue Parker. Ha, ha! I don't suppose you would know her?"

"She is from Savannah," says my wife instantly, "and ha, ha! of course I know her. My brother was engaged for a while to one of her older sisters, and I have visited in her home."

That subject of Southern relations, and their visits, is another one that amazes any New Englander. One drop of blood makes the whole South kin.

Behold my wife, turning, radiant, from the telephone. "Who do you suppose that was?" she demands of me. "Cousin James Herbert, calling from Baltimore. He and a friend, and the friend's father are driving around in New England and find they can make our house for the weekend." The woman is actually humming as she takes down an armful of sheets from the linen shelves.

"This is the first time I have heard of this particular cousin," I remark. "Just where does he come in? Is he your Aunt Mary Evelyn's or your Aunt Emma Laura's son?" (Everybody in the South has two baptismal names, and is called by both of them.)

"Neither. He is Cousin Ruby May's boy. Maybe you haven't heard of her either? There are so many that probably I haven't told you of half of them yet." She perches on the arm of my chair. "Well, Cousin Ruby May is my stepgrandmother's—(that's Grandma Dixon—second husband's . . . (Mr. Bonnell, you know) . . . daughter by his first wife. (We never knew the first wife; she had been dead years when he met Grandma Dixon.) James Herbert is her son."

"And you call that a cousin?"

"Certainly. What else?"

I can't answer that one.

"Will you tell me one good reason," I ask, "why these people, who are *not* your cousins, can't go to a hotel?"

"Why, because I wouldn't allow it, that's why! My own flesh and blood! But of course, if you are going to be unpleasant . . ." My wife stalks from the room.

Her "but" doesn't mean these locusts are not descending. The snap of sheets being unfolded and flung out across the beds comes immediately from the guest room.

Cousin James Herbert and his entourage arrive. And then it transpires that the friend's father has a college classmate whose son has just been transferred here by his company, so my wife gets him on the 'phone, and he and his wife come over for dinner, too.

To be perfectly honest, I will have to admit that we have a delightful evening. These people are all charming, full of good stories and easy conversation. If anybody *has* to descend on my household, and understand I do not admit the necessity, let it be people from the South. They come on practically no notice. They stay indefinitely. When they leave they overwhelm you with warm and absolutely sincere invitations to come and see them sometime, any time, for a long time, and bring your friends and relations with you. They mean every word of it. They are perfectly safe in asking *me*.

To go back for a minute to Mary Sue Parker, before Cousin James Herbert's weekend interrupted me: there is that subject I touched on there of engagements. It seems to me that Southerners handle these in a very off-

hand manner. In the East, the announcement is made as soon as the engagement is contracted, and the newspaper account quite frequently ends with a statement like this: "The wedding will take place a year from this June." In the South, on the other hand, engagements are never announced in the papers until about two weeks before the wedding, because, I gather, it is uncertain until the very last minute whether the parties are planning to be married, or are "just getting engaged." Every Southern girl, as well as I can make out, has been engaged at least six times, or else she has a hare-lip.

Well, there you are. This whole North-South subject is apparently an inexhaustible one. My advice to a person with a Southern wife or friend is to take them and love them and let them be. Don't nag at them and try to change them. You can't, anyway. For Southerners just *are*, yesterday, today, and forever, and the sooner you realize it the better. After ten unavailing years of trying to make my wife just like all the other women up here, I have at last given up.

As a matter of fact, I have been wondering lately why they don't have wit enough to try to be just like her, God bless her!

NEW LEASES ON LIFE, or

## A FEW TENETS FOR TENANTS

by Goudyloch Erwin Dyer '38

Everybody these days has a theory as to the ruling class. Burnham can have his "Managerial Revolution"; Ortega y Gasset can have his "Revolt of the Masses"; my nomination for the class supreme in contemporary America is the Landlady Triumphant. Compared to the modern landlady the courtesans of France in the days of the Louis were pallid petunias. Was Madame de Maintenon courted with diamonds and gowns? Today's landlady holds out for a 1948 Buick convertible with Grade B accessories. The less romantic type, of course, can be won with a straight cash bonus. Did Madame du Barry affect decisions of state? Who knows how many able statesmen in our country may have refused governmental positions because of failure to find a Washington apartment?

For the benefit of those who have led sedentary lives for the past eight years, I hereby offer a brief excerpt from my exhaustive study entitled "The Landlady as a Generic Type."

The Landlady comes in assorted shapes and sizes. Her habitat is doubtless some damp log, from which she emerges semiannually for the renewal of leases. Let us analyze a few specific types.

Landlady A we encountered in New York City in 1940—genuine pre-war stuff. She had a crisp-looking, feather-cut grey hair and a briskly charming manner. She proved to be as harmless as a bi-colored rock python. There was the incident of the piano, for example.

It so happened that my husband and I were just married that year, and were operating on a budget that would have starved two midgets. For economy's sake, we had selected a fifth-floor walk-up apartment in an antiquated building with a narrow stairway. As the one splurge in our household equipment, we had acquired a piano at an auction for \$25. (This was 1940, remember). When the delivery men appeared with it, they discovered that they could not possibly

carry it up the five flights of those narrow stairs. Therefore, they had to resort to hoisting it up by crane above the street and wafting it through the window. By some strange error on our landlady's part (my husband and I were both at work at the time), it was hoisted in through the bedroom window instead of the living-room window. The rooms were so small that, once it was installed, there was no moving it. Consequently, the piano remained in our bedroom that entire year. Its presence imparted rather an exotic flavor to the decor—the way I always imagined an opium-den might look. For this the delivery men charged us eight dollars.

Well, came the end of the year and a decision on our part to move to Chicago. We decided to sell all the furniture, and had complete success with everything but the piano. We kept reducing our price; but the bottom had dropped out of the piano market that year, for at last we found that we couldn't even give it away. Even the Salvation Army refused it. Possibly the mention of the eight-dollar delivery fee was in some subtle measure responsible for this.

Finally, the day came to move; so in our naive ignorance of the way of all landladies we went to tell Landlady A the happy news that we were leaving her a piano as a parting gift. A two-way cold chill began to penetrate as we were greeted with the news that for the privilege of leaving our piano as a gracious present for the next tenants, it would be necessary for us to leave eight dollars in the palm of Landlady A—"Should the next tenants prefer not to have a piano in their bedroom?"

At a farewell party that night votes were taken on the various methods of disposing of the problem. Balloting was highest for giving each guest an axe and letting them hack the piano to bits and throw it out the window piece by piece. Another group favoured a huge bonfire from the kindling thus created. Somehow, however, we could not bring ourselves to the point of killing that big, black creature that had shared our bedroom all year; so in the end we paid the landlady the eight dollars and departed. Only occasionally do we have a twinge when we visualize Madame A selling the piano to the next tenants for a tidy sum, then collecting eight dollars at the end of the year, and so on in an infinite cycle. No doubt she has invested this money wisely, received compound interest, and retired to Westchester by now.

In Chicago, in 1941, we encountered Type B. Landlady B was plump, motherly, with stringy brown hair.

(We had learned to beware of the crisp-feather-cut white stuff). All in all, she was a good sort. Her only failing was a quaint habit of showing prospective tenants only those apartments with venetian blinds. Then she kept up an animated conversation about the advantages of the modern kitchen (the size of a Pullman berth), the cozy convenience of the wall bed (descended, no doubt, from the medieval rack) and other charms of the interior—so that the rattled tenants would forget to ask about the view. It was a decided shock to move in—with no venetian blinds—and to face a gray wall twelve inches from the living room windows. We found that the only way to tell whether or not the sun was shining was to flip a coin. Then the one who lost had to lean out of the window as far as the waist and peer straight up. If there was a visible reflection in the top floor window of the next-door apartment building, the sun was out.

Type C was our first Wartime Landlady. A complete dissertation could be written about this type as an offshoot—probably a sport of nature—of the basic species. Our particular experience with Landlady C occurred in Kokomo, Indiana—a strange place indeed for my husband to be assigned to a naval base. The widow of a policeman, Madame C classified as an apartment any two rooms in the upstairs of a house furnished by a raid on the attic. We are certain, for example, that the two horsechair chairs were not on speaking terms with each other; and they certainly were enemies of the orange-and-green wallpaper. After six years, the one remaining mental picture we have of Landlady C is her anguish over the runaway elephant. Ringling Bros. had a circus farm a few miles from Kokomo; and, as a matter of fact, the town was full of retired circus freaks. One day the largest elephant escaped from the farm and was reported wandering happily along the banks of the Wabash. For weeks afterward, Landlady C was obsessed with the notion that this elephant planned to seek out her home and destroy it. As I would go out the back door to burn trash, she would scream after me, "Close the screen door, Child! I don't want that elephant tracking up my kitchen!"

Another book could be written about Type D—the Post-war Landlady. It was after the war, in fact, that the Landlady as a villainous archetype really came into her own. Landlady D is the lass who, according to the "Apartment for Rent" ads, either "Will arrange terms" or "Will sell furniture."

"Will arrange terms" means that she has that cash-

bonus gleam in her eye. If it is outside your ethics, or beyond your budget, to pay her \$400, there is some one else waiting in line to do so.

"Will sell furniture" is diplomatic double-talk for, "You'd better take it, brother, or some other sucker will get this apartment." There is a tenant, we understand, who paid \$500 for two rush-bottom rocking chairs, a grass rug, a gilt-framed print of "Washington Crossing the Delaware", the dress-form of a lady of the Lillian Russell era, an electric hot-plate, a wooden ice-box, and an enameled bird-cage. These gems had been offered as "furniture" and listed glamorously as follows: "Will sell stove, refrigerator, living-room furniture and objets d'art."

Our personal experience in the postwar era has been with a Landlady who has the backing of a Corporation. She is past-mistress at a bit of sleight-of-hand known as the Wavering Waiting-List. When my husband was released from the Navy in 1945, we arrived in Chicago at the peak of the housing shortage. Veterans were swarming in, and no emergency housing had been prepared. We were fortunate enough to establish a beach-head in a three-room apartment by subletting from a friend. This apartment was part of a large development; so we immediately put our names on the List for a larger apartment in the "Village".

The Landlady who administers this List is a dowager doubtless chosen for her position by the Corporation because she has both the physique and the personality to keep 500 housewives completely cowed. Her sleight-of-hand with the Waiting-List, to which I referred earlier, is remarkable. When confronted by any one of the 500 people on the List, she can reach a horny hand deep in to a desk-drawer and draw forth a list with that particular person's name third from the top. Never second, never fourth, always exactly third. She never misses.

The result, for us, has been that we have lived for almost three years with our two children in a three-room apartment. How we have lived and moved and had our being in an area that no self-respecting morning-glory would consider large enough for a window-box, will be described in detail upon receipt of a stamped, self-addressed envelope.

At the moment we are in the process of signing a lease with a dear little old lady who looks like the answer to a renter's prayer: one who believes in low rent; has no relatives waiting until she's kicked the tenants out so they can move in; and has no desire to sell the roof from over the heads of the trusting renters. There must be a flaw somewhere; but then, if there is, I'll have material for another essay.

## Reflections on the Physical

by Helen Lewis Lindsley '27

I have just been startled by a bathroom. You know, ever since we were pups we have been told that our civilization is decadent; and some citizens rise to state that Western man has come to hate himself, unconsciously, but truly. Probably you take little stock in all that; I never have. Yet that room gave me an ugly start.

You see, I walked into a large family bathroom, looked around, felt oddly contented about something, and said to myself:

"What a sweet old-fashioned bathroom!"

Then the word "old-fashioned" hit me in the head. The place was furnished with all the best and latest enamel, tile, and chrome. There was nothing old-

fashioned about it except that things showed. Although it was clean, and even neat, no one had made any effort to hide the signs of use—to close them up behind mirrors, bundle them into cabinets, to make this resemble a bathroom in an empty house. So I called it old-fashioned.

A cluttered bathroom is common enough—alas!—in our generation, but it is a subject for apology. Typically, we strive to please by removing signs of use. It is the same with our kitchens. The swankier new kitchens, I notice, may look like a bar, a breakfast room, a den, a laboratory, or a clinic—like anything except a kitchen. Why? Kitchens have always been pleasant places in their own right. Further, if my kitchen looks

its part too boldly, I am likely to apologize. Again why? Of course cabinets are convenient, making neatness easier, and that is a good reason for wanting and having them; but it is no reason for apology because they are lacking. If I have to work harder, that is nobody's pain but my own. No, we appear to feel some peculiar obligation to remove the signs of use in those rooms in the house that are particularly dedicated to the care of our physical selves. Could it be that we really have become ashamed of being animals, that we no longer truly enjoy our physical being and wish to avoid reminders of it?

If so, why? Are we monks? I assure you that I can see no evidence of austerity in our current trends. Maybe dandies, then? Aha, that's it!

Of course, fops are as old as monks—maybe older—and the race has not decayed, too much. The natural functions have taken care of themselves; field, bed, cradle, table, and cup, have had their due. In the past, however, foppery was necessarily limited to the richer few; the generality of mankind was simply not equipped to set up in that business. Now much progress has been made; almost everybody is equipped, right down to the green nail polish. Almost all of us have come to the happy day when we can afford to find our simple selves offensive.

Do we? I don't know; but take a look at those natural realms of life again: the field, as compared to its former place in the economy and especially in the social order; the bed, delayed, possibly rejected, certainly unstable; the cradle; the table in a restaurant; the cup, changed from soothing to restless.

The idea leads off in all directions. If there is anything in it, if our bathrooms and kitchens are really symptoms, the thing could have serious results. You may predict them more skillfully than I, but I figure them this way:

First, we would be enslaved to our bodies—their looks, their whims, their needs. True, that sounds unreasonable, but only at first; *for a genuine loathing, no less than affection, will surely enslave the attention.* Worse, we can't get away from the things, and live; the body we have always with us. If we cannot like it as it comes, then we simply must try to fix it up, disguise its functions. The body becomes a black-mailer and an obsession. So, men-ashamed-of-them-

selves would probably develop great interest in glamor, athletic sports, bathing beauties, diets and gourmet touches, check-ups, moral "freedom" and, above all, material security. If we have to hate the brute, we are honor-bound to feed him. It is a special obligation.

Second, I think that we would lose our grip upon "the higher things"—those social and spiritual graces which we are accustomed to regard as separate from, and higher than, our animal routine. To me, the reason is simply that the higher things are the good fruits of animal being. If the eater must rely upon his stomach, so must the artist rely upon his eye, and the prophet upon his mystic awareness. Yet, if the higher things are fruits of the body, why are the fruits sometimes lacking? Bed and board, for example, may produce family happiness or they may produce nothing better than Reno. Perhaps it is this: The body will function in any case, but the functions will produce good fruit under three conditions only: the functions must be accepted as stuff of life; they must be respected; and they must be enjoyed. Belittle them as unfortunate necessity or hindrance, trifle with them, endure them shamefacedly, and they will prove a labor without harvest. Offended, the body which gave will take away again.

If that be tenable—though in need of expansion and qualification, I grant you—then men-ashamed-of-themselves would gradually lose the "higher things." The art of conversation would languish, the other arts would grow fretful and self-conscious, private discipline and public virtue would weaken, diplomacy would grow sick, liberties would shrivel, and all faiths would be called into question.

Yes, a bathroom can lead off in many directions. I do not know, but it could be—it just could be—that we might take more pride in our simple wayworn selves, a franker pleasure in this flesh which we share with all of God's children. Then perhaps we could escape any cruel or historically unusual compulsion to glamorize and camouflage. No doubt we would have more time to adorn our souls.

I do not know, but this I do know: it is necessary at this point that I go in and clean up the family bathroom. Assuredly it will be cluttered, but for once I shall not mind. We live here, and I think I like it.

*When the Publications Committee heard that Lillie Belle Drake had been taking busloads of high school students to Mexico, it asked her to write for the QUARTERLY the hilarious experiences its members were sure she must have had. She calmly ignored this rather obvious suggestion and composed a far more interesting account: a description of her campaign to start Spanish and Latin classes in high school where nobody felt the need for them and when she herself was teaching in the elementary grades. Here it is. The author will join the Agnes Scott faculty in the fall as a Spanish instructor.*

## THE CHILDREN ASKED FOR IT

by Lillie Belle Drake '40

As a teacher of foreign languages in a small high school in Fulton County, eighteen miles from Atlanta, it has been necessary for me to try to make the study of languages attractive in order to have classes at all, since no foreign language is required.

The background of my activities in this direction was laid during the first years of my teaching experience in the grades when I taught first in one community school and then in another in South Fulton. While I was actually teaching the elementary school children of two community schools I was engaged in work with those from still a third grammar school, first as leader of a Camp Fire girl group and later of a Girl Scout troop.

All of the students from these schools attend a consolidated high school which is centrally located. Here neither Spanish nor Latin was being taught at the time. Therefore, my first problem was to create a demand for the languages. I worked at this both in the classroom and outside in various group activities.

In teaching English, geography, history, reading, music, drawing, and games, it was especially interesting to work out projects about the Spanish-speaking countries of the world. For example, if we were studying Mexico in geography we should at the same time read a Mexican Indian legend, write a letter about a visit to Mexico, learn a Mexican folk song and dance, draw a mural on the board, almost every member contributing something, representing various phases of Mexican life—a market scene, a bull fight, a charro and china, etc. In all of these activities we actually learned a few words of Spanish; and almost always at the end of the year when we finished assigned projects, and there was

time left, the children demanded that we learn more Spanish. An eighth grade civics class which I had had first in the fourth grade asked to learn more Spanish and hear more about the volcanoes in Mexico and the bull fights in Spain.

With the girls' groups I carried on similar activities. In the meantime I was also trying to create a demand for Latin. This, however, was not so easy; but as a teacher in the grades, it was part of my duty to help pupils plan their high school programs. To the more intelligent ones I simply pointed out the advantages of Latin.

At the same time I was reminding the school superintendent that there was a demand for these subjects in our consolidated high school and that I was prepared to teach them. Then one of my pupils noticed that a candidate running for some office had as school teacher at one time received a promotion because his pupils had requested it. She suggested that my pupils might do the same thing. This they did because they wanted to study Spanish and Latin in high school.

During the first year the classes were large because the subjects were new; but during the second year there was a slump since it became known generally that one had to study in those classes.

Therefore, I had to do something if I intended to continue teaching Latin and Spanish at home. The solution came when someone remarked that he thought it unfortunate that school groups almost always went to Washington on their educational tours. Why couldn't they go to Cuba for example? In our location the trip would hardly be more expensive.

As a result the Spanish Club was organized, and all

of our activities were directed toward going to Cuba at the end of the school term. As a group we hoped to earn enough to pay for transportation. This we did by having plays, sponsoring a mimeographed newspaper, and even publishing a small annual, since the school had not had one before. When it developed that we could not go to Cuba, we planned to go to Mexico instead. It was not the trip we should have preferred since it was the first year after the war, and it was impossible to go as far into Mexico by bus as we had hoped. It proved to be a trip through the main regions of Spanish influence in the United States; but we did cross into Mexico at two points.

A large part of the trip was along the highway that used to be the Old Spanish Trail, which extended all the way from Florida to California. The places where we spent some time were New Orleans, San Antonio, Carlsbad Caverns, Grand Canyon, Albuquerque, Santa Fe, and Villa Acuna and Ciudad Jaurez in Mexico.

Eighteen students took the trip, which we made in an ordinary school bus. A number had never been out of the state before, and some had to earn all of their money for their personal expenses.

Perhaps the biggest thrill of the whole trip came the first day, when many had their first glimpse of the Gulf. After that the students experienced so many new things that no other occasion produced quite so much excitement.

As a result of the trip I felt well repaid for the many hours of extra work spent in preparing for it. It was good to see the students using their little knowledge of Spanish with the Mexicans, especially in San Antonio, Santa Fe, and Mexico.

Since this first trip two years ago, the Spanish Club has expected a trip each year. Last year we went only as far as New Orleans, since still it was not possible to go to Cuba. Also the entire school was working on a project to purchase a bus for just such trips. We received this bus a short time ago and made our trip in June in it.

This year the trip was made by thirty students as far as Monterrey, Mexico, where we spent three days.

The Spanish Club has done other things to encourage interest in Spanish. The group is a member of the Hispanic Society and of the Pan American Student Forum, the student organization which is sponsored by the Pan-American League. Several of the students have won prizes for participation in contests sponsored by the organization and a number have enjoyed participation in League Fiestas held each year in honor of

Latin American students in Atlanta and vicinity.

That I have accomplished my purpose even more than I expected was brought to my attention when one of my students remarked recently: "If I could have as much fun teaching as you do, I would be a teacher too."

Last fall the QUARTERLY announced that the Education Committee of the Alumnae Association had obtained from members of the faculty a collection of reading lists which alumnae might have by writing to the Office. A number of readers have taken advantage of the opportunity, and it has been suggested that the list of subjects be reprinted here. The reading guides are still available, for groups or individuals.

Astronomy	Mr. Calder
Philosophy	Miss Dexter
Greek Drama	Miss Glick
Shakespeare	Mr. Hayes
Russia	Miss Jackson
The Novel	Miss Laney
Modern Poetry	
Race Relations, Minority Groups	Miss Mell
The French Novel	Miss Phythian
American History	Mr. Posey
American Government	
Nineteenth Century English Poetry	
The Writing of the Short Story	Miss Preston
Comparative Government	Miss Smith
American Government	
The Theatre	Miss Winter

Three professors have expressed their willingness to suggest material to alumnae who write directly to them: Mrs. Lapp, on children's exercises and music for dancing; Mr. Robinson, on statistics, finance, and other fields of mathematics; and Mrs. Sims, on current affairs.

The Education Committee suggests again that alumnae interested in general intellectual development write to the Great Books Foundation, 20 North Wacker Drive, Chicago, for the list made famous by Hutchins of Chicago, the founders of St. John's, and the innovators at Columbia College.

The Committee, whose chairman is Mary Wallace Kirk '11, Locust Hill, Tusculumbia, Alabama, would like very much to hear from any alumnae who have used its suggestions.

## GRANDDAUGHTERS, ETC.

Daughters and other relatives of alumnae came in for a full share of honors on campus in 1947-48.

Among members of the Class of 1949 elected to Mortar Board were Marie Cuthbertson, president of Athletic Association, daughter of Julia Hagood Cuthbertson '20; Reese Newton, president of her class for the fourth year, daughter of Maryellen Harvey Newton '16 and sister of Jane Anne Newton Marquess '46; Matilda Alexander, editor of next year's *Silhouette* and sister of Vicky Alexander '46; Louisa Beale, sister of Glassell Beale '47; Eleanor Bear, sister of Teddy Bear Moore '46; and Doris Sullivan, president of the chapter, sister of Life President Louise Sullivan Fry of the Class of 1940.

Nan Honour, daughter of Florence Moriarty Honour '26, won the Laura Candler Prize in Mathematics and graduated with honor; Grace Durant, daughter of Grace Harris Durant '15, won the Claude S. Bennett Cup in dramatics; Jenelle Spear, daughter of Frances Spense Spear '24, began her freshman year auspiciously by capturing, with her roommate, the Dek-It prize for the best-decorated room; Lorton Lee, sister of Lidie Lee '47, became editor of *The Agnes Scott News*.

## Class of 1948 Yields Six Graduate Students

Six members of the Class of 1948 and the winner of the Quenelle Harrold Fellowship for this year announced plans for graduate study before they left Agnes Scott. Those who will do their work in this country next year have fellowships or scholarships at the institutions they will attend.

Dabney Adams, of Asheville, North Carolina, one of 1948's two high-honor graduates and winner of second place in the national Mortar Board fellowship contest this year, will study English at Vanderbilt. Her honors paper at Agnes Scott, done under the direction of Dr. Ellen Douglass Leyburn, was on *Swift*.

Adele Dieckmann, of Decatur, the other member of her class to finish with high honor, will continue her work in Latin at Wellesley. Dr. M. Kathryn Glick directed her honors work on *Lucretius*. Adele is the daughter of Emma Pope Moss Dieckmann '13 and Professor Dieckmann of the Music Department.

Marybeth Little, of Wichita Falls, Texas, winner of the Hopkins Jewel, plans to study at the University of Zurich, Switzerland. She is the author of two volumes

of poetry, the second of which was published this spring, and will do her graduate work in German or English literature.

Marjorie Karlson, Decatur, of the Class of 1946, who received the Quenelle Harrold graduate study award this year, will study English at Yale. In the two years since she graduated she has earned a degree in library science at Emory and has served as an assistant in the Agnes Scott Library. Her honors work, in *Carlyle*, was directed by Dr. George P. Hayes.

Mary Alice Compton, of Demopolis, Alabama, will study history, first this summer at Southampton in England, where she was among a limited number of American students accepted, and then at the University of Pennsylvania.

Kathleen Hewson, of Charlotte, North Carolina, will pursue biochemistry at the University of Cincinnati; and Billie Mae Redd of Emory University, who made honor roll her senior year and graduated at eighteen, will study mathematics at Emory.



—Photo by Dorothy Calder

MOTHER-DAUGHTER COMMENCEMENT SCENE—*Grace Harris Durant '15 and Grace, Emma Pope Moss Dieckmann '13 and Adele, Clara Whips Dunn '16 and Elizabeth, Mary Evelyn Arnold Barker '24 and Jane, Zollie McArthur Saxon '14 and Zollie Anne.*

# The Year In Retrospect

by Virginia Drake '48

## *An Awakening—*

It's been coming; this year it arrived in all its seriousness and varied manifestations. The campus has begun to think and act upon the world beyond its academic halls. Individual organizations as well as the community as a whole have worked toward the furthering of the world-view policy. Not content to nod their heads in assent that there are world problems, students have attempted to contribute to the material needs that prevail abroad. The inauguration of occasional "starvation meals" provided savings to be added to European food relief.

Sponsored by Mortar Board, community day, with the world as the community, came to the campus in festival form under the name of Inter-Nation Celebration. Each of the smaller campus organizations undertook to present a foreign country—its customs, its culture, its problems and its participation and significance in current affairs. Admission was an article of clothing for shipment abroad. A White Elephant sale, the proceeds of which went to the World Student Service Fund, was a feature of the day. You should have seen Miss Preston's collection of pigs-in-pokes!

We missed Mrs. Sims' chapel talks on current events; but her new class in current problems, which drew an off-campus audience to its regular class discussions, followed the most important trends week by week. In addition all history and political science courses emphasized present events, either in relation to the past or as a follow-up of more recent times. The news magazines became textbooks—without specific assignments; a possession of the morning headlines and latest radio bulletins was expected and desired.

Possibly the outstanding single expression of the look-outside policy for the fall quarter was the appearance of Kurt von Schuschnigg on the college lecture series. The ex-chancellor of Austria, who stated in a pre-lecture interview that he is in the United States because it "is the logical place for displaced persons to come," spoke on "The Problems of Central Europe." Vera Micheles Dean, director of the Research department of the Foreign Policy Association, lectured on Russia at Agnes Scott and at Emory during January. Speaking of "American Civilization in the World Perspective," Dr. Merle Curti of the University of Wisconsin visited campus in February.

One of the most diverting contributions of the fall quarter was the mock debate between two Agnes Scotters and two Emory "wheels." The girls, wearing the newest mid-calf length swing skirts, upheld the affirmative on the question, Resolved: that longer skirts are here to stay. When Pi Alpha Phi played host to the All-Southern Intercollegiate Debate Tournament, the twenty-five teams matched wits on the official topic of the year: that a world federation should be established.

Besides providing authoritative information on various aspects of world affairs, Stephen Spender, noted English poet and student of today's problems, did a remarkable bit of tying in the literary expressions of our era with the picture of the world at large.

## *The lighter side—*

The cultural background of our liberal education has in no way been deposed in favor of consciousness of today-everywhere. The Atlanta Artists' Series drew bevyies of enchanted listeners to the imposing group of concerts. Opera lovers took in all of the Met's attractions. On campus, Blackfriar's production of *The Trojan Women*, the Glee Club's *Mikado*, and *Twelfth Night* by the Barter Theater of Virginia highlighted an unusually full program. Dr. McCain stole the show as Diamond Jim Brady when the Junior Joint took a Golden Horseshoe setting; and the seniors put on their final group performance, with pink elephants and another purple ostrich, when they transformed "La Boheme" into "Four Sharps and a Flat," dedicated to the success of the coming endowment fund drive.

## *A final glance—*

Tech boys and Agnes Scott girls in nineteenth-century bathing togs rendering a can-can "By the Sea" at Junior Joint . . . Mr. Stukes meeting daughter Marjorie on the steps of Inman . . . daughter Adele advising Mr. Dieckmann that his courses are too easy . . . the nation's first full-length production of *Swan Lake*, by our dance group . . . the galaxy of rings and wedding plans . . . Mrs. Calder bounding back and forth with her ever-ready camera . . . the faculty remarking over majors in extra-curricular activities . . . every seat in the library occupied—and not just during exam week!

## Renovation of Inman Fruit of Last Campaign

Inman Hall, which cost \$50,000 when it was built in 1910, is undergoing a \$65,000 renovation this summer.

The freshman dormitory will greet the Class of 1952 with new flooring, plumbing, and wiring and an interior paint job which may, if the desired shades are available, feature tints in the bedrooms. Tile baths, hardwood floors, and sound-absorbent ceilings will be installed, the additional baths and a reception room for the senior resident's apartment to cost seven student spaces. (Ten spaces were gained last year by the conversion of the former R. B. Cunningham home into a dormitory cottage.)

Funds for the remodeling were contributed in the last campaign, but the work was delayed by the war. Main was done over just before wartime restrictions set in, and Rebekah is scheduled to follow Inman. Incidentally, as a result of the increased desirability of rooms in Main, it has become predominantly a junior and senior dormitory.

Inman was the gift of the late Samuel Martin Inman of Atlanta, onetime chairman of the Board of Trustees of the College, who built it in memory of his first wife, Jennie D. Inman.

## Two Foreign Students Plan To Return Next Session

Of the four foreign students who attended Agnes Scott in 1947-48, two will return in the fall. Two have married Atlantans, and one of these plans to continue her work toward the degree.

Agnes Berentzen, who came from Norway on a Rotary scholarship, will return to her native country in August, after a stay in Washington. An outstanding chemistry student, Agnes was elected to honorary membership in Chi Beta Phi, science fraternity, by the Agnes Scott chapter in the spring. In the course of her year at the College she became well known in Atlanta and Decatur through talks she gave at civic club and other meetings. Her sense of humor and quickness at American idiom made her popular with other students, and the campus will miss her next year.

Joan Bright of England, whose education had been interrupted by the war and work in the movies, left

college at Christmas to marry Walter Aycock, an Atlanta attorney she had met at home.

Eva Finkelstein, whose hair-raising tales of wandering over Europe during the war without identification papers—a capital offense with the Nazis—have to be wrung from her with difficulty by friends and reporters alike, came to America from Poland and promptly began taking out citizenship papers. She had been at Agnes Scott only a few weeks when she met Max Silver, a mining engineer in Atlanta, whom she married in June. She intends to work toward a 1949 graduation, with history and political science her main academic interest.

Mariela Segura of Ponce, Puerto Rico, entered as a regular freshman (the others were special students) and will come back as a sophomore in the fall. Last autumn, when a newspaper reporter asked her what she had found most difficult about life in this strange land, she gave him a fetching Latin smile and replied, "Chemistry."

## Eight-Year Struggle For Agnes Scott Degree Crowned With Honors

Ruth Bastin Slentz, who entered Agnes Scott in 1940, received her degree with honor this year, having been elected to Phi Beta Kappa and Mortar Board and awarded the Chi Beta Phi Key in science.

After graduation from Atlanta Girls High School in 1936, Ruth went into and completed nurse's training. Determined from the outset to get a college degree, she worked as a nurse in the Agnes Scott Infirmary her freshman year. When it appeared to her that the work was taking too much time from study, she left college for a year of full-time nursing in order that she might be a full-time student her sophomore year. In 1943 she answered the call for nurses and went into the Army, emerging three years later a captain and still bent on finishing at Agnes Scott. She returned as a junior and one of several former servicewomen attending under the GI Bill. In 1947 she was married—and her husband moved to Decatur so that she might have her senior year at Agnes Scott. His interest even led him to conduct parallel experiments with guppies as she was developing her honors work under Dr. Mary Stuart MacDougall's direction.

Next year she will work at Emory, in the department of biochemistry in the medical school with Dr. Evangelina Papageorge '28—and still raise guppies.

# Professor Alexander Ends Notable Career On College Faculty

Lucile Alexander '11, professor of French, retired at Commencement after forty-five years of active service to Agnes Scott. Gifts from the Alumnae Association and from the Board of Trustees were presented to her in recognition of her unique record at the College.

Miss Alexander graduated from Agnes Scott Institute in 1899, with first honors in her class and the award of the mathematics prize. She taught mathematics in the Institute and, when it became a college, resumed her studies and received the B. A. with highest honor in 1911. She was the first Agnes Scott alumna to get an advanced degree, taking her M. A. at Columbia University in 1913. She discontinued the teaching of mathematics for that of French and became head of her department.

She is a member of Phi Beta Kappa and of Mortar Board—in the latter of which she refers to her status as that of a phoenix, because of her uniqueness as both an alumna and an honorary member. She has served for years as marshal in academic processions, has been chairman of the Admissions Committee and a member of the Curriculum Committee, and has taken an outstanding interest in student affairs and other activities on the campus.

She and her two sisters, one of whom is also an alumna, Ethel Alexander Gaines '10, moved in June from the College residence they had occupied on South Candler Street to 60 Maddox Drive, N.E., Atlanta, where they have bought a house.

Dr. Margaret Phythian '16 will succeed Miss Alexander as head of the French Department.

Writing to Jane Taylor White, secretary of the Association, Miss Alexander asked that the following expression of thanks be conveyed to alumnae for their gift, a table radio:

June 17, 1948.

To My Dear Fellow Alumnae:

To express to you my deep appreciation and of my abiding pleasure in your thought of me I should have the gift of tongues. More perhaps than you realize you have put brightness and joy into an otherwise sad occasion, for the breaking of ties that are of long standing and that have been dear and rewarding is not easy. I feel that by your

appreciation and your thoughtfulness you have made it possible for me to go out with colors flying. I shall try to be worthy of your confidence by my continued loyalty to our common cause.

I love the radio and it will, I know, help me through the hours when I shall be missing Agnes Scott and the rich privileges which the College offers.

Thank you sincerely for "easing me out", and drop in some time at 60 Maddox Drive, N.E. The latch string will always be on the outside.

Gratefully yours,  
Lucile Alexander

Decatur, Georgia



—Photo by Dorothy Calder

CONGRATULATIONS—This picture, which accompanied an article about Agnes Scott in *The New York Herald Tribune* for June 20 (Section II, page 4), can go captionless for most of Agnes Scott's thousands of alumnae. It was taken a few minutes before Miss Alexander for the last time marshaled the faculty for the Commencement procession. The compliments were mutual: Dr. McCain was conducting his twenty-fifth Commencement as president of the College.

# Faculty and Staff

Travel, study, and teaching will occupy the summer for most members of the faculty and administration who responded to the Alumnae Office appeal for news as the closing of another session approached. "Only once more this year," mimeographed the Office, "will you give The Alumnae Quarterly news of yourself? We'd like to know what you are going to do this summer. Thanks for your help with previous issues and for returning this to the Alumnae Office by May 26, full of news." Their answers sounded so much better verbatim than in the Office's desiccated reportorial style that it was decided to use them as they were:

"You're very welcome. Thank you for giving us one more chance to talk about ourselves. My summer will be spent at Northwestern University, Evanston, Illinois, where I hope to begin work on a master's degree in guidance and counseling."—Betty Bowman.

"The whole family will be at Fritz Orr Camp, Nancy's Creek Road, Atlanta, until August 15. Then we will go to Wisconsin to see our parents."—William Calder.

"I leave May 31 for Princeton, N. J., where I shall be studying June and July at the Westminster Choir College. After this I plan to vacation in Florida, Sarasota and Tampa, for about three weeks, after which I shall return to work with my church choir, Emory Presbyterian, before school opens. Very calm and unexciting, so I won't mind if you ignore it."—Rebekah Clarke.

"I am planning to spend the first part of the summer again collecting stem specimens of plants for use in my research on stem anatomy of various groups of plants. I hope to visit the herbarium of the Missouri Botanical Garden in St. Louis and the herbarium of the Chicago Natural History Museum to make the majority of my collections. While in the Midwest I shall also work in the botanical libraries and the herbaria of Chicago University, Washington University, the University of Illinois and the University of Wisconsin. During the latter part of the summer I hope to be at the Highlands (N. C.) Botanical Laboratory, where I will do further field collecting and laboratory work on my various collections. The above activities will be made possible largely by a research grant-in-aid from the Carnegie Foundation and by a research fellowship awarded me by the Highlands Laboratory."—H. T. Cox.

"I expect to be at home in Charlotte, North Carolina, for most of the summer. The latter part of August I

plan to attend the meetings of the American Chemical Society held in Washington, D. C."—Elizabeth Crigler.

"I expect to teach, as usual, until the middle of July, at Piedmont College, Demorest, Georgia. Then I hope to join my brother and his wife, in Wisconsin, and go west—way to the coast—with them (in their car), for the rest of the summer."—Emily S. Dexter.

"Present prospects indicate that I will be quite busy this summer teaching harmony and counterpoint in addition to having some piano and organ pupils."—C. W. Dieckmann.

"Two weeks' vacation in Arkansas, June 1-14; conduct research at Emory, June 14-July 20; teach analytical chemistry, University of Florida, July 20-September 4."—W. Joe Frierson.

"With the exception of a few days now and then when Mrs. Garber and I may possibly be able to get away for vacation trips and with the exception of the Presbyterian Educational Association of the South meeting at Montreat in June, we shall be at 101 College Place throughout the summer. During the early morning hours, Monday through Friday, June 14 to August 28, I am to teach the English Bible course in the Emory University Summer Session. This means I shall have some experience in teaching men and the opportunity of knowing more about a sister institution. The balance of the summer time we anticipate filling with some solid reading and the sheer joy of watching two little boys grow up. Sundays will find me doing some vacation supply preaching in and out of town. At the PEA meetings referred to above I am to represent the Synod of Georgia in the section of Synod Chairmen of Student Work and in the section of College Bible Teachers."—Paul Leslie Garber.

"My summer plans include a week in Atlantic City attending the annual meeting of the American Library Association. July first I expect to leave Atlanta on a month's motor trip to Mexico. After that I'll be back on the job at A. S. C."—Edna Ruth Hanley.

"I shall be teaching a graduate course in English Literature and one other course at the University of Florida at Gainesville this summer from the latter part of July to early September. My family will stay here in Decatur."—George P. Hayes.

"As of June first I shall complete my seven years as resident nurse at A.S.C. and return to Florida to spend the summer with my parents, Mr. and Mrs. S. E. Hewitt

of Jennings, Florida. I will assume my new duties as obstetrical supervisor at Lake Shore Hospital in Lake City, Florida, on September 1, 1948. My years at Agnes Scott have meant a great deal to me in my personal life as well as my professional life, and I shall always treasure my association with faculty, staff, and students. My thanks go out to one and all for their cooperation and help to me in carrying on my work. Best wishes always."—Carolyn Hewitt.

"I shall be acting dean of residence at Duke University (Woman's College!) for the first term of the summer session. Then I plan to go to Flushing, New York, for the rest of the summer—until September 1."—Charlotte E. Hunter.

"Will attend Blue Ridge Institute of Southeastern Community Chests and Councils of Social Agencies at Blue Ridge, South Carolina, in July. Will also help to conduct a training course for volunteer recreation workers under auspices of Community Planning Council in Atlanta in June."—Floyd Hunter.

"On the 31st of May I plan to turn north and drive through South Carolina, North Carolina, Virginia, across the edge of Maryland to Gettysburg, through York and Lancaster on to the Delaware Water Gap into New York State and thence to South Weymouth, Massachusetts. The iris will, I hope, still be in bloom and many of the other spring flowers. There, at 696 Main Street, I expect to do some gardening, house cleaning, cooking, jelly making, and a lot of reading. Maybe I'll manage to do some sewing, too. If any Hottentots happen to be in that part of the world the latch string is out to you. Of course, I am very anxious to see what damage the terrible winter did to the roses and the peonies and other old friends of the garden. It's a lovely old place. You wouldn't wonder at my haste to return to it if you could see it. The house isn't very old for Massachusetts—it was built in 1814—but it is comfortable. Come and see us."—Elizabeth Fuller Jackson.

"I will be working in the Agnes Scott Library for the early part of the summer at least. Plan to go to Jeanne Addison's wedding June 12. Will go to Yale in September to study English in the Graduate School."—Marjorie Karlson.

"June 21-August 10 I expect to be in New York City working on the project for which I have another Carnegie grant, 'Symbolism in the Poetry of William Butler Yeats'. I shall use Columbia, City, and Morgan libraries . . . and in recreation time shall study modern art by going to museums and galleries and shall go to all the good plays that are running. Some weekends I

shall probably spend with a friend in Westport, Connecticut. The latter part of the summer I shall spend with my sister in Denver, Colorado . . . doing some mountain climbing and much walking."—Emma May Laney.

"Right after Commencement I am going to Lexington for a brief visit to my brother, who is dean at Washington and Lee. Late in June I am going to Kenyon College, where a group of the most distinguished critics of our day in the field of English literature will be gathered for six weeks. While I am there, I shall be pursuing Wordsworth studies begun several years ago under a University Center grant; the first unit was published in the January Journal of English and Germanic Philology. 'Notes on Satire and Allegory', a study made last summer under a Carnegie grant, will appear in the June issue of the Journal of Art and Aesthetics."—Ellen Douglass Leyburn.

"American Youth Hostel trip to France, Belgium, Holland, Luxembourg, Switzerland, June 3-August 12. We sail on a youth ship, the Marine Tiger. Plan to bicycle most of the way, filling in with boats and trains. Will take my sketch books instead of camera. After August 12 will be at Martha's Vineyard, Massachusetts."—Priscilla Lobeck.

"I'm going to be visiting associate professor at George Washington University the second summer term. It doesn't start till July 27, and before that I hope to idle and paint (furniture and such) around here for a while, then home to Washington and on to New York for a short time. (Nothing exciting, and no one is sorer over it than I am!)"—Katharine Omwake.

"The news is not exciting. June will be spent reading and resting in the cottage on the top of Brushy Face Mountain just out from Highlands, North Carolina. The first of July I motor up to Kentucky for a few weeks with my father, then back to Decatur to spend the rest of the summer in the A.S.C. Library. Next year I hope to go to France—but that is *next* year!"—Margaret T. Phythian.

"New Orleans June 7-July 16, teaching at Tulane University. Mrs. Posey and Blythe will be with me for three weeks; then they will go to Camp Nakanawa, Mayland, Tennessee, for the season of eight weeks. After the summer term in New Orleans, I shall return to Decatur and home to work on some research material for which I received a grant last summer from the University Center. At the last of August I shall go to Camp Miniwanca, in western Michigan, to attend a conference on 'Christianity on the College Campus'—a con-

ference sponsored by the Danforth Foundation. Returning from this trip, I shall stop in Tennessee to visit my relatives."—Walter B. Posey.

"From June 7 to July 31 I will be director of the Central Presbyterian Church Day Camp Program for Girls. There'll be about 100 girls, ages 6-13. During August—recuperate!"—Betty Jean Radford.

"I expect to spend the second week of June at the beach—Ormond Beach—and about two weeks at the end of the summer in New York. Otherwise deep in the heart of Atlanta."—Catherine Sims.

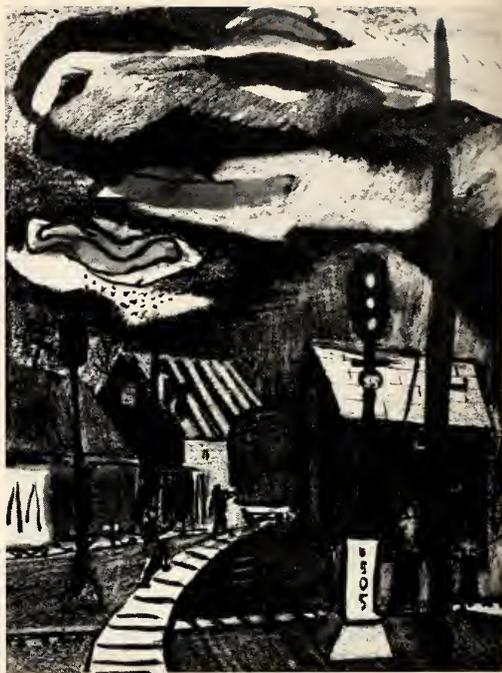
"I shall be in New York this summer for six weeks working under a Carnegie grant on 'The Life and Work of Pietro Torrigiano, Renaissance Sculptor'. I have an apartment in Butler Hall and shall be working in the Columbia Library, the New York City Library, and the Metropolitan Museum."—Florence E. Smith.

"My summer will be spent right on the 'dear old campus', where I feel more at home than any other place. With the Inman renovating job as the major item on the summer's repair schedule, to say nothing of dozens of other items of a lesser nature, it means that constant supervision will be necessary to get even a small part of the needed items completed by the opening of school in September. Few realize that the summer repair work is one of the most trying periods for those whose responsibility it is to see that it is done."—J. C. Tart.

"Only once more will we be turning in news and only once more will I be here to turn in any news, for this will be my last summer with Agnes Scott. I will work during the summer as per usual and perhaps will take a week off in the middle of June to attend a convention with my husband at the General Oglethorpe Hotel in Savannah. The convention will be for the Georgia Association of Insurance Agents, of which my husband is executive secretary. As of August 1, I am officially resigning my position as secretary to Mr. Tart. I am then taking over the full time job of managing the Thrasher household, and just being another housewife! I'll be close by and will look forward to any news of Agnes Scotters, for it has become my second alma mater. My address will be 141 West Davis Street, Decatur."—Helen Finger Thrasher.

"Teaching English at Florida State University, Tallahassee, June 14-July 21."—Margret Trotter.

"I shall attend the eight-week session of the Linguistic Institute to be held at the University of Michigan."—Elizabeth Zenn.



"SIGNAL"

Betty Abernathy '48

## Broadcast to Present Dr. McCain, Students

President J. R. McCain and a chorus of Agnes Scott and Emory students will be presented over a network of Southern radio stations August 15 at 8:30 a.m. Eastern Standard Time, on the Presbyterian Hour.

Originating at WSB, the broadcast will be thirty minutes long and will be one of the Presbyterian Radio Committee's 1948 Youth Series. Dr. McCain's address will be on Christianity in education.

## As We Go to Press—

News has just reached the campus that Charlotte Hunter '29, assistant dean of students since 1938, will leave Agnes Scott to become dean of students at Salem College, Winston-Salem, North Carolina, this fall.

*The Class Poem for 1948 has so much of college life, particularly Agnes Scott life, caught in it, that it has been thought appropriate for alumnae readers. Its author has published two books of verse, Silk from a Spool and Underside of Leaves.*

## Class Poem, 1948

by MARYBETH LITTLE

Hush the tinkling music box  
Where yet the child-heart sings;  
We are women now; we put  
Away our childish things.  
Days, dust, and new ways gather.  
What most secret shall we shelter?  
Scarlet leaves and October skies  
Teasing the student out of doors and mind;  
Squirrels flaunting nimble freedom;  
Envelopes bridging two familiar spheres;  
Faded flowers, yellow ribbons, ticket stubs;  
Stunt-night programs, clippings underlined;  
Shadows and criss-cross colors  
Splashing the hockey field;  
Laughter alive with sunlight;  
Sleepy girls discussing life and ultimates  
While outside lamplight illumines casual dark-  
ness.

Magnolia leaves cupping snow,  
Redbrick sharp in winter brightness,  
Strict tower pointing to the sky;  
Tedious hours, sensing tentative growth,  
Being lost to find;  
An easel with November gropings, April skill;  
A microscope, and a strange  
Exciting world unguessed;

The rush of blackness after light,  
And light again: and a new world  
On a by-day-simple stage;  
Dim rainy days, umbrella blossoms;  
Shining streets reluctant to relinquish  
Mirrored images of those who  
Meet and disappear.  
Dogwood more breathless white each spring;  
Leaves too green  
For looking at through windows;  
Slender girls in white,  
Holding slender candles,  
Whispering hopeful vows  
Greater than themselves;  
Intimate talk about the stars,  
Leaping computation to silvered awe;  
A sudden book like sacred flame,  
Dazzling the beholder;  
Calendar pages too swiftly fluttering,  
Hurrying tomorrows to the winds;  
A young moon tangled in the pine,  
Suddenly breaking free and beautiful.  
Hush the tinkling music box  
Where yet the child-heart sings;  
We are women now, we put  
Away our childish things.

## NECROLOGY

### Institute

Arlene Almand Foster's husband  
three years ago.

Kate Dunwody Jackson of Bainbridge,  
Ga., died Oct. 30, 1947.

Helen Ramspeck Thomas died last fall.

Emelize Wood, sister of Laura Wood  
Sale, Institute, and Rose Wood '08, died  
in May.

### Academy

Ulrich Green, brother of Margaret Green,  
died in March.

### 1916

Hallie Smith Walker's husband  
April 14.

### 1919

Lucy Durr Dunn's husband died in  
January.

### 1928

Mary Sayward Rogers's mother died  
May.

### 1939

Cary Wheeler Bowers's father died  
March.

### 1947

Maggie Toole's father died in March.



*—Photo by Dorothy Calder*

*A MERGER BY '21 AND '22—Left to right: Sarah Fulton, Ruth Scandrett Hardy, Myrtle Blackmon.*



—Photo by Dorothy Calde

AFTER A QUARTER CENTURY—*The class of '23. Left to right: Elizabeth Flake Cole, Quenelle Harrold Sheffield, Rebecca Dick, Thelma Cook Turton, Dot Bowron, Louise Brown Hastings, Martba McIntosh Nall, Eileen Dodds Sams, Elizabeth Parham Williams.*



—Photo by Dorothy Calder

GAIETY FOR '24—Beulah Davidson Parsons, Mary Evelyn Arnold Barker,  
Bobby Stone Buck, Frances Gilliland Stukes, Virginia Ordway, Carrie Scandrett.



—Photo by Dorothy Calder

A GOOD TURNOUT BY '41—Left to right: Louise Meiere Culver, Pattie Patterson Johnson, Hazel Scruggs Ouzts, Carolyn Strozier, Gay Swagerty Guptill, Freda Copeland, Tommay Turner Peacock, Rowena Barringer Stubbs, Gloria Cox Fink



—Photo by Dorothy Calder

REUNIGHTERS FROM '42—Left to right: Mary Lightfoot Elcan Nichols, Betty Medlock, Rebecca Stamper, Edith Schwartz Joel, Sue Heldman Mercer, Margaret Smith Wagnon, Frances Ellis Green, Theodosia Ripley Landis.



—Photo by Dorothy Calder  
FIVE-YEAR MARK FOR '43—Left to right: Anne Frierson Smoak, Kay  
7right Philips, Frances Radford Mauldin, Sterly Lebey Wilder, Laura Cum-  
ing, Maryann Cochran Abbott.



—Photo by Dorothy Calder

FIRST REUNION FOR '47—Left to right: Carroll Taylor, Mac Craig, Isabel Asbury, Ginny Dickson, Margaret Kinard, Marie Adams, Lidie Lee, Jane Meadows, B. J. Radford, Louise Hoyt Minor.