

1951

The  
AGNES SCOTT ALUMNAE Quarterly

Winter 1951

# The Alumnae Association of Agnes Scott College

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**The**  
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**Alumnae Quarterly**

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Volume 29, Number 2

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ELEANOR N. HUTCHENS '40 EDITOR



## The Letitia Pate Evans Dining Hall

[See front cover for exterior view]

Apart from academic matters, perhaps the most striking single change in life at Agnes Scott since Main was built has been wrought by the addition of the new dining hall and kitchen. Constructed with funds provided by Mrs. Letitia Pate Evans of Hot Springs, Va., a trustee of Agnes Scott, and her friends, the magnificent Gothic refectory has made meals the occasions they should be. The clatter and the babble are gone. The old hard chairs and the long tables, at which it was impossible to carry on general conversation, have been replaced by handsome and functional furniture. Mealtime surroundings combine ancient spaciousness with modern color and cheer. Everything is *right*: even the dishes were designed especially for the building. And more than one faculty member has remarked that the small, delightful faculty dining room is the best present the faculty as social beings have ever had.

The building was dedicated one afternoon in November, with Mrs. Evans present. A highlight of the ceremonies was the unveiling of her portrait in the foyer. Dr. F. Phinzy Calhoun conducted the program, which included addresses by Board Chairman George Winship, President J. R. McCain, John A. Sibley, and Hughes Spalding.

*Alumnae often write that they know of "good Agnes Scott material" and wish they had up-to-date facts to use in presenting the College accurately to these girls. The Registrar's Office promptly sends them its bulletins, which give a comprehensive picture of every phase of Agnes Scott life. For alumnae who have had the same wish but have not written, the Alumnae Office has compiled this summary.*

## "Tell Me About Agnes Scott"

When a high school girl asks you about Agnes Scott, do you tell her that all dates take place in one large room in Main with a chaperon in each corner? that music practice rooms are on the fourth floor of the same building? that admission requirements are completely arbitrary?

Of course you would not misrepresent the College wittingly; but if you are not informed on regulations *as of 1951*, you can't give accurate answers to that high school girl. Agnes Scott, like other good colleges, has moved with the times. The campus has changed since your day even if you graduated in 1950. (But be assured, the basic aims of Agnes Scott haven't changed since your day—even if you took your degree in 1906.)

If you would like full information for the girls who may question you, a postcard to the Registrar's Office will bring you the College Catalogue and a number of other publications to aid you in telling them about your Alma Mater. If you just need a general idea, here is a digest which may be of help:

### Social Regulations

In the first two quarters of the freshman year, student government rules take into consideration the facts that the newcomers are away from parental guidance for the first time and furthermore probably are not accustomed to a large metropolitan area like Atlanta. With a standing permission from parents, the new freshman may have two dates or other social engagements a week, including nights or weekends off the campus, and may move pretty freely in Atlanta and Decatur during the day. Under certain circumstances she must be accompanied by a senior or an older friend, but these circumstances are limited to situations requiring a greater knowledge of, and ability to get about in, Atlanta than most boarding freshmen have. In the third quarter of the freshman year the regulations are relaxed somewhat.

Sophomores may "single-date" three times a week until 11 p.m., and juniors and seniors have virtually no restrictions except time limit, which is 11:45 from Monday through Friday, 12:00 midnight Saturday, and 11:00 Sunday. Friday night's time limit may be extended by *several hours* for dances and other planned parties.

### Buildings

If you haven't been on the campus in the last six months, you can't imagine what a change the new dining hall has made; the "gracious living" we used to joke about is here. If you haven't been back in ten years or more, send for a viewbook. (Again to the Registrar's Office. No charge.)

### Entrance Requirements

The Catalogue recommends, but does not absolutely prescribe, the following high school credits: English 4, algebra 2, plane geometry 1; Latin 3 if no modern language, or Latin 2 and modern language 2, or modern language 4. Students who do not meet the recommended language total will take an extra amount of language in college, but the extra hours will count toward the degree. Sixteen acceptable units are required in all. "Acceptable" means drawn from the following list: Bible, science and mathematics, social science, music (theory and literature), the subjects recommended above, and one or in some cases two vocational or semi-vocational units.

### Majors

Agnes Scott students now major in 19 subjects: art, Bible, biology, chemistry, economics and sociology, English, French, German, Greek, history, history and political science, Latin, mathematics, music, physics, psychology, Spanish, journalism and business economics (the last two by arrangement with Emory University). By planning their programs from the beginning of the sophomore year they may meet state requirements for public school teaching without summer or postgraduate study.

### Finances

Boarding student charges are now \$1200 a year, day student fees \$500. Nine scholarships ranging from \$1500 down to \$100 are offered in an annual competition (all requirements to be complied with by early February). Income from \$500,000 of endowed funds is available for student aid grants in addition.

## Salient Facts

Agnes Scott is the best-endowed independent woman's college in the entire South. This means its students can be given the most in addition to what they pay for. Twenty per cent of the cost of each student's education is paid not by her parents but by the income from College endowment.

A degree from Agnes Scott is not just a B.A. but an especially valuable B.A. because of the College's standing. Three years ago the education editor of The New York Herald Tribune wrote in that newspaper:

"Here and there in the North there has been an occasional tendency to look down academic noses at the higher education of women in the South. The idea seems to have been that Southern colleges were coming along in truly splendid fashion but had, perhaps, not quite arrived.

"This 'glance askance' may well be returned by Georgians, with interest if not amusement, judging from impressions gained on a recent trip to Atlanta. Established in Decatur, ten miles east of the center of Atlanta, Agnes Scott is a liberal arts college for 550 women, founded in 1889 and flourishing in 1948 . . ."

The whole article was on Agnes Scott as a leading Southern college.

Members of the Agnes Scott faculty hold degrees from more than sixty universities and colleges in this country and abroad.

The students in any one year usually represent about half the states in the Union and several foreign countries. They are of about a dozen religious denominations, with no one group in the majority. (Last year, for instance, Presbyterians led, but Methodists and Episcopalians together outnumbered them). The ratio of boarders to day students is about eight to five.

## As An Alumna

You know the rest. The College is always interested in your recommendation of new students; knowing both the College and the student herself, you can judge whether they are suited to each other. If you happen to have your eye on a girl right now, you can start Agnes Scott literature her way by mailing a postcard to the Registrar. (She doesn't have to be a senior; in fact, a high school freshman ought to know about college requirements as soon as possible.) Please indicate on the card when she will be ready for college.

To the high school girls you know, you are the leading authority on Agnes Scott College. This summary is an attempt to help you answer their questions without uncertainty on important points.

### MISS HANLEY, MR. BYERS MARRIED

Miss Edna Ruth Hanley, librarian of Agnes Scott, and Noah Ebersole Byers of Chicago, Ill., and Bluffton, Ohio, were married December 16 in the chapel of North Avenue Presbyterian Church, Atlanta. Vice-President Wallace M. Alston of Agnes Scott performed the ceremony.

Mr. Byers has been dean and professor of philosophy at Bluffton College. For the last year he has been visiting professor of philosophy at Bethany Biblical Seminary in Chicago.

Mr. and Mrs. Byers are residing temporarily at 334 Adams Street, Decatur, Ga.

### CLARKE-ORR

Mrs. Rebekah McDuffie Clarke, former director of the Agnes Scott Choir and instructor in music at the College, was married December 23 in Tampa, Fla., to Donald Fraser Orr. They are at home at La Delle Apartments, No. 5, 13th Street, Columbus, Ga.

## Rates at the Alumnae House

	Rooms		
	<i>Active members of association</i>	Shared Bath	Private Bath
1 person		\$2.00	\$3.00
2 persons		3.00	5.00
	<i>Non-members of association</i>		
1 person		\$3.00	\$4.00
2 persons		5.00	6.00

### Parties

1-15 guests	\$3.00
15-30 guests	\$5.00
30-100 guests	\$10.00

For reservations call Mrs. Ketchin, DE. 1726, between 8:30 and 1:30 from Monday to Friday and between 8:30 and 12:30 on Saturday; or write to her, Mrs. Eloise Ketchin, giving arrival time.

## Humor

### As a Personal Resource

BY GEORGE P. HAYES  
*Professor of English*

A certain sprightly old Quaker lady, over eighty, discovered in Shakespeare's *Henry V* what became one of her favorite lines. Whenever the old lady wanted to stir into action her children or grandchildren, she would utter Fluellen's exhortation to his comrades: "There's throats to be cut and work to be done!" She was always a pacifist, the gentlest soul alive, and only about four feet high, but out would come the line, "There's throats to be cut and work to be done!"

Such bloody language on lips so gentle is inappropriate, incongruous. Incongruity is the basis of humor.

In his parody of Civil War novels Stephen Leacock describes the uncomfortable position in which General Braxton Bragg found himself: "His front rested on the marshes of the Tahoochie River, while his rear was doubled sharply back and rested on a dense growth of cactus plants." Incongruity again, from bringing together images or ideas that should be kept apart.

Incongruity may result from an inversion of normal values. Flowers are less important than human beings. But one day Walter Savage Landor, in a fit of temper, threw his cook out of the window and the man landed on the flower bed below. Landor rushed to look out of the window exclaiming, "Good heavens! I forgot the violets!"

The greatest incongruity in human life is man himself—part flesh, part spirit—an incongruity the two aspects of which philosophers find it hard to interrelate in a single individual. We are mind and body. Out of this human incongruity come the immortal pairs of humorous characters—one idealistic, the other realistic: Don Quixote and Sancho Panza, Mr. Pickwick and Sam Weller. Scholars tell us that Sancho Panza was an afterthought; perhaps Sam Weller was too. But in a deeper sense this is not the case. Mr. Pickwick seems to cry out for a Weller to protect him; and Mother Nature, having given us a Don Quixote, must needs supply a Sancho Panza. The innocence of the dove must pair with the wisdom of the serpent. These complementary characters, comprising between them most of human nature, cannot be kept apart. Yoke these opposites in a single team, and laughter ensues.

According to the humanist Santayana, "Everything in life is lyrical in its ideal, tragic in its fate, and comic in its existence." If then we are to see life as it is, in the round, we must see it from more than one angle. Thus we can see love as comic, in *A Midsummer Night's Dream*, or as tragic, in *Romeo and Juliet*, plays written about the same time.

Academic dress, such as you see before you, may be viewed seriously as the outward token of liberal education which stretches back through the centuries without a break to the original Academy of Plato. But it may also be viewed in a comic-satiric light, as by Pascal when he says that imagination is "the mistress of the world . . . Our authorities have known well this mystery. Their red robes, the ermine in which they wrap themselves like furry cats . . . and all such august apparel were necessary; if . . . the doctors had not their square caps and their robes four times too wide, they would never have duped the world, which cannot resist so original an appearance."

The two principal angles of vision—serious and comic—from which we look on life are like our two eyes. One eye enables us to see, but the second eye adds depth, perspective and lifelikeness. It follows then that a man without a sense of humor is a man with only one eye. Shelley once said to his friend Hogg: "I am convinced that there can be no entire regeneration of mankind until laughter is put down." The only answer to that is more laughter. Shelley saw with only one eye. In the words of Samuel Butler, "He who knows not how to wink, knows not how to see."

We have seen that man himself is an incongruity. On the one hand, he is incurably foolish. On the other hand, he has the power to recognize his folly by the light of reason and to smile at it. "For what do we live," asks Mr. Bennet, "but to make sport for our neighbors and laugh at them in return?" Everyone is at least a little mad. The classic example here is of course Don Quixote. But remember what one old Quaker lady said to another: "Sometimes I think everybody is a little queer but thee and me, and sometimes I think thee is a little queer."

Nor are we to suppose that the intelligent among us are necessarily more exempt from folly than others. The thesis of Shakespeare's *Much Ado* is that the greater the wit, the greater the dupe; and the same theme is set forth on the tragic level in *Oedipus Rex*.

Since no one can be certain just how foolish he is, the best tactic, on the human level as on the religious,

is to place ourselves at the bottom of the human heap and there "light upon some settled low content."

I'm nobody! Who are you?  
Are you nobody, too?

How dreary to be somebody!  
How public, like a frog  
To tell your name the livelong day  
To an admiring bog!

To put ourselves at the bottom of the social ladder won't keep us from playing the fool, however, for, as Santayana says, "It is important not to be a fool, but it is very hard." It is very hard—perhaps because as Erasmus remarks, Jupiter, in order that life should not be sad and harsh, imprisoned reason in a cramped corner of the head and turned over all the rest of the body to the emotions. Hence our emotional and subconscious life is ever ready to revolt against the rule of reason.

In that connection, consider the interesting case of Charlie McCarthy. The humor of Charlie lies first, as in all great humor, in the firm illusion on the part of the audience that Charlie is an actual personality, and second in the brash impudence of his remarks at the expense of many people, including celebrities of screen and radio. In these two respects Charlie is precisely the modern counterpart of the Shakespearean fool. Charlie has the license of the privileged jester. He says what we would all wish to say to eminent persons. He utters the unutterable.

And note how Charlie came by this impudence. Edgar Bergen is the shyest of men. During the great depression he made a bare living with Charlie on the vaudeville stage. (This was before Charlie had become impertinent.) Then Bergen lost his job and finally he lost confidence in himself as a ventriloquist.

In a last appearance at a nightclub, furious with himself and with the world, Bergen, through the medium of Charlie, suddenly burst forth with an attack on himself as ventriloquist, then he turned the attack upon the audience. The audience howled; and at that moment the Charlie that we know—brashly impudent—was born. After the show Bergen said, "I just had to get those feelings off my chest." His outburst had come from the depths. Decorum momentarily went by the board; the unexpressed and the subconscious had found release; and the audience found release, too. Irresponsibility and irreverence had had their brief day.

Many of the world's great comic characters have been similarly created in a holiday from the rule of right reason, which we all need sometimes. On such an occasion nonsense may well be the order of the

day. Some people would say that nonsense should be ruled out of the universe altogether; but it's wonderful how much of it there is in many of the world's greatest writers, such as Shakespeare, Rabelais and Aristophanes. No one was ever more sensible than Jane Austen, yet Jane delighted in nonsense sometimes altogether. One might almost conclude that a vein of nonsense is a necessary part of the equipment of the completely rounded man of sense. Even stupidity has its uses, if only as a butt for laughter. "Mortimer, how can you be so stupid!"

Our ancestors, from the days of the Greeks down through the Romans and the Middle Ages to the Renaissance, recognized the importance of an annual topsyturvy time in which Nonsense should rule for a day. The Greeks called it the Dionysiac festival, out of which came Aristophanes. The Romans had their Saturnalia and their Kalends. In the Middle Ages they called it the Feast of the Fools or the Feast of Asses. On that day clergy and laity exchanged clothes. A boy bishop and a dean or pope of fools were elected, and even the divine service was burlesqued. Those at the bottom of the social hierarchy had one cherished day of misrule, and for centuries no regulations from on high could stamp it out.

Even here at Agnes Scott you celebrated yesterday "Little Girls' Day." Lord, what fools these mortals be! Some people relapse into childhood very readily. You found release through a brief inversion of values. You were to assume womanhood today, so you reverted to childhood yesterday.

One night last year we all had a similar release in *The Taming of the Shrew*. A wild and harum-scarum frolic like that is exactly what Agnes Scott needs periodically. Such a riotous release, such a notable breach of decorum would not have been possible in this hall under any sponsorship less august than that of William Shakespeare—and the Agnes Scott Lecture Association.

We have seen thus far that humor springs from an awareness of incongruity and that that incongruity goes back ultimately to the dual nature of man. Human reason laughs at our irrational behavior, and on the other hand Unreason within us—our subconscious and emotional life—craves occasional release from a too strict rationality and decorum.

At this point we should note a difference between satire and humor. Satire aims at reform. Charlie Chaplin's movie "The Great Dictator" was a satire on the folly of world conquerors. The greatest humor, on the other hand is not satiric but sympathetic. It

sees the folly of Sir Andrew Aguecheek, but it would not change Sir Andrew for the world. His egoism is ours and we delight in the humor of it, the difference between him and us being that we try to conceal ours, whereas Sir Andrew has an innocence of heart and simplicity of mind which reveal his to all the world. To adapt the famous words of Uncle Toby, there is a humor in our honest folly; 'twere a pity to change it for wisdom.

The humorist does not divide people into sheep and goats. One college president has said that it is his business to divide the sheep from the goats and to prevent the goats from getting a sheepskin. But the greatest humorists are like a certain type of mystic—St. Catherine of Genoa or St. Francis of Assisi: they refuse to anticipate the results of the judgment day. On the one hand we are all goats, and on the other hand we may be viewed as sheep—that is, as well meaning to be enjoyed in our follies and to be loved in our eccentricities, our blind spots, our harmless vanities.

An old book tells of a child who was complaining about the summer drought, to which an old country man replied, "Don't quarrel with God's sunshine; you can't make it and you might mar it." So with people; we can't make them, and who are we to say that our remaking would improve them? For those very defects may be, as Horace says, only the obverse side of certain virtues. Indeed we often love our friends for their very defects and absurdities. In fact, says Agnes Repplier, we cannot love anybody at whom we have not laughed. And Charles Lamb reports that he never made a friendship "with any that had not a tincture of the absurd in their character." "Can he be a sensible man?" asks Elizabeth Bennet of an expected newcomer. "I hope not," replies Mr. Bennet. And he isn't, thank goodness; he is Mr. Collins.

Now that we have before us some of the aspects of the humorous attitude toward life, I believe you will think it a viewpoint worth developing. It can be developed. The humorous way of life is a path to be traveled, and anyone can start upon it anywhere, anytime. Let us explore along that path.

Begin by always being on the lookout for grist to your mill. The classic example here is Falstaff, who, though sent on a military commission through the country, was all the time quietly observing people, particularly Justice Shallow, from a comic angle and building up a treasury of humor which he would later lavish on Prince Hal:

I will devise matter enough out of this Shallow to keep Prince Harry in continual laughter . . . O! it is much that a lie with a slight oath and a

jest with a sad brow will do with a fellow that never had the ache in his shoulders.

But before we laugh at others, we had better start by laughing at ourselves; for someone may turn on us and say, with Horace, Thou bigger fool, pray spare the lesser!

All we need is a good starting point, whether in ourselves or in others, on which to build. Then follows what in the great humorists is the high creative moment. That moment is caught for us by Jane Austen's niece.

Aunt Jane would sit quietly (doing needlework) beside the fire in the library, saying nothing for a good while and then would suddenly burst out laughing, jump up and run across the room to a table where pens and papers were lying, write something down, and then come back to the fire and go on quietly working as before.

At the moment here recorded we perhaps see Jane experiencing her sheer ecstatic delight in creating a fool, for example, Mr. Collins.

The humorist begins with observation of life and on that he builds his imaginative creation, expanding it intuitively from the starting premises. The final product is something truer than actuality, more logically developed and more intensely alive.

Take, for example, Petruchio in the Taming of the Shrew. Petruchio is acting a role throughout. He is going to cure a masterful woman by being more masterful. If she is full of sudden whims and imperious fancies, he will be more so. As Hazlitt says, he metamorphoses her temper by first metamorphosing her senses, so that the moon becomes the sun and the sun the moon. "He acts his assumed character to the life, with the most fantastical extravagance, with complete presence of mind, with untired animal spirits and without a particle of ill humor from beginning to end." All this is of the essence of the comic spirit. And to Petruchio and Kate it bodes "peace and love and quiet life."

If Petruchio plays one part, Falstaff plays many. In fact he is always impersonating someone, like Shakespeare himself, the supreme impersonator. His every word is double talk. He is not lying; he is merely exercising his imagination. And the highest proof of his supremacy as a creative humorist is that he is so relaxed.

Now I make bold to say that the path traveled by Falstaff is invitingly open to us all. We too can transform and enhance experience with the aid of the humorous imagination. We too can play a role for humorous effect, if it is only to exaggerate our innocence or our stupidity and project it before others. The es-

sence of the situation is a certain ambiguity of expression. We say one thing and mean another. It may be nothing more than the ambiguity resulting from bad grammar:

Mrs. S. was the last to enter the dirigible.  
Slowly, with her huge nose pointed skyward she  
headed for the distant horizon.

Or it might be ambiguity of word-play. President Neilson of Smith College got into conversation in a Pullman car with a traveling salesman who revealed that his business was in skirts. The salesman inquired what Neilson's line was. Neilson replied, "The same as yours—skirts."

As we explore our way along the path of humor, we might try a sally of wit. For example George Jean Nathan said of a certain playwright what applies to the radio and TV script writer of today: "He wrote his play for the ages—the ages between five and twelve."

Nor should we forget how the great humorous books can help us to incorporate into our viewpoint their special angles of comic vision. In just that way one great humorist, while adding something of his own, derives from another—Jane Austen from Fielding, Fielding from Cervantes, Cervantes from Rabelais, Rabelais from Erasmus, Erasmus from Lucian, and Lucian from Aristophanes. So we in turn, without the genius of these, can learn from them, while ultimately working out our own perspective which will be a little different from any that has gone before.

We have been considering some of the landmarks along the humorous path of life. That path runs parallel at many points to the path of the mystic, the contemplative, the saint.

Humor, like contemplation, is a good in itself—an end, not a means. Like contemplation it experiences a pure poetic rapture in the present moment. It has a touch of timelessness, of infinity, about it. Nothing is more characteristic of the great humorous characters than the atmosphere of spacious leisureliness which envelopes them. Like the contemplatives they seem to move out of time into eternity. The symbol of this movement is their sallying forth upon the highroad of life. Consider Chaucer's pilgrims en route to Canterbury, Falstaff moving easily through Gloucestershire, Don Quixote and Sancho Panza journeying—who knows whither?—over the plateau of La Mancha, Tom Jones and Parson Adams, Pantagruel and Panurge on their way—O so slowly!—to the Holy Bottle, the Pickwick Club and Sam Weller bent to observe mankind, and those immortal companions, Huck Finn and

Negro Jim, floating softly down stream on the bosom of the Mississippi River and of pure poetry. These people are hardly going anywhere. Their ostensible end is a mere pretext. The whole lot of them are almost contemplatives living in the eternal presence of God's sunshine.

And now, let us here present look at ourselves and one another in the light of this contemplative comic spirit. Three groups are gathered in this hall: parents, students and teachers. Let us begin with us teachers and scholars and see how we might well regard ourselves as comic victims.

According to George Meredith, a professor sitting on a sofa with beautiful ladies on each side is a pleasing spectacle to the Comic Muse. I myself see nothing comic in that. Yet Erasmus makes the same observation.

Take your learned man to a feast and he will mar the good cheer either by morose silence or by conducting a quiz. Invite him to a ball, and you will learn how a camel dances.

To borrow a figure from Irvin S. Cobb, a professor retreats from a group of young ladies "with the grace and ease of a hardshell crab trying to back into a milk bottle."

Consider the import of the statement in the seventeenth century English newspaper about a sermon preached by the "learned Dr. Barker": "Although his library had been burned, (he) gave . . . an excellent sermon." Or as members of this faculty say to each other, "These investiture speeches are nothing but a string of quotations anyway."

Each of us professors considers his subject the key to the universe, as the dancing master in Moliere's comedy thought all the ills of the world came from not knowing how to dance. We all want to save the world, but each according to his own peculiar formula, like Don Quixote and the windmills.

Then there are the words of Morris Cohen of the City College of New York: "No man, no matter how critical, can stand up before a class and refrain from saying more than he knows."

We teachers traffic in the wisdom of the ages; we are not necessarily on that account wise. This contrast between the subject matter and the purveyors of it is brought out in an interchange in *The Taming of the Shrew*:

Gremio: O this learning, what a thing it is!  
Grumio: O this woodcock, what an ass it is!

Many centuries ago Dante wrote an elaborate treatise on astronomy. The very basis of his system was des-

ted to be completely overturned; yet Dante concludes his exposition solemnly: "The truth has at last been discovered." That is the almost inevitable folly of us scholars. Or, as a rather dogmatic teacher at Agnes Scott used to say, "I may be wrong—but I know I'm not."

Last scene of all in this eventful history of the teacher is represented by the reply of Richard Strauss in his later years when a friend asked him to compose a concerto. Strauss answered, "I am an old man, and nothing comes into my head."

At this point the old graduate possessed of small Latin and less Greek rushes forward, eager to congratulate his favorite professor on being made *emeritus*. He cries, "O Professor Jones, I think you should have been made *emeritus* long ago."

Now for the second group represented here today—us middle-aged parents. Dr. Keppel, formerly head of the Carnegie Corporation, defined middle age as "that period, sometimes prolonged in duration, when you will be just as good as you ever were . . . in a day or so." There is a truth which we all recognize; but doesn't it help us to come to terms with it if we see it in this semi-humorous light?

Ogden Nash tells us that

Middle age is when you've met so many people  
that every new person you meet reminds  
you of someone else . . .

It's when you gulp oysters without bothering to  
look for pearls.

It's when you wouldn't visit Fred Allen or the  
Aga Khan if it meant sleeping on a sofa or  
a cot.

We fathers might take to heart the delightful remark made by the saintly Louis IX of France: "Vanity should be avoided, but every man should dress well . . . so that his wife may the more easily love him."

As for the mothers, we leave them, some of them—to see themselves as Helen Hokinson of The New Yorker saw them. It was one of Helen Hokinson's ladies who, after listening to the Philharmonic Orchestra, merely said, "I often wish I had kept up my mandolin lessons." And another, rising at the business meeting of a woman's club, announced, "I'm sorry, Madam President, there won't be any treasurer's report because we have a deficit."

Most family relationships are summed up in the request of the good Teresa to her husband, Sancho Panza: "Do thou but bring money home and leave me to get our daughter a husband."

This leads us to our third group here today, the daughters, and how they are to get husbands.

We are not now concerned with the classroom, though when I am there I often think of Shakespeare's comment on the sleepwalking of Lady Macbeth. The doctor says, "You see, her eyes are open." "Ay," replies the attendant, "but their sense is shut."

But let's get away from the classroom to youth in its untrammelled state. It was Goethe who defined youth as "drunkenness without wine." When to the drunkenness of youth you add the lunacy of love, you have a pretty kettle of fish indeed. I suspect that Biondella in *The Taming of the Shrew* expressed the secret wish of some of you when he said, "I knew a wench married in an afternoon as she went to the garden for parsley to stuff a rabbit and *so may you*."

Tom Paine gave us "The Rights of Man." About the same time Jane Austen proclaimed the right of woman—the "right to marry for love once in her life." And so, says Clifton Fadiman, summarizing a recent novel, "The boys (in college) go in for law, medicine, invention, sculpturing, merchandizing, manufacturing; the girls go in for the boys."

Jane Austen gives us the setting for a romance when she begins *Persuasion* with these words: "He had nothing to do and she had hardly anybody to love." From this situation comes the madness of lovers, a condition of mind which even the austere Plato says is "the happiest state of all." The true humorist neither criticizes this state nor draws a moral. He just enjoys it, crying "Here is God's plenty."

He recognizes that folly as well as feeling enters into the attractions between the sexes. According to Erasmus,

Women please by . . . their folly; and this is seen by the nonsense a man talks with a woman and the quaint tricks he plays as often as he has a mind to enjoy the delights of feminine society.

Erasmus' view is borne out by a woman who certainly understood human nature, male and female—Jane Austen, who remarks acidly, "Inbecility in females is a great enhancement of their personal charms." That may be why, when Agnes Scott girls go on dates, they leave behind their Phi Beta Kappa keys.

The best brief picture of a young man in his folly is that described by the shepherd in *A Winter's Tale*. The old man is exasperated because his son has gone hunting and scared two of his sheep, and he cries.

I would there were no age between sixteen and three-and-twenty or that youth would sleep out the rest; for there is nothing in the between but getting wenches with child, wronging the ancientry, stealing, fighting.

Any father will recognize a fellow-parent there at

the same time that he can say with relief, "At any rate, our son's not that bad."

We have seen that the attitude of the true humorist is essentially contemplative. He regards the humorous view of life as an end in itself, a *value* not to be taken from him. But humor is not merely contemplative, it should also be carried into action; and humor infused into the active life to ease the burdens of humanity is humor at its very highest.

Nowhere is this more clearly seen than in the response of the common people to all forms of oppression and tyranny.

Humpty Dumpty sat on a wall  
Humpty Dumpty had a great fall.  
Not all the King's horses  
Nor all the King's men  
Could put Humpty Dumpty together again.

This jingle was apparently composed in the fifteenth century with the bloody dictator Richard III in mind; and one line of it,

all the King's men,

has become the title of a recent novel dealing with a would-be dictator of our own day and country.

I love sixpence, pretty little sixpence,  
I love sixpence better than my life.

These lines were inspired by the economical Henry VII.

To market, to market,  
To buy a fat pig.

The fat pig is Henry VIII.

Old Mother Hubbard who  
Went to the cupboard . . .

So on down through history humor has been the response of the human spirit to tyranny. It has helped to mitigate and make bearable oppression. It has issued from minds ultimately free, and it has helped to strengthen that freedom.

How we need a Mother Goose poet today when a modern dictatorship can accuse our government of waging war by dropping potato bugs in East Germany so as to ruin the food supply! But, as The New York Times says, the Russians had better watch out. "Some day some enemy will contrive a deadlier weapon. He will inoculate them with a sense of the ridiculous and then communism, with all its absurdities as well as all its wickedness, will perish from the earth."

There are times when people need desperately to laugh. Our pioneer ancestors, on the dangerous edge of the frontier, broke into "wild outrageous laughter" with their stories of Davy Crockett and Paul Bunyan.

The great humorists have been stout-hearted men—not forgetting that stout-hearted little lady, Jane Austen. They have laughed even on the deathbed. Artemus Ward refused to take the prescribed medicine even though he was dying. His friend Tom Robertson, the dramatist, said, "Do take it for my sake. There is nothing I would not do for yours."

"Is that true?" murmured the dying man.

"As gospel," said Robertson.

"Then," said Ward, "you take it."

On the morning of September 22, 1862, Abraham Lincoln called his cabinet to the White House. He began the meeting by reading aloud a humorous story of Artemus Ward. Salmon P. Chase, Secretary of the Treasury, listened with dry disapproval, noting afterward in his diary, "The President seemed to enjoy it very much." Then Lincoln laid aside the book by Ward and said he had made a "promise to his Maker which he proposed now to fulfill," and he read the Emancipation Proclamation.

There are people, says John Mason Brown, "luckless mortals, who by the injustice of circumstance or because of a certain granite in their characters are doomed to be caryatids for the suffering of others." Such a bearer of the burdens of others was Charles Lamb. When tragedy struck Lamb, he was twenty-one, your age. From then on till released in death, he lived, in a double sense, on the ghastly verge of insanity. Pursued by the Furies, how often must he have cultivated his native strain of humor with a wild desperation!

There have been girls no older than you, great of heart, who have found in some part of their souls a touch of humor to relieve with momentary gleams the night of suffering which has closed upon some loved one. They knew the price which they must pay in nervous tension and depression. So costly a sacrifice have they laid on the altar of love. Perhaps some of you are serving now in such a precious ministry of humor. At this point humor is suffused with the divine.

#### *Members of the Class of 1951:*

The purpose of the liberal arts college is to develop the full resources of the human spirit and to dedicate them to the highest uses. Among these personal resources is a sense of humor—not the grandest of the powers of man but one of the most human. Its home is not on the heights but in the "smiling valleys" and close to mother earth. It binds heart to heart in fellowship and is the touch of nature that makes the whole world kin. You will stand in need of it after the

high spirits of youth are gone and the burdens of life beset you.

It is an invaluable counterpoise. It was no accident that Jane Austen was an excellent dancer: the perfect and easy poise of her body was matched by a perfect and easy poise of mind; and one essential ingredient in that mental poise was her comic awareness. Here was a slip of a girl of eighteen with a comic vision completely mature.

A sense of humor is "one of the best friends mankind has ever had." Its native tone is contemplative enjoyment, but it may also be enlisted to help fight the battles of the world. No cynic or weak despairer of mankind ever wrote a masterpiece of humor. Hu-

*Agnes Scott students over a span of 32 years knew "Miss Latin" Smith, about whose name possibly more legends have gathered than any other personality ever connected with the College. Dr. Smith died last summer in Florida.*

## MISS LILLIAN SMITH

In the fall of 1905 there came to Agnes Scott from New York state a small dark haired lady with even then a few gray hairs among the dark ones: Miss Lillian Scoresby Smith. She had received her degrees from Syracuse University and Cornell and was the first woman Ph.D. at Agnes Scott.

It did not take us very long to learn her entire devotion to her subject, the classical languages — which devotion may explain the fact that often she was thought of as the typical absentminded college professor. Many are the funny stories that are told of her that certainly show her in this light.

We learned very soon that devotion to whatever she had undertaken as well as to whatever friendships she had formed was a marked characteristic of Miss Smith. Shortly after she joined us she undertook the care of a small niece, Dorothy Keeney, whose mother, Miss Smith's sister, was ill. This little girl needed the loving care which her aunt so generously gave her. Later, when Miss Smith was broken in health, this same niece gave her in return as marked devotion as she had herself received.



mor at its height is one of the moods of the soul's magnificent.

Its attitude is not one of tolerance merely but of acceptance. We say to ourselves, "Our World is like this, we live in it and we accept it."

In closing, let us return to our shepherd in *A Winter's Tale*. We have already seen him hot and bothered about the escapades of his son. But immediately afterward he lights upon the babe Perdita and the gifts that lie beside her. What the shepherd exclaims at this moment we may say of humor:

This is fairy gold, boy, and 'twill prove so. Up with it, keep it close. Home, home, the next way. We are lucky, hoy . . . Come, good boy, the next way home.

While she was teaching at Agnes Scott she formed some strong friendships among her students, largely of course among those who majored in Latin and Greek, and whom she therefore knew best. You have only to talk to Lizzabell Saxon '08, Augusta Skeen Cooper '17, Emma Pope Moss Dieckmann '13, and many others to know how warm is their affection for Miss Smith. By many of us she is remembered very especially for her devotion to our first Dean, Miss Nannette Hopkins. But more marked even than her devotion to these friendships she so cherished was her loyalty to Agnes Scott College. When she had to give up her work in 1937 because of ill health and go to Florida to live, she did not give up her warm interest in Agnes Scott and all that concerned us. I have been told that she always subscribed to all of our publications; that she kept up every connection she had had with the College and that she showed her devotion in every way she could. When she became so ill that her friends knew she could not live much longer, she was persuaded to take her medicines and to do anything that would prolong her life, to make her more comfortable, by being told that the Dean of Agnes Scott wished her to do these things. As her niece once wrote in this last sad period, "We find that Agnes Scott College is the centre of her being."

As marked as her devotion and her loyalty was her soldiership—through this prolonged and often painful illness, before she was released from it all, she was ever the good soldier, bearing her suffering with patience and giving as little trouble as possible. Perhaps the only trouble that she ever gave her friends and relatives was the suffering they could not relieve and that she had to endure.

M. LOUISE MCKINNEY  
*Professor of English, Emeritus*

# Alumnae

## PROGRAM

- 8:30, 9:30 Regular classes open to alumnae.
- 10:15 Chapel. Address by President E. C. Colwell of the University of Chicago.
- 11:00 Session with President Colwell.
- 12:30 Lunch in the new Letitia Pate Evans Dining Hall. Cafeteria style. Pay 50c to cashier there. Make reservation with Alumnae Office in advance.
- 2:00, 3:00 Regular classes open to alumnae. New buildings (Infirmary, Observatory) and others open for inspection.

## SCHEDULE OF CLASSES

- 8:30 a.m. Bible 101 (Introduction), Mr. Garber. 206 Buttrick.  
Bible 220 (Church History), Mr. Gear. 205 Buttrick.  
Biology 207 (Zoology), Miss Groseclose. 3rd Science.  
Chemistry 205 (Organic), Miss Crigler. 1st Science, Room 3.  
English 101 (Composition), Miss Wier. 213 Buttrick.  
English 211 (Survey), Miss Trotter. 106 Buttrick.  
English 313 (Shakespeare), Mr. Hayes. 218 Buttrick.  
French 01 (Elementary), Miss Allen. 202 Buttrick.  
French 103 (Survey), Miss Barineau. 216 Buttrick.  
French 257 (Classicism), Miss Phythian. 204 Buttrick.  
Mathematics 101 (Algebra & Trigonometry), Miss Gaylord. 105 Buttrick.  
Political Science 201 (Am. Govt.), Miss Smith. 104 Buttrick.  
Psychology 307 (Experimental), Miss Omwake. 3 Buttrick.  
Sociology 203 (Introduction), Miss Smith. 219 Buttrick.  
Spanish 302 (Golden Age), Miss Harn. 201 Buttrick.  
Speech 105 (Fundamentals), Mrs. Webb. Studio in Rebekah.

# Day

- 9:30 a.m. Art 199 (Practice), Mrs. Bishop. 325 Buttrick. Student exhibit.  
Bible 201 (Introduction), Mr. Gear. 205 Buttrick.  
Biology 101 (General), Miss Bridgman. 3rd Science.  
Chemistry 101 (General), Mr. Frierson. 1st Science, Room 3.  
English 211 (Survey), Miss Leyburn. 209 Buttrick.  
English 332 (American Literature), Miss Christie. Room: Inquire in Buttrick.  
Greek 101 (Elementary), Miss Zenn. 207 Buttrick.  
French 101 (Intermediate), Miss Phythian. 204 Buttrick.  
German 101 (Intermediate), Miss Harn. 201 Buttrick.  
History 215 (American), Mr. Posey. 104 Buttrick.  
Mathematics 302 (Integral Calculus), Mr. Robinson. 6 Buttrick.  
Philosophy 301 (Hist. Med. & Mod.), Mr. Alston. 102 Buttrick.  
Sociology 311 (The Family), Miss Mell. 219 Buttrick.  
Spanish 01 (Elementary), Miss Cilley. 213 Buttrick.  
Spanish 101 (Intermediate), Miss Drake. 2 Buttrick.  
Spanish 101 (Intermediate), Mrs. Dunstan. 216 Buttrick.  
Speech 105 (Fundamentals), Mrs. Webb. Studio in Rebekah.  
Speech 105 (Fundamentals), Miss Gooch. Studio in Rebekah.
- 1:40-4:40 p.m. Laboratory sections in Biology 101 and 207, 3rd Science.
- 2:00 p.m. Classics 310 (Drama), Miss Glick. 207 Buttrick.  
English 305 (Chaucer), Miss Laney. Room: Inquire in Buttrick.  
History 316 (Old South), Mr. Posey. 104 Buttrick.  
Mathematics 328 (Statistics), Mr. Robinson. 6 Buttrick.  
Music 111 (Harmony), Mr. Martin. 4 Presser.  
Political Science 213 (Current Problems), Mrs. Sims. 102 Buttrick.  
Spanish 101 (Intermediate), Miss Cilley. 216 Buttrick.
- 3:00 p.m. French 207 (Conversation), Madame Brot. 202 Buttrick.  
Greek 203 (New Testament), Miss Glick. 207 Buttrick.

# Class News

## DEATHS

### Institute

Adeline Arnold Loridans died Nov. 23.

May Cleveland Dickert died in July at an Atlanta hospital after a long illness.

Mary Jones Campbell died Oct. 10 in a private hospital in Charlotte, N. C.

News has reached the office of the death of Jennie McPhaul Myers, which occurred in the last year.

Mamie Johnson Bierly died Dec. 3, in Tallahassee, Fla.

Bessie Morgan Austin died Aug. 24 in a private hospital in Atlanta.

George Hamilton, husband of Mary Carter Hamilton and father of Mary Hamilton McKnight '34, died Oct. 17

### 1910

J. Roy Nunnally died at his home in Monroe, Ga., Oct. 17. He was the husband of Allie Knox Felker Nunnally, a brother of Isabel Nunnally Knight, and the father of Clara Knox Nunnally Roberts '31.

### 1912

Benjamin Milner Blackburn, father of Antoinette Blackburn Rust, died Oct. 17.

### 1917

Mary Spottswood Payne lost her mother, Mrs. George Payne, Oct. 13

### 1923

Sarah Brodnax Hansell's mother-in-law, Sarah Granger Hansell, died Oct. 29.

### 1925

Frances Philpot died in September.

### 1927

Evelyn Powell Ogden died Aug. 1, in Little Rock, Ark.

### 1933

Marie Whittle Wellslager lost her father in September.

### 1947

William Arlie Thomason, father of June Thomason Lindgren '47, Sally Thomason Kell '51, and Margie Thomason '52, died Sept. 18.

Lib Norfleet Miller, Evalyn Powell Ogden's roommate while at Agnes Scott, writes: "I know the members of the class of '27 will grieve with me over the news of Evalyn Powell Ogden's death. As my roommate and very dear friend, she made the years at Agnes Scott even brighter and more enjoyable because of her cheerful and enthusiastic disposition. The sympathy of the class, Evalyn's other friends, is extended to Margaret Powell Gay '24, her sister, and to her mother and brother." Evalyn suffered a heart attack while directing preparations for a style show and was taken immediately to a Little Rock hospital, where she died a few days later, on Aug. 1.

Evalyn was personnel manager for the M. M. Cohen Co., and was prominent in Little Rock and Pulaski County club and social work. A former teacher in the Little Rock public schools, she served two terms as president of the Junior League in 1946 and '47. During World War II she was executive secretary at the Central Volunteer Office. She had also served as Red Cross executive secretary in Pulaski County and as a Junior League director.

At Agnes Scott, Evalyn was chairman of the freshman class and a member of Pi Alpha Phi, the Debating Council, and the Athletic Board; manager of the hockey team, song leader, president of the Athletic Association, and junior representative of the executive committee of the Student Government Association. She was on the hockey class team and varsity team, the basketball class team and varsity team, the swimming class team and varsity team, a member of International Relations Club, vice-president of the junior class, and a member of HOASC.



*Martha Stackhouse Grafton '30, shown here with her husband, Dr. Thomas H. Grafton, is new president of the Southern Association of Colleges for Women. She is dean at Mary Baldwin College. At the conference in December which brought her election, two of three symposium speakers were Agnes Scott alumnae: Dr. Florence Brinkley '14 and Dean Sarah Cragwell, ex-'21.*

RETURN POSTAGE GUARANTEED BY AGNES SCOTT ALUMNAE QUARTERLY, DECATUR, GEORGIA

Mrs. Woodbury

## Campus Calendar

### Founder's Day

If your city doesn't have an Agnes Scott club, write the Alumnae Office ahead of time for a list of alumnae there and plan a meeting Feb. 22! WSB broadcast tentatively set for 6:30 p.m.

### Alumnae Day

Hear the president of the University of Chicago, one of the foremost proponents of liberal education. Go back to class, too, and lunch in the new Dining Hall! January 31 is the date.

### Pearl Buck

will be presented by the Agnes Scott Lecture Association in Presser Hall, Feb. 27, 8:30.

Spring 1951

29.3

The  
CENTRAL SECURITY AGENCIES Quarterly

THE  
ALUMNAE ASSOCIATION  
OF  
AGNES SCOTT COLLEGE

**Officers**

CATHERINE BAKER MATTHEWS '32  
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*Nominations*  
SARA CARTER MASSEE '29  
*Special Events*  
FRANCES RADFORD MAULDIN '43  
*Vocational Guidance*  
MARY WALLACE KIRK '11  
*Education*  
ELAINE STUBBS MITCHELL '41  
*Publications*  
CARY WHEELER BOWERS '39  
*Class Officers*  
JULIA PRATT SMITH SLACK EX '12  
*House Decorations*  
GRACE FINCHER TRIMBLE '32  
*Residence*  
LAURIE BELLE STUBBS JOHNS '22  
*Grounds*  
MARY McDONALD SLEDD '34  
*Entertainment*

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**American Alumni Council**

The  
AGNES SCOTT  
Alumnae Quarterly

Agnes Scott College, Decatur, Georgia

Volume 29                      Number 3

Spring, 1951

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COVER: *Students using the Beck Telescope at Agnes Scott's Bradley Observatory during a partial eclipse of the sun. Photograph by Dorothy Calder.*

ELEANOR N. HUTCHENS '40, EDITOR

The Agnes Scott Alumnae Quarterly is published four times a year (November, February, April and July) by the Alumnae Association of Agnes Scott College at Decatur, Georgia. Contributors to the Alumnae Fund receive the magazine. Yearly subscription, \$2.00. Single copy, 50 cents. Entered as second-class matter at the Post Office of Decatur, Georgia, under Act of August 21, 1912.

# Do You Budget Your Benevolences?

If you do (and most of us have to budget everything pretty far in advance these days)—

*Please remember that the Agnes Scott Alumnae Fund will be resumed on July 1.*

The purposes of the Fund are to operate the Alumnae Association and to build toward a regular annual income for the College.

**Your Finance Committee hopes that the 1951 Alumnae Fund will be \$15,000. This sum would meet the expenses of the Association for the year and provide in addition a handsome gift to the College.**

American citizens are being called upon to give an ever-increasing number of good causes. So large is this number that, in order to give effectively, each of us must choose a few from the many—a few which reflect our most important interests and ideals and which promote the good we most believe in.

Liberal education is one of these causes. Alumni of independent liberal colleges can contribute to the cause of liberal education by giving to their alumni funds. Taken all together, the annual alumni fund drives of American colleges form a great national movement for mass support of liberal education.

So won't you budget what you can for July 1—the date when we shall be called upon to support liberal education through *our* College?

*The Finance Committee  
Agnes Scott Alumnae Association*

BETTY MEDLOCK '42, CHAIRMAN

# GRANDDAUGHTERS, 1950-51

Forty-three students at Agnes Scott this year are the daughters of Agnes Scott alumnae. Seven are seniors, nine are juniors, 13 are sophomores and 14 are freshmen. Two—Emy Evans and Louise McKinney Hill—are *great-granddaughters*, the third generation to come to Agnes Scott. The mothers' Agnes Scott days range from 1901 to 1939.

## STUDENTS

Evelyn Bassett '53  
 Mary Birmingham '53  
 Ann Boyer '52  
 Patricia Cortelyou '52  
 Ann Cooper '53  
 Catherine Crowe '52  
 Katherine Currie '52  
 Julia Cuthbertson '51  
 Andrea Dale '51  
 Betty Ellington '54  
 Emy Evans '52  
 Joen Fagan '54  
 Betty Jane Foster '51  
 Catherine Goff '53  
 Sarah Crewe Hamilton '53  
 Florence Hand '53  
 Mattie Hart '52  
 Ruth Heard '52  
 Katherine Hefner '54  
 Louise McKinney Hill '54  
 Peggy Hooker '53  
 Carol Jones '54  
 Charlotte Key '51  
 Lilla Kneeland '54  
 Margaretta Lumpkin '52  
 Patton Martin '53  
 Joanne Masee '54  
 Marion Merritt '53  
 Diane Morris '53  
 Lilla Kate Parramore '53  
 Anne Patterson '54  
 Harriette Potts '54  
 Barbara Quattlebaum '51  
 Caroline Reinero '54  
 Sara Rose '54  
 Edith Sewell '53  
 Kathleen Simmons '52  
 Jenelle Spear '51  
 Marjorie Stukes '51  
 Anne Sylvester '54  
 Joanne Varner '54  
 Jane Williams '53  
 Mary Brown Williams '54

## MOTHERS

Edith Melton Bassett, x-24  
 Mary Wade Birmingham, x-15  
 Reba Bayless Boyer '27  
 Sarah Patton Cortelyou, x-18  
 Lelia Joiner Cooper '27  
 \*Catherine Graeber Crowe '26  
 \*Elizabeth Woltz Currie '25  
 Julia Hagood Cuthbertson '20  
 Alice Beck Dale, Inst.  
 Elizabeth Roark Ellington '28  
 Sarah McCurdy Evans '21  
 Elizabeth Pruden Fagan '19  
 Margaret Leyburn Foster '18  
 Catherine Nash Goff '24  
 Leone Bowers Hamilton '26  
 Christine Turner Hand, x-25  
 Janette Newton Hart '12  
 Nell Caldwell Heard, x-20  
 Jane Bailey Hall Hefner '30  
 Caroline McKinney Clarke '27  
 Louise Slack Hooker '20  
 Eloise Knight Jones '23  
 Frances Stuart Key, x-23  
 Lilla Sims Kneeland, x-25  
 Margaretta Womelsdorf Lumpkin, x-23  
 Helen Hendricks Martin '30  
 Sara Carter Masee '29  
 Marion Park Merritt, x-21  
 Virginia Broyles Morris '39  
 Dinah Roberts Parramore, x-22  
 Frances Glasgow Patterson '19  
 Catherine Shields Potts '23  
 Helen Burkhalter Quattlebaum, x-22  
 Clara Mae Allen Reinero '23  
 Lila Williams Rose '10  
 Margaret Bland Sewell '20  
 Eunice Kell Simmons '25  
 Ruth Spence Spear, x-24  
 Frances Gilliland Stukes '24  
 Annie Johnson Sylvester '25  
 Josephine Pou Varner, x-29  
 Lois Jennings Williams, x-25  
 \*Helon Brown Williams '29  
 \*Deceased

# The Scholar Outside The Ivory Tower

BY MILDRED R. MELL  
*Professor of Economics and Sociology*

Each year at Agnes Scott the group of students reading for honors has the privilege of enjoying the life of the scholar, in a heightened sense, for at least some of the hours of the senior year. The group is made up of students in a very real sense of the word, students who have reaped deep and abiding joy from the day by day process of accumulating intellectual and spiritual resources, and who can forget easily that the way of a scholar is hard, because the way of the scholar is infinitely worthwhile.

Keenly conscious of this personal satisfaction in being the scholar, I am tempted to use these few minutes at this dinner to talk about the values which come to us as individuals, when in our ivory towers in quiet and peace we can pursue the art of seeking to learn what is true in our own areas of interest. As a student of economics, I know that as one seeks to possess material things the law of diminishing utility inevitably comes into play. But never have I found it possible to apply that law as one seeks to possess the things of the intellect and the spirit. Getting understanding and thereby increasing our store of those values which are of the mind and the heart is not hemmed in by any law of diminishing utility. For that reason I really would like to talk tonight about the joys which come through the freedom to give rein to an inquiring mind. But each month that passes in the world of today makes increasingly important the need for inquiring minds to insure survival of the freedom to inquire, and to preserve those values that we of the Free World hold dear. Not that I would minimize in the slightest the personal and individual satisfactions that are the scholar's, nor would I minimize the importance of the quiet, unhurried search for truth as a worthy end in itself. But in this year 1950 it seems to be necessary for us to see personal satisfaction as a fine by-product, and for the quiet, unhurried search for truth to be sharpened and focused on getting understanding of our world which is in

sore distress. So I am going to talk about the meeting of the crying needs of this kind of world as the scholar's obligation, and I am going to give that obligation primary importance for at least these few minutes while you are the listeners and I have the floor.

We believe, of course, that no society can be a good society which fails to safeguard human personality in its individual aspects, and that no society can be a good society which fails to safeguard the search for truth whether it is related to any immediate useful end or not. But we also believe that the survival of a society in which the fundamental dignity of man is recognized must be safeguarded by enlightened or understanding leadership which can show others the way, and by followers who through understanding can discriminate between good and bad leadership. It is the vital contribution which scholarship must make in meeting these social needs which I want to ask you to think about tonight. There could be no clearer recognition that scholarship carries with it such responsibility than in the case of that socially minded group of atomic scientists whose joint statement made history a few years ago. You remember what I am talking about, I am sure. Einstein was one of that group which faced the need for careful research in the social effects of the use of the knowledge which had come out of their own laboratory research. Harlow Shapley says that the scientist does not "like this new out-of-the-laboratory life," but that he has a responsibility to "make it possible for civilized man to continue to live and create on this confused planet, and to make man want to live out his life to the full of his capacity. Yes, "the scientist has a role outside the laboratory."

I have used "scientist" here as a symbol of the trained seeker after truth, the scholarly research worker in whatever field. As each of you works in your chosen area, you may add to the sum total of verified

knowledge in mankind's store; but you may not, because of the limited time you can give to your work and perhaps to limited resources at your command. In either case, you belong this year to the goodly company of seekers after truth in their more or less ivory towers; and I am saying to you that you are a part of a vitally important process; that the world today depends for its welfare and perhaps its survival upon what comes from the search for understanding wherever it is going on. Jesus told us that the truth would make us free. Many centuries later, Francis Bacon said that knowledge was power. Today responsible inquiry must not only give us truth, give us knowledge, it must help us find the way to use freedom and power in accordance with the basic principles of our Christian Civilization. Irwin Edman points out that the scientists and humanists alike must make clear the right use of the power which knowledge brings. He says:

It may be power for power's sake, in the hands of unscrupulous men. It may be power for humanity's sake, if used by a world opinion itself educated to the point of view of responsible intelligence.

And he goes on to say:

The habit of inquiry will liberate the spontaneities of imagination. The human adventure in science itself, in art, in human relations will be sufficient nourishment for a faith in humanity and its future.

Could there be a time when such a faith is more needed? And could there be a time when humanity's future needed more to have the light of intelligent inquiry thrown upon it?

To try to make what I am saying more vivid I am going to use illustrative material drawn primarily from the social sciences because I feel at home in that field. If I were sure enough of my own knowledge, I would also draw from the humanities and the natural sciences.

In public affairs today one of the most important influences to be reckoned with is the general orientation we have in our role as citizens. This orientation more or less determines our approach to the problem of understanding the ebb and flow of mid-twentieth-century national and international life. In the October number of *Social Forces*, Alfred McClung Lee points out three "deeply conflicting major orientations of thought, interest, and knowledge" which he labels authoritarian, pressure group, and humanistic. Day-by-day examples illustrating these three orientations can be found in public discussions, newspapers, congressional debates, radio broadcasts, and dinner-table conversation.

In the resounding clamor of the post-war years, most of us have learned to recognize the general pattern of speech and action which emerges from the authoritarian orientation characteristic of the whole cultural complex of Russian Communism today. Its shaping hand shows up very clearly in every Soviet political pronouncement, but still more so in scientific pronouncements. For example, biological theory in the field of genetics is "good" science because of the authoritative dictum handed down by the government, and not because it has stood the test of careful scientific verification. From the material of the social anthropologists dealing with pre-literate peoples we can get examples of an authoritarianism which is less self-conscious, but just as real. When primitive peoples are asked why a certain practice is followed, the most conclusive explanation is simply, "that's the way we do it, we always have." The folkways carry with themselves their own authority. Here in the South we are surely familiar with the power of the folkways. We know the frequency with which it is said: "This is according to Southern tradition, this is the Southern way." There are Southerners who even go so far as to believe questioning of anything so labeled is not to be tolerated. This orientation makes the search for understanding become justification of the status quo, instead of objective analysis.

The Pressure Group orientation is something we are all more or less familiar with in our daily experience. Professor Lee says:

It is a catch-as-catch-can attitude toward knowledge. It looks upon research as a way of manufacturing ammunition, not as a way of understanding. All facts and views thus become functions of intergroup and intragroup conflict. What validity facts and views might have is merely in terms of their relation to and utility in current and long-term struggles.

For example: Here is something you wish to prove to be true. You get to work to find all the data that substantiate it, and you eliminate all data which contradict it. So here it is. You have proven it is true with an array of data, even statistical data, and there is great emotional satisfaction because you can hold to the idea you want to believe to be true. It suits you to think it has been investigated and proven, and it is ready to be used as ammunition in the struggle to attain your desired goal. This kind of orientation characterizes the very combative type of management, labor and political organizations with which we are all too familiar. My mail box is filled day after day

with their publications, which present one side of controversial questions disguised as good research studies. This sort of thing is an excellent example of pressure group orientation.

Professor Lee describes his third orientation, the humanistic, as "the one most truly representative of the scientific and democratic traditions," and he points out that his reason for calling it "humanistic" is that it is not characterized by the desire either to maintain the status quo, or to control social processes for the benefit of the few. Rather such orientation is built on concern for the welfare of mankind and faith in the potentialities of human personality.

This orientation makes us wary of accepting ideas without careful scrutiny so that we can feel as sure as possible that we know all the elements involved, and that whatever action we may take is a responsible one. When I was phoning last fall to remind persons who had promised to do so to go to the polls and vote against the county unit amendment, one man said: "Would that be anti-Talmadge?" I assured him that it would, and he assured me that he would vote my way. But that is not the reason that the League of Women Voters has stood against the county unit system for many years. The League has honestly studied the way in which the system works, and has carefully measured its effects on the democratic process. Through this objective analysis, the League some years ago took the stand that the system offers a danger to good government. The League developed its policy not through heated political controversy in the midst of name-calling, and emotion-charged atmosphere, but in the quiet of the conference room where the report of a research study could be calmly examined.

In the field of international relations heated political controversy filled with name-calling seems to be the only process which is going on. Reports from the Assembly of the United Nations give us stories of emotional fireworks being set off day after day. Decisions which will shape the future pattern of our lives are being made in the heat of controversy, and we could have little hope for them to represent a modicum of wisdom if they were not related to the calmer, more objective work of committees, commissions, and agencies which form a part of the total pattern of the UN. We of the Free World continue to recognize that we have assumed responsibility for helping to shape a world environment in which all people will have a fair chance for a decent life. That brings the necessity for knowing what the needs of

people are, what the obstacles are which prevent these needs from being met, what the ways are by which these obstacles can be removed, and what constructive programs can be initiated in which there can be co-operation toward the realization of common goals. To have the needed understanding for enlightened action takes an enormous amount of careful gathering of data, and careful analysis and interpretation of the data which research brings to light. This kind of work is carried on within the framework of the UN by commissions and agencies set up on both permanent and temporary bases. As time goes by, people will learn more and more to value this part of the work of the UN.

One of our recent visitors at the college told me that she was saved a great deal of bother making up her mind about public issues, that she waited to see which side a certain senator was on, and then she took the opposite side. She was joking, of course, because she is one of our highly respected scholars. I am sure that she examines public issues carefully, but I know some persons who really follow the method of procedure which our visiting scholar laughingly described to me, and when I talk to them I wonder if the trouble is laziness or lack of the training which would develop the habit of seeking understanding before passing judgment. If these persons were "humanistically oriented," to use Professor Lee's words again, I think they would feel responsibility for examining public issues carefully.

Translate all that I have been saying into the language of research and it means that disinterested and objective analysis of the varying aspects of human experience cannot but be broadly humanistic in its orientation. The very nature of such analysis rules out the possibility of its being shaped by authoritarianism or prostituted to the use of the pressure groups. In a way I am saying that genuine scholarship has a moral quality, in that it has a responsibility to be scrupulously honest, and to be ever mindful that whatever may be the results of the search for truth they are not to be shaped to suit some ulterior purpose.

It is in facing the many complex questions to be solved in our national affairs and in finding our way in the intricacies of a rapidly changing world civilization, that the scholar and his ways are desperately needed today. Intuitive judgments are not trustworthy in the complex society of our day, and pre-judgments tied up with strong group loyalties or personal prejudices can get us into terrible tangles, or even can

endanger our survival in a world which sometimes seems full of little but fear, suspicion, and hatred. One of our great needs seems to be to get a rapidly increasing number of people seeking understanding as the necessary basis of action, and for more and more scholars with the methods of research at their command who will guide this search for understanding. That is what it takes to answer such questions as these for example: Does government best serve the interests of the American people by accepting concentrated industrial power and regulating it, or by insisting on free competition in every branch of industry? Is industry-wide bargaining a dangerous trend toward monopoly, or is it an equalizer of bargaining power between integrated corporations and the workers? Because of recent paralyzing strikes is there need for legislative restraints, or are occasional deadlocks between contestants the price we must pay for the maintenance of a free society? I have not thought up these questions for myself, but have copied them from an announcement of a current series of volumes being prepared at Amherst College. My interest in them just now is not in being able to answer them, but in suggesting that they cannot be answered adequately through invoking some authoritative source of answers, nor through finding what answers would further the ends of certain special groups, but only through the methods of careful, objective study. Any other procedure offers danger to the very fabric of our lives.

There are some evidences today of the influence of faith in research bringing a new orientation in the patterning of our common life, political, economic or more broadly social. On the international level, there are, as I pointed out, the various agencies of the United Nations and their procedures, which have for the most part been firmly rooted in research as the way to understanding, and understanding as the necessary prerequisite to action. In our own national picture we have an extremely promising experiment which developed into a stable organization. I am talking about the Committee for Economic Development, the CED, a group of business men drawn from the entire country and from all kinds of business concerns. Under the war conditions of 1942, these men were looking ahead at the incredible complexities of the problems which they saw as coming in the post-war period. A spokesman for the group said: "We were still close to the days of the early thirties when stagnation and unemployment were rampant. We knew we dared not face another period of unemployment like that, and

that if we did the chances for our way of life were dim. We determined to put everything we had into an effort to avoid that calamity, and we had faith that the businessmen of America, if they tackled the job in earnest, could go a long way toward pulling it off." What came out of this determination was the organization of the CED formed primarily by businessmen. It dedicated itself to the proposition "that emerging problems of great public portent should be properly and adequately studied by the best brains available," and "that the members of the CED could see to it that their findings received adequate consideration by everyone concerned, both in their local communities and in the councils of the nation". The CED has held to its purposes so well that their published monographs based on research carried out by well qualified scholars furnish the best material I know for getting understanding in the particular areas of study. Paul Hoffman, one of the founders of CED, has demonstrated what both business and political statesmanship can mean. My hope is that the CED can put to shame some of the other committees which use the pressure group technique of presenting so-called facts as they seek their own ends rather than general public welfare.

I have not been trying to persuade you who are reading for honors that you are doing an important job. That was not necessary. My effort has been to make clear that the ivory tower and the stream of life which goes on around it are vitally related to one another, and that our hope for a better world is strengthened whenever and wherever the scholarly method of seeking understanding is accepted as the good way.

Just one more idea about the meaning of the ivory tower experience as the scholar goes outside and is caught up in that rapidly moving stream of life. In this day when instruments of mass communication are multiplying, and when these are used to bombard the individual with propaganda scientifically devised, the best safeguard against being dominated by it is loyalty to truth, respect for the careful search after truth, and the habit of seeking understanding based on truth. The habit of the questioning mind, the habit of being skeptical until all the evidence has been brought together and examined, the habit of evaluating sources of data, the habit of basing the interpretation on verified data—all these are part of the scholar's procedure in the ivory tower which are valuable in assessing the propaganda which flies by day and by night

in our world of the 20th century. The individual without means of protection is helpless, and becomes easily manipulated material for those who would shape society for their own selfish ends. The spreading of prejudiced and emotional judgments can be stopped in its tracks when met with the questioning mind of the one practiced in effective research procedures, of one imbued with the scientific attitude of having to be sure before accepting as true. In the realm of the

## President Colwell Speaker At 1951 Alumnae Day

More than a hundred alumnae returned to the campus January 31 for Alumnae Day. Arranged by Sara Carter Masee '29, Special Events chairman, the program had as its highlight two addresses by President E. C. Colwell of the University of Chicago, husband of Annette Carter Colwell '27.

President Colwell presented to the alumnae the 6-4-4 plan of education practiced at Chicago—six years of elementary school, four of high school and four of college. Noting that many people thought the results of public education might be improved by adding a year to the preparatory period, he countered that more good could be accomplished by subtracting a year. It would be better, he said, for colleges to admit their students young, before they were “hardened in immaturity,” and place them at their proper levels of competence and achievement in the various branches of academic work. The discussion following his talk was so interesting and prolonged that the meeting had to be adjourned arbitrarily at luncheon time.

The visiting of regular classes, lunch in the new Letitia Pate Evans Dining Hall, and a tour of the campus completed the day.

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## GEORGE W. SCOTT PARK NAMED

A public park comprising part of the old Scott home property in Decatur was dedicated to the memory of Col. George Washington Scott, Agnes Scott's founder, on February 22. Dedication ceremonies were held in Decatur Public Library, which is situated on the property. Chief speaker was Vice-President Wallace M. Alston of Agnes Scott, who reviewed the life of Col. Scott. The College Glee Club sang.

familiar, your generation has the habit of being skeptical. You say “Oh yeah!” Some one has called that the popular abbreviation of the scientific attitude. It is good when it leads you to further examination of whatever it is you have met with skepticism, and so you have already a basis upon which to establish outside the ivory tower the habit of inquiry, which you are making your own as you work this year in your chosen field of interest.

## Mrs. Sydenstricker's Bible Classes Praised

From an Arkansas newspaper comes a clipping about Dr. Alma Sydenstricker, who was for many years head of the Department of Bible at Agnes Scott:

Bible stories thousands of years old come to life with freshness and vigorous spirit—as if they had taken place yesterday—when told by Mrs. Alma Sydenstricker.

Gifted with a penetrating mind, this elderly Batesville lady might well be considered one of the South's most zealous and learned students of the Good Book. But what sets her apart is her ability to interpret the Bible with such vividness and enthusiasm.

Mrs. Sydenstricker has a rich background for teaching the twice-a-week Bible classes she started recently. For many years she studied languages, with emphasis on the Hebrew, and has visited Europe and the Holy Land to study archaeology and to become acquainted with the countries where Bible stories took place. In her last trip abroad, she followed the route of Paul's travels.

“I never teach denominationalism,” says Mrs. Sydenstricker, who speaks in a confident, dignified tone that breathes her faith and knowledge of the Holy Word. “I try to pass on in unbiased manner the things I have learned from studying God's Book—and I enjoy every minute of it.”

A former teacher of theology in Agnes Scott College, she has been a student of the Bible for 50 years and more. She is particularly fond of Job, which she says is a beautiful and wonderful book. “All of the books are choice stories, rich in history and archaeology, but they are primarily just God's means of directing and guiding our souls in spiritual life.”

Everyone who knows Mrs. Sydenstricker has a deep devotion for her. You need only to talk with her once to know that she lives the teachings of the Bible minute by minute.

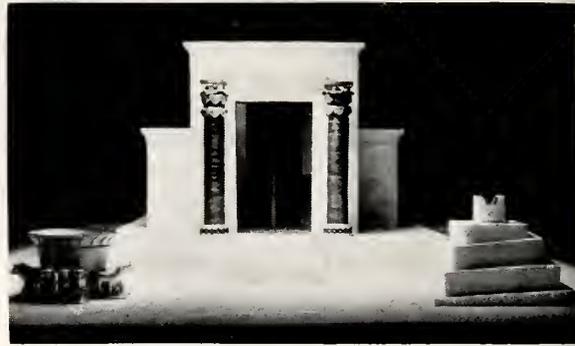
# The Temple of Solomon

at

## AGNES SCOTT

Three-fourths of the current issue of *The Biblical Archaeologist*, a scholarly journal published by the American Schools of Oriental Research, is devoted to the model of Solomon's Temple unveiled last fall at Agnes Scott.

Released in March by Southeastern Films, Atlanta, for distribution at cost (\$2.50) to educational and



FRONT VIEW: *This is the Howland-Garber model as seen from the front. Its simplicity is in sharp contrast to earlier conceptions of the Temple.*

Photo by Carolyn Carter of  
The Atlanta Journal & Constitution Magazine.

religious groups was a filmstrip of the model reconstruction, which Dr. Paul Leslie Garber, head of the Department of Bible at Agnes Scott, designed and E. G. Howland, a professional model maker, built. Also available is a descriptive brochure with photographs, which may be had from Mr. Howland (609 Michigan Ave., Troy, Ohio) for a dollar.

Thus the Temple model, now housed in Buttrick Hall on the Agnes Scott campus, takes its place as



THE INSIDE STORY: *Students admire the detail and color of the interior, which has the red, blue and gold ornamentation of the original. To Bible scholars the Temple of Solomon is of great importance as marking a major change in public worship for Judaism.*

Photo by Carolyn Carter of The Atlanta Journal & Constitution Magazine.

an important and instructive development in Biblical scholarship. Incorporating archaeological discoveries of the last half-century, it is drastically different from earlier models. Samples of its reception by leading scholars:

"It is certainly a much closer approach to the original Solomonic Temple than any model or drawing yet made."—Professor W. F. Albright, Johns Hopkins University.

"I know of no such project which has been furthered with more scientific accuracy and research and with more care and devotion than this one."—President Nelson Glueck, Hebrew Union College and Jewish Institute of Religion.

"[This] model of Solomon's Temple will enable students and laymen to visualize some pages of Biblical history better than the written or spoken word could do."—Professor Robert H. Pfeiffer, Harvard University.

Professor Garber and Mr. Howland spent more than four years on the preparation of the model, which is executed in meticulous detail and valued at \$10,000. Mr. Howland contributed his time and the materials without charge. Professor Garber, with the assistance of several research grants, consulted with scholars and used libraries in a dozen or more universities and institutes and carried on an international correspond-

ence in his quest for exact detail. For, although the Bible gives painstaking descriptions (I Kings 6-8, II Chronicles 3 and 4, Jeremiah 52, Ezekiel 40-42) of the building and its construction, so many points are left in doubt that previous conceptions of the Temple have varied unbelievably: one rather suggesting a foundry, another Victorian gingerbread.

The Temple of Solomon, designed and constructed for the king by Hiram of Tyre about 950 B.C., was the most famous building of the Bible. It stood for nearly 400 years as the national "cathedral" of the Hebrews, finally being destroyed in punitive warfare.

Model reconstructions of it have appeared at intervals since 1720.



AT THE UNVEILING: Professor and Mrs. Garber, Mr. and Mrs. Howland, and Professor George Ernest Wright of McCormick Theological Seminary, Chicago, who spoke at the ceremonies at Agnes Scott in October.

Photo by Henry Hajenian.



PREFABRICATION: The Bible says that the noise of the hammer was never heard inside Solomon's Temple during its construction. Professor Garber here shows how silence probably was maintained—by building large parts of the Temple elsewhere and fitting them into place.

Photo by Carolyn Carter of The Atlanta Journal & Constitution Magazine.

## News of the Clubs

Agnes Scott alumnae in 25 widely scattered cities met on or near February 22 to celebrate the 62nd anniversary of their Alma Mater, and the annual Founder's Day broadcast was heard over six radio stations in five different states.

Recorded early in February through the facilities of the Protestant Radio Center in Presser Hall, the broadcast was conducted by Sara Carter Massee '29, chairman of the Alumnae Association Special Events Committee and mother of an Agnes Scott freshman. Chairman George Winship of the Board of Trustees, President McCain, and Vice-President Alston spoke on the program, and a chorus from the college Glee Club sang the "Alma Mater" at its opening and closing.

On very short notice, copies of the transcription were offered to all alumnae clubs who could obtain local radio time for it on Feb. 22. Five clubs and groups in five different states responded, and the 15-minute program was duly heard over WANS in Anderson, S. C., WBBQ, in Augusta, Ga., WJBO in Baton Rouge, La., WAPI in Birmingham, Ala., and WVEC in Hampton, Va. WGST in Atlanta had originally given time for the program and had asked that it be recorded; the idea of offering it to out-of-town stations came out of this departure from the custom of previous years.

Four clubs had speakers from the College at their meetings: Charlotte was host to Dr. McCain at his last Founder's Day appearance as president; Washington enjoyed Dr. Catherine Sims of the History Department; and New Orleans and Birmingham were visited by Doris Sullivan '49, Alumnae Representative, who showed color slides of the campus.

In former years, the Alumnae Office has offered Founder's Day material to alumnae in communities where there are no Agnes Scott clubs by selecting one alumna in each of these cities and asking her to undertake the meeting. This system has had good results, but the Office began to feel that it was imposing on the loyalty of these individual alumnae by calling on them year after year. Therefore, a new method was tried in 1951: to all active alumnae in a community containing 15 or more alumnae in all, postcards were sent with the offer to supply Founder's Day program material to the first alumna in that city who wrote for it and would take charge of the

meeting. The response was fine: out of some towns proclaimed hopeless by alumnae inhabitants in the past came replies from not one but several volunteers. On the other hand, there was silence from a few places in which the loyal draftees of other years had organized good meetings. The same system will be used next year with the expectation that alumnae in the silent towns will be prepared for it and step forward.

Here are club reports for the year so far:

### Akron-Cleveland

Founder's Day meeting:

Place: Garden Grille, Akron, Ohio

Officers for 1951-52:

President: Mary Lonise Palmour Barber '42

Description of meeting: luncheon meeting, letters from Dr. McCain and Catherine Baker Matthews read.

Present: Dorothy Stewart Gilliam '48, Joan Lawrence '49, Joyce Freeman Marting '45, Lucile Barnet Mirman '37, Amy Underwood Trowell '35, Mary Louise Palmour Barber '42, Mary Heeth McDermott '30, Elizabeth Barry Reid '30, and Joella Craig Good '43.

### Anderson

Time and place of meeting: November 21, Anderson Country Club.

Officers for 1950-51:

President: Gloria Gaines Klugh '46

Vice-president: Jean Kirkpatrick Cobb '37

Secretary-Treasurer: Bobbie Cathcart '49

Present: Margaret Foster Sullivan '23, Juliet Foster Speer '20, Ann Gambrell '23, Eunice Dean Major '22, Lady Major '48, Betty Jane Crowther '40, Bobbie Cathcart '49, Gloria Gaines Klugh '46, Lucile Gaines MacLennan

Plans for next meeting: Founder's Day dinner, 1951.

Founder's Day meeting:

Place: Anderson Country Club

Officers for 1951-52:

President: Lady Major '48

Vice-president: Pattie Dean Curry '47

Secretary-Treasurer: Bobbie Cathcart '49

Description of meeting: a dinner meeting, during which alumnae listened to the Founder's Day program over WANS.

Present: Gloria Gaines Klugh '46, Ann Gambrell '23, Annabelle Glenn '23, Juliet Foster Speer '20, Eunice Dean Major '22, Lady Major '48, Betty Jane Crowther

'50, Pattie Dean Curry '47, and Bobbie Cathcart '49. Plans for next meeting: tentative plans for a tea in the fall for prospective Agnes Scott students.

## Asheville

Founder's Day meeting:

Place of meeting: home of Marion Green Johnston '29  
Description of meeting: "Informal tea and stimulating conversation about value of college." Enjoyed phonograph records sent by Alumnae Office.

Present: Dr. Mary Westall, Myra Jervey Hoyle '31, Maurine Bledsoe Bramlett '27, Helen Moore '18, Catherine Carrier Robinson '25, and Katherine Wright Kress '32.

## Atlanta

September 19th meeting:

Place: Home of Penny Brown Barnett '32

Officers for 1950-51:

President: Jean Bailey Owen '39

First Vice-president: Sarah Shields Pfeiffer '27

Second Vice-president: Mary Weems Rogers '27

Recording Secretary: Neva Jackson Webb '42

Corresponding Secretary: Lillian Gish Alfriend '42

Treasurer: Elizabeth Simpson Wilson '31

Description of meeting: Dr. J. R. McCain spoke on news of the College and Eleanor Hutchens '40 spoke on alumnae affairs.

October 17th meeting:

Place: Home of Mary Weems Rogers '27

Description of meeting: "High School Preparation vs. College Requirements" was conducted by a forum composed of Dr. Leroy E. Loemker, Dean S. G. Stukes, Dr. Phil Narmore, and Mr. Douglas MacRae.

November 21st meeting:

Place: Home of Edythe Coleman Paris '26

Description of meeting: Dr. Florene Dunstan of the Spanish Department was the speaker. Her subject was "Education in Latin America."

Six beautiful blankets for the Alumnae House came this winter as a gift from the Atlanta Agnes Scott Club, which sponsored a fashion tea at Franklin Simon's store for the funds to purchase them.

January 16th meeting:

Place: home of Ineal Heard Kelley '30

Description of meeting: Mr. Michael McDowell, of

the music department spoke on "Opera in the 20th Century."

February 20th meeting:

Place: Bradley Observatory

Description of meeting: Professor William Calder was the speaker.

March 20th meeting:

Place: home of Katherine Hunter Branch '29

Description of meeting: Mr. Edmund R. Hunter spoke on museums in the South.

## Atlanta Junior Club

October 10th meeting:

Place: Alumnae House

Officers for 1950-51:

President: Ruth Ryner Lay '46

Vice-president: Nellie Scott '47

Secretary: Caroline Hodges Roberts '48

Treasurer: Reese Newton '49

Description of meeting: Miss Ammie May Christie was the speaker. Her subject was "Georgia Literature."

November 14th meeting:

Place: Alumnae House

Description of meeting: Reese Newton and Pris Hatch spoke on their summer in Europe and showed slides as illustrations.

December 12th meeting: Dr. Wallace Alston spoke on his impressions of educational institutions in Europe, which he visited last summer.

January 16th meeting:

Place: Alumnae House

Description of meeting: Martha Kim, student from Korea, was the speaker.

February 13th meeting:

Place: Alumnae House

Description of meeting: Dr. Chester Morse, College physician, was the speaker.

## Augusta

Frances Wooddall '45 and Gene Goode Bailey '47 arranged the Founder's Day broadcast over WBBQ on the afternoon of Feb. 22.

## Baltimore

Founder's Day Meeting: club report not yet received.

Officers for 1950-51:

President: Alvahn Holmes '18

Secretary: Frances Harper Sala '22

## Baton Rouge

Founder's Day meeting:

Place: home of May McKowen Taylor '06

Officers for 1951-52:

President: Elizabeth Heaton Mullino '35

Vice-president: May McKowen Taylor '06

Secretary-Treasurer: Frances Tucker Owen '42

Description of meeting: "G. W. Scott Luncheon at Mrs. Taylor's home. Radio Station WJBO played the record prepared by the Alumnae Office and we all thoroughly enjoyed hearing the familiar voices of Dr. McCain and Dr. Alston and the unfamiliar ones of Mr. Winship and Mrs. Masee."

Present: Nora Percy Middleton '43, Frances Tucker Owen '42, Della Stone Melton '28, Mrs. M. I. Stone, Elizabeth Heaton Mullino '35, Julia Heaton Coleman '21, May McKowen Taylor '06, Marguerite Sentelle Fleshman '22, Mabel McKowen '05, and Frances Kell Munson '15.

## Birmingham

Time and place of meeting: September; Club report not yet received.

Officers for 1950-51:

President: Ellene Winn '31

Vice-president & Program Chairman: Margaret Loranz '33

Description of meeting: A tea for freshmen given in September. When the freshmen arrived at Agnes Scott they enthusiastically told alumnae officials of the Birmingham Club's work. The Club has increased Birmingham's representation from one to eight students in one year!

March 1st meeting: luncheon with Doris Sullivan as the speaker. Club report not yet received. The Founders' Day program was broadcast over Station WAPI on February 22, at 9:45 p. m.

## Chapel Hill-Durham

Founder's Day meeting:

Place: Carolina Inn, Chapel Hill

Co-chairmen for 1951-52: Gay Currie '42 and Teddy Bear Moore '46.

Description of meeting: "Mostly talk with Lelia

Cooper and Lila Rose contributing first hand information on current day Agnes Scott affairs via their daughters, who are now attending."

Present: Lila Williams Rose '10, Anne Rogers '47, Frances Howerton Lucas '50, Lelia Joiner Cooper '27, Bee Bradfield Sherman '42, Sterly Lebey Wilder '43, Porter Cowles Pickell '33, Tattie Mae Williams '43, Teddy Bear Moore '46, Ann Green '51, and Tiny Morrow '51.

Plans for next meeting: business meeting in the spring.

## Charlotte

Time and place of meeting: October 24, Chez Montet, Mecklenburg Hotel.

Officers for 1950-51:

President: Alice Davidson '48

Vice-president: Mary Louise McGuire Plonk '16

Secretary: Carrie Phinney Latimer Duvall '36

Treasurer: Shirley Gately Ibach '43

Description of meeting: ". . . a dinner meeting . . .

Alice Davidson presided. Jane Bailey Hall Hefner gave the blessing. The new officers, committee chairmen, and telephone committee members were introduced. A new membership booklet for Charlotte and vicinity was distributed. Marie Cuthbertson asked each person present to fill out a card for class news. Sarah Till Davis introduced the speakers for the evening. Cama Burgess Clarkson '22 and Cama Clarkson '50 presented a dialogue, "Looking Backward and Forward." There were 37 alumnae present.

Plans for next meeting: A Christmas tea in December for alumnae and Agnes Scott students home for holidays.

Founders' Day meeting:

Place: Sharon Hills Country Club

Description of meeting: ". . . a luncheon. Sarah Till Davis '22, program chairman, presided. Dr. McCain was our very special guest and he opened the meeting with the blessing. Each alumna introduced herself. A brief summary of the year's meetings was given. Sarah introduced Dr. McCain as our speaker and he addressed us on the subject 'The Place of the Woman's College and of Agnes Scott in World History.'"

Present: Belle Ward Stowe Abernethy '30, Rita Adams '49, Edith Stowe Barkley '49, Virginia Milner Carter '40, Pernette Adams Carter '29, Mary Ivy Chenault '41, Cama Clarkson '50, Clara Rountree Couch '43, Winona Ewbank Covington '33, Sarah Till Davis '22, Alice

Davidson '48, Gene Caldwell Dellinger '38, Nancy Dendy '49, Carrie Phinney Latimer Duvall '36, Frances Miller Felts '36, Ellen Agee Foster '29, Elizabeth Sutton Gray '32, Romola Davis Hardy '20, Shirley Gately Ibach '43, Mary Zellars Irwin '43, Clyde McDaniel Jackson '10, Anne Elcan Mann '48, Mary Wells McNeill '39, Louise McGuire Plonk '16, Ann Flowers Price '43, Margaret Ratchford '40, Rebecca Whaley Rountree '20, Anne Frierson Smoak '43, Susan Self Teat '41, Frances Medlin Walker '30, Sarah Matthews Bixler '40, Emily Cope Fennell '28, Miriam Steele Hall '35, Jane Bailey Hall Hefner '30, Mary Margaret Stowe Hunter '36, Ora Glenn Roberts '16, Mary Mac Templeton '40, and the mothers of two students: Mrs. Emmett Crook and Mrs. Samuel M. Inman.

## Chattanooga

Time and place of meeting: October 24 at home of Emily Miller Smith.

Officers for 1950-51:

President: Ann Stansbury MacKenzie, Special

Vice-president: Nancy Sizer Taber '18

Secretary: Anne McCallie '31

Treasurer: Kathrine Pitman Brown '26

Description of meeting: A tea for alumnae and high school seniors from City High School and Girls' Preparatory School. Eleanor Hutchens, director of alumnae affairs, spoke about her summer in Oxford, England.

December 1 meeting: Read House, joint dinner with Emory group. Dr. Walter B. Posey, professor of history at Agnes Scott, was the speaker.

March 3rd meeting:

Place: Patten Hotel

Officers for 1951-52:

President: Molly Jones Monroe '37

First vice-president: Anne McCallie '31

Second vice-president: Emily Miller Smith '19

Secretary: Fidesah Edwards Ingram '35

Treasurer: Betsy Banks Stoneburner '40

Description of meeting: luncheon meeting with election of officers for 1951-52. Vocal selections by Norah Anne Little Green '50. Letters from Dr. McCain and Catherine Baker Matthews read.

Plans for next meeting: "probably in June."

## Chicago

Meeting planned for November 8; club report not yet received.

March 17th meeting: full report not yet received.

Place: Narcissus Room at Marshall Field's

Chairman for 1951-52: Kay Greene Gunter '42

## Columbus

Founder's Day meeting:

Place: Country Club

Officers for 1951-52:

Chairman: Myrtle Blackmon '21

Co-chairmen: Marjorie Graves '49 and Mary Alice McDonald '50

Description of meeting: a mock radio broadcast featuring main points from the letters of Dr. McCain and Catherine Baker Matthews, conducted by Margaret Anne Richards Terry, Rebekah McDuffie Orr, and Stratton Lee.

Present: Nancy Francisco '49, Marjorie Graves '49, Mary Alice McDonald '50, Myrtle Blackmon '21, Stratton Lee '46, Gladys Sue Johnson '52, Betty Blackmon Kinnett '49, Margaret Anne Richards Terry '48, Mary Louise Duffee Phillips '44, Vivien Hart Henderson '16, Louise Schuessler Patterson '34, Catherine Cunningham Richards '36, Nell Turner Spettel '45, Hallie Alexander Turner '18, Antoinette Blackburn Rust '12, Mary Louise Thames Cartledge '30, Emilie Harvey Massicot '30, and Rebekah McDuffie Orr.

Plans for next meeting: probably a party in June for current Agnes Scott students from Columbus.

## Decatur

September 25th meeting:

Place: Alumnae House

Officers for 1950-51:

President: Caroline Lee Mackay '40

Vice-president: Betty Alderman Vinson '40

Secretary-treasurer: Mary Palmer Caldwell McFarland '25

Description of meeting: Dr. McCain gave a talk on "The Progress of Agnes Scott College since its beginning."

October 23rd meeting:

Place: Bradley Observatory and Alumnae House

Description of meeting: Dr. William Calder gave a talk on astronomy, after which the Club was conducted through the Observatory. On the way to the Alumnae House for the social hour the Club went to Buttrick to see the reproduction of Solomon's Temple, for which Dr. Paul Garber did the research.

November 27th meeting:

Place: Buttrick Hall and Alumnae House

Description of meeting: Dr. H. C. Forman gave an illustrated lecture on art. Slides were shown in the dark room in Buttrick. The Club adjourned to the Alumnae House for refreshments.

January 22nd meeting:

Place: Alumnae House

Description of meeting: Adah Knight Toombs '22 was the speaker.

February 26th meeting:

Place: Alumnae House

Description of meeting: Louisa White Gosnell '27 was the speaker.

## Greensboro

Founder's Day meeting:

Place: Bliss Restaurant

Officers for 1951-52:

President: Elizabeth Osborne Rollins '46

Vice-president: Martha Young Bell '36

Secretary: Emily Bradford Batts '46

Description of meeting: "a dinner meeting with eight alumnae present. Program consisted of reading letters from Dr. McCain and Catherine Matthews. Business consisted of election of officers and plans for meetings." Present: Mildred Harris '21, Lila Peck Walker '42, Martha Young Bell '36, Lib Osborne Rollins '46, Angela Pardington '47, Emily Ann Reid Williams '50, Emily Bradford Batts '46, and Martha Hall Young '12. Plans for next meeting: a tea in the fall for prospective Agnes Scott freshman.

## Greenville

Founder's Day meeting:

Place: Calhoun Towers

Officers for 1951-52:

President: Martha Redwine Rountree '35

Vice-president: Marjorie Wilson Ligon '43

Secretary: Ruth Anderson Stall '45

Description of meeting: "Each person introduced herself and told of one experience at Agnes Scott that stands out in her memory."

Present: Carolyn Essig Frederick '28, Virginia Norris '28, Katherine McKoy '49, Elizabeth Farmer Brown '45, Virginia Corr White '41, Mary McCalla Poe '47, Ida Buist Rigby '36, Eugenia Jones Howard '46, Margaret Keith '28, Maryann Cochran Abbott '13, Eloise

Lyndon Rudy '45, Harriet Stimson Davis '40, Mary Hull Gibbes '36, Mary Hutchinson Jackson '35, Martha Redwine Rountree '35, Betty Pope Scott Noble '44, Marjorie Wilson Ligon '43, and Elizabeth Strickland Evins '36.

Plans for next meeting: a tea in late summer or early fall for high school juniors and seniors interested in Agnes Scott; and for present Agnes Scott students from Greenville.

## Hampton-Newport News

Founder's Day meeting:

Place: home of Margaret Hartsook Emmons '42

Officers for 1951-52:

President: Margaret Hartsook Emmons '42

Description of meeting: Listened to Founder's Day broadcast over Station WVEC. Letters from the College were read, and a discussion followed.

Present: Margaret Hartsook Emmons '42, Elizabeth Grier Edmunds '28, Sara Lou Bullock '31, Katherine Houston Sheild '27, Elsie West Meehan '38, Augusta Roberts '29, Billie Davis Nelson '42, Ernestine Cass McGee '40, and Ruth McLean Wright '30.

Plans for next meeting: probably a summer picnic meeting.

## Houston

Founder's Day meeting: plans made for meeting; club report not yet received.

## Jackson

Founder's Day meeting:

Place: home of Jean Barry Adams Weersing '33

Description of meeting: ". . . a tea. Played records furnished by Alumnae Office. Read communications from the College."

Present: Anna Louise Meiere Culver '41, Katherine Owen Wilson '31, Pat Patterson '52, Elta Robinson Posey '41, Jean Barry Adams Weersing '38, and Martha Jane Merrill Nance '38.

## Lexington

Founder's Day meeting:

Place: Phoenix Hotel

Co-chairmen: Ruth Slack Roach '40 and Lillian Clement Adams '27

Description of meeting: ". . . a luncheon meeting. The letters from Dr. McCain and the president of the

Alumnae Association were read followed by a general discussion of recent changes on the campus."

Present: Dorothy Cassel Fraser '34, Lillian Clement Adams '27, Sarah Bond Wilder '25, Laura Spivey Massie '33, and Ruth Slack Roach.

Plans for next meeting: a picnic in the spring.

**Los Angeles**

March 15th meeting:

Place: Bullock's on Wilshire

Description of meeting: "Mary Lamar Knight thrilled us with an account of her experiences in Europe, China, Hollywood, and Washington."

Present: Marjorie Rainey Lindsey '38, Margaret Young Reeves '23, Margaret Colville Carmack '22, Dorothy Grubb Rivers '31, Marcia Meldrim Fisher '25, Stella Austin Stannard Inst., Aldine Howell Johnston Inst., Alice Carolyn Greenlee Grollman '25, Frances Virginia Brown '26, Love Haygood Donaldson Inst., Blanche Guffin Alsobrook '28, and Charis Hood Barwick '16.

**Montgomery**

Founder's Day meeting, Feb. 20:

Place: home of Allene Ramage FitzGerald '26

Description of meeting: an open house tea. "We all talked so much we never had time for a program!"

Present: Ruth Hall Bryant '22, Eleanor Gresham Steiner '26, Flora MacGuire Dukes '39, Helen Friedman Blacksher '31, Edith Brown Crawford '15, Frances Espy Cooper '35, Annie Wilson Terry '24, Kate Clark '13, Emma Jones Smith '18, Marion Black Cantelou '15, Margaret Anderson Scott '15, Claude Martin Lee '17, Peggy Pat Horne '47, Mildred Duncan '31, Jennie Dell Simms Parks '28, and Allene Ramage FitzGerald '26.

Plans for next meeting: "probably another get-together in the fall."

**Montreat**

Founder's Day meeting planned; club report not yet received.

**New Orleans**

Founder's Day meeting:

Place: La Louisiane Restaurant

Description of meeting: Slides shown by Doris Sulli-

van; letters from Dr. McCain and Alumnae Association President Catherine Matthews.

Present: Evelyn Baty Landis '40, Gail Nelson Blain '33, Caroline Caldwell Jordan '10, Betty Broucher Campbell '43, Doris Sullivan '49, Bettye Lee Phelps Douglas '46, Marie Cuthbertson '49, Jane Alsobrook '48, Lilly Weeks McLean '36, Sarah Turner Ryan '36, Helen Lane Comfort Sanders '24, Lib Barrett Alldredge '41, Ruth Glindmayer Moorman '47, Joyce Hatfield '53, Mary Catherine Matthews Starr '37, and Georgia May Little Owens '25.

Plans for next meeting: April 10 at the home of Helen Lane Comfort Sanders to discuss permanent organization.

**Richmond**

Time and place of meeting: October 28, Rotunda Club, Hotel Jefferson

Officers for 1950-51:

- President: Louise Gardner Mallory '46
- Vice-president: Kathleen Buchanan Cabell '47
- Secretary: Evelyn King Wilkins '24
- Treasurer: Sallie Peake '30
- Membership Committee Chairman: Florence Graham '40
- Program Committee Chairman: Martha Phillips Radford '24

Description of meeting: Luncheon meeting; speaker was Dr. Warren Moody, who gave a talk on "The Atom Bomb."

Description of December 5 meeting: Rotunda Club, Hotel Jefferson. Tea in honor of President McCain, Vice-President Alston, and Dean Stukes. Special guests invited were high school students interested in attending Agnes Scott.

Description of February 14 meeting: luncheon followed by a book review. A business meeting was held; decided to send a gift for the Library Fund. A nominating committee was named by the president and asked to present a slate of officers for 1951-52 at the next meeting.

Present: Louise Gardner Mallory '46, Martha Phillips Radford '24, Sallie Peake '30, Susan Pope '48, Margie Wakefield '27, Mary Junkin '28, Florence Graham '40, Carrie Lena McMullen Bright '34, Georgia Powell '49, Ann Williamson '50, Susan Neville '48, Betsy Kendrick Woolford '41, Frances Ford Smith '47, Dean McKoin Bushong '36, and Evelyn King Wilkins '24.

Plans for next meeting: to be held on April 14, at the home of Dean McKoin Bushong.

## Roanoke

Founder's Day meeting:  
Place: Lilian Cook McFarland's home  
Description of meeting: Janet MacDonald '28, professor of history at Hollins College, led a discussion of problems confronting liberal arts colleges today.  
Present: Betty Patrick Merritt '46, Martha Cobb Jackson Logan '25, Ruth Laughon Dyer '21, Nell Starr Tate '32, Harriette McDaniel Musser '32, Jessie Carpenter Holton '50, Janet MacDonald '28, and Lilian Cook McFarland '30.

## Shreveport

Founder's Day meeting; club report not yet received.

## Tallahassee

Founder's Day meeting:  
Place: home of Virginia Dickson Philips '47  
Description of meeting: dessert party, informal business meeting, a talk by Miss Sabiha Selek of Turkey.  
Present: Attie Alford '24, Hazel Solomon Beazley '40, Louise McCain Boyce '34, Olive Hardwick Cross '18, Mary Dean Lott Lee '42, Elizabeth Lynn '27, Virginia Dickson Philips '47, Laura Haygood Roberts Inst., Emily Rowe '36, and Mary Martin Powell '46.  
Plans for next meeting: luncheon with alumnae from Quincy, Marianna, and Thomasville, Ga.

## Tampa

Time and place of meeting: November 17, home of Esther Byrnes Higginbotham  
Officers for 1950-51:  
President: Louise Crawford Barnes '34  
Secretary: Laurie Caldwell Tucker '17  
Description: A tea for alumnae and high school students in the vicinity. Doris Sullivan, field representative, presented the program of the College to the students and showed color slides of the campus.

Founder's Day meeting:  
Place: home of Louise Crawford Barnes '34  
Officers for 1951-52:

President: Charlotte Bartlett '50  
Secretary: Esther Byrnes Higginbotham '39  
Description of meeting: book review by Esther Byrnes Higginbotham.  
Present: Nina Anderson Thomas '11, Mrs. R. P. Connally (mother of Barbara Connally Rogers '44), Esther Byrnes Higginbotham '39, Ethlyn Coggin Miller '44, Rosalind Wurm Council '20, Nell Frye Johnston '16, Charlotte Bartlett '50, Louise Crawford Barnes '34, and Mrs. Thompson (mother of student at Agnes Scott).

## Washington

Time and place of meeting: November 4, Iron Gate Inn  
Officers for 1950-51:  
President: Barbara Brown Fugate '40  
Vice-president: Mary Harris Yongue '23  
Secretary-Treasurer: Louise Cousar '48  
Description of meeting: A movie entitled "Historic Virginia" was shown.  
Present: Barbara Brown Fugate '40, Mary Harris Yongue '23, Margaret Falkinburg Myers '41, Caroline Gray Truslow '41, Clarice Chase Marshall Acad., Willie Wellborn, Inst., Mary Augusta Thomas Lanier '24, Maude Foster Jackson '23, Virginia Kyle Dean '39, Louise Cousar '48.  
Founder's Day meeting: Feb. 24  
Place: Iron Gate Inn  
Description of meeting: Dr. Catherine Sims, associate professor of history at Agnes Scott, was the speaker.  
Present: Virginia Kyle Dean '39, Maud Foster Jackson '23, Mary Harris Yongue '23, Harding Ragland Sadler '46, Alice Gordon Pender '46, Mary Fairly Hupper '38, Mary Munroe McLoughlin '45, Mary Richardson Gauthier '36, Margaret Douglas Link '38, Betty Jean O'Brien Jackson '40, Marianne Jeffries Williams '47, Elise Gibson '29, Augusta Thomas Lanier '24, Janice Stewart Brown '24, Virginia Tucker Hill '48, Anne Turner '30, Bryant Holsenbeck Moore '43, Jackie Stearns Potts '42, Louise Cousar '48, Harriette Cochran '41, and Barbara Brown Fugate '40.

Mary Wilkins Rearney died last summer at her summer home on the Isle of Palms, S. C.

Katie Lou Morgan Simms died Nov. 8.

## 1916

Eloise Gay Brawley lost her brother, Dr. J. Gaston Gay, Jan. 22.

## 1918

Laura McClelland Walton died Jan. 11.

## 1924

Virginia Burt Evans' 14-year-old son, Parker, died in February from injuries suffered in an automobile wreck.

## 1926

News has reached the Office of the death of Pilley Kim Choi's husband. Dorothy Owen Alexander writes that he was murdered by the communists. Her children escaped.

## 1927

Kenneth Maner Powell lost her father last fall.

## 1928

Betty Cole Shaw's father died last July.

## 1930

Ruth Mallory Burch lost both her father and her mother in January. Her father died Jan. 3, and her mother Jan. 12.

## 1931

Louise Ware Venable and Rosalind Ware Reynolds '33 lost their mother last November.

## 1942

Lila Peck Walker and Sarah Walker Womack '46 lost their father Dec. 11.

Margaret Erwin Walker's mother died in December.

## 1944

Cathy Steinbach Parkes' minister husband died of a heart attack a few weeks before Christmas.

## 1946

Margaret Mizell Dean's husband was killed Dec. 1 in Korea. He was in the First Marine Division.

---

Kittie Burress Long died suddenly of a cerebral hemorrhage on Dec. 23, at her home in Washington, D. C.

Maud Foster Jackson '23 writes of her: "For the 16 years that she lived in Washington, I was privileged to consider Kittie one of my dearest friends. The Agnes Scott College Club of Washington meetings, in which she maintained an intense interest, brought us together. She was always so glad and proud to have been an Agnes Scott girl. At seventy-six, she was as charming and gracious as she must have been in her college days, as a young minister's wife, and through the years that she served as an outstanding church organist in Anderson, S. C. She had a marvelous talent for friendship that made her beloved by all who came in contact with her. No one could be more



Summer 1951



The  
AGNES SCOTT Alumnae Quarterly

THE  
ALUMNAE ASSOCIATION  
OF  
AGNES SCOTT COLLEGE

**Officers**

CATHERINE BAKER MATTHEWS '32  
*President*  
JEAN BAILEY OWEN '39  
*Vice-President*  
FRANCES THATCHER MOSES '17  
*Vice-President*  
DOROTHY HOLLORAN ADDISON '43  
*Vice-President*  
JULE McCLATCHIEY BROOKE '35  
*Secretary*  
BETTY MEDLOCK '42  
*Treasurer*

**Trustees**

BETTY LOU HOUCK SMITH '35  
FRANCES WINSHIP WALTERS INST.

**Chairmen**

FANNIE G. MAYSON DONALDSON '12  
*Nominations*  
SARA CARTER MASSEE '29  
*Special Events*  
FRANCES RADFORD MAULDIN '43  
*Vocational Guidance*  
MARY WALLACE KIRK '11  
*Education*  
ELAINE STUBBS MITCHELL '41  
*Publications*  
CARY WHEELER BOWERS '39  
*Class Officers*  
JULIA PRATT SMITH SLACK EX '12  
*House*  
LAURIE BELLE STUBBS JOHNS '22  
*Grounds*  
MARY McDONALD SLEDD '34  
*Entertainment*

**Staff**

ELEANOR N. HUTCHENS '40  
*Director of Alumnae Affairs*  
EMILY HIGGINS BRADLEY '45  
*Office Manager*  
ELOISE HARDEMAN KETCHIN  
*House Manager*

**Member**  
**American Alumni Council**

The  
AGNES SCOTT  
Alumnae Quarterly

Agnes Scott College, Decatur, Georgia

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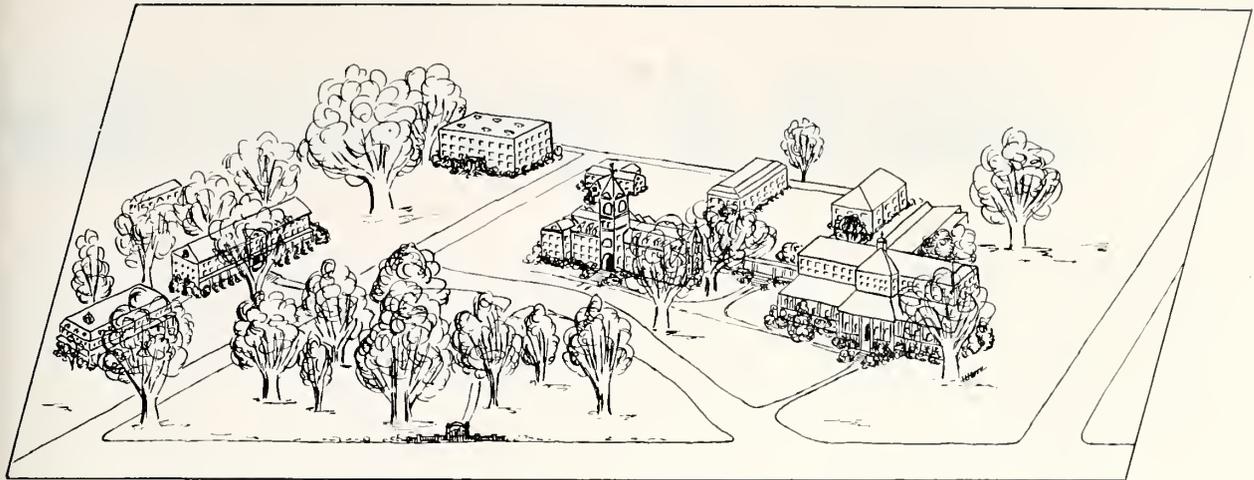
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COVER: *Immediately after the Birthday Party on April 9, Dr. McCain took possession of the new Buick presented to him by a group of friends under the leadership of George Winship, chairman of the Board of Trustees. This picture was snapped just as he reached the beribboned (in purple and white, of course) gift, bearing in his arms the book of testimonial letters and the Founders of the Fund volume to be placed in the McCain Library.*

ELEANOR N. HUTCHIENS '40, EDITOR

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# As He Found It — 1923

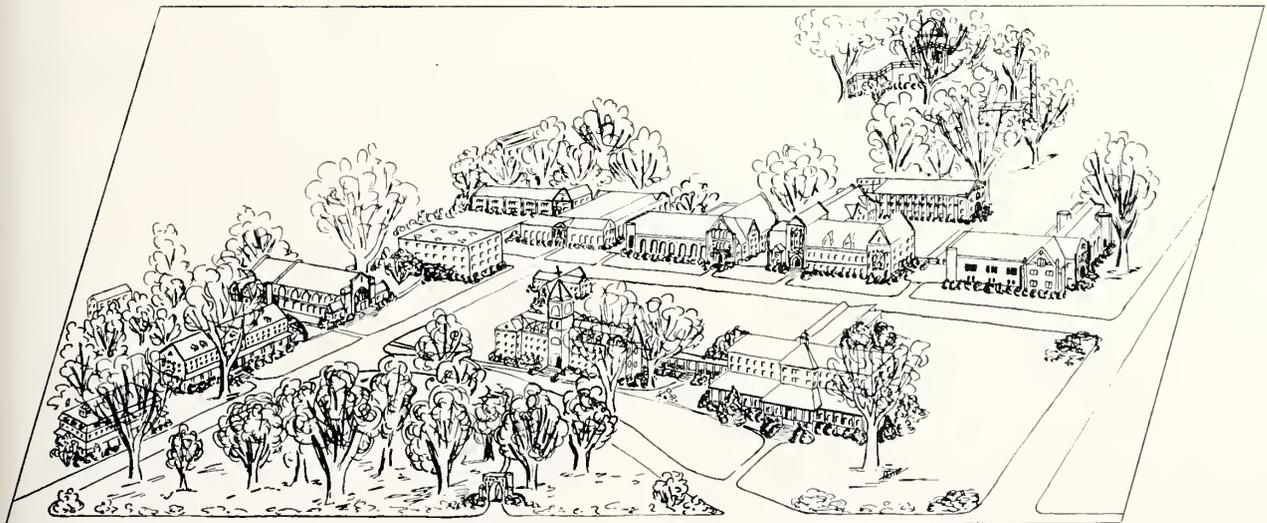


*Alumnae House*  
*Inman*  
*White House*

*Science Hall*  
*Library*  
*Main*  
*Old Gate*

*Philosophy Hall*  
*Gymnasium*  
*Rebekah Scott*

# As He Leaves It — 1951



*Alumnae House*  
*Inman*  
*White House*

*Dining Hall*  
*Infirmary*  
*Old Science Hall*  
*Main*  
*New Gate*

*President's Home*  
*Gymnasium*  
*Library*  
*Student Bldg.*

*Observatory*  
*Science Hall*  
*Buttrick* *Presser*  
*Rebekah Scott*

These drawings, executed by Helen Huie '52, show the remarkable growth of the Agnes Scott campus in the administration of Dr. James Ross McCain, who retired from the presidency July 1 and was succeeded by Dr. Wallace M. Alston. This issue of *The Alumnae Quarterly* is dedicated to Dr. McCain, and a review of Agnes Scott's progress under his leadership begins on the next page.

# Growth of Agnes Scott College

By Frances Kaiser '43

Who can measure the weight of a personality as it leaves its imprint on the pliable substance of a college? What is the value of a man's career to the institution in which he invests it? Perhaps when we have found the answer to such questions as these we may begin to know the real story of the growth of Agnes Scott under President James Ross McCain's guidance.

Comparisons and statistics are lifeless yardsticks for measuring the subtle relationship between a man and his life's work, but they are nevertheless the tangible evidence upon which we can base our judgment. Therefore, as we consider briefly the highlights in the development of Agnes Scott since 1923, let us see beyond them to Dr. McCain as a person and remember that each forward step in the life of the College was made either directly or indirectly because of his presence.

The progress of Agnes Scott may be viewed from three aspects: (1) Growth in the quality of the intellectual life of the College; (2) Growth in its financial assets and physical equipment; and (3) Growth in the scope and depth of its religious life.

## Intellectual Life

The size of the student body at Agnes Scott has remained fairly uniform throughout the period from 1923, when 493 girls were enrolled, to 1951, when a total of 482 were registered. However, during the same period a number of factors combined to improve the intellectual climate of the College. Among these elements were the increased size and training of the faculty, the establishment of two national honor societies on the campus, the institution of an honors program, and the participation of Agnes Scott in the University Center of Georgia.

*Faculty Growth and Achievement.* When Dr. McCain became president in 1923, the College had approximately fifty persons on its faculty and administrative staff.<sup>1</sup> In 1951, it had more than eighty.<sup>2</sup>

Of the faculty in 1923, ten persons held doctoral degrees,<sup>3</sup> while during the 1950-1951 session thirty-three faculty members held the doctorate.<sup>4</sup> Similarly, teachers with master's degrees increased from thirteen in 1922-1923 to twenty-one in 1950-1951. During the same period, the number of teachers holding only a bachelor's degree decreased from fifteen to seven.

The prestige and academic standing of the Agnes Scott faculty is further revealed in the recognition which its various members have received from regional and national educational groups. Not only have they received grants for research and advanced study from individual universities, but they have also been granted funds for this purpose from such institutions as the Guggenheim Foundation, the Rosenwald Fund, the Rockefeller Foundation, the Carnegie Corporation, the General Education Board, and the University Center in Georgia.<sup>5</sup> In addition, the officers of the College and some of its professors have held important posts in the Southern Association of Colleges and Secondary Schools, the Association of American Colleges, and the Southern University Conference. President McCain served as a senator of the United Chapters of Phi Beta Kappa from 1937 to 1946, and he was a trustee of the General Education Board from 1940 to 1946.<sup>6</sup>

*Phi Beta Kappa.* One of the most outstanding forms of recognition came to the College in 1924, when Phi Beta Kappa invited Agnes Scott to apply for membership. On September 24, 1925, the Phi Beta Kappa members of the faculty were notified that a charter had been granted, and the Beta Chapter of Georgia was formally installed on March 23, 1926.<sup>7</sup> Striking evidence of the president's role in bringing this honor to the College may be found in the following statement from *The Alumnae Quarterly*:

<sup>1</sup> Agnes Scott College Catalogue, 1922-1923, pages 5-10.

<sup>2</sup> Agnes Scott College. Annual Report of the President to the Board of Trustees, June 1, 1951, page 16.

<sup>3</sup> Agnes Scott College Catalogue, 1922-1923, *loc. cit.*

<sup>4</sup> Agnes Scott College Catalogue, 1950-1951, pages 7-12.

<sup>5</sup> Agnes Scott College. Annual Report of the President to the Board of Trustees, June 1, 1951, *loc. cit.*

<sup>6</sup> *Who's Who in America*. Volume 26, 1950-1951, page 1788.

<sup>7</sup> *Agnes Scott Alumnae Quarterly*, Volume 6, No. 3, May, 1926, page 6.

# Under Dr. McCain's Administration

In a meeting of the charter members, Sept. 30, Dr. McCain was elected a Foundation member of the chapter and will take part in the work of organization. The members counted themselves fortunate in being able under the rules of the society to elect Dr. McCain to membership before the installation of the chapter, for much of the success of the movement for a charter for Agnes Scott is due to him. From the beginning he was keenly interested, and he helped in the forming of plans and was untiring in answering questionnaires and preparing statements concerning the academic standards and financial affairs of the college.<sup>8</sup>

*Mortar Board.* A second form of national recognition came to the College during Dr. McCain's administration, when H.O.A.S.C., the honorary society which had been in existence at Agnes Scott since 1916, was granted permission to become a chapter in Mortar Board. The latter, a national senior women's honor society, had essentially the same ideals as H.O.A.S.C., as it requires a record of leadership, scholarship, and service on the part of students elected to membership. Mortar Board formally installed a chapter at Agnes Scott on October 3, 1931.

*Honors Program.* A third innovation during Dr. McCain's administration which enriched the quality of the intellectual life of the College was the institution of an honors program. As early as 1927, in his annual report to the Board of Trustees, Dr. McCain suggested the need for increasing the size of the faculty, not only "to assist students who have a hard time, but more especially to make possible the putting in of what is known as 'honors courses' for the brighter and more intelligent students."<sup>9</sup> In 1932, honors courses were experimentally established for a limited number of students who were allowed to take particular courses without attending classes.<sup>10</sup> By 1941, the honors program had been officially initiated and was proving successful.<sup>11</sup>

*University Center in Georgia.* The participation of Agnes Scott in the University Center has proved to be one of the most fruitful means of raising the intellectual level of the College. The Center has provided extensive funds for faculty members to do research and further study, it has brought a number of distinguished visiting scholars to the College, it has provided for the joint training of teachers for Georgia and other states, and it has been helpful to member

institutions in their individual attempts to raise funds and obtain foundation grants.<sup>12</sup> As a result of the creation of the Center, Agnes Scott students may major in business economics or journalism on the Emory University campus, and they may also take other courses at Emory which are not offered at the College.<sup>13</sup> The Agnes Scott Library has benefited by its accessibility to the union catalog of books in the Atlanta-Athens area, a bibliographic tool created by the Center and housed in the Emory University library.

## Financial Assets and Physical Plant

More easily measured, but certainly no more remarkable than the intellectual development of Agnes Scott has been the growth of its assets and its physical plant during President McCain's administration. A rapid survey by decades, of the financial status of the College, as well as a summary of the campaigns conducted and the buildings constructed since 1923 will give some indication of the progress made.

*Financial Assets.* The total assets of the College increased dramatically from \$113,000 in 1891 to \$822,000 in 1921, two years before Dr. McCain became president. By 1931, they had grown to \$2,764,000; by 1941, to \$3,865,000; and by 1951, to \$6,684,000.<sup>14</sup> Between 1921 and 1951, therefore, the total assets grew more than 700%.

In a similar fashion, the value of the buildings and grounds of the College jumped from \$455,000 in 1921 to \$3,873,500 in 1951, a growth of 750%.<sup>15</sup> The invested funds of the College, amounting to \$194,000 in 1921, had increased to \$2,766,900 by 1951. This represented a total increase of over 1300%. The an-

<sup>8</sup> *Ibid.*, November, 1925, page 2.

<sup>9</sup> Agnes Scott College, Annual Report of the President to the Board of Trustees, May 27, 1927, page 8.

<sup>10</sup> *Ibid.*, May 27, 1932, page 6.

<sup>11</sup> *Ibid.*, June 1, 1951, page 4.

<sup>12</sup> *Ibid.*, page 14.

<sup>13</sup> Agnes Scott College Catalogue, January, 1951, page 35.

<sup>14</sup> Agnes Scott College, Annual Report of the President to the Board of Trustees, June 1, 1951, page 5.

<sup>15</sup> *Ibid.*, page 6.

nual income of Agnes Scott, \$230,000 in 1921, multiplied 160% by 1951, reaching a total of \$600,000. Faculty salaries, amounting to \$81,000 in 1921, grew to \$298,000 in 1951, an increase of 260%.<sup>16</sup>

*The Campaigns.* The greatest single factor in spurring the growth of Agnes Scott has been its campaigns, for each campaign has served not only to raise funds but also to publicize the College and to weld its alumnae, faculty, and students more closely in its service. We can hardly underestimate the value of the two last-named results of the campaigns, for without them the future growth of the College would be nearly impossible to maintain.

We will not pause here to discuss the three campaigns conducted by Dr. Gaines before Dr. McCain became president of the College, but it is well to remember that the General Education Board had made grants to the College in 1909, 1919, and 1921, on the condition that Agnes Scott raise matching funds of varying amounts.

The first campaign under Dr. McCain's administration began in 1929, when the Board offered \$300,000 if the College would secure \$600,000, all funds to be used for endowment. Subscriptions were obtained without serious trouble. However, a different situation prevailed when the second campaign was undertaken in 1930, to raise \$400,000 in order to obtain \$200,000 offered by the General Education Board. Because of the business depression then in progress, subscriptions were not paid as rapidly as had been anticipated. Consequently, the Board agreed to extend the period for collections, and it further offered to give an extra \$100,000 if the campaign were a success. The goal was reached by July 1, 1935.

The third campaign of President McCain's administration was inaugurated in 1939, as a phase of the establishment of the University Center of Georgia. The General Education Board offered \$500,000 to Agnes Scott and \$2,000,000 to Emory University, if the two institutions would jointly raise at least \$5,000,000. Nearly two thousand workers took part in soliciting donations, and more than twelve thousand people contributed to the drive. Agnes Scott secured more than \$1,500,000 when the campaign was completed.

The most recent campaign and the largest from the viewpoint of financial gain was started in 1949, when an anonymous donor generously offered \$500,000 if the College would raise \$1,000,000 in addition to this sum. Since the events of the campaign occurred so recently, a detailed description is unnecessary.

However, it was a complete success, and more than \$2,000,000 were added to the assets of the College.<sup>17</sup>

*New Buildings.* To alumnae who attended Agnes Scott within the last five years, it would be difficult to visualize the campus as it was in 1923—WITHOUT the Bucher Scott Gymnasium, the McCain Library Buttrick Hall, Presser Hall, the Frances Winship Walters Infirmary, the Bradley Observatory, the Letitia Pate Evans Dining Hall, or the prospect of the President's House and the John Bulow Campbell Science Hall, now under construction. It is true that the familiar landmarks were there, such as Agnes Scott Hall, Rebekah, Inman, White House, the Lowry Science Hall, the Anna Young Alumnae House, and many of the cottages. However, the buildings which support the weight of the intellectual, cultural, and social life of the campus have all been added during Dr. McCain's administration.

The first building constructed after Dr. McCain became president was the Bucher Scott Gymnasium, completed in 1925, which was heralded at the time as "the most expensive and best equipped building hitherto secured by the College."<sup>18</sup> In 1928, the steam plant and laundry were modernized.<sup>19</sup>

In September, 1930, Buttrick Hall was completed, and the campus at last boasted a building adequate to house administrative offices, classrooms, faculty offices, and various student activities. The building, made possible by the General Education Board, was named in honor of Dr. Wallace Buttrick, first president of the Board.<sup>20</sup>

The fourth major building program undertaken during Dr. McCain's administration gave the College a new library which provided spacious reading rooms, seminar rooms, an outdoor study terrace, and stack space large enough to house 100,000 volumes.<sup>21</sup> As soon as it was dedicated, in December, 1936, the old library quarters were remodeled for use as a student activities building and were formally dedicated as the Murphey Candler Building, in April, 1937.<sup>22</sup>

Presser Hall, the music building, was erected in 1940 with funds supplied largely by the Presser Foundation of Philadelphia and the General Education Board. In its Gaines Chapel and Maclean Auditorium the major

<sup>16</sup> *Ibid.*, pages 6-9.

<sup>17</sup> *Ibid.*, pages 10-11.

<sup>18</sup> Agnes Scott College Catalogue, 1924-1925, page 120.

<sup>19</sup> Agnes Scott College, Annual Report of the President to the Board of Trustees, June 1, 1951, page 13.

<sup>20</sup> Agnes Scott College Catalogue, 1929-1930, page 129.

<sup>21</sup> *Ibid.*, 1935-1936, page 128.

<sup>22</sup> Agnes Scott College, Annual Report of the President to the Board of Trustees, June 4, 1937, page 4.

events of the college year now take place, including Investiture, Commencement, daily chapel, student meetings, the lecture series, concerts, and operettas. At the courtesy of the College, the building also houses the Protestant Radio Center.<sup>23</sup>

Within the past three years the College has witnessed the construction of more new buildings than at any similar period in Dr. McCain's administration. The Frances Winship Walters Infirmary was completed in 1949, as was the Bradley Observatory. The latter houses the 30-inch Beck Telescope as well as a planetarium. In the following year work was completed on the Letitia Pate Evans Dining Hall. At the present time, the John Bulow Campbell Science Hall is under construction, and a new President's Home is being erected on Candler Street.<sup>24</sup> Both structures are to be ready for use in 1951.

## Religious Life

No summary of the growth of Agnes Scott would be complete without a reference to the religious life of the College, for progress in intellectual fields and the improvement of the physical plant are closely integrated with spiritual ideals. The College maintains a broad and flexible program of religious activities, ranging from the support of a missionary in the Far East to the sponsorship of programs for working girls living at the Atlanta Y.W.C.A. Cooperatively with Columbia Theological Seminary, it maintains a Syrian Mission at the Central Presbyterian Church in Atlanta. Special attention is also given to work with children. Agnes Scott students spend a given amount of time each week at Scottish Rite Hospital, teaching and playing with the young patients. Activities are held several times a year for the youngsters at the Methodist Children's Home, and recently a kindergarten for Negro children has been sponsored in Decatur on Saturday mornings.

On the campus proper, there has been a steady trend toward broadening the scope of the religious activities so as to include as many segments of the student body as possible. Prior to 1937, the Y.W.C.A. was the only organization on the campus concerned with religious work, but since that time it has been replaced by the Christian Association. In 1949, an Interfaith Council was formed as an affiliate of the Christian Association, its membership to include representatives from the Catholic, Jewish, and Christian Science faiths as well as from the Protestant groups. The Council has done effective work in sponsoring

such campus-wide activities as the annual drive for the World Student Service Fund.

Besides the extensive programs of the Christian Association and the Interfaith Council, there are denominational organizations on the campus, such as the Baptist Student Union, the Westminster Club, and the Newman Club. Furthermore, individual students take an active part in choir work, Sunday school teaching, and other duties in churches of the Atlanta and Decatur area. It is believed that the students of 1951 have a greater opportunity to participate in religious work of all types than did the students of any previous era in the history of the College.

## The Scene in Retrospect

The foregoing record needs no elaboration or comment, for it automatically reveals the numerous and outstanding achievements made by Agnes Scott College since Dr. McCain took the helm in 1923. Perhaps the most remarkable feature of the story is the constant acceleration of progress visible in all three aspects of the school's life—intellectual, material, and spiritual. When we recall that the span of Dr. McCain's presidency began in a period of economic expansion and passed in turn through a severe business depression and a world war, it is surprising that the College was able to maintain its position at the same level on which it began. That it has made notable progress in every field, therefore, is more than a coincidence.

Dr. McCain, in his 1951 annual report to the Board of Trustees, modestly says that the development of Agnes Scott "is definitely the result of cooperation on the part of many people. Its leadership has never been limited to that of the President." While we may agree that the job required the help of many faculty members, students, alumnae, and trustees, we cannot help feeling that Dr. McCain as a person was the catalyst which brought about the successful interplay of all the forces at work. He has more than measured up to the prophetic introduction given him in 1923 by the president of the Alumnae Association:

A man of deep Christian faith and great character, of highest personal ideals, whose own great aims for Agnes Scott have been mingled with those of her beloved founder through constant association; a man of courage and judgment, of initiative and ability, who undoubtedly would have been Dr. Gaines' own choice for the place—this and much more is the new president of Agnes Scott.<sup>25</sup>

<sup>23</sup> *Ibid.*, June 1, 1951, page 14.

<sup>24</sup> *Ibid.*

<sup>25</sup> Agnes Scott Alumnae Quarterly, Summer, 1923, page 16.

# Dr. McCain's



As you see in the picture above, it is ten minutes to one—almost time for the program to begin. Dr. McCain, his six children, and the speakers are seated at the far end of the dining hall, under the clock. It is a wonderful April day. Hundreds of students, alumnae, faculty members and other friends have gathered for the surprise luncheon in celebration of Dr. McCain's 70th birthday, April 9.

There are two microphones at the speakers' table—one for the public address system in the dining hall and the other connected with a recording machine. In only an hour or so, Mrs. McCain will be hearing the whole program on records, in her room.

You are about to hear the speakers. Their brief addresses, word for word, have been submitted in writing beforehand so that Dr. McCain may keep them. The Alumnae Quarterly obtained copies, too, so that the thousands of alumnae who would like to have been there might know what was said.

Only two important elements of the occasion are missing from this written record. One is the ready response of the audience. The other is the "continuity," as it is called in radio—in this case the superb performance of Dr. Wallace Alston, president-elect, as master of ceremonies. He was perfect, from his opening remarks—a special tribute to Frances Winship Walters, Inst., whose gift to Dr. McCain was a new front entrance for the College, named in his honor—to his final message, addressed to Mrs. McCain.

But now you must imagine he has just introduced the first speaker, after telling Dr. McCain to relax and not try to think up suitable responses—he will not be allowed to say a word.

## The Naming of the Library

Mr. Chairman, Ladies and Gentlemen:

It is a privilege for me to be present and to represent the Board of Trustees of Agnes Scott College on this happy occasion.

For one to reach the age of three score and ten years still youthful in mind, body and spirit, with a record of unbroken service and outstanding achievement that commands the respect, admiration and affection of a host of people is a rare and inspiring event. Such is the position that Dr. McCain occupies today.

According to the Psalmist, the life of the Godly is

like a tree planted by the rivers of water,  
that bringeth forth his fruit in his season;  
his leaf also shall not wither;  
and whatsoever he doeth shall prosper.

This quotation is an apt description of Dr. McCain.

What are some of the qualities that undergird his life of accomplishments?

He is modest in his estimate of himself and simple in his habits.

He was always willing to knock, that things might be opened to him and to seek that things might be found. A man of vanity is too proud to knock and to seek, and for this reason misses the storehouse that contains the treasures of life.

Added to his modesty and humility, Dr. McCain possesses qualities of courage, persistent determination, sound common sense, insight into business and understanding of education. Over the years these qualities have enabled him to attain a unique position of leadership and influence.

The executive head of an institution, whether educational or business, must furnish leadership in many directions. In the case of a college, the faculty and the student body must respect his judgment and be willing to accept his decisions. Although the final authority of the college rests in the board of trustees, the executive head of an institution, in order for the institution to function properly, must guide the trustees along the road of harmonious and cooperative action.

# Birthday Party

Dr. McCain has furnished this leadership to his Board in a superb degree. The final test came when he began to plan his own retirement and to select one to succeed him. That process of one great leader releasing the reins and turning them over to another always poses questions of delicacy and danger.

I watched the care with which Dr. McCain went about selecting a man to succeed him. At every turn he put the interest of the College ahead of any personal interest. His sole desire was to find someone who in mental, moral and spiritual equipment could carry on successfully the work of this great and unique college. How well he succeeded all of us now know.

While Dr. McCain was quietly looking for a successor, he was actively and persistently raising funds to better physically equip the College. Some improvements needed to be made that required substantial sums of money. Unless they were made now, Dr. McCain's successor, immediately upon assuming his active duties, would be faced with the necessity of launching a large financial campaign. A serious financial problem is always a handicap to a new administration and Dr. McCain desired that the new president should start his term without such a handicap. Most men would have left such a job to be done by those who were to come after, but that was not so with Dr. McCain. He set about doing the thing himself, although the burden was a heavy one.

As a result, we see a beautiful and well-equipped infirmary, a magnificent dining hall, an observatory, and a science hall, all erected upon the campus within the past three years. The earlier years of Dr. McCain's leadership saw completed four such important additions as the gymnasium, the administration building, the music building, and the library. Only a man controlled by the spirit of self-sacrifice and magnanimity would have attempted such difficult tasks. Such qualities are the hallmarks of greatness.

Dr. McCain, the Trustees recognize your work, they recognize your leadership, and they recognize the great qualities exemplified in your life. They desire that this recognition be made in some tangible and

permanent form, and it is my pleasure to convey to you the action they have taken:

The McCain Library  
named by the Trustees  
in honor of  
James Ross McCain  
president of  
Agnes Scott College  
1923-1951

This plaque will be placed in the McCain Library, where students will come to seek learning and in so doing to pay silent tribute to your life and work.

*John A. Sibley*



THE BOOK OF FOUNDERS—Dean S. Guerry Stukes presents it to Dr. McCain for permanent display in the Library. In it are the names of all who gave to the McCain Library Endowment Fund, with additional pages for future givers.

## The Library Fund

Dr. McCain, we know that your friends everywhere will be delighted with the action of the Trustees in naming our Library in your honor. I am reminded of a conversation with you when we were planning the building. You wanted it to be the best in every respect because you regard the Library as the heart of the College. Today your friends wish to make

sure that it will continue to be the very life of Agnes Scott through generations to come. So these friends—alumnae, students, faculty and others—wish to present to the College an endowment, the income from which is to be used for the purchase of books. This fund shall be known as the McCain Library Fund. It now amounts to more than \$14,000. and surely we expect it to “grow, and grow and grow!” The names of the donors are inscribed in this volume which we present to you for the College. This is our way of expressing our affection for you, and our way of saying: Happy Birthday, Dr. McCain.

*Guerry Stukes*

## The Testimonial Letters

Dr. McCain, many of your friends and admirers have felt a strong inner compulsion to record in writing their appreciation of your character and achievements and your effect on their lives. Nearly all, however, have confessed themselves baffled by the magnitude of the subject and have declared that they could not find words to express their feelings upon it. Since no one has admitted finding even one word appropriate to this occasion, I do not quite know how it is that I have this fat volume of letters to present to you today. Yet, here it is: approximately one hundred thousand words, all of them substitutes for the words that failed us.

*Eleanor N. Hutchens*

## The Automobile

Dr. McCain, all of us realize what an important year this is for you and for us in your relationship to the College. Some time ago a meeting was held with student, faculty, alumnae, and trustee representatives to decide what might be done to express the affection and appreciation of these groups for the friend who had meant so much to the College.

The first decision reached was to name the College Library for you; the second, to establish a Library Fund in your honor; and the third, to do something for you personally. We decided there could be no better occasion for this than your birthday.

It was my pleasure to write a letter to a group of your friends giving them an opportunity of sharing in this gift. The result was very gratifying. Let me quote a single paragraph from one letter: “He is a very remarkable man. In him are found the highest degree of spiritual, moral, mental and physical qualities I have ever seen in one person. Moreover, he

devotes every particle of his personality to the tasks to which he believes God has called him. For twenty-eight years he devoted his powers to Agnes Scott.”

Dr. McCain, it is my pleasure to turn over to you, with the love and good wishes of your friends, the key to this gift. You will find it parked in front of this building.

*George Winship*

## The Student Song

*Tune: When I Was a Lad*

There are so many memories  
Of these years, that, though we try to please,  
We've had to choose, in our short time,  
The ones that we could set to rhyme,  
Such memories, both great and small,  
We never will forget them all.

*(Chorus:)*

And that is why we all have sent  
Best wishes on the birthday of our president.  
In nineteen hundred and fifteen  
A young man appeared on the Agnes Scott scene.  
He looked around and decided to remain—  
As you know by now, it was Professor McCain.  
He looked around and decided to remain,  
So he taught Economics, did Professor McCain.

*(Repeat Chorus)*

By nineteen hundred and twenty-three  
He was as indispensable as he could be.  
He was inaugurated and began his “reign”  
His title now was President McCain.  
Two hundred girls were his domain—  
A very fine ruler was President McCain.

*(Repeat Chorus)*

In nineteen hundred and twenty-five  
A Phi Beta chapter had begun to thrive.  
Three years later from across the seas  
Came the first foreign student of our long series.  
Our Sophs took survey tests in thirty-one,  
And finished third in all the nation.

*(Repeat Chorus)*

*Tune: Skip To My Lou*

Nineteen hundred twenty-six  
Hockey field was just some sticks.  
May Day Dell they chose to fix—  
Working on the Campus.

*Tune: When I Was a Lad*

Now Agnes Scott was getting so big  
That we really had to start to dig.  
Our president, industrious,  
Began with matters quite pecunious.  
In this way then, commenced the train  
Of Agnes Scott's greatest campaigns.

*(Repeat Chorus)*

*Tune: Put Another Nickel In*

First the twenty-eight campaign  
Under Doctor James McCain,  
Classes fought to win first place  
In a regatta race.  
Daughters sent petitions home  
Agnes sailed upon the foam.  
Campaign money—pass the plate—  
In nineteen twenty-eight.  
Little greenbacks—where you been?  
Agnes asked Atlanta in.  
Finished it in record time—  
It's thirty on the dime.

*Tune: When I Was a Lad*  
Our progress now began to show  
In ways that all could easily know.  
Expansion, then, began to be  
A key to our economy.  
In adding to our lovely site  
Buildings to help make us bright.  
(Repeat Chorus)

*Tune: Skip To My Lou*  
Nineteen hundred thirty-one  
Must have study along with fun.  
Buttrick Hall was then begun,  
Building up the campus.

*Tune: When I Was a Lad*  
But all of Agnes Scott's events  
Have not been dry, without a sense  
Of humor to relieve the grind.  
Many examples will come to mind;  
In the course of our review,  
Let us start with thirty-two.  
(Repeat Chorus)

*Tune: Funeral March*  
A Buick green rolled down the hill,  
A-rumblin' on it came.  
It crashed into ole West Lawn's porch  
'Twill never be the same.  
The faculty gave dreadful cry:  
"We must evacuate!"  
Nineteen hundred thirty-two,  
It was the fatal date.  
In thirty-three, depression year,  
Banks had a holiday.  
It left the College without food—  
No way to get dough to pay.  
Students impecunious,  
The Holiday was ruinous.  
How Agnes Scott survived,  
No one can really say.

*Tune: When I Was a Lad*  
Such episodes were really brief,  
A little later on, there came relief.  
The spirit she'd already shown  
Could not for long be reduced to moan.  
And A.S.C., back on her feet,  
Began to show that she couldn't be beat.  
(Repeat Chorus)

*Tune: Put Another Nickel In*  
Come on—just one little check  
Campus raced it neck and neck.  
Faculty won—sakes alive!  
In nineteen-thirty-five.

*Tune: When I Was a Lad*  
Passing years brought our Prexy fame—  
Four LLD's put after his name.  
In thirty-six he was elected head  
Of the Association of American Colleges.  
Although he flew to Denver after that,  
He flew right back to see Black Cat!  
(Repeat Chorus)

*Tune: Skip To My Lou*  
Nineteen hundred thirty-six,  
Books and boy friends now must mix.  
Library rises, built of bricks—  
Adding to the campus.  
Nineteen hundred thirty-eight  
Picnics never bore much weight.  
Harrison Hut increased their rate—  
Stretching back the campus.

*Tune: When I Was a Lad*  
In those years, though, there were events,  
That seem to us to have been portents

Of certain trends that we have seen  
Fulfilled in all they should have been.  
Such things we feel that we must mention—  
Since now they'll stir up less contention.  
(Repeat Chorus)

*Tune: Funeral March*  
In nineteen hundred thirty-six,  
There rose the hue and cry  
"Black Cat is too elaborate,  
We now must simplify."  
To add to this the ants did come,  
Marching six abreast.  
Our dear old Alma Mater  
Ten thousands did infest.

*Tune: When I Was a Lad*  
In thirty-six this system did begin:  
Semesters went out and quarters came in.  
In thirty-nine plans were begun  
For the University Center—several schools as one  
And A.S.C. girls did agree  
They liked the classes at Emory.  
(Repeat Chorus)

*Tune: Put Another Nickel In*  
Agnes turned out to a man,  
Passed around the money can;  
Fifty-Year campaign was fine  
In nineteen-thirty-nine.

*Tune: When I Was a Lad*  
Now a new decade had begun  
A new half-century of growth and fun  
Had dawned for Agnes Scott, we thought,  
But that was soon to come to nought.  
But as it was, we started out,  
To see what we could bring about.  
(Repeat Chorus)

*Tune: Skip To My Lou*  
Nineteen forty was the year—  
Now we could have music here  
Presser Hall did then appear,  
Culturing the campus.

*Tune: When I Was a Lad*  
Still time has passed and we must view  
The progress of this past decade too;  
The war years interrupted us,  
But we met them without a fuss.  
And made our plans for expansion  
When it could all be safely done.  
(Repeat Chorus)

*Tune: Funeral March*  
In nineteen forty, glorious year,  
The snow fell hard and fast  
It didn't stop till inches ten  
Were cast upon the grass.  
The snow was in a flurry,  
Students had to scurry.  
But as you know, alas, of course,  
They had to go to class.  
In nineteen hundred forty-six,  
"The Treasurer regrets;  
The school tuition must be raised,  
The College can't have debts."  
Students had authority  
To resign themselves to poverty.  
The price of food was up, and so:  
"The Treasurer regrets."  
In nineteen hundred forty-seven,  
"The Treasurer regrets;  
The school tuition must be raised,  
The College can't have debts."  
Students had authority  
To resign themselves to poverty.

The price of food was up again,  
 "The Treasurer regrets,"  
 In nineteen hundred forty-eight,  
 "The Treasurer regrets;  
 The school tuition must be raised,  
 The College can't have debts."  
 Students had authority  
 To resign themselves to poverty,  
 This time the cause, hot water,  
 "The Treasurer regrets."

*Tune: When I Was a Lad*  
 But after all, the times do change,  
 And we must fit within their range,  
 And as we paid more all the while,  
 The College grew to keep in style,  
 We progressed so by leaps and bounds,  
 Our speed exceeded that of sound.  
 (Repeat Chorus)

*Tune: Put Another Nickel In*  
 Send some more petitions home  
 Classes tackled on the loam,  
 Campaign aims were wide and great  
 In nineteen forty-eight,  
 Interest began to lag  
 The campaign began to drag  
 The goal drew near—we never quit!  
 And nineteen fifty made it!  
 (Repeat Chorus: First, small group. Second, ALL)

*Tune: Skip To My Lou*  
 Nineteen hundred forty-nine,  
 Strenuous studies undermine;  
 Saw the Infirmary—now feel fine—  
 Doctoring up the campus,  
 Nineteen fifty came around  
 Falling stars can now be found  
 Observatory broke the bound—  
 Heightening the campus,  
 Nineteen fifty—Dining Hall  
 Rises up by Inman, tall,  
 Serving cheese to one and all  
 Fattening the campus,  
 Nineteen fifty almost o'er  
 Goodbye to the little green door  
 Stately gate will add much more  
 Polish to the campus.

*Tune: When I Was a Lad*  
 But we have many memories  
 Besides the ones of building-bees,  
 We never will forget the year  
 That we are presently living here,  
 Impressions of the quarter past  
 Are such that they will always last.  
 (Repeat Chorus)

*Tune: Funeral March*  
 In nineteen hundred fifty-one  
 The plague and pestilence came,  
 Students flocked to Infirmary,  
 Faculty did the same,  
 The elements descended,  
 The tower of Main was rended,  
 These last two disasters—  
 Our only claim to fame.

*Tune: When I Was a Lad*  
 Our song is ending, and we know  
 We have not treated with a serious show  
 The great events of thirty-six years,  
 Which, as they're listed, asound the ears,  
 But we can feel, in our own way,  
 The spirit of this special day,  
 And that is why we all have sent  
 Best wishes on the birthday of our president.



PRESIDENT AS HOST—Dr. McCain showing the new Frances Winship Walters Infirmary to alumnae in 1949.

## The Alumnae Tribute

Friends, recently I learned that Dr. McCain's favorite quotation is one from Plato's *Republic* that is lettered in Greek on the walls of the Library and is translated "Those having torches will pass them on to others." His living belief in this quotation gives us the Dr. McCain we know, admire and love.

For Dr. McCain received a torch from the founders of Agnes Scott College and more directly from Dr. Gaines. They looked to God and the scriptures for the foundation upon which to build the personality, character and spirituality of the young women who would come to Agnes Scott seeking knowledge. They found guidance in II Peter 1:5, "Add to your faith virtue and to your virtue knowledge"—the motto of the College—and thus the torch passed from Dr. Gaines to Dr. McCain.

Faith in God  
 Virtue in living  
 Pursuit of knowledge

What brighter flame could be carried by a man?  
 And what man has held his torch higher?

Some know Dr. McCain as an astute business administrator, dependable and sound in judgment; some know him as a speaker, interesting and informative; some know him as a minister and Bible teacher, reverent and sincere; some know him as an educator, distinguished and respected; some know him as a builder of beautiful buildings at his beloved Agnes Scott; but the girls who have attended college during his administration, without failure to recognize and appreciate him for all these abilities, know him best because he has passed a torch to each of us—a challenge to worthwhile living.

His example inspires us; his success gives us hope that we may be among those having torches to pass to others.

*Catherine Baker Matthews*

## “He Will Go Far”

President McCain, it is a great honor to extend to you the greetings and congratulations of the faculty on this significant birthday.

The occasion calls to mind a story of the years before you assumed the presidency. Dr. Gaines had sent you, according to the legend, to place before the General Education Board Agnes Scott's request for funds. You were successful in the mission, and the General Education Board wrote Dr. Gaines, “Follow that young man. He will go far.”

How prophetic those words were is evidenced on all sides. And we who have journeyed with you real-

ize that your phenomenal achievements spring from a genuine Christianity expressed in a dedication that has been complete, a vision that has been broad, a faith that has overcome obstacles, and an industry that has regarded no task as menial.

As faculty members, we value most highly the progress of the College academically. Improved facilities in classroom, library, and laboratory have made teaching more pleasant and, we hope, more effective. Standards in academic work have been raised and liberal arts values have dominated through times of depression and boom and in spite of shifting educational theory. National recognition has come in the form of a chapter in Phi Beta Kappa, and in your membership on the Senate of the United Chapters of Phi Beta Kappa and on the General Education Board, and in your presidency of the American Association of Colleges. Your achievements have extended beyond the Agnes Scott campus in your work in the Southern Association of Colleges, the American Council of Education and in the University Center of Georgia for which you conceived the idea and in the establishment of which you had an important part. In all this we take pride.

In our personal relations with you, there are innumerable causes for gratitude. I shall not enlarge on the friendliness which has responded to our personal and human needs, but shall mention the three factors which have given us greatest satisfaction. First is your open door policy. No matter how pressing the larger problems of finance and administration, the door to your office has stood open as an invitation to conference on the problems that specially concern us. There has been no barrage of secretaries and red tape to keep us from laying before you our plans, hopes, and fears. This, I feel sure, is unique in president-faculty relations. Further, we appreciate the objectivity with which you have considered all matters whether of discipline or curriculum. But most of all do we treasure the academic freedom which because of your trust in us has been our actual possession. In choice of courses and in procedure of teaching, we have gone our way unquestioned and when criticisms from the outside have come, you have stood behind us. All this has made Agnes Scott a good place in which to work.

And so today we rejoice in the progress Agnes Scott has made under your leadership. Because of you, she has indeed gone far. And we wish for you future years as bright as the sun of this April day.

*Emma May Laney*



WELCOME BACK—Dr. McCain greets a faculty member at the fall quadrangle reception, 1949.



OFFICIAL AND INFORMAL—At left, Dr. McCain officiates with Dr. Alston at the unveiling of the portrait of Mrs. Evans in the dedication of the Letitia Pate Evans Dining Hall in 1950. Below, the McCains with their six children at home, when the clan gathered a few summers ago. Mildred, Louise and Isabel are Agnes Scott graduates, of course; Paul, John and Charles are doctors of philosophy, medicine and theology, respectively.



## Ye Are Complete in Him

By James Ross McCain

*Young Women of the Graduating Class of 1951:*

On the recommendation of the Faculty, the Board of Trustees of Agnes Scott College have conferred on each of you the degree of Bachelor of Arts. In token of this award, you will presently receive from the Chairman of the Board the Agnes Scott diploma.

In the meantime, it is my privilege to speak with you briefly. Your invitation to speak myself on this occasion instead of bringing some distinguished person for a formal address is a very much appreciated evidence of your friendship. As one who is graduating with you this year, I have a peculiar interest in your class—*our* class perhaps I may say—and I am talking for myself as well as for you in a very informal fashion.

Fifty-one years ago this week, I graduated from college, and our exercises at that time were called a “commencement”, as yours are also designated. The term itself suggests incompleteness and more to be accomplished later, and this provides the theme for this occasion.

You are ending your college days; but even the ones of you who may have accomplished the most will not claim that you have completed your education. You have met our minimum requirements for graduation, and we are proud of you, joining as fond teachers with fond parents in emphasizing to-day what you have done.

You are conscious, however, of courses which you wished and planned to take and yet which you have not been able to include in your busy schedule. In those courses which you did take and in which perhaps you made distinguished marks, there were perhaps assignments for the days or the quarter which you never quite reached. In few cases will you think that the work was done as well as even you might wish to have it done.

Not only in the academic life of the campus may you have a sense of incompleteness, but also in the student activities and in the community life there may be much yet desired. You may feel that, if four years were to be lived again, you would take more interest in the campus program and in the worthwhile people of our community.

Not only in our courses and in our activities have we failed to some extent, but we may have a sense of incompleteness in the development of our own inner personalities. Perhaps our devotional lives have been submerged in the pressure of daily life. Patience and faith and unselfishness may need a vast growth and enrichment. Each of you in retrospect will know what might have been done and yet remains for future accomplishment. It is a real commencement for you and not a completed life.

As we think of ourselves as individuals and of areas in which we have come short, so we may realize that our College faces a commencement of its own. It has made progress in the sixty-two years of its life. Great standardizing agencies have given Agnes Scott the highest ratings, and it leads every important list of institutions in this country; but the great life of your Alma Mater lies in the future. Under a new administration and with proved and tested leadership, with the support of new friends as well as that of the old ones, Agnes Scott will step out with you into fields that may be unknown, of course, but rich with promise and hope, overcoming in some measure at least the incompleteness of our present attainments.

In like manner the Church, whatever the denomination may be, has undoubtedly great achievements to its credit, but surely must realize how far, far short it has come in establishing the Kingdom. It must know that in the eyes of the scoffing world around the incompleteness of its great task is a reproach which ought to be overcome.

And so we might indicate for our own country or for the United Nations or for countless other agencies, great or small, where human minds and wills are involved, that we have fallen short of our great objectives and have a sense of our own incompleteness.

I have no desire to press this point or to multiply examples. It is sufficient to say that all great causes or great organizations are but the lengthened shadows of the lives of men and women who have led them, and many of these individuals have been quick to realize and to confess their deficiencies.

Sir Isaac Newton, though to others the legislator of the skies, was to himself only a child picking pebbles on the shore of truth, while the great ocean of God's wonders rolled untouched around him.

Tennyson was to others a great voice crying in the wilderness of materialism for faith in a higher Being, but to himself he was,

An infant crying in the night,  
An infant crying for the light,  
And with no language but a cry.

The apostle Paul to others was the grandest hero of the faith and bore in his body the marks of Christ, yet to himself he was the least of the apostles and not worthy to be called an apostle.

Of only one Being since time began could it be truly said that His life was finished. For the rest of us it simply ends, with much left undone.

Is life then a failure? If the noblest men of the race are manifestly incomplete in their ideals and in accomplishments, and if they themselves realize that this is true, what must the rest of us expect? If the only measurements are those of what we know and of what we do, we would be surely discouraged; but we have faith which looks to the future and lays hold on forces which are greater than our own. Our very inadequacy and incompleteness may be assets rather than liabilities in the ledger sheets of character.

The poet recognizes this in the lines,

Then welcome each rebuff  
That turns earth's smoothness rough.  
Be our joy three parts pain;  
Strive and hold cheap the strain.

The world has not always or even usually seemed to appreciate those who seemed to fail. Socrates was given the hemlock, and Jesus was sent to the cross.

Count me o'er earth's chosen heroes;  
They were souls that stood alone,  
While the man they agonized for  
Hurl'd the contumelious stone;  
Stood serene and down the future  
Saw the golden beam incline  
To the side of perfect justice,  
Mastered by their faith divine,  
By one man's plain truth to manhood  
And to God's supreme design.

The process towards victory seems often long and hard, and many a good man has failed because the end was not in sight. Milton, who through defeat might well have given up the struggle, was able to advise,

Not love thy life nor hate, but what thou livest  
Live well; how long or short, permit to heaven.

It was Paul's realization of all this that led him to conclude, "when I am weak, then am I strong". It was this sentiment which led George Matheson to cry,

Make me a captive, Lord, and then I shall be free,  
Force me to render up my sword, and I shall conqueror be;  
I sink in life's alarms, when by myself I stand;  
Imprison me within Thine arms, and strong shall be my hand.

When we have been completely subdued and entirely humble, we may be in position to receive help.

A mother was standing by the side of a lake where her son was swimming when suddenly he began to sink and cried for help. She hastily summoned the lifeguard, and saw to her amazement that he stood and quietly watched the struggling boy. The mother was frantic in urging that he dive in immediately and

save her son, but he resisted her cries and entreaties. At last the boy ceased struggling and was sinking quietly out of sight, when the guard sprang to the rescue and speedily pulled the boy to safety. When the mother continued to reproach him for his delay, he answered: "When you called, the boy was making every effort to save himself, struggling violently all the while. If I had caught him then, both of us would almost certainly have been drowned. It was only when his efforts ceased and he gave up the struggle that I could safely and surely bring him to safety." This is an illustration of the truth in the spiritual world that yielding is often better than struggling in our own strength and that there is a Power all-sufficient to meet our needs.

As we seek for that Higher Power, we cannot go far without realizing that He is to be found only in Christ. In Him are hid all the treasures of knowledge and wisdom, in Him dwelleth all the fullness of the Godhead bodily. It is true that,

Thou, O Christ, art all I want,  
More than all in Thee I find.

He is the complete man: but how can this Christ, ever so complete himself, help our incompleteness?

He gives us the highest ideals, higher than those of Shakespeare or Milton or Wordsworth or Browning or of any other in any time or in any land.

His ideals are so high, so pure, so unselfish, and so complete that nothing has been left out. They give a ringing call to all that is best in us; yet, as has been mentioned before, we cannot by our own efforts attain to even the simplest of the ideals. We must exclaim, "We are but broken lights, O Christ, of Thee".

However, Christ is no mere Idealist. He does not mock us with unattainable heights. He lived the "perfect life in perfect labor writ". He was the Prophet of the higher life, but in every detail of His brief stay on earth He showed us how to live.

But the revealing of the complete ideals and the exhibit of a complete life are not enough for us frail men and women. Principal Shairp has well expressed this. "What men ask is not to know the right, but the power to be righteous. It is because what reason commands, the *will* cannot be or do, that men are filled with despair. As well bid us to lay our hands on the stars because we see them as to realize our ideals or virtue because we discern it."

It is just here that Christ has superiority over all that ever taught before. He said, "All power in heaven and earth is given to me." He is the One who can complete our incompleteness. He knows all our infirmities. He was tempted in all points as we are.

He never gives a command without the power for us to obey. When He says to stretch forth the withered hand, he sends coursing through that arm a divinely imparted vitality. He directs that we preach, and at the same time He gives the message and controls the results.

Our relation to Christ and our use of His power are not theoretical ideas for future use. They are as practical as today's breakfast or the dress you wear. The writer to the Hebrews gives the formula in the simplest terms I know: "Let us run with patience the race set before us, looking unto Jesus the author and finisher of our faith." The three words, "Looking unto Jesus", are the key to everyday living and to victorious living. It is not looking *at* Jesus, even with a good degree of knowledge and perhaps with real admiration. It is not a matter for the intellect, certainly not by itself. Looking *unto* Jesus indicates an act of the will, a yielding to Him, obedience, glad acceptance of Him. It means looking away from ourselves. It may be that we are proud of our successes or that we are discouraged by our failures. In either case we forget ourselves in our dependence on Him.

We are fortunate, too, that our hold on Him is not dependent on our own strength, but that we are held by His almighty power. An artist was asked to depict salvation, and he painted an impressive canvas with a raging tempest and towering billows. In the sea was a swimmer who was reaching out to lay hold on a mighty rock which stood unmoved in the storm. Another artist exclaimed that the picture was seriously defective. He painted the same storm and the same rock and the same spent swimmer, but from the rock an almighty hand was stretched out to grasp and hold the swimmer. He was not safe with his own feeble grasp. He might easily be swept away, but in the true picture he was held by a hand which would not let him go.

When we shall see Him we shall be like Him for we shall see Him as He is.

So take and use thy work,  
Amend what flaws may lurk;  
My times be in thy hand;  
Perfect the work as planned.

We seek at once the companionship and the completing power of Him, "in whom we have our redemption, the forgiveness of sins; in whom were all things created in heaven and on earth, things visible and invisible, that in all things He might have the pre-eminence and that he might sit at God's right hand in heavenly places far above all rule and authority and power and dominion and every name that is

named not only in this world, but in that which is to come—King of kings and Lord of lords! He will make you a Christ-like woman, earth's crowning glory, and thus in Christ your life will be complete.

Not till then will come the true commencement into that full and exciting and never-ending life with the great ones of all the ages and with our loved ones who have gone on before, and with the Lord and Master of all life and the Perfecter of our lives! Truly ye are complete in Him.

And now will you bow with me in a closing word of prayer.

Our Father, in the quiet of this moment, may our thoughts be drawn from all else and be centered now on Thee. We recognize Thy good hand upon us through this year and through all the years that have brought us to this hour.

For our beloved College we are humbly thankful to Thee. Thou art the Founder and Guide and Protector and kind Benefactor who hast led us through sixty-two years of continuous blessings. In simple trust and confidence, we again commend to Thee Agnes Scott in all phases of its life and work. Bless the President who will soon take charge. Fill him with wisdom and understanding and preserve him in life and health. Bless with him Trustees, Faculty, Students, Alumnae and many others who will encourage and uphold his hands. And so may the days ahead for this institution be all that Thou hast planned for it.

We thank Thee, too, for this class—for them as a group and for them as individuals. We rejoice that Thou hast brought them from many homes and from many sections of the earth to unite for these years in training for life service. Now, as we are separating, never perhaps to meet again in this world as an entire group, we pray for Thy abundant blessing upon each one. Consecrate with Thy presence the way their feet may go. Sanctify the choices they are to make. Open their eyes that they may see Thee beckoning them from the low things of this world to the high things of Thy truth and Thy love. Protect them in their physical as in their spiritual well being.

Father, we pray Thy blessings, too, on the loved ones of this group, on the homes represented here, and on all the interests of this moment's height.

And so make each member of this class a true daughter of the King—friends and co-workers with Thyself forever.

And we make our prayer in the all-prevailing name of Jesus.      *Amen.*

*Miss Gooch's retirement in June (see page 18) was the occasion for several parties in her honor and a number of spoken tributes at those parties. The Quarterly has selected this one, delivered at a dinner given Miss Gooch by the English Department, as containing the most material for alumna reminiscence.*

## Miss Gooch on the Campus

By Emma May Laney

Miss Gooch's work on the campus has been private—in her classes—and public—in her readings and her directing of *Blackfriars*. If you should turn to *The Agonistic* and *The Agnes Scott News*, you would find her appearing in the press of the College more frequently than all the rest of us (English faculty) put together.

As is the case with most of us teachers, her most important work is not mentioned in these files—her teaching. For that I went to her pupils and found them most enthusiastic. Interestingly enough she teaches so that they know not that they are being taught, yet the effects are permanent. The "natural means," one of them described her method. "She drew me into conversation and while I was wondering why she did not take up the assignment, she was skillfully analyzing my speech and was ready with suggestions for correcting my major defects. She warred ever against *i*, *e*, and lack of *g*, and she used the mirror to make me see my posture, expression, etc. Later she used the "play-back" which made me hear my own words and shocked me into recognition of my faults." Her interest in her students was complete and no hours of effort were too many to accomplish her results. "The work with her has been a constructive force in my life, although at the time of a lesson, I felt it to be a recreation from courses that were beyond my comprehension." [Quotes are from two Atlanta alumnae.] Persistent untiring determination made her work with *Blackfriars* distinguished.

People who have been here as long as I have remember the handicaps under which Miss Gooch worked with girls in black skirts taking the part of men, and with the necessity of building up a platform in the old chapel so that the actors might be seen by

the audience. In those days actors had to be trained to stop speaking for the train to pass and to begin again on the same pitch and tone. An *Agonistic* of October 25, 1933, recounts "For the first time in the history of Agnes Scott College men instead of girls will take male roles in a dramatic production, 'Hay Fever'," and not too long afterwards "Blackfriars Use Men; Men Use Blackfriars." The girls had been invited to participate in a Tech play.

These handicaps of production had no effect on the type of play produced. The list is a long and honorable one—*Midsummer Night's Dream*, *Twelfth Night*, *As You Like It*, *Taming of the Shrew*, *Trojan Women* and *Libation Bearers*, *Little Women*, *Quality Street*—Shaw, Barrie, A. A. Milne. An outdoor Shakespeare play under the big tree in front of Gaines, the tree which now shades the dining hall entrance, became a tradition until the frequent inclemency of the weather ended it.

No matter *where* the play, Miss Gooch's skill in casting the parts was always recognized and although her high standard often made her "wash her hands" of the whole at the dress rehearsal, always she created on that little stage with those amateur actresses the illusion of reality.

In those distant days players were chosen by a faculty committee from volunteer try-outs, and often interpretations were great fun. I remember sitting with Miss Alexander as a sophomore tried out as Juliet's nurse with her hands on her hips like a black mammy!

Sometimes Miss Gooch turned playwright, as when she dramatized "Anne of Green Gables." The College News story of this event reads, November 26, 1926. "Blackfriars was always under an auspicious star in spite of the fact that there were thirteen charter mem-

bers . . . It is interesting to note that Miss Gooch has been its faery godmother, doing wonderful things for her Cinderellas . . . coach and this time playwright . . .”

She was the faery god-mother. for when interest seemed flagging in face of increased social activities, she secured the Bennett cup which is now awarded each year to the student doing the best acting.

In the '20's, when Miss Nan Stephens was conducting a play writing class at Agnes Scott, Miss Gooch's presentation of the best of these plays by Margaret Bland, Polly Stone, *et al.* was an important feature of the year. A high point in her success was the taking to New York of a production of Margaret's *Pink and Patches* to enter the Little Theatre Contest. The play won first prize for unpublished plays. Later Frances Hargis' *Hero Worship* won the second prize for an unpublished play.

Great fun were the faculty plays under her direction.

*The Ladies of Cranford*—don't ask me why it was selected—was presented twice. One of Margaret De-land's "Old Chester Plays" and *The Importance of Being Earnest* were others.

Of equal interest with the Blackfriars plays was Miss Gooch's annual interpretation of a play by her own reading. Frequently it was said "I don't like public reading of plays, but I like Miss Gooch's." The Agonistic announced "On March 4, 1936, Miss Gooch will read Shakespeare's *Much Ado*. She has memorized the play and read it many times, one of which was before the Atlanta Drama League." George Hayes and I both remember how she delighted a packed house when she read it. Equally memorable was the reading on Lee's birthday of John Drinkwater's *Robert E. Lee*.

And so I give you Frances K. Gooch—teacher, reader, playwright, coach, producer.

## STILL AVAILABLE

Faculty reading lists on Philosophy of the Christian Religion, Astronomy, Philosophy, Latin America, Greek Drama, Shakespeare, Russia, The English Novel, Modern Poetry, Education, Minority Groups, Economics, The French Novel, American History, Nineteenth Century English Poetry, The Writing of the Short Story, American Government, European

Governments, The Theatre. Send request to the Alumnae Office. Inquiries will be answered individually by Dr. Paul Garber (on Religion and the Bible), Mrs. Adolf Lapp (on Children's Exercises and Music for Dancing), Dr. Henry Robinson (on Statistics, Finance, and Other Fields of Mathematics), and Dr. Catherine Sims (on Current Affairs).

## Coming to Atlanta?

Stay at your own Alumnae House. For reservations write Mrs. Eloise Ketchin, Hostess, giving time of arrival and stating whether you wish a room with a private or a shared bath. Rates for active alumnae about half those of hotel. You're always welcome!

# News of the Campus

## Kresge Gives \$35,000

A gift of \$35,000 from the Kresge Foundation of Detroit, to aid in the equipment of the new John Bulow Campbell Science Hall, was announced in June by President McCain.

Secured through the interest of Dr. Frederick H. Olert of Detroit, who preached the 1950 Commencement sermon at Agnes Scott, the gift will provide essential installations in the chemistry, biology and physics laboratories.

Given previously toward the completion of the building was \$50,000 from the General Education Board.

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## Dr. McCain Named Moderator

Dr. James Ross McCain was elected moderator of the Presbyterian Church in the United States at its 91st general assembly at Orlando, Fla., in June, a few weeks before he retired from the presidency of Agnes Scott. The position is that of titular head of the church.

Long a leading layman in the Presbyterian Church U.S., Dr. McCain has held a series of important committee chairmanships in its organization.

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## Miss Gooch Retires

Miss Frances K. Gooch, who has taught speech to Agnes Scott students for 36 years, retired from the faculty in June and made plans to open a private studio in Atlanta.

A graduate of the School of Speech in Boston and holding the B.A. and M.A. degrees from the University of Chicago, Miss Gooch had taught previously at several colleges in the Southeast. At that time speech was not considered an important part of the curriculum, and therefore speech lessons were offered to only a few pupils, at an additional expense. Dr. Armistead, head of the English department at that time, was anxious to offer some means of improving the diction of the campus. Miss Gooch organized the first classes and courses in speech. At first speech was a required course for sophomores, and when the classes became too crowded, it was changed to the list of electives.

Nineteen hundred and fifteen was the year in which Blackfriars, the campus dramatic organization, was established. Miss Gooch was one of the leaders in this

organization, together with Dr. Armistead and Miss McKinney. The club gave its first production on Thanksgiving Day 1915, and since this time has developed into a leading campus organization, presenting a great number of plays through the years.

Miss Gooch has taken an active part in speech work in Atlanta, in Georgia, and in the nation. She has spoken to civic clubs and to speech groups on innumerable occasions, and for three years held a leading role on a radio show. She has taught for many summers at speech workshops throughout the nation and has had published a number of articles on speech and drama, for the most part in professional journals. She traveled for six summers in Europe, and attended summer sessions at Oxford, Cambridge, and the University of London.

Miss Gooch was for one year first vice president of the American Speech Association; president of the Southern Speech Association, of which she was a charter member and vice president several times. She was a founder of the Georgia Speech Association. In 1951 this group honored her on the 20th anniversary of their founding with a dinner and presented to her a silver card tray in recognition of her services.

About 30 of her former students honored her at a luncheon in Atlanta early in June and presented her with testimonial letters and a gift of bonds. For a sketch of her as a prominent campus figure through the years, see page 16.

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## Miss Louise Hale Dies

Miss Louise Hale, associate professor of French at Agnes Scott and a member of the faculty for thirty years, died June 7 after a long illness.

Miss Hale had been on leave from teaching since early in 1950 but had remained at her home on the campus until a few weeks before her death, when she entered a hospital in Massachusetts near the pastorate of her brother, the Rev. Edward Hale of Framingham Centre.

A graduate of Smith College in the class of 1913, Miss Hale held the M.A. degree from the University of Chicago and had done advanced study at Columbia University and in France. She was born in Chicago but spent most of her early life in Lafayette, Ind. Burial was in Milwaukee, Wis.

She is survived by the Rev. Mr. Hale and another brother, Stewart Hale of Nashville, Tenn.

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## 1917 Room Opened

The Class of 1917 at its reunion in June presented for inspection the northwest corner bedroom of the Alumnae House, which it has completely refurnished and redecorated under the leadership of Augusta Skeen Cooper, president of the class.

The room and its private bath are available to alumnae staying overnight (or longer) on the campus and are beautifully furnished to the last detail.

Members of 1917 conceived the project at their 30th reunion in 1947.

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## Faculty Summers

(from *The Agnes Scott News*)

True to their varied interests, the faculty has summer plans that range from trips to Europe and graduate study, to quiet vacations at home and—of all things—teaching! A quick run around the campus proved that the profs are anticipating big things for the days after the final grades are filed.

Off on a trip abroad, Mr. and Mrs. Byers will spend six weeks touring England and the continent. Mr. and Mrs. Sims are also planning a trip to England the latter part of the summer. Mrs. Dunstan goes to Spain on a Carnegie grant for research on two Spanish writers.

Faculty members switching from teacher to pupil will be Miss Harn, Miss Bridgman, and Miss Hagopian. Miss Harn will be studying languages at Middlebury College in Vermont. The Biological Station at Woods Hole, Massachusetts will again claim Miss Bridgman's attention. Getting musical ideas from over half-a-hundred Pennsylvanians, Miss Hagopian will be taking notes at Fred Waring's Workshop.

Mr. Garber reports that his family will be vacationing in Montreat during June and August.

Another faculty family in North Carolina will be the Robinsons, who are going to be at their summer home in Hendersonville.

Miss Cilley will be doing research on Portuguese literature at Harvard University.

Mr. Frierson and his family will return to Oak Ridge, Tennessee for another summer. Mr. Frierson will be doing atomic research in connection with the government project there.

Miss MacDougall will remain at the college to continue work on her textbooks.

Washington, D. C., will be Miss Omwake's destination and Denver, Colorado, will be Miss Laney's.



MOTHERS AND DAUGHTERS—Here are six of the eight Agnes Scott mother-and-daughter combinations at the 1951 Commencement. Mothers, left to right: Ruth Spence Spear, x-24; Nell DuPree Floyd x-14; Frances Gilliland Stukes '24; Julia Hagood Cuthbertson '20; Frances Stuart Key, x-23; Helen Burkhalter Quattlebaum, x-22. Daughters, left to right: Marjorie Stukes, Jenelle Spear, Nell Floyd, Julia Cuthbertson, Barbara Quattlebaum, Charlotte Key. Missing: Margaret Leyburn Foster '18 and Betty Jane; Alice Beck Dale. Inst., and Andrea.

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Dr. Alston and his family are planning a vacation in Florida during June.

Taking a postman's holiday, Miss Dexter will teach at Alabama State College.

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## Mother of the Year

Dr. Mary Martin Sloop, college physician at Agnes Scott in 1907-08, was named Mother of the Year last spring by the American Mothers' Committee of the Golden Rule Foundation for her work with underprivileged mountain children. Dr. Sloop, now 77, has two children, both doctors.

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## Honors

Agnes Scott students and alumnae won various awards in academic and related fields this year. Two seniors, Sarah McKee and Marie Woods, were among about 35 students chosen throughout the country for generous scholarships newly established by the General Education Board. Given to interest promising young people in college teaching, the grants provide full tuition, travel expenses, and \$1,125 for a year at the graduate school of the student's choice. Betty Stevenson '41, now at work on her second book, won a Guggenheim fellowship which will give her more

time for research and writing. Jean da Silva '48 won a trip abroad at the expense of The Christian Science Monitor. Details of the award have not reached the Alumnae Office. Jane Hart, a junior, won first prize in the annual Georgia Writers' Association short story competition. She is studying creative writing under Dr. Margret Trotter of the English department, herself a successful author of short stories. A poem by Marjorie Felder, a senior, was selected from manuscripts submitted by college students over the nation for discussion in the annual Arts Forum at the Woman's College of the University of North Carolina. Its inclusion meant publication in the Arts Forum magazine, an interview with the poet Robert Penn Warren, and public discussion by him. A story by Jane Hart was included last year. Marion Merritt, a sophomore and daughter of Marion Park Merritt ex-'21, was one of 20 winners among 850 contestants in Mademoiselle magazine's annual college board selection. Her reward was a salaried job, travel expenses paid, on Mademoiselle for the month of June, when she and the other 19 guest editors prepared the college issue of the magazine. Incidentally, Alumnae Representative Doris Sullivan '49 is featured in the current issue, Jobs & Futures department. The article was written by Marybeth Little '48, who is on the staff of the department. Kate Elmore '49, having taken the M.A. in English at Radcliffe, has been accepted at Oxford. She will study in St. Anne's, where Maya Riviere '28 has been a student for the last year or so. Ellen Hull, an honor graduate at Agnes Scott this year, won the Bennett scholarship for graduate study at the University of Pennsylvania. Other scholarships were falling thick and fast among the seniors as The Quarterly went to press. Muriel Gear, a junior, won a Putney grant for a summer in England, where she will live with a doctor's family for a month and travel subsequently. Sarah Frances McDonald '36 swept the field when she graduated from Woodrow Wilson College of Law in May. She was valedictorian of her class, won the key for outstanding scholastic

work given by Delta Sigma Gamma, and received the award of the Harrison Company, law book publishers, for the highest scholastic average. There were 82 in the graduating class. Honored by the Agnes Scott student yearbook was Margaret Phythian '16, to whom The Silhouette was dedicated this year with the tribute: "To Miss Margaret Taylor Phythian, whose intellectual standards, strong Christian character, and warm personality lead us toward a fuller realization of the Agnes Scott ideal."

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## Calamities of the Year

If you were puzzled by certain references toward the end of the Student Song to Dr. McCain (page 10), enlightenment is at hand. The "plague and pestilence" was a sudden virus attack which felled about 100 members of the campus community in one week-end. At first thought to be food poisoning, the epidemic was later traced to a virus by the state board of health. The same malady swept through Atlanta. The rending of the tower of Main took place in the course of a violent thunderstorm which hurled a slate cupola through the roof and poured cataracts of water in after it. The building had to be evacuated for a time while the mess was cleaned up, its occupants moving for the duration to the Infirmary and to improvised barracks in the old Rebekah dining room.

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## Kudos for the Dining Hall

The Letitia Pate Evans Dining Hall emerged from its first year with national recognition "for highest standards of sanitation and for superlative achievement in storing, handling, preparing and serving food." The plaque bearing these words was awarded by Institutions Magazine at the convention of the National Restaurant Association in Chicago and brought home to Agnes Scott by Mrs. Ethel J. Hatfield, chief dietitian. Photographs, blueprints and operational data were on display at the convention.

# The Association

The Annual Meeting of the Alumnae Association on the Saturday before Commencement brought the election of seven alumnae to the Executive Board, the confirmation of one as an Alumna Trustee of the College, and the passage of amendments to the Association By-Laws concerning the Anna Young Alumnae House.

Elected to the Board were: Dorothy Holloran Addison '43 and Jean Bailey Owen '39, vice-presidents; Betty Medlock '42, treasurer; Mary Wallace Kirk '11, education chairman; Fannie G. Mayson Donaldson '12, nominations chairman; Laurie Belle Stubbs Johns '22, garden chairman; and Grace Fincher Trimble '32, residence chairman.

Grace's office was promptly abolished (as she had been assured it would be when she accepted renomination after a distinguished two-year term of service) by the amendments, which combined the Residence and House Decorations Committees and set up a Property Committee made up of the House, Grounds, and Entertainment committee chairmen. The Property Committee will meet once each quarter and allot expenditures to its three subsidiary committees from the house income.

The re-election of Frances Winship Walters, Inst., as an Alumna Trustee of the College was ratified. The second Alumna Trustee is Betty Lou Houck Smith '35, immediate past president of the Association. Three other alumnae are on the Board of Trustees, but not as alumnae representatives.

Catherine Baker Matthews '32, president of the Association, conducted the meeting. Eleanor N. Hutchens '40, director of alumnae affairs, combined committee and office reports for the 1950-51 year as follows:

## Report of the Director

It is always with a sense of guilt that I rise to make this annual report. Through a whole year, I have watched the intelligent and devoted work of your elected representatives and their committee members. I have admired their ability to manage families or

jobs and still have heart and time for the leadership and competent service a modern alumnae association requires. I have become personally attached to them. Every time one of them calls me on the telephone, or comes to the office, or writes to me, I see her in the midst of a crowded day making time for Agnes Scott and the cause of learning as it is served by the Alumnae Association. Inwardly I call down blessings on them. Outwardly I boast of them to the Faculty and hold them up to the students as examples of educated womanhood.

Yet, every year at this time, I must compress all their achievements into a few paragraphs and report them as if they issued from some impersonal body which made things happen without labor, difficulty or sacrifice.

When I turn to the work of the Alumnae Office and calmly announce that the correspondence has been answered, The Quarterly published, and forty thousand printed mailing pieces of various kinds dispatched: that reservations have been taken for three major events; and that we now have current, correct addresses for 97% of all living Agnes Scott graduates; when I review these things accomplished, I think of Emily Bradley, who addressed every one of those mailing pieces, typed or mimeographed everything that was not printed, supervised a large and shifting corps of student assistants in keeping the address files and scrapbooks up to date, and organized all of the intricate machinery of reservations, besides doing all the bookkeeping and banking and filing in her spare office time and earning an introduction on a recent public occasion as the owner of "the *pleasant* voice which answers the 'phone in the Alumnae Office." Yet I must summarize all of her wonderful successes in a bare and partial recital of things done by the Office.

In this preamble, which to some extent has sacrificed the brevity that is the only excuse for the spareness of this report, I have tried to activate for you the passive verbs that follow. When I report that a project was undertaken, or carried on, or completed, please allow the image of the person responsible to rise in

your minds and there occupy for a moment a shining pedestal.

There have been many improvements in the Alumnae House this year, with the acquisition of a full-time hostess, the removal of the Office from the residence part to the rear ground floor, the partial redecoration of the front rooms downstairs, and the addition of needed furnishings upstairs. Some of these changes have been made possible by the generosity of the Atlanta and Decatur Agnes Scott Clubs and of members of the House Decorations Committee. The complete redecoration of the main bedroom has been carried out by the Class of 1917, whose president's good taste and hard work have made this room one of the show-places of the campus and certainly the most inviting spot for alumnae staying overnight.

All of you who have gardens, or even yards, remember the Great Freeze of last fall. Thanks to the skill and unremitting labor of your garden chairman and to the gift of several valuable plants, the Alumnae Garden survived it. The Committee has also worked with College officials in coordinating the Garden with the terrace of the new Dining Hall and in planning the beautification of the area between the Garden and Inman Hall.

The House and the Garden have been background for the work of the Entertainment Committee, which welcomed freshmen with a tea in the fall, planned the social part of events sponsored by other committees, and prepared the annual garden party for seniors and their guests on the eve of Commencement.

A large part of the Alumnae Association's program consists in informing its members, the students and the public about Agnes Scott and other subjects. The Publications Committee, through *The Quarterly*, has kept you abreast of happenings at the College and in the lives of your friends. The Special Events Committee enabled you to come back to the campus on Alumnae Day for classes and for two lectures by the president of the University of Chicago; to hear the Agnes Scott Founder's Day radio program, which with the aid of alumnae in other cities was broadcast over six stations in five states; and to be here today and learn what your Association has done. The Vocational Guidance Committee this year mustered nine career women to confer with students on fields of employment interesting to college graduates. The Class Officers' Council has overseen the collection of class news and the holding of reunions and has maintained class organization by filing vacant offices. The Alumnae Office has described to the Senior Class the work

and philosophy of the Association which it is joining. The Education Committee has asked alumnae clubs to study the local high schools, with a view to compiling information on the current state of college preparatory programs, and is planning instructive material on education for the Fall Quarterly. The Nominations Committee has performed the indispensable function of seeking out alumnae who are qualified and willing to assume responsible positions in the Association, and of presenting their names to you in advance of elections. The vice-president in charge of Constitutional changes and interpretation has proposed to you certain amendments to the By-Laws, and this work has required careful research and reporting.

The service of the alumnae clubs in disseminating information about Agnes Scott has been invaluable. You have read in *The Quarterly* their own reports on their programs. The newspaper publicity given to the College by their activities; the attraction of outstanding high school students to Agnes Scott by means of parties and meetings with the field representative of the College; and the renewal of their own understanding of Agnes Scott, through programs which often center around speakers from the Faculty or the Administration; all these results are well worth the time spent on them by club members and officers. A serious need in America today is that for a better understanding of colleges in general: what the different kinds of colleges are, why there are different kinds, how a student and his parents should set about choosing the college that will be best for him. The well-informed alumnae club can go far toward meeting this need in its own community, and our clubs are making good progress. The vice-president in charge of clubs has helped to stimulate that progress by making suggestions for club projects and by urging alumnae in clubless cities to organize. Several new groups have come into being this year as a result, and there is an increasing tendency toward definite, constructive, Agnes-Scott-related projects.

The financial affairs of the Association have been relatively simple for the last three years because the College has provided its operating expenses. This arrangement, as you know, was for the duration of the Campaign and the subsequent pledge-paying period which ended last December. In these three years alumnae have given more than \$400,000 to the College. Three-fourths of this sum consisted of very large gifts by two alumnae; but one hundred thousand dollars came in contributions from nearly three thousand of us. In a recent survey made by the American Alumni

Council, the ratio of Agnes Scott's alumnae givers to its graduates was shown to be the second highest in the nation, among 230 colleges and universities reporting. Dartmouth College, whose alumni fund is of many years' standing and whose alumni classes are highly organized for personal solicitation by class members, ranked first. We are now launching forth again on a self-supporting basis, with an Alumnae Fund goal of \$15,000 and in the hope of presenting to the College each year a sum equal to a year's income on \$100,000 in endowment. Your Finance Committee has announced this goal and will work toward its realization this summer and next fall.

This report for the year 1950-51 would not be complete without mention of a project which, though not strictly an undertaking of the Association, depended largely for its success upon the resources of the Office and the response of alumnae. This was the birthday party for Dr. McCain on the ninth of April. About 1,200 alumnae contributed to the library endowment fund in his honor, their gifts making up two-thirds of the sum raised, and about 1,000 wrote letters of appreciation. The luncheon itself, to which many alumnae came from great distances, was one of the biggest occasions of Agnes Scott history.

The Association will be likewise involved in the Inauguration of Dr. Alston next October 22nd and

23rd. These two days will be designated as Alumnae Homecoming, and your Special Events Committee will be at work then in conjunction with the Inauguration Committee, on which the Association is represented. All active members of the Association will be invited, as will the presidents of colleges and universities over the nation, to see the first presidential inauguration in the history of Agnes Scott and to wish our new president well.

It will have been noticed that I have included the names of no volunteers whatever in this recital of alumnae achievements in the last year. The reason is that if I began there would be no stopping place. It may be estimated that about 500 alumnae actually worked in the Association and its clubs this year, performing about 50 different kinds of jobs. I can only say, and ask you to consider, that they have been engaged in one of the most important and potentially fruitful volunteer services possible: the preservation of the liberal arts college, its standards and its values, through another of the world upheavals which it has always survived by the watchfulness of those who in every period of the last 2,500 years have understood it and believed in it.

Respectfully submitted,  
*Eleanor N. Hutchens*

## Know a Promising Student?

Many high school girls who intend to go to Agnes Scott or other liberal arts colleges do not know the requirements for admission. Others do not know how to choose the kind of college which can do most for them. Information on both these points could save bitter disappointments.

The Education Committee of the Alumnae Association has been concerned with this problem in recent years and has tried to enlist alumnae and alumnae clubs in the effort to inform prospective college students.

Do you know a high school girl or two whose attention you would like to call to Agnes Scott? If you will fill out this form and mail it to the Office of the Registrar, Agnes Scott College, Decatur, Ga., she will receive the Catalogue, the Viewbook, and other informative material. If she eventually applies for admission, she will be given special consideration as having been recommended by an alumna.

To the Office of the Registrar:

I request that information about Agnes Scott be sent to:

Name (Please print) \_\_\_\_\_

Address \_\_\_\_\_

School attending \_\_\_\_\_ Date of College Entrance \_\_\_\_\_

Name (Please print) \_\_\_\_\_

Address \_\_\_\_\_

School attending \_\_\_\_\_ Date of College Entrance \_\_\_\_\_

Signed \_\_\_\_\_

Address \_\_\_\_\_

## DEATHS

### Institute

Katie Morgan Simms died last November.

Essie Marie Baker Etheredge died May 15, 1950.

Margaret Kirk Cleaver died last November.

Clare Harden Barber died April 16.

Cora Strong's sister, Daisy Strong, died March 17 at their home, "The Stronghold," in Greensboro, N. C.

Mrs. C. E. Kerr, mother of Laurene Kerr Coleman, died May 9 at the age of 96.

### Academy

News has reached the Office of the death of Sara Caroline Simpson Gossett in 1950.

Elijah D. Beatty, father of Lillian Beatty Parent and Mildred Beatty Miller, died Feb. 23 at his home in St. Petersburg, Fla.

Pauline Austin Barnett died March 25.

### 1915

John J. McKay, father of Ethel McKay Holmes and grandfather of Leila Holmes '45, died March 17.

News has reached the Office of the death of Willie May Elkins House's husband.

### 1916

The Office has received word of the death of Sue Ione McEachern Burns in April, 1949.

### 1922

The brother of Frances Oliver Adams and father of Mary Ball Oliver '41 died March 17.

### 1923

Jane Knight Lowe's husband, Bob, died in April.

### 1925

Adelle Moss Mower died April 5 in Birmingham, Ala.

### 1930

Carlton Jones French lost her husband March 29.

### 1933

Elizabeth Little Letton died in July, 1950.

Virginia Wilson Reese lost her mother last fall.

### 1939

Lou Pate's mother died April 23.

### 1940

Lula Jackson Rhodes, grandmother of Frances Abbot Burns, died in April.

### 1942

Martie Buffalow Rust lost her grandmother in January.

### 1944

Catharine Steinbach Parke's husband, the Rev. Frederic Huntington Parke, Jr., 34, died Nov. 30, 1950, in Alameda, Cal. He was assistant rector of Christ Church, Alameda, and rector-elect of Christ's Church, Sausalito, Cal., at the time of his death. A graduate of Stanford University School of Engineering, he served as a captain in the Signal Corps during World War II and later graduated from Episcopal Theological Seminary, Alexandria, Va. Their daughter, Susan Theodosia, was born Jan. 10, 1951. Mail will reach Cathy sent to Box 2184 Pine St. Station, Spartanburg, S. C.

### 1946

The grandmother of Ellen Hayes and Anne Hayes Berry '48 died last October. She was Professor George Hayes mother.

### 1947

Louise Hoyt Minor lost her mother March 14.

### 1948

Barbara Blair's father died in February.

## INSTITUTE

Reunion for classes of '99, '00, '01 and '02 May 31.



THE HALF-CENTURY CLUB, 1895-'98. *Annie Emery Flinn, Alice Coffin Smith, Louise Reese Inman, Caroline Haygood Harris, Louise Hurst Howald.*



JOINT REUNION, '14, '15, '17. *Linda Miller Summer '14, Mary West Thatcher '15, Mary Hyer Dale '15, Amelia Alexander Greenawalt '17, Mary Rogers Noble '14, Ruth Blue Barnes '14.*



THE "TEEN REUNION CHAMPS"—1916. Margaret Phythian, Hallie Smith Walker, Ora Glenn Roberts, Maryellen Harvey Newton, Mary Bryan Winn, Eloise Gay Brawley, Lillian Anderson Reid, Laura Cooper Christopher, Charis Hood Barwick.



THE GATHERING OF '33. Marie Moss McDavid, Vivian Martin Buchanan, Margare Burt, Catharine Happoldt Simpson, Elizabeth Thompson Cooper, Sara E. Evans (a & Helen Etheredge Griffin, Deborah Griffin (another guest), Ora Craig Stuckey, Preston Pratt, Caroline Lingle Lester, Elizabeth Moore Ambrose, Jewell M. Co Evelyn Campbell.



BLUE RIBBON REUNION CLASS OF THE 'THIRTIES—1934. *Mary Jackson Chambers, Dorothy Potts Weiss, Gladys Pratt Entrican, Mary McDonald Sledd, Frances Tufts Shreeder, Louise McCain Boyce, Nelle Chamlee Howard, Marguerite Jones, Mary Winterbottom, Ruth Shippey Austin, Elizabeth Johnson Thompson, Lucy Goss Herbert, Helen Boyd McConnell, Elizabeth Winn Wilson, Mary Sloan Laird, Eleanor Williams Knox, Bella Wilson Lewis, Aloe Risse Barron Leitch, Johnnie Mae York Rumble, Martha England Gunn, Rudene Taffar Young, Elaine Heckle Carmichael, Frances Adair.*



STALWARTS OF 1935. Marie Simpson Rutland, Ida Lois McDaniel, Anne Scott Harma, Mauldin, Mary Green, Vella Marie Behm Cowan, Mary Virginia Allen, Betty Lo Houck Smith, Jule McClatchey Brooke, Alice Frierson Gillespie, Alsine Shutze Brown, Mary Summers Langhorne, Elizabeth Young Williams, Willie Florence Eubanks Doneho, Fidesah Edwards Ingram.



THE 15TH ANNIVERSARY OF 1936. Carrie Phinney Latimer Duvall, Ruby Hutton Barron, Frances Miller Felts, Sara Cureton Prowell, Mary Margaret Stowe Hunter, Ellen Johnston Hammett, Floyd Butler Goodson, Jean Hicks Pitts, Meriel Bull Mitchell, Myra O'Neal Enloe, Margaret Cooper Williams.



1941 SCHEDULED A SPECIAL TENTH-YEAR REUNION FOR ITSELF. *Elaine Stubbs Mitchell, Freda Copeland Hoffman, Ida Jane Vaughan Price, Sarah Handley, Martha Moody Laseter, Marcia Mansfield Fox, Louise Meiere Culver, Tommay Turner Peacock, Gay Swagerty Guptill, Sarah Rainey Glausier, Mary Madison Wisdom, Carolyn Strozier, Anne Foxworth Martin, Louise Franklin Livingston.*



THE FRESHMAN REUNION CLASS—1950. *Ann Pitts, Todd McCain Reagan, Sarah Tucker, Julia Goode, Mary Ann Hachtel, Katherine Dickey, Mildred Flournoy, Sarah Hancock, Betty Jane Crowther, Cathie Davis, Aline Marshall, Sally Thompson, Ann Williamson, Jessie Hodges, Joann Plastre, Barbara Lawson Mansfield, Marie Heng, Barbara Young, Helen Edwards, Sara Jane Campbell, Pat Overton, Mary Frances Morris, Elizabeth Flowers.*

RETURN POSTAGE GUARANTEED BY ALUMNAE QUARTERLY, AGNES SCOTT COLLEGE, DECATUR, GEORGIA

Coming!

## **The Inauguration of President Alston**

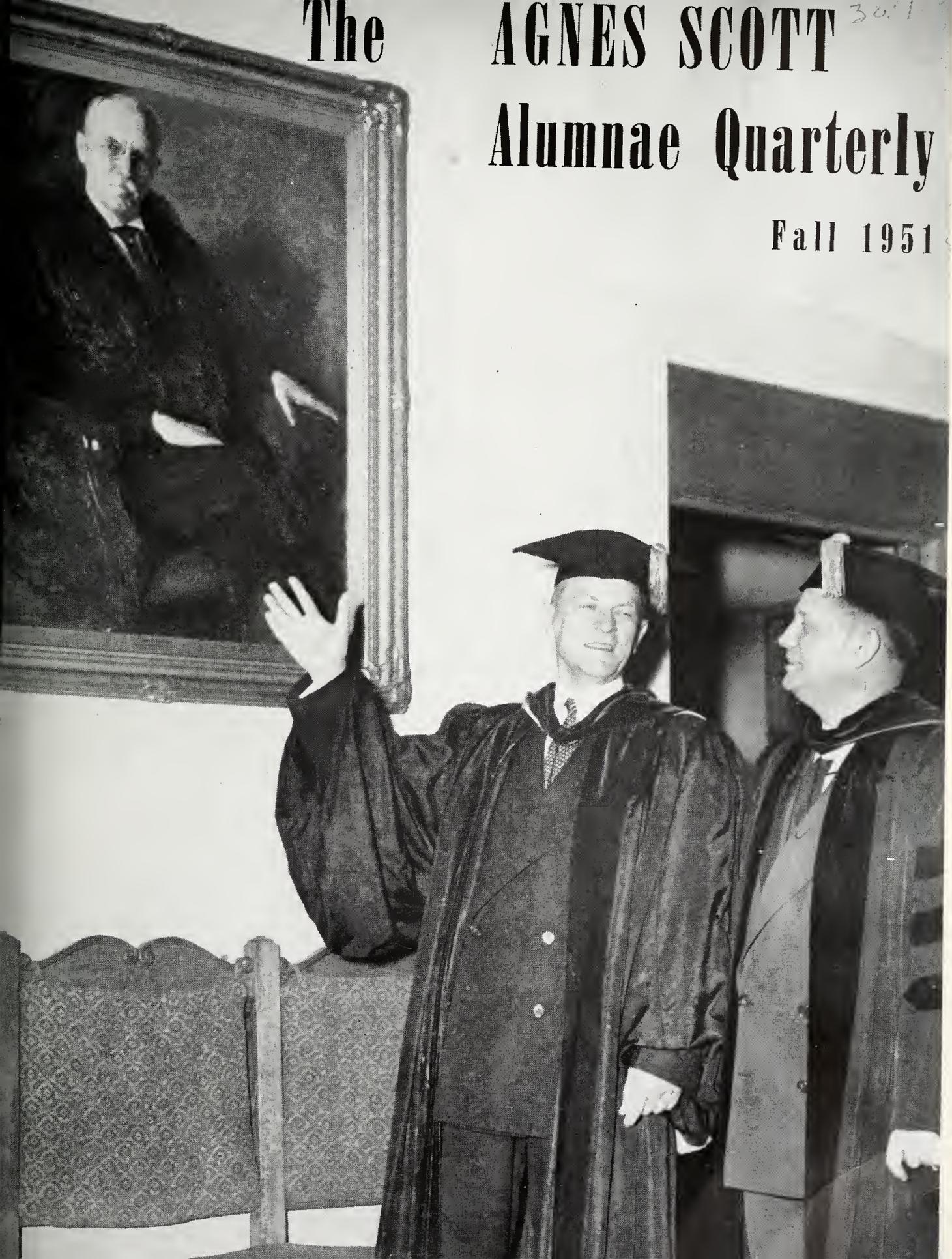
October 22 and 23

**Combined with Alumnae Homecoming**

Plan to be Here!

The AGNES SCOTT <sup>301</sup>  
Alumnae Quarterly

Fall 1951



THE  
ALUMNAE ASSOCIATION  
OF  
AGNES SCOTT COLLEGE

**Officers**

CATHERINE BAKER MATTHEWS '32  
*President*  
JEAN BAILEY OWEN '39  
*Vice-President*  
FRANCES THATCHER MOSES '17  
*Vice-President*  
DOROTHY HOLLORAN ADDISON '43  
*Vice-President*  
JULE McCLATCHY BROOKE '35  
*Secretary*  
BETTY MEDLOCK '42  
*Treasurer*

**Trustees**

BETTY LOU HOUCK SMITH '35  
FRANCES WINSHIP WALTERS INST.

**Chairmen**

FANNIE G. MAYSON DONALDSON '12  
*Nominations*  
SARA CARTER MASSEE '29  
*Special Events*  
FRANCES RADFORD MAULDIN '43  
*Vocational Guidance*  
MARY WALLACE KIRK '11  
*Education*  
ELAINE STUBBS MITCHELL '41  
*Publications*  
CARY WHEELER BOWERS '39  
*Class Officers*  
JULIA PRATT SMITH SLACK EX '12  
*House*  
LAURIE BELLE STUBBS JOHNS '22  
*Grounds*  
MARY McDONALD SLEDD '34  
*Entertainment*

**Staff**

ELEANOR N. HUTCHENS '40  
*Director of Alumnae Affairs*  
EMILY HIGGINS BRADLEY '45  
*Office Manager*  
ELOISE HARDEMAN KETCHIN  
*House' Manager*  
MARTHA WEAKLEY '51  
*Office Assistant*

**Member**  
**American Alumni Council**

The  
AGNES SCOTT  
Alumnae Quarterly

Agnes Scott College, Decatur, Georgia

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Fall, 1951

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COVER—*This newspaper picture was taken by Photographer Tracy O'Neal for The Atlanta Journal a few minutes before the inaugural procession formed. It shows, of course, Agnes Scott's only three presidents in her sixty-two year history: Dr. Frank H. Gaines, Dr. James Ross McCain, and Dr. Wallace McPherson Alston.*

ELEANOR N. HUTCHENS '40, EDITOR

The Agnes Scott Alumnae Quarterly is published four times a year (November, February, April and July) by the Alumnae Association of Agnes Scott College at Decatur, Georgia. Contributors to the Alumnae Fund receive the magazine. Yearly subscription, \$2.00. Single copy, 50 cents. Entered as second-class matter at the Post Office of Decatur, Georgia, under Act of August 24, 1912.

**T**his issue of The Quarterly is dedicated to President Wallace McPherson Alston, who in three years has won the full confidence of the College he now begins to lead toward a greater future.

## Biography

### Wallace McPherson Alston

*BORN 1906, Decatur, Ga., son of Mary (McPherson) and the late Robert A. Alston. Family home across street from Agnes Scott College campus. MARRIED Madelaine Dunseith, an Agnes Scott alumna (as is his mother). Children, Wallace, Jr., 16, and Mary McNall, 8.*

DEGREES: Emory University—B.A. 1927, M A. 1929 (Philosophy).  
Columbia Theological Seminary—B.D. 1931.  
Union Theological Seminary—Th.M. 1937, Th.D. 1943.  
Hampden-Sydney College—LL.D. 1939.  
Davis and Elkins College—LL.D. 1943.

(Additional study: Union Theological Seminary in New York, University of Chicago, and the College of the Bible, Lexington, Ky.)

Principal, Avondale Estates (Ga.) High School, 1925-26, 1928-29.  
Instructor in Greek, Columbia Theological Seminary, 1929-31.  
Ordained minister of Presbyterian Church in the United States, April 29, 1931.  
Pastor Rock Springs Presbyterian Church, Atlanta, 1931-33.  
Pastor Maxwell Street Presbyterian Church, Lexington, Ky., 1933-35.  
Director of youth work for Presbyterian Church in U.S., 1935-38.  
Pastor First Presbyterian Church, Charleston, W. Va., 1938-44.  
Pastor Druid Hills Presbyterian Church, Atlanta, 1944-48.  
Trustee of Agnes Scott College, 1946-51.  
Vice-President and Professor of Philosophy, Agnes Scott College, 1948-51.  
President of Agnes Scott College, taking office July 1, 1951, inaugurated Oct. 23, 1951.

AUTHOR: *The Throne Among the Shadows*, 1945.  
*Break Up the Night!*, 1947.

CHURCHMAN: At present is chairman of public relations committee of General Council of Presbyterian Church, U.S.; member Committee of Higher Education, Board of Education, Presbyterian Church, U.S.; member Advisory Council of Higher Education, Presbyterian Church, U.S.

MEMBER: Phi Beta Kappa, Omicron Delta Kappa, Tau Kappa Alpha, Pi Delta Epsilon, Alpha Tau Omega.

*In 1949 he delivered a series of lectures at Princeton Institute of Theology, Princeton Theological Seminary, and gave the Midwinter Lectures at Austin Presbyterian Theological Seminary. In the same year he made an extensive tour of Eastern U.S. colleges and universities, investigating problems of administration. In 1950 he made a similar tour of institutions of higher learning in the British Isles and continental Europe.*

*This address, made on the evening before President Alston's inauguration, was felt by many of the faculty and students to be one of the most memorable talks ever made at Agnes Scott. The Editor of the Quarterly, having read it four times in the process of preparing it for the printer as well as having heard it delivered, has been more deeply impressed with its quality and flavor with each reading.*

# The Time Beyond the Tower

Howard Foster Lowry

President of The College of Wooster

In 1889, the year in which Agnes Scott College had its beginnings, the new Decatur Female Seminary was not precisely regarded as the main event of the period. Indeed, nothing in all America then caught the imagination and interest of men as did the opening of the Eiffel Tower in Paris. Here was the new symbol of man's daring and attainment. Nearly a thousand feet high—over twice as tall as the Great Pyramid and nearly twice as high as the Washington Monument—this was the consummation of a dream of many years. It drew men and women from all over the world to the Exposition at Paris. And, if you could not go, your best chance of learning about it at first hand was to read the account of it by its builder, Gustave Eiffel himself, reprinted in the *Annual Report of the Board of Regents of the Smithsonian Institution*.

I like to think that among the pioneers at the new Female Seminary there was someone who read that annual report—someone who then had those two prime requirements of an educator: scientific curiosity and an interest in benevolent foundations. If such there were, and by the late lamp at the end of a hard-pressed day, he did turn the pages of the Smithsonian Report, he would have found much to think about, both in terms of the tall tower across the sea and of the new college taking shape in north Georgia. There were the roots of what your beloved Dr. McCain has had to think about these many years, and of what his successor, in whose honor we are meeting, will doubtless have to think about in those blessed years ahead that we all wish for him. Let us tonight, on this inauguration eve, turn again the yellowing pages of that old report.

M. Gustave Eiffel himself tells the story of the tower. At a cost of 6,500,000 francs (then about \$1,300,000), resting on secure foundations of a clay stratum, gravel, concrete, stone, and iron bars uniting all parts of the supporting masonry, 7000 tons of iron had been raised 984.25 feet in the air. The tower rested on the principle "of giving to the edges of a pyramid a curve of such a nature that this pyramid shall be capable of resisting the force of the wind, without necessitating the junction of the edges by diagonals."

M. Eiffel had had his troubles. Ridiculed and scorned for his ambitious undertaking, he had inherited all the

contempt visited by the dull-witted and weak-hearted on pioneering. But, in the brave beginnings of his dream, he felt that a crowd of unknown friends were ready to honor this bold enterprise as soon as it took form. "For man," he says, "has always sought to build high towers to manifest his power, but he soon recognized that the laws of gravity hampered him seriously, and that his means were very limited." One hopes that Dr. Frank H. Gaines read that part.

Most interesting of M. Eiffel's observations is his analysis of what use the tower would be now that they had it. It reads almost like the plan for colleges as we have come to know them. First of all, the tower would give a new perspective to all who looked from it at the matchless beauty of the city. M. Eiffel was a poet as well as a builder. "At their feet," he says, "they see the great city, with its innumerable monuments, its avenues, its towers, its domes; the Seine, which winds through it like a long ribbon of steel; farther off, the green circle of the hills which surround Paris; and beyond these, again, the wide horizon stretching 211 miles from north to south. At night the spectacle is no less beautiful. Paris, with all its lights, is like fairy-land. . . . The construction of the tower will enable thousands to contemplate a spectacle of new and incomparable loveliness."

The tower, like any perfect instrument of general education, was to serve science, too. Above the observation platform for aesthetic delight, there were laboratories and observatories for scientific purposes—meteorology, astronomy, physics, physiology. "There are few scientific men who do not hope at this moment to carry out, by the help of the tower, some experiment connected more especially with their own investigations." It was not wholly to be just general education.

Like all good institutions, it was to be useful in war. "The movements of the enemy might be observed from the tower within a radius of 50 miles, and that above the heights which encircle Paris, and on which are constructed our new fortifications. Had we possessed the tower at the time of the siege of Paris in 1870, with the powerful electric lights with which it will be furnished, who knows if the chances of the strife would not have been profoundly modified?" O June, 1940, Los Alamos and Bikini, and all the touching hopes of man!

But the moving spirit of his enterprise, M. Eiffel admits, was not perspective, or beauty, or scientific discovery, or military security. It was the national glory. "We may make known to the world that France continues to lead the world. . . . My object was to show to the whole world that France was a great country, that she is still capable of success where others have failed."

There was one other detail of the tower that M. Eiffel noted in passing. Above the observation platform and the laboratories, there was a lighthouse at the top of the tower. And it was reached by a steep and winding stair.

M. Eiffel was not the only historian of progress in that particular Smithsonian report. There was Dr. Paul Topinard's lecture given at the School of Anthropology in Paris at the very moment the riveters were swarming up the tower. It was entitled, "The Last Steps in the Genealogy of Man." Concluding that man's descent was from the monkey, M. Topinard tried to make this news as exhilarating as possible. In fact, he might well have entitled his lecture "the tower beyond the trees." "Let us not blush for our ancestors," he exhorted. "We have been monkeys as those formerly have been reptiles, fish, nay worms or crustaceans. But it was a long time ago, and we have grown. . . . We reign over the whole planet, fashioning things to our will, piercing the isthmus, exploiting the seas, searching the air, annulling distance, wringing from the earth her secular secrets. Our aspirations, our thoughts, our actions have no bounds. Everything pivots around us. What is there to desire more? That the future will perhaps reveal. Evolution has not said its last word."

One hopes Dr. Topinard visited the Paris Exhibition and saw, in a room especially built for it, not far from the Eiffel Tower, one of the main attractions, a great terrestrial globe, one millionth, even so, the actual size of the earth. There was lots of room left for evolution, and even for a little modesty on the part of those who had been clear to the top of the tower.

There was still another essay in the Smithsonian report—one by Dr. Herbert Adams. It was entitled "The State and Higher Education." It reminded the reader that this was an age of educational endowments on a generous scale. The total gifts for the year 1886-87 had been five million dollars. The figure seems correct, for the rest of the data is certainly in order. Two-thirds of the gifts went to nine institutions and Harvard got the most. "Private philanthropy will do all it can," Dr. Adams assures us, "but public interest demands that the State should do its part." "A noble popularity must be given to science and art in America." Then followed figures on the land grant colleges to show that this noble popularity had already begun.

All this brave new world of evolving man—with its towers and triumphant progress and transcendent descendants holding the future by the tail, public and private philanthropy ready to gild and cement the dream—must have been heady reading for the quiet folks in Decatur starting their little college. I doubt if they believed it. For they were Presbyterians, normally not given to undue exultation about progress but warmed rather by the reassuring sense that at least some parts

of the world—tower or no tower—were still in terrible shape. I feel certain that their new effort in Decatur must have begun, since they *were* Presbyterians, in two things: first of all, in some kind of argument and, secondly, in the belief that God does honor man's attempt to do something about his mind and his spirit and that He would somehow watch over this new, quiet effort to give young women an education that might make them a kind of blessing in the world, doing justly, loving mercy, and walking humbly with their God. They had hard work to do in Georgia. And Paris was very far away.

And yet I hope one of them did read this old Smithsonian report. For there were things in it they needed to hear—this bit, for example, from Dr. Adams himself: "States are overthrown, literatures are lost; temples are destroyed, systems of thought are shattered to pieces like the statues of Pheidias; but somehow truth and beauty, art and architecture, forms of poetry, ideals of liberty and government, of sound learning and the education of youth—these immortal dreams are revived from age to age and take concrete shape before the eyes of successive generations."

For who did inherit the future—the time beyond the tower? There seems no question about that. It was the college in Decatur. For a long time it has had, and it will continue to have, a larger and deeper claim on the human spirit. From its own unwrought, unsculptured elevation, the eyes of many living and dead have seen more than men ever see from towers of iron and stone. This is the simple truth—so simple it needs constant reaffirmation. The tower in Paris, even as a tower, has been superseded by the Empire State and the Chrysler Buildings. We now outmatch the French in exaltation by some 265 feet, though the Frenchmen still prefer their view. And the promised age of progress, of which it was the symbol, is more superseded than the tower. It hasn't, in fact, arrived at all. For, whatever its notable attainments, an age in which we butcher in fifty years more men than were butchered in war in the previous thousand years, cannot be called an age of progress, however many delightful gadgets are contrived to take our minds off that horrible fact. How strange sound now those words of Dr. Topinard in 1889: "Our aspirations, our thoughts, our actions have no bounds." We begin to wonder if that may not be just the trouble.

But, though the tower loses some of its lustre and the dream of progress has the heart of a nightmare, the college abides. It stands in calm inquiry and unmitigated hope. This is its role and its glory. It watches and assists the march of the modern mind. It sees the rise and fall of life in the soul of man—the attainments of his hand and brain, the mixed generosity and narrowness of his spirit, the nobility of his effort, the folly of his pride, the laws that should govern him, the anarchy of his own hot blood, his search for significance in his own life, the vanity of his human wishes, the strange persistency of his courage, the divine spark within him that seems to merit his salvation. It asks a truer, better life for all of us and persuades us that such a life is possible. For a college is more than a place of inquiry or a pleasant center of gracious living. It is a perpetual

invitation to our best self. It is a corner of the world where hope has not died. That is why men and women love places like this one and attach meaning to them. That is why the dream in Decatur sixty-two years ago has outsoared the tower of stone and iron across the sea.

But our main purpose tonight is not to draw a flattering comparison between Agnes Scott and Gustave Eiffel's tower. It is rather to say this: that all colleges and universities will do well to think about the symbol M. Eiffel passed over so rapidly—the light-house at the top of the tower, reached by a steep and winding stair.

We all know the steep and winding stair. At every level there is some problem to be solved, some enemy of true learning ready to prevent colleges from coming to their best. Some of these enemies seem very trivial, but they are not. Let me pay my own regard in passing to a few of them—for every man has his favorite list. There are those, for example, who believe college work can be done without the tools of learning: the ability to read, to write, to pursue logical thought. There are those who believe a liberal education is liberal though it be cut off from the whole humane past and stripped of man's true inheritance. There are trustees who think a teacher can go on year after year without leave of absence for research or study, weary and unrefreshed, living off an unrefurbished store of knowledge—expected somehow to glow like an automatic neon light with an illumination he does not have. There are the false counsellors who rush young people into premature vocational choices and despise the sheer vocational values (let alone the other values) that arise from liberal study—precision of mind, breadth of imagination and understanding, freedom of inner resources.

There are other minor enemies. I can content myself with one more. Walter Bagelhot used to say that "throughout his life George III was a kind of consecrated obstruction." We have our variety of consecrated obstruction to true learning in the grossly overworked device of the word-answer quiz and the true-or-false test that have become in some schools and colleges an almost exclusive way of discovering what a student knows. These tests have their uses. They are deadly to bluffers; and they afford perhaps needed relief to overworked teachers in crowded schools. But they yield almost nothing by way of logical training or the power of coherent expression. One of our own students, discouraged about his work, confessed that all his school life he had had nothing but word-answer tests, a kind of game of information please. He had had no practice in writing logical paragraphs about anything. And this was his memorable way of putting it: "All my teachers wanted out of me was a series of correct grunts." He was naming a minor but none the less potent enemy on the steep and winding stair of true learning.

There are enemies of greater dimension and power. Let us look quickly at three of them. Three problems, too often glossed over and jauntily dismissed or else not recognized at all, stand squarely before the American colleges. The first of these is a confusion resulting from the double agency all colleges have acquired over the years. Universities and colleges began as places of learning. Theoretically, at least, they still are. But grad-

ually they have acquired a new function—the function of turning out a class of generally admirable and useful citizens called the 'college bred.' These people have certain right attitudes, they can be counted on to stand for most of the right things. They work for good causes, respect teamplay, believe in books even when they don't read them, and usually carry into a tough world the genial warmth of a college campus. They can be roused by injustice and are susceptible to the working of conscience. They want good things for their children—schools, and churches, and health clinics. And, often when the benumbing sterility of business or society and the joyless enjoyments of their lives strike them in later life, they revolt against their own hollowness out of some renewing discontent they learned, however imperfectly, long ago.

Intellectually, their history at college was perhaps the once-over-lightly treatment. They began it out of routine, because it was the next thing to do. They amassed certain perfunctory credits, really penetrated into nothing, and had little of the excitement of the mind. College gave them what is usually described as "a lot of good." They have had their satirists. "To any disinterested observer," says one razor-tongued critic, "the American educational system looks like a gigantic playroom, designed to keep the young out of worse places till they go to work." There is one function of a college, these satirists say,—to train the mind, not to produce nice people, the delightful "college bred."

Personally, I believe in both functions. I am old fashioned enough to have faith in the education of the "whole man," and to think that the world lives by some other qualities than logic and reason. What's wrong with the education of the "whole man" if it is honest and sincere? Woodrow Wilson was one of our greatest teachers and college presidents. He had a tough, capacious intellect and knew how to use it. He deplored colleges without intellectual purpose, where the side-shows had taken over the main circus. But he never despised the education of the whole personality. You recall probably his almost classical statement: "We speak of this as an age when mind is monarch. But I take it for granted that if that is true, mind is one of those monarchs who reigns but does not govern. As a matter of fact, the world is governed in every generation by a great House of Commons made up by the passions; and we can only be too careful that the handsome passions stay in the majority."

But here is the issue—this double function of the college is right only when it is really *double*, when mind and intelligence and application to study is not absent. For the scandal of producing the amiable, useful "college bred" by the once-over-lightly method consists in this: (1) it calls things by false, pretentious names; and (2) it simply costs too much to produce nice people that way. There are cheaper ways of getting goodness and amiability. If there is one thing clear on the American horizon it is this: higher education that does not have at its center a serious intellectual purpose, asking and getting a solid substance of honest work, is on the way out. And it deserves to go, for the sham it is. We are going to have to provide something besides what does

young people "a lot of good." We are going to have to give them and see that they get a method and a content that transforms their minds.

And shall we not have a better chance of inspiring our students to the life of their own minds if we examine carefully a second problem that confronts us—the problem of how long a liberal education ought to take in the life of a young person, from first grade to college education? I have no notion whether the sixteen years are too short or too long. But I do know that many boys and girls are bored to death in the last one or two years of high school or else in the first year or so of college; and I greatly suspect that something goes radically wrong, through repetition or lack of proper challenge. Shortening the time may not at all be the answer; but, whatever the answer is, we'd better find it. It is not pleasant to watch the light die out of young people's wits.

Certainly shortening the time will be one of the remedies suggested. And, if the pressure of military service continues, the suggestion will have double urgency. The danger here is that we'll start cutting random slices of our present system away without discrimination and without examination of the whole educational process. A review is needed—a good-tempered, honest review that does something besides getting mad at Mr. Hutchins. As far as I know Mr. Hutchins has never had an answer to the point he has raised time and again; that our eight-grade elementary system was imported bodily by Horace Mann from Germany, where it was a terminal education. It was sutured into our system where it is no longer a terminal education; and it needs scanning. What some of us would like to see is a national study that looks at all our schooling, from nursery school through college, with examination, all along the line, of the time required. On the committee of review there should be many who are not professional educators—parents, doctors, psychiatrists, and social workers, who will have a care for the total development of a boy or girl, biologically, socially, intellectually, a concern for other things than the sole question of how much can be crammed in a young head in a short time. Till this review is made and its conclusions faced, our whole liberal education rests on an uneasy and dangerously conventional basis. And the confusing boredom and lack of stimulation of our best minds continues.

We must face a third problem—the subtle problem of breadth and depth in a college course. And our danger now is that we shall call an education liberal if it has only the element of breadth, received through what is called "general education" or a series of core or survey courses. To say this is not to be unappreciative of what the "general education" movement has done in breaking up departmental isolation, in exposing those who teach their own specialty as if it were always the prelude to a departmental major instead of a contribution to liberal study. This re-awakened sense that all knowledge is related, that every discipline has its leading themes to express and convey as a part of our general intelligence is all to the good. But in our lust for "integration" and breadth, let us not put our whole faith in the horizontal dimension—in some mere extension on

the college level of our national love of digests, books about books, and whatever flatters us into thinking we are wiser than we are. Sometimes our lust for breadth clarifies little; it merely puts the bewilderment of a student on a broader basis. There is a vertical dimension that is also part of liberal study—the learning of a method of going to the roots of things and exploring their significance. It is the acquiring of this method that will help an undergraduate continue his liberal study to the day he dies. Surely we cannot describe as "liberal education" a mere collection of general courses, however wisely articulated and integrated. Somewhere, as the crown of the whole process, a student must have the experience of tackling, with all his energies called forth, a serious investigation in his major field of study—the better if it is an independent effort of his own, with of course, some wise counselling from a tutor. This opportunity at independent study should not be reserved for just the honors students, those who have fared well the first two years and thus earned some right to go on. It should be open to every student in the college, an invitation held out over four years to every soul to come to his best whenever he gets ready. Under such an invitation, I have seen students who had done only mediocre work for half their college course rise like a star to the challenge of something that was exclusively theirs to do. Students whom no faculty would have accepted as honors candidates (especially in a Presbyterian college touched with predestination), students who would have been too timid to apply for the privilege of taking honors, surprise themselves, their families, and the faculty when the right stuff is called out of them. I know nothing more exciting in education than to watch some boy or girl who didn't think he had a mind find out he has one. And I would call no education liberal that doesn't give him that chance. Moreover, let us not make the mistake of thinking that such a program of partially independent work is merely an attempt to drag down the graduate school into undergraduate life, or that the same purpose will be served if we merely send on a student straight into graduate work as soon as his general courses are over. The ends of the two programs are quite different, and their means are different. Moreover, independent work in a major field is done against a background of courses in the major and in certain elective fields—and this pursuit of one's main interest simultaneously against a perspective of other things is the pattern of liberal culture, a habit of mind that is good preparation for a lifetime. Our graduate schools do not offer this kind of experience. Truly liberal education should offer it, and no trimming of the time-scheme should be allowed to crowd it out. General education will be effective only if it is general enough to include this.

Beyond the steep and winding stair, and the shapes that crowd their levels, stands the light-house, and the light that shines over all. The steep and winding stair of all our educational effort leads to nothing if the light is not there. The light, one supposes, is the over-all faith or purpose of an institution, its guiding motive, its binding influence, its integrating idea, its highest invitation to an undergraduate. If the light be not there, all lies in fragmentation and shadow. There is no academic

community in any important way, because there is no high common purpose. Light, paradoxically, is in one sense rare and uncommon. But once it shines it is the most common thing in the world; nothing equals it in conferring community.

The light of this college is its Christian faith. Your new president, I know, believes this. And, as he takes up his task tomorrow, one thought should encourage him—we are past the point in American education where a college has to apologize for being Christian. Not only are we coming to see, even in universities, that the study of religion is compatible with the pursuit of liberal education, but we now begin to sense that no education can truly be called liberal if it omits from consideration the highest and deepest inquiry of the human soul. The church colleges, simply by sticking to their job over the years, now find themselves quite modern and up-to-date, in his fresh daring and magnificence—not in trite, pale tian purpose is accompanied by a first-class educational effort, under conditions of free inquiry. They must be citadels of convictions, citadels of reflective commitment. But they dare not be citadels of the closed mind. They must welcome the exposure of students to all scholarly opinion and to any important idea under consideration by mankind. They must not be nervous places, haunted by fear of blind alleys down which students must not be allowed to look. A Christian worth his salt believes he carries in his hand the candle of the Lord, whose truth has made him free. He can afford to be the most robust of inquirers. And a church college that does not aspire to distinguished free inquiry, to the rich deliverance of humane learning, to the highest reach of the mind is a satire on the Lord it is supposed to serve. Not in spite of its being Christian, but because it is Christian, a church college must be a place of true learning.

If the light at the top of a college is the light of the Christian faith, the college has a responsibility for presenting that faith to its students, both by precept and example. It can, in doing so, furnish them, as in no other way, with meaning for their lives—eternal sanctions for the values they have come to know, a willingness to accept both the dark and the bright in the adventure of human living, a preference for high risks to a low security, a harmony of taste and activity, a persuasive, compelling standard of excellence in the attractiveness and reasonableness of Jesus Christ, who had “no strangeness about Him but the strangeness of perfection.” He, more than any other influence, can redeem life from the mediocrity and commonplace that tries so hard to engulf us all. Let us present Him to students in His full stature—in his fresh daring and magnificence—not in trite, pale images in which students can miss His meaning, much as the old lady missed the glory of Shakespeare: she liked Shakespeare well enough but he was too full of quotations.

This Christian dynamic is needed now more than ever, to resist the statistical determinism that assails our time. This new something that threatens us is something quite contemporary. It is less sensational than the prospect of atomic destruction, but no less deadly in the long run. It affects the whole mind and temper

of modern man. And it belongs to the time beyond the tower.

The old and cocky dream of secular progress, of man doing everything out of his own triumphant power, is pretty well faded. Nor do the natural scientists worry us with cold deterministic implications. These are largely over now, except among a few of the lab technicians. The great scientists are wisely humble souls, recognizing that nature is full of fine surprises—“queerer than we think.” Lord Haldane said, “queerer,” he added, “than we *can* think.” Nor are we depressed so much as we used to be by the bewildering variety of our specialized knowledge. We were for a time fast becoming a little like the man who gave up reading the encyclopedia because, as Professor Osgood said, “he couldn’t follow the story.” But now we are seeing some of the forest as well as the trees. The subconscious seems to us, not just an excuse for dismissing our responsible self, but a chance to clear that self and give highway for the march of intelligence and will. No, the danger lies elsewhere—in the invitation to surrender the dynamic spirit of man to the welter of manipulated data. And I prefer you hear this danger described, not in the language of a former teacher of humanities, but in the language of a thoughtful economist, Professor Kenneth Boulding, of the University of Michigan. He thinks our coming expansion of knowledge in the social sciences may well constitute our greatest threat to the “human dignity, welfare, and even existence.” “The physicist,” he says, “can merely kill and maim men’s bodies,” whereas the social psychologist may be able to kill and maim their souls. “A greater nightmare than atomic destruction,” he says, “is that of the social-scientific knowledge of the manipulation of men—the ‘brave New Worlds’ of Aldous Huxley and George Orwell. Between us and this triumph of learning, ingenuity, and respectability there stands that strange force in history which can only be called the Holy Spirit: the foolishness of God, the naivete of children, and the disreputability of saints, this spirit of Christ, of Divine Love. Unless men—including scientists, social or natural—can be brought under the gentle domination of this spirit, all science is dismal, and leads to the damnation of man and not to his salvation, for knowledge leads to power, and power without holiness—i.e., the right will—is damnation.” The economist himself, brought by the complexities of his knowledge to what Mr. Boulding calls “a sophisticated conservatism of hopelessness” can quicken his spiritual health by facing “the challenge of prophetic indignation,” by seeing how “only those who in some measure have walked the road to Emmaus know how far it stretches through history, and how the heart that is ‘strangely warmed,’ whether of a Paul, a Francis, a Fox, a Wesley, or a Booth can set great movements in motion and change the whole tempo of an age.” The divine business of man is to transcend the accumulated data about himself.

More than any other agency, the Christian church has been breaking statistics and the law of averages for over two thousand years. And its summons to extraordinary life, to excellence, is all the stronger because it is based on complete realism. There is no false idealism about it, no sentimental refusal to look at the worst

in man. Christianity recognizes sin and human failure, and asks us to recognize them. It avows the love and mercy of God towards men who, for all their shortcomings, can aspire to creative partnership with Him. It declares the unique worth of every individual soul. It sets forth righteousness, not as some stale adherence to the letter of the law, but as the inspired uprising of our inward life. It gives us a new dimension in the bracing perspective of an eternal order—an immortality that begins the moment we die to the law of our ordinary self and rise, on stepping stones of our dead selves, to higher things. That man can do this was the uncompromising optimism of Jesus Christ. That men have done it is the record of history.

This is the Christian miracle that shatters the commonplace and breaks the law of averages in two. This is the light shining from the high tower. In its illumination men have drawn on God's power to do incredible things. They have healed the sick and raised the whole level of life wherever they touched it. They have risked persecution and even death that more of His kingdom may really come on earth—rendering daily a service that the law of averages would never permit them to render, but which they do render out of a power not their own.

These are the pioneers, the outriders of the spirit, and

they are not alone. In the uttermost parts of the earth His hand holds them. And is it not always so? Will it not be so with him who begins his new work here tomorrow? Let the humblest spirit once mean business, let a man or an institution venture something with whole heart, let a light shine from a high tower, and the pioneer feels a new companionship. He has his bearings and direction. Donald Adams is right, I think, in his belief that the life of Daniel Boone is one of the most significant American symbols and that the story of him one prizes most is that told of him by Charles Harding, who painted his only portrait from life. Having visited the cabin in the forest where he found Boone, at the age of ninety, cooking a strip of venison, wrapped round a ramrod, for his dinner. Harding asked him if all the pioneering, this going beyond the usual places, were not hard business—if, travelling the wilderness as he had, without a compass, he had never been lost. "No," said Boone, "I can't say as ever I was lost. I was bewildered once for three days." But never lost.

To Dr. Alston and his colleagues—students, faculty, trustees, and administration—, to the whole family of Agnes Scott College we wish some more good years of the time beyond the tower.

*In this gracious address, the principal speaker of the Inauguration examines several problems and criticisms which women's colleges are facing today. Her answers are important to everyone who attended Agnes Scott.*

## “As a Man Thinketh...So Is He”

Sarah Gibson Blanding

President of Vassar College

I am delighted to participate in the installation of your new President, for I have known Dr. Alston a long time and I have the highest regard for him. I am, therefore, glad to be able in person to wish him God-speed in his new undertaking. Throughout the nation



Agnes Scott enjoys an enviable reputation for having maintained during its long history under Dr. McCain's leadership the most excellent standards of scholarship and achievement; and that, too, is a cause for rejoicing to one who was born in the South, who has lived greater part of her life in this region and who cares deeply about the quality of education offered to its young citizens. You have inherited a wonderfully fine college. Dr. Alston, one which has made a distinguished contribution through

its graduates to the intellectual and social growth of our country.

But colleges, even those with as honorable histories as Agnes Scott, are facing difficult times, and the opportunities to sit and enjoy one's inheritance are as rare as the dodo. Like Alice in *Through the Looking Glass*, we must run very fast indeed merely to remain where we now are.

One of my distinguished colleagues, President Henry Wriston of Brown University, has described the job of college president as follows:

“The President is expected to be an educator; to have been at some time a scholar; to have judgment about finance; to know all about construction, maintenance, and labor policy; to speak virtually continually, in words that charm and never offend; to take bold positions with which no one will disagree; to consult everyone, and follow all proffered advice, and do everything through committees, but with great speed and without error.”

But Mr. Wriston's description of a President's obligations is capped by the one given by Miss Marjorie Nicolson, that unparalleled scholar of the Seventeenth Century, when with her subtle wit she exclaimed: “A President is the final recipient of the ultimate buck!”

However, each obligation—difficulty, if you will—pales in the light of the fundamental enterprise upon which we are embarked—that is, how to make education as meaningful as possible, a valuable experience now for both those who teach and those who learn.

Never has education—the right education—been more important, for in our generation we have witnessed, and are witnessing, intolerance, violence and cruelty on a scale unparalleled in modern history. As a result, bewilderment, confusion and discord are our constant companions. The problems of the present and of the discernible future are perhaps more urgent than in any other period of history; therefore, the lessons of the past, to which we turn in our need, take on a new meaning.

We who are assembled here today believe that the undergraduate liberal arts college provides an education rich in promise of future usefulness and also an experience immediately rewarding. If we do not succeed in making this type of education worthwhile in the present and useful in the future, there is just ground for criticism. Remember, however, that we are asking for the long view upon its values; we rely upon the judgment of the Senior more than the Freshman as to the final value of her experience, and twenty years after graduation offers a better perspective than five as to the usefulness of what was learned. We are confident of the verdict, since in four years we have opportunity to stimulate and satisfy the intellectual appetite so that a new standard of satisfaction is created. Also, given time, we know that the kind of curriculum that Agnes Scott offers will prove to be fundamental in the development of the whole person, the stimulation of the mind and spirit to full capacity and in both breadth and depth of interest.

Could anything be more important than teaching members of a democratic society to be capable of independent thought? Is there anyone more useful than the intelligent, socially-minded citizen? If we can indeed demonstrate that a good training in a liberal arts college is the best preparation for all-around citizenship, the bogey that such education is not aimed at usefulness should be expelled. There is too much need of individuals who have serious purpose in life and who wish to be useful to have anyone say that we are *not* interested in the criterion of usefulness. We can disagree with those whose insistence is upon the *evidently* and *readily* practical, but certainly we expect to be judged by our works and in terms of social usefulness.

If I have given the impression that it is a simple matter to *prove* a direct relationship between the liberal arts education and intelligent citizenship, I must retreat a little and admit that conclusive proof is lacking. There are many variants in the situation and some are not to be measured. For instance, we could most assuredly have an exciting discussion about what is meant by "intelligent citizenship." Certainly we are not yet ready to set up objective tests which will grade citizens acceptably. We can define the concept in a negative fashion, however, casting into the lowest depths those who never think it necessary to register, or who forget to vote, follow a party blindly on traditional or sectional lines, and do not read constitutional amendments or other fine print! (As this is nearly Election Day, I had best get off this subject or some will think that I am here to make a political speech.) But, while we may not be able to say exactly what our ideal of citizenship is, we undoubtedly have some common standards of appraisal and we can assume a general understanding of the term.

It is certain that not all outstandingly intelligent citizens are products of a liberal arts education, and I shall not attempt to prove what is clearly not provable. Any generalization about human beings is dangerous except the one that individuals are unpredictable. My assertion will be the simple one that the education given in a liberal arts college is the best preparation that we know how to give for all-around citizenship. There is no guarantee that all graduates will turn out to be Class A citizens. Some will belong in that political Limbo I have just mentioned. Even with the careful fostering of individual interests and talents that we can give students in our small liberal arts colleges, there are many who, as a friend of mine says, "are skillful in avoiding the banquet spread before them." And, according to another skeptic, "The love of truth is the faintest of human passions." Yet, for the majority—and here is where I rest my claim—the four years of college will mean the development of a new quality of thought, feeling and action which will change the person passing through this experience. She will be more mature, more self-critical, more able to bring the resources of mind and spirit to bear upon a practical problem—any problem. She has *become* different from the young woman who entered upon the course of formal education which is designated to bring about such change.

So far I have not given any explicit statement of what is meant by "liberal arts education." This audience knows, I expect, that the curriculum is made up of courses which are studied for their own sake, not because they are required for a particular vocation or profession or are demonstrably useful in themselves. When I say that they are studied for their own sake you must understand that these courses bring students the content of inherited thought and inspiration. If we recognize that humanity has a real desire to know something of the world, visible and invisible, in which we find ourselves and that there is an authentic thirst for knowledge and the truth, the value of making accessible the wisdom of the ages is apparent. At one and the same time we encourage the pursuit of truth

and understanding while we provide contact with those who have followed the same path with success in the past. Not only is knowledge which has some relevance acquired along the way, but there emerges a more important thing—a sense of values. If the process of education does not effect a modification in this sense of values, I doubt if education has achieved its purpose, and, if a sound sense of values has developed, the main objective of education has been achieved.

The psychologists have convinced us that subjects have less transfer value than we had comfortably believed; they say that habit is apt to cut deep in only one channel. We, however, are thinking in different terms: we expect to increase delicacy of perception, enlarge capacity for response and enjoyment of works of art, enhance precision in self-expression and ability to perform without sense of strain. These are the attributes of a well-trained mind, which function over a wide variety of subject matter and are, we believe, the end-product of a liberal arts education. If a student has a balanced program of studies, she will have some familiarity with the classics, with modern languages, art, history, philosophy, literature, religion, the natural and the social sciences. The vital point at which a transformation in thinking—and therefore in the person—takes place cannot be predicted, but transformation is what we count on.

In speaking of the desirability of a transformation in the student, I am not unmindful of the difficulties and conflict that may arise if there is a wide divergence from the thought that prevails in the home and in the community. As a Southerner I am proud of the great progress made in the South within the past twenty years in improving the educational and economic opportunities of the Negro. I am convinced that education comparable to that available to white students must be provided for Negroes and that enlightened Southerners are best able to accomplish the transition. We who have the advantage of knowing what history, economics, sociology, psychology and anthropology teach on the subject of race relations are surely the persons fitted to eradicate evils which still persist in our system. If our love of justice is not sufficiently strong to dictate such action, the fact that our enemies make diabolical use of racial inequalities, real and imagined, should arouse our love of country. Much remains to be done before we can honestly claim that all children in America have equal rights and opportunities. Those who think straight and independently will have to give leadership in working out the necessary community programs.

Never before in the history of this country have we had a greater need of citizens who can deal actively and creatively with the complex problems confronting us. It is difficult not to dwell disproportionately upon social responsibility at such a time, yet I know that it is entirely natural that students at Agnes Scott as elsewhere think first in personal terms. Is the education that I claim is so well suited to turning out intelligent citizens also the right kind for the young woman who thinks primarily of her personal relationships and sees her chief role as wife and mother? My own opinion is that the answer lies in what I have already said, since, essen-

tially, no woman can fulfill her obligations to her own family today without being at the same time a responsible citizen. The liberal arts education is productive of a *personal* system of values and is therefore a basis for living, whatever the situation. This appears to me to be the most practical kind of education possible, yet I must admit that there are educators as well as laymen who challenge this conclusion.

Perhaps you have heard less in this part of the country than we on the Eastern seaboard of the distrust that the "traditional" woman's college education is now inspiring. The primary complaints are these—that women are educated in "segregated" colleges, and that the education is similar in subject matter to that provided for men. Certainly the complaint about segregation is new but the dissatisfaction with the curriculum is very very ancient. In the days when the women's colleges were young, no one would have wondered why they were segregated, as the fact was evident it was women's only chance to receive a higher education. Now that some of us are almost a hundred years old and have acquired a character, reputation, and estate of our own, more is involved than persistence in "segregation."

The second criticism—that the education given women is too like that given men—has a different basis than formerly since it is no longer said that women are not capable of doing the same kind of intellectual work that men can do. The critics—the most vocal are men—now say that the traditional liberal arts course does not prepare women psychologically or practically for the role in life which is peculiarly theirs. The attitude seems to be solicitous, almost tender, for those who are felt to be suffering from an uncongenial and unrealistic education. There are also alumnae of women's colleges, and parents who have answered FORTUNE'S questionnaire, who criticize the education that is described as traditional for women.

Now I am the first to affirm the tremendous influence of the home and the responsibility of the wife and mother for the success of our society. But I think the critics of women's colleges are mistaken in supposing that we by-pass the fact that a large percentage of our graduates marry, become homemakers and the mothers of the next generation. Furthermore, we are aware of the difference between the students who came to women's colleges in the Nineteenth Century and those of today. We know that the world, too, is different and that the home is no longer the self-sufficient unit that it was when colleges for women were established. While we continue to offer the basic liberal arts program of studies, there have been changes both in subject matter and in teaching methods taking account of the special needs and interests of women, their responsibilities as homemakers and mothers.

I am convinced that much of the dissatisfaction with women's colleges can be traced to two sources. First, the colleges have themselves been remiss in failing to make clear in simple language the extent to which education has been changing to meet new conditions. We who are concerned with education are apt to speak and write for other educators and not for laymen. We have not dramatized either for our students or for the public

the fundamental objectives of the liberal arts education and how we go about achieving these objectives at this time.

Second, dissatisfaction stems from the ever increasing demand that the women's colleges shall not only fill in all the gaps left by the secondary schools but at the same time work a series of miracles that will turn the young woman into a paragon of virtues. In the foreword of her book, *Women Are Here to Stay*, Agnes Rogers describes this modern ideal in the following words:

"The American woman today must be an expert house-keeper, doing all of the cooking, washing, and cleaning with skill, dispatch, and a good humor (and why not, with all those fine household machines at her command!). She must be a wise, conscientious, and loving mother, always there when the children need her, but standing aside when her presence might threaten the full development of their individuality. She must be a useful member of the community, informed on broad political trends as well as possible danger spots on the local school board. She is also a citizen of the world and should be able to name the current president of France, have constructive ideas on what to do with the atom bomb, and say what's wrong with our foreign policy."

If we add the quite possible contingency that the modern woman may be called upon at any time to step into the role of bread-winner for the family on a full or part-time basis, you can readily see that preparing young women for the life ahead is indeed a stupendous undertaking. We who are engaged in college teaching certainly hope that they will meet Agnes Rogers' description and, interestingly enough, many do. We have not reached the conclusion that the liberal arts training given in our colleges can claim entire credit for those women who make such satisfactory adjustment to our complex modern society nor do we accept the entire responsibility for those who are not so successful. What we do claim is that the values that are emphasized in the liberal arts education can become the basis for a successful life if the individual student has made those values her own.

Colleges of liberal arts have realized perhaps more consciously than many other types of institution of higher learning that these values stem directly from our great religious heritage, but we must forever be on our guard lest we, too, be overtaken by the temper of the times. On this point we must be resolute, we must be daring, and we must be unyielding, for never before has man had so much material power placed at his disposal. In sharp contrast, man's ability to understand his place in the world and his reason for being have shrunk to almost imperceptible proportions. In a former day religious devotion and faith have been the means by which we attained some insight into the meaning of life. But today too often religion is a dull and lifeless thing, merely tolerated. Consequently, many of our students come to us completely ignorant of even rudimentary knowledge of the Bible or of the history, nature, or meaning of religion. A distinguished professor of English recently remarked that he could not mention either the Prodigal Son or the Good Samaritan with any as-

surance that more than half of his students knew what he was talking about.

Fortunately in colleges like Agnes Scott and Vassar, the spiritual life of the student has been recognized as an integral part of her education. Because of the religious illiteracy of the times, we must continue to give our students with even more vigilance than ever the kind of religious motivation that will provide a powerful, unifying force in the total structure of their human understanding. The sentence in the Ordinance

of 1787 is true. "Religion, Morality, Knowledge being necessary to good government and the happiness of mankind, Schools and the means of education shall forever be encouraged."

In women's colleges like Agnes Scott and Vassar we will, I hope, continue to offer a broad general education, stressing intellectual interests and a sound system of personal values as a basis for living. I count on the leadership that your President will assume in giving reality to our belief that "As a man thinketh . . . so is he."



COMING OUT—The head of the academic procession emerges from Presser Hall after the Inauguration; Dr. Ellen Douglass Leyburn, faculty marshal, and Dean Guerry Stukes, Inauguration chairman, who between them executed a triumph in the matter of introducing 214 delegates in the right order; Chairman George Winship of the Board of Trustees, who inducted the new president; Emeritus President James Ross McCain, who presided at the ceremonies; President Sarah Blauding of Vassar, the principal speaker. The central figure of the occasion is hardly visible here, having turned to receive the congratulations of President John Cunningham of Davidson College.

*Here are President Alston's views on the role and destiny of Agnes Scott. In this inaugural address he not only indicates future policy but reminds the College family of the fundamental aims and traditions which have given Agnes Scott, in Miss Blanding's words, "a character, reputation, and estate" of its own.*

## Address of Acceptance

Wallace McPherson Alston

President of Agnes Scott College

Mr. Chairman, Official Inauguration Guests, Members of the Board of Trustees, Members of the Faculty, Students, Alumnae and Friends of Agnes Scott College:

Permit me, at the outset, to add my word of welcome to our distinguished guests who have come to the Agnes Scott campus to share this experience with us. The representatives of many educational institutions, foundations, and learned societies from all parts of America have honored us with their presence, making this an occasion for us never to be forgotten. We acknowledge gratefully, too, scores of greetings that have come to the College from numerous sources—generous evidence of goodwill and friendship. This occasion reminds us of the unity and the diversity of our American program of higher education, assembled as we are from all sections of the nation, representing large universities and small colleges; state-supported institutions, denominational and privately endowed colleges; technological, professional and liberal arts schools. With all our distinctive differences and eccentricities, there is community among us—a bond of mutuality and comradeship that binds us to each other.

The presence on the campus today of so many alumnae and friends is indeed gratifying. On behalf of the hosts for the occasion—our trustees, faculty and students—I extend cordial greetings and a warm welcome.

I confess that I have anticipated this moment with mingled emotions of keen pleasure and dread. I recall with considerable understanding words of Henry IV of France at the siege of Cahors. Henry, unaccustomed to battle and plainly frightened, was heard to say aloud to himself: "Vile body, thou tremblest; but thou wouldst tremble worse if thou but knew where I am about to take thee in a moment." I have wondered what an inductee who is an administrative neophyte ought to undertake in an address of acceptance. It has become increasingly clear to me that my remarks should serve to acquaint you somewhat with the academic heritage and credo of Agnes Scott College and with some of my own reactions and attitudes as I assume the administrative leadership here.

Agnes Scott was born in the dreams and prayers of a little group of stalwart Christian men and women in this community. The story of beginnings is in large measure the story of the faith and works of Colonel George Washington Scott who is recognized as the founder of the College. Colonel Scott had come South

from Pennsylvania when he was twenty-one years of age. After an eventful career in Florida as a business man, industrial pioneer, and soldier in the War Between the States, Colonel Scott moved to Georgia where he lived for a time in Savannah, moving in 1877 to Decatur where he made his home for the last twenty-six years of his life. Here, as a pioneer in the commercial fertilizer business, Colonel Scott made an outstanding contribution to the industrial development of the Southeast. In addition to this large-scale operation, he gave considerable attention to the purchase and development of central real estate in Atlanta and to the organization of such industries as the Scottdale Mills. George Washington Scott was a great citizen of this community and of this State. He was a Christian philanthropist and a devoted churchman, serving as a ruling elder in the Decatur Presbyterian Church for approximately twenty-five years. The most far-reaching achievement of his abundantly rich life was in connection with the institution that gratefully remembers him as her founder and that bears the name of his mother.

For some time prior to the establishment of this institution in 1889, Colonel Scott had been concerned about the education of girls in this section of the country. When the Reverend Mr. Frank H. Gaines came in 1888 to the Decatur Presbyterian Church from the Falling Spring Church, Rockbridge County, Virginia, Colonel Scott found a fellow spirit. Both understood the need for Christian education in this area. Growing out of discussions between minister and officers of the Decatur Presbyterian Church, a meeting was held at the minister's home on July 17, 1889 at which a most significant resolution offered by Colonel Scott was unanimously adopted, to wit: "Resolved, that we determine to establish at once a school of high character." It was further decided that this school would be primarily for girls since Dr. Gaines and his officers became convinced as they studied the matter that to educate a man may mean to produce a good citizen; but to educate a woman may result in training a whole family. The enrollment for the first year consisted of sixty-three students, all of whom were of grammar grade rank, three being boarding students. When the school opened in September 1889, Miss Nannette Hopkins of Warm Springs, Virginia was the principal. Miss Hopkins thus began a service that proved to be one of the formative influences in the life of the institution.

It is significant that when Agnes Scott began as a grammar school without any work even of secondary grade, its founders set down as the first item in their ideal for the school "a liberal curriculum fully abreast of the best institutions in this country." When a little later Agnes Scott Institute began to do high school work, the same standard was lifted up. When the Institute became a college in 1906, it restated this lofty purpose. The next year, 1907, Agnes Scott College was admitted to the Southern Association of Colleges and Secondary Schools. In 1920 it was placed on the approved list of the Association of American Universities. It was a charter member of the American Association of University Women and of the Southern University Conference. The College was granted a charter by the united chapters of Phi Beta Kappa in 1926 and in 1932 Mortar Board established a chapter on our campus. You will forgive me if I say that we are exceedingly proud of the achievements that have been made under the administrations of Dr. Frank H. Gaines and Dr. James Ross McCain. Eight major financial campaigns have been conducted and all have been successful. From a little school whose annual deficits were borne by one far-sighted individual Agnes Scott has become an institution with total assets of approximately \$7,000,000. So far as this speaker is concerned, the most gratifying aspect of Agnes Scott's development has been that the same fundamental purposes, the same ideals, the same unique union of fine scholarship and genuine religious faith obtain today that guided the institution in the early years when Colonel Scott devoted himself to the life of Agnes Scott.

The history of Agnes Scott College reveals a remarkable continuity of purpose and program. In the sixty-two years of her life the College has had but two presidents, Dr. Gaines and Dr. McCain; two deans of students, Miss Nannette Hopkins and Miss Carrie Scandrett; and one dean of the faculty, Mr. Guerry Stukes who assumed his duties upon the retirement of Miss Hopkins. There have been only five chairmen of the Board of Trustees—Dr. Gaines, Colonel Scott, Mr. Samuel Inman, Mr. J. K. Orr and the present chairman, Mr. George Winship. This continuity in large measure accounts for the situation described by Dr. McCain in *The Story of Agnes Scott College*: "The College has made many changes in physical equipment, personnel, financial status and academic achievements, but it has never faltered in the maintenance of the foundation principles on which it was launched in its early days."

These foundation principles are of the utmost importance to me as I assume the leadership of the College. Three tenets in Agnes Scott's academic credo are particularly impressive. Of these I shall speak briefly.

#### I.

*Throughout the sixty-two years of her life Agnes Scott has consistently stood for the liberal arts ideal and has been committed to liberal arts training. We have never had any intention other than to undertake to serve as effectively as possible as a small independent Christian liberal arts college for women.*

Some years ago Mlle. Adelina Patti, the celebrated singer, in giving the location of her Welsh castle in

the district of Brecknockshire, said that it was "twenty-three miles from everywhere and very beautiful." I am fully aware that many people today regard a liberal arts education as being vague, indefinite, impractical, and, in large measure, irrelevant. There are those who contend that a liberal arts education, like Mlle. Patti's Welsh castle, is "twenty-three miles from everywhere and very beautiful." Our answer to that is to say that if any particular liberal arts program is visionary, vague and unrelated to life, it is a caricature of the real thing. We believe that in our adherence to a liberal arts training, living becomes our business. We are convinced that a liberal arts college, true to its purpose and enlightened in the prosecution of its task, is making the most relevant contribution to practical, effective, abundant living that can be offered by an educational institution in the contemporary world. I agree fully with Toyohiko Kagawa's terse suggestion when he was asked about the future of some of the educational institutions in Japan. Kagawa said, "Let them be pertinent!" I have no defense for any other brand of liberal arts training. A college education ought not to be "twenty-three miles from everywhere and very beautiful." It ought to touch life—touch it vitally and determinatively. It ought to fit people to live with themselves; it ought to contribute to marriage, to vocational success and to good citizenship; it ought to help with the highest level of adjustment—the relationship of man with God. The type of education offered at Agnes Scott is predicated upon the conviction that a mind trained to think is essential if life is to be unfettered, rich and free. Moreover, the liberal arts college tries to place at the disposal of the student some of the accumulated wealth of the ages, all the while attempting to guide the effort to acquire a working knowledge of the clues and the tools essential to an appreciation of the intellectual and spiritual treasures that so many people are neglecting.

Willa Cather's Mr. Rosen in *Obscure Destinies* is characterized in this fashion: "All countries were beautiful to Mr. Rosen. He carried a country of his own in his mind and was able to unfold it like a tent in any wilderness." Resourcefulness is a result for which we strive in liberal arts training. The real world, the world in which we live, is not only a world of economic, national, racial and class tensions and strifes. The real world is also a world of books, of art, of great music, a world of ideas, of values, harmony, color, order, variety. What more significant thing can a college do than to relate the mind and the spirit of a student to the resources that bring a deep, abiding satisfaction, not only now, but through all the years to come?

I quite agree with John Henry Newman's contention in *The Idea of a University* where he holds that that training of the intellect which is best for the individual himself, best enables him to discharge his duties to society. Our approximations to Cardinal Newman's ideal statement may be disappointing, but they are efforts in the right direction. Liberal education, contends Newman, "is the great ordinary means to a great but ordinary end; it aims at raising the intellectual tone of society, at cultivating the public mind, at purifying the national taste, at supplying true principles to popular enthusiasm and

fixed aims to popular aspiration, at giving enlargement and sobriety to the ideas of the age, at facilitating the exercises of political power, and refining the intercourse of private life. It is the education which gives a man a clear conscious view of his own opinions and judgments, a truth in developing them, an eloquence in expressing them, and a force in urging them. It teaches him to see things as they are, to go right to the point, to disentangle a skein of thought, to detect what is sophistical, and to discard what is irrelevant. It prepares him to fill any post with credit, and to master any subject with facility. It shows him how to accommodate himself to others, how to throw himself into their state of mind, how to bring before them his own, how to influence them, how to come to understanding with them, how to bear with them. He is at home in any society, he has common ground with every class; he knows when to speak and when to be silent; he is able to converse, he is able to listen; he can ask a question pertinently, and gain a lesson seasonable, when he has nothing to impart himself; he is ever ready, yet never in the way; he is a pleasant companion, and a comrade you can depend upon; he knows when to be serious and when to trifle and he has a sure tact which enables him to trifle with gracefulness and to be serious with effect. He has the repose of a mind which lives in itself, while it lives in the world, and which has resources for its happiness at home when it cannot go abroad. He has a gift which serves him in public, and supports him in retirement, without which good fortune is but vulgar, and with which failure and disappointment have a charm. The art which tends to make a man all this, is in the object which it pursues as useful as the art of wealth or the art of health, though it is less susceptible of method, and less tangible, less certain, less complete in its result."

## II.

*The second fundamental tenet in Agnes Scott's academic credo, with which I am in complete accord, is the emphasis upon quality in education.*

We customarily take for granted the fact that our educational system in a democracy should extend to as many students as possible. This extensive view, the ideal of equality, is an integral part of our American conception of both secondary and higher education. Unfortunately, we have not always recognized that the ideal of quality is just as necessary to the health of a democracy as that of equality. An excellent case for this point of view has been stated in Robert Ulich's recent book, *Crisis and Hope in American Education*.

With no lack of appreciation of institutions stressing the principle of equality, Agnes Scott has placed her emphasis through the years upon the ideal of quality in education. This has been done by deliberately keeping the student body small, carefully selecting students on the basis of criteria designed to bring to the campus students of character and intellectual capacity who are seriously interested in college training.

Professor John MacMurry, of the University of London, has called Plato's *Republic* "the fairest and falsest of all utopias." With all of the faults that one may find with the Platonic scheme of education, there are some keen insights and some enduring recognitions in the

*Republic*. One of the most important of these insights is that the Commonwealth, the world, indeed, needs the leadership of men and women of intelligence—an aristocracy of competence, if you please. The best qualified people, Plato insists, ought to be discovered, commanded, educated adequately, and given the opportunity to use their intelligence and training for the common welfare.

We still need an aristocracy of intelligence—not, of course, a petted, coddled little group whom we will set free from ordinary responsibilities in order to show favor or preferment to them. What we do need, however, within the framework of our democracy, is to discover ways to lay hold upon young people of unusual endowment, then to prepare them for the tasks of our day—an aristocracy of intelligence, if you will, but one that is imbued with a strong sense of social responsibility.

The word "aristocracy" has become somewhat decadent and decrepit. As a matter of fact, it is a good word, the virility and relevance of which we might do well to recover. It comes from two Greek words: *aristos*, meaning "best," and *kratein*, "to be strong." A true aristocrat is one who, realizing endowment, deliberately offers himself in service to others. Aristocrats have often been despised or distrusted because they have exploited their position, or have held themselves from the needs of the common people, or have undertaken to dominate others, or have simply used their cleverness to make their own status secure. The kind of aristocracy that we need today within a democratic framework is an aristocracy of competence, possessing a strong sense of social responsibility and identified with the people in whose service willing commitment has been made.

In my judgment, this leadership can only be trained adequately where quality has not been sacrificed to quantity, mere bigness, or a preoccupation with methodology. Young people of capability need to be confronted with excellence. Such a confrontation may come about in a score of ways, but never so determinatively as when truth, beauty and goodness become incarnated in flesh and blood. Young people need the invigorating contagion of strong character and genuine scholarship. There is no substitute for education in terms of "Mark Hopkins on one end of the log and the student on the other." The best education still is that which a great teacher makes possible to a student when personalities touch vitally, when the channel of admiration conveys living truth to the mind and heart of a young man or woman.

John Ruskin said a relevant thing when he insisted that "the right to own anything is dependent upon the willingness to pay a fair price for it." Creativity and originality come not through novelty and the attempt to by-pass the disciplines of intellectual endeavor, but through persistence, habitual and unremitting labor, and through the conventional channels. The only aristocracy of intelligence deserving general approval and support will be one to whom the past with its accomplishments is known, and one who accepts the necessity of hard work and patient, painful intellectual endeavor.

I would urge that there is a liability of the privileged and nothing is more immediately important than a recognition and an assumption of this obligation by those who

belong to an aristocracy of competence. Quality education needs always to be aware of the tendencies peculiar to privilege—tendencies that must be resisted by people of endowment and extraordinary opportunity. There is the tendency of privilege to lead a person to a false evaluation of himself. There is the tendency of privilege to set a person off from the needs of people around him. Then, perhaps most dangerous of all, there is the tendency of privilege to let a person off with only a fractional part of the contribution that he is capable of making. I realize increasingly that an institution deliberately accepting for itself the task of trying to discover, train and direct the energies of unusually gifted young people, assumes a tremendous responsibility. Upon such an institution the obligation is laid to teach young people that privilege entails liability and to inspire in them a desire to serve mankind, not condescendingly, surely, but humbly and sacrificially.

### III.

*The third fundamental tenet in Agnes Scott's academic credo, with which I am in complete and enthusiastic accord, is the emphasis upon Christian education that has been integral to the life of the College from the beginning.*

In the original statement of the Agnes Scott Ideal, drawn up by Dr. Gaines and approved by Colonel Scott, was the provision that the Bible should be a textbook, that thoroughly qualified and consecrated teachers should be secured, that the institution should undertake to serve as a model Christian home, that all the influences in the school should be made conducive to the formulation and development of Christian character, and that the glory of God was to be the chief end of all that was undertaken.

Writing of Colonel Scott's reaction to the original statement of purpose, Dr. Gaines said in his *History of Agnes Scott*: "He fully believed that the education, according to this Ideal, of the future wives and mothers would be the most promising method of securing a Godly generation; that a Christian womanhood educated according to this ideal would do more to make the home Christian, society Christian, the world Christian, more to supply the Sabbath schools with efficient teachers and the Church with qualified workers, than any other agency. Moreover, it was contemplated to make this agency perpetual so that year after year a constant stream of young women at an impressionable age would pass under the influence of this Ideal. In this way (Agnes Scott) would be a great fountain sending forth year by year streams to gladden and to bless the land. Such were the considerations which led him to engage so heartily in the work. He entered upon and continued the work in the spirit of humble but strong faith in God, in the spirit of prayer, of love for his fellowmen, and of service to God."

Although nonsectarian in every respect, Agnes Scott is unashamedly Christian in her purposes and program. A simple Christian faith has characterized the leaders of the institution through the sixty-two years of its history and a central place has always been accorded religious practices. I have heard Dr. McCain say more than once

that he would rather see the buildings burned and the endowment distributed among other worthwhile causes than ever to have Agnes Scott forfeit her concern for the Christian faith.

I do not hesitate to assert that I would not be here if it were not for the fact that Agnes Scott is determined to remain a Christian institution, not simply in name but in fact.

Let me quote with approval some statements from Dr. Kenneth Scott Latourette of Yale, having to do with the nature of a Christian institution of higher education: "The difference between a Christian college or university and one which does not aspire to be Christian is not primarily in subject matter or in the outline of the curriculum, but in purpose and atmosphere. The distinctive purpose of a Christian college or university is the growth of Christian character. To this every feature of its life is to be directed, the curriculum and all extra-curricula activities. The Christian college or university is a community bound together by a common faith in Christ and seeking to prepare its members to serve their day and generation according to the will of God and in the spirit of Christ. This it does through exposing its students to the accumulated wisdom and intellectual, esthetic, moral, and spiritual riches of the ages, through intellectual, moral and spiritual discipline, through the quality of all phases of its life, and through common worship. It seeks the attainment of this purpose both by its program and by the less tangible but even more important temper and atmosphere of its entire campus." Through every means at my disposal, I intend to maintain and strengthen the Christian witness which has heretofore characterized the life of Agnes Scott College.

The decision to come to Agnes Scott in 1948 was motivated by a lifelong respect for its purposes and accomplishments. This respect has been deepened as I have come to know the College intimately as a member of the administration and faculty. The association with Dr. McCain and others whose lives have enriched Agnes Scott has been a rare privilege. I gladly dedicate my service to the welfare of this College that embodies the standards and ideals in which I place my confidence.

This College does not belong to the state and will not receive its support from state funds. Neither does it belong to or receive budgeted funds from any branch of the church. Agnes Scott belongs to those who believe in what she stands for and in what she undertakes to do. From such folk must come her strength in the years ahead.

The task before us is not an easy one. The independent liberal arts institutions throughout America, as you well know, will have to justify their right to exist in the period ahead. My optimism about the future of Agnes Scott is based not alone upon a belief that such small Christian liberal arts colleges are essential to the integrity of a democratic America, but upon a conviction that Agnes Scott College has a unique service to perform and a mission to fulfill in the educational life of the South and of the nation. In this confidence and with the help of God I accept my responsibility.

*President Jack spoke informally at the luncheon for official delegates in Letitia Pate Evans Hall after the Inauguration. Since many of his hearers were college presidents, his remarks carried special spice on that occasion; but there is a great deal in this brief talk for everyone connected with a college.*

# The Task of a College President

Theodore H. Jack

President of Randolph-Macon Woman's College

Now that all the rites have been performed,—and two funeral orations pronounced over the bier,—I suppose there is nothing else to do but to go ahead and bury the young man in a college presidency.

Up to this moment, during the two inauguration sessions, we have been privileged to hear two exceptionally able and learned discussions of educational problems. And now that our new president has been formally installed in his high office, and has been given his academic sailing chart by two peculiarly able college administrators, this occasion is, in a sense, an afterthought, an anti-climax, a useless appendix. There are two reasons why I am not going to make a learned educational address, first, because I am not competent to do so, and, second, because, for various reasons, I conceive it to be my function to speak briefly in a more personal way. For those of you who do not know the circumstances surrounding my participation on this occasion, let me say that both of these men, one now the president emeritus, the other, the new president, are long time friends of mine.

James Ross McCain and I have served side by side together in educational work in the South and in the nation now for an almost unconscionable period of time. Few men have contributed more to the educational advance of the South than Ross McCain, none is more highly esteemed in educational circles than he, no one has built a more distinguished institution. Through the years, many of us have looked to him for guidance and for light in our educational problems and he has never failed to render whatever assistance and advice and encouragement were needed, freely, graciously, and gladly. Today, his colleagues in the field of higher education, proud of his achievements and of his noble character, salute him and wish him Godspeed.

Wallace Alston and I have been associated together for a somewhat briefer time and under different circumstances. I knew him first as one of the most brilliant students I have ever had in my classes, then as an able and devoted minister in a great communion, latterly, as a promising beginner in the field of educational administration. And now this young fellow is the president of the great little college under whose very shadow he was reared.

On behalf of the Southern University Conference, to my mind the most significant educational organization

in the South, an organization of which his distinguished predecessor was one of the founders and in whose councils he had rendered notable services, I bring the greetings and good wishes of his colleagues in that group. And now that Ross McCain has retired, very much to my discomfort I find myself now the oldest president of a woman's college, and I suppose I have as much right as anyone to bring him the good wishes of that group.

What is it to be a college president anyway? What is the height and the depth, what is the length and the breadth, what are the metes and bounds of such an exalted, and terrifying, position? The greatest college president I have ever known, the greatest educational administrator the South has ever produced, a man whose name is still magic to the ears of many of us, the late Chancellor James H. Kirkland, of Vanderbilt, has phrased an answer to the question.

"To labor constantly for the world with no thought of self, to find indifference and opposition where you ought to have active assistance, to meet criticism with patience and the open attacks of ignorance without resentment, to plead with others for their own good, to follow sleepless nights with days of incessant toil, to strive continuously without ever attaining—this is to be a college president. But this is only half the truth. To be associated with ambitious youth and high-minded men, to live in an atmosphere charged with thoughts of the world's greatest thinkers, to dream of a golden age not in the past but in the future, to have the exalted privilege of striving to make that dream a reality, to build up great kingdoms of material conquest and make daily life richer and fuller, to spiritualize wealth and convert it into weal, to enrich personal character and elevate all human relationships, to leave the impress of one's life on a great and immortal institution—this, too, is to be a college president."

"He who presides over a great university should be a man of broad culture, able to sympathize with and understand the work of each department, and appreciating the value of that generous training he wishes his students to receive. The university president should also be something of a specialist, knowing the value of research, sympathizing with the march of truth, feeling in his heart the pulse beat of his age. He must also be a man among men, able to lead, control, inspire; bold to conceive and brave to execute; loyal to the past, but recognizing that his allegiance is to the future rather than to the past; that his service is to the generation about him, not to that which is dead and gone; that his kingdom is to be created, not inherited."

It is a wonderful and intriguing climate into which President Alston has come, a challenging opportunity, a great privilege, and, I may add, a great responsibility and burden. He has inherited the presidency of one of America's finest and most significant colleges, a college known throughout the length and breadth of the land for its high scholarship, for its splendid Christian and spiritual influence, for the high character of its student body and the outstanding competence of its faculty, for its notable contributions to the development of the young womanhood of the nation. This is truly a notable educational foundation, worthy of all the praise which has been showered upon it.

He comes into the direction of this College at a time of crisis in the colleges, at a time when the very future of such institutions is imperiled, at a time when a craven soul might well say, "The times are out of joint, ah wretched me, that ever I was born to set them right." But those of us who know him well and have great confidence in him know full well that he will rise to meet the challenge of the times and that his spirit will join with the spirit of the brave young Rupert Brooke in saying, "Then thanks be to God Who has joined me to His hour." I happen to recall very well an incident illustrative of the spirit that is Agnes Scott. Some years ago the president of a great educational foundation, after a visit to this institution, asked the wife of a former president of the College how Agnes Scott had accomplished such remarkable results with such small resources. And her reply was, "We have done it through faith." That spirit, I know, continues to be the keynote of Agnes Scott's achievements, and the spirit which animates the new president. In that spirit, and building on a solid, noble foundation, he will go forward to even greater achievement for this wonderful institution.

And there is another element in the climate into which

he enters I cannot forbear to mention. He comes into a climate set by his distinguished predecessor and for many years, I hope, he has the strong right arm and the stout heart and the wise brain of James Ross McCain to support him, to encourage him, and, at times, to console him.

"The American college president is an officer with unique powers, responsibilities, and opportunities. Nowhere in all educational history do we find his counterpart. At one moment he is a statesman, planning some great constructive work for the up-building of his country; at another moment he is a politician trying to be all things to all men, if by all means he may gain some votes and some small appropriation sufficient to supply daily needs. At one moment he is a Pharaoh on his throne; at another driven by cruel taskmasters he is a slave making bricks without straw; at one moment he is swaying the destiny of a thousand students, leading them as an army; at another he is the confidential friend and adviser of a single troubled soul, giving the benediction of personal touch and a loving sympathy to an inspiring life."

In a very imperfect and fragmentary fashion, this is the height and the depth, the length and the breadth of the task of a college president, this is the climate into which the new president has come. These are the tasks and the responsibilities, the cares and the burdens, the privileges and the joys into which Wallace Alston has come today.

And all of us who have gathered here today to share in his inauguration join in greetings and good wishes to this College and its new president. May God speed him on his way as he enters upon what I at least know will be a notable, a distinguished, a rewarding career of service to God and His people.

The auspices are truly propitious.

Go forward, bravely and confidently, in your high career.

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### *Recommended Reading*

*A Man Called Peter.* By Catherine Marshall, Agnes Scott '36. McGraw Hill, \$3.50. A good Christmas present for an Agnes Scott friend. Catherine's biography of her husband, the late Dr. Peter Marshall, chaplain of the U. S. Senate and pastor of New York Avenue Presbyterian Church in Washington, may equal in popularity her edition of his sermons and prayers, *Mr. Jones, Meet the Master*. The story includes their courtship when she was a senior at Agnes Scott.

# Official Delegates

## to the Inauguration of President Wallace McPherson Alston

Agnes Scott College  
October 23, 1951

- |  |  |   |   |
|--|--|---|---|
| 1636<br>HARVARD UNIVERSITY<br>Mr. Enoch Smythe Gambrell  | 1782<br>WASHINGTON COLLEGE<br>Dr. Benjamin Blackiston<br>Wroth       | 1817<br>UNIVERSITY OF MICHIGAN<br>Dr. Evangeline Thomas Papa-<br>george           | 1830<br>UNIVERSITY OF RICHMOND<br>Dr. George S. Mitchell        |
| 1693<br>THE COLLEGE OF WIL-<br>LIAM AND MARY<br>Dr. David Bennett Camp   | 1785<br>WILLIAMS COLLEGE<br>Dr. Charles R. Hart                      | 1819<br>CENTRE COLLEGE OF<br>KENTUCKY<br>President Walter Alexander<br>Groves     | 1831<br>LAGRANGE COLLEGE<br>President Waights G. Henry,<br>Jr.  |
| 1701<br>YALE UNIVERSITY<br>Dr. Daniel C. Elkin   | 1785<br>UNIVERSITY OF GEORGIA<br>Dean Alvin B. Biscoe                | 1819<br>MARYVILLE COLLEGE<br>President Ralph Waldo Lloyd                          | 1833<br>HAVERFORD COLLEGE<br>Dr. William E. Hinrichs            |
| 1740<br>UNIVERSITY OF PENN-<br>SYLVANIA<br>Mr. Albert Griffin  | 1787<br>FRANKLIN AND MAR-<br>SHALL COLLEGE<br>Dr. William Bevan, Jr. | 1819<br>UNIVERSITY OF VIRGINIA<br>Mr. William Matthews                            | 1833<br>MERCER UNIVERSITY<br>President Spright Dowell           |
| 1746<br>PRINCETON UNIVERSITY<br>Mr. Robert Harrison Jones  | 1789<br>GEORGETOWN UNIVER-<br>SITY<br>Mr. Joseph B. Brennan          | 1820<br>INDIANA UNIVERSITY<br>Mrs. Grace Hendley Kehr                             | 1833<br>OBERLIN COLLEGE<br>Mrs. Stephen M. Herrick              |
| 1749<br>WASHINGTON AND LEE<br>UNIVERSITY<br>Dean James Graham Leyburn  | 1789<br>UNIVERSITY OF NORTH<br>CAROLINA<br>Mrs. P. G. Hammer         | 1821<br>GEORGE WASHINGTON<br>UNIVERSITY<br>Mr. Francis M. Bird                    | 1834<br>FRANKLIN COLLEGE<br>Dr. M. Kathryn Glick                |
| 1764<br>BROWN UNIVERSITY<br>Dr. Justin M. Andrews  | 1794<br>UNIVERSITY OF TENNES-<br>SEE<br>Mrs. Coy Lander              | 1821<br>TRINITY COLLEGE<br>Mr. Louis S. Coben                                     | 1834<br>TULANE UNIVERSITY<br>Dean Anna Estelle Many             |
| 1766<br>RUTGERS UNIVERSITY<br>NEW JERSEY COLLEGE<br>FOR WOMEN<br>Mrs. William F. Gerrow, Jr.                             | 1794<br>TUSCULUM COLLEGE<br>Dr. Herman L. Turner                     | 1826<br>FURMAN UNIVERSITY<br>President John Laney Plyler                          | 1834<br>WAKE FOREST COLLEGE<br>Dr. Howard Mitchell Phillips     |
| 1769<br>DARTMOUTH COLLEGE<br>Mr. Louis J. Fortuna  | 1798<br>UNIVERSITY OF LOUIS-<br>VILLE<br>Mrs. Maxwell S. Brown       | 1826<br>HANOVER COLLEGE<br>Mrs. William T. Jones                                  | 1834<br>WHEATON COLLEGE<br>Mrs. Stanley Blackmer                |
| 1770<br>COLLEGE OF CHARLES-<br>TON<br>President George D. Grice  | 1800<br>MIDDLEBURY COLLEGE<br>Dr. Elaine L. Updyke                   | 1826<br>LAFAYETTE COLLEGE<br>The Reverend Hubert V. Tay-<br>lor                   | 1835<br>OGLETHORPE UNIVER-<br>SITY<br>President Philip Weltner  |
| 1772<br>SALEM COLLEGE<br>President Dale H. Gramley   | 1801<br>UNIVERSITY OF SOUTH<br>CAROLINA<br>Mr. Harold B. Prince      | 1826<br>MISSISSIPPI COLLEGE<br>Dr. James Wallace Middleton                        | 1836<br>ALFRED UNIVERSITY<br>Mrs. Robert H. Brown               |
| 1773<br>DICKINSON COLLEGE<br>Dr. Harold H. Bixler  | 1809<br>MIAMI UNIVERSITY<br>Dr. William M. Carlton                   | 1826<br>WESTERN RESERVE UNI-<br>VERSITY<br>Mrs. John H. Woodworth                 | 1836<br>EMORY UNIVERSITY<br>Vice President John Gordon<br>Stipe |
| 1776<br>HAMPDEN-SYDNEY COL-<br>LEGE<br>President Edgar Graham<br>Gammon  | 1812<br>UNION THEOLOGICAL<br>SEMINARY<br>Dr. James G. Patton, Jr.    | 1827<br>LINDENWOOD COLLEGE<br>Dean Eunice Carmichael Rob-<br>erts                 | 1836<br>WESLEYAN COLLEGE<br>Dean Samuel Luttrell Akers          |
| 1776<br>UNITED CHAPTERS OF<br>PHI BETA KAPPA<br>Dr. Goodrich Cook White,<br>Senator (President of Em-<br>ory University) | 1813<br>COLBY COLLEGE<br>Mrs. J. C. Milner                           | 1828<br>COLUMBIA THEOLOGI-<br>CAL SEMINARY<br>President J. McDowell Rich-<br>ards | 1837<br>DAVIDSON COLLEGE<br>President John R. Cunning-<br>ham   |
|  | 1815<br>ALLEGHENY COLLEGE<br>Dr. Elizabeth Gould Zenn                |   | 1837<br>GUILFORD COLLEGE<br>Dr. Morgan B. Raiford               |

- 1837  
MARSHALL COLLEGE  
Mr. E. H. Rece
- 1837  
MOUNT HOLYOKE COLLEGE  
Mrs. Delkin Jones
- 1838  
DUKE UNIVERSITY  
Dean Roberta Florence Brinkley
- 1839  
BOSTON UNIVERSITY  
Mr. John F. Burke
- 1839  
ERSKINE COLLEGE  
President Robert Calvin Grier
- 1839  
UNIVERSITY OF MISSOURI  
Mr. Forest L. Fowler
- 1839  
VIRGINIA MILITARY INSTITUTE  
Mr. Robert B. Shelley
- 1842  
THE CITADEL  
Mr. R. B. Cunningham
- 1842  
HOLLINS COLLEGE  
President John R. Everett
- 1842  
MARY BALDWIN COLLEGE  
Mrs. James Kenneth Fancher
- 1842  
OHIO WESLEYAN UNIVERSITY  
The Reverend Warren Thomas Smith
- 1842  
SAINT MARY'S SCHOOL AND JUNIOR COLLEGE  
President Richard Gabriel Stone
- 1842  
WILLAMETTE UNIVERSITY  
Mrs. George Wilson Gunn
- 1845  
WITTENBERG COLLEGE  
Mr. John J. Pershing
- 1846  
BUCKNELL UNIVERSITY  
Lieutenant Colonel Gilbert R. Frith
- 1846  
MOUNT UNION COLLEGE  
Mrs. Alan W. Donaldson
- 1847  
EARLHAM COLLEGE  
Mr. C. Ralph Partington
- 1847  
LAWRENCE COLLEGE  
Mrs. Ward Rosebush
- 1848  
AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE  
Mr. Arthur Malcolm Henry
- 1848  
MUHLENBERG COLLEGE  
Dr. J. R. Brokhoff
- 1848  
SOUTHWESTERN AT MEMPHIS  
President Peyton Nalle Rhodes
- 1848  
UNIVERSITY OF WISCONSIN  
Mr. Charles W. Bloedorn
- 1849  
AUSTIN COLLEGE  
President W. B. Guerrant
- 1849  
BESSIE TIFT COLLEGE  
President W. Fred Gunn
- 1850  
HEIDELBERG COLLEGE  
Dr. Newell E. Good
- 1850  
ILLINOIS WESLEYAN UNIVERSITY  
President Merrill J. Holmes
- 1851  
CARSON-NEWMAN COLLEGE  
Mr. Walter F. Buhl
- 1851  
HOPE COLLEGE  
Mrs. Howard E. Duesing
- 1851  
UNIVERSITY OF MINNESOTA  
Dr. Howard Sheldon Jordan
- 1851  
NORTHWESTERN UNIVERSITY  
Mr. Ernest Plambeck
- 1852  
CORNELL COLLEGE  
Mr. Paul W. Kidder
- 1852  
MILLS COLLEGE  
President Lynn White, Jr.
- 1853  
UNIVERSITY OF FLORIDA  
Dr. Eleanor Bode Browne
- 1853  
LOUISVILLE PRESBYTERIAN THEOLOGICAL SEMINARY  
The Reverend P. J. Garrison
- 1853  
WASHINGTON UNIVERSITY  
Mr. William H. Frey
- 1854  
WOFFORD COLLEGE  
Dean C. C. Norton
- 1855  
ELMIRA COLLEGE  
Mrs. Lloyd L. Brown
- 1856  
NEWBERRY COLLEGE  
Mr. James C. Abrams, Registrar
- 1857  
FLORIDA STATE UNIVERSITY  
President Doak S. Campbell
- 1857  
QUEENS COLLEGE  
President Charlton C. Jernigan
- 1858  
BAKER UNIVERSITY  
Dr. Frank W. Clelland
- 1860  
LOUISIANA STATE UNIVERSITY AND AGRICULTURAL AND MECHANICAL COLLEGE  
Mr. Robert Carson Chinn
- 1861  
MASSACHUSETTS INSTITUTE OF TECHNOLOGY  
Mr. William E. Huger
- 1861  
VASSAR COLLEGE  
AMERICAN COUNCIL ON EDUCATION  
President Sarah Gibson Blanding
- 1864  
UNIVERSITY OF DENVER  
UNIVERSITY CENTER IN GEORGIA  
Dr. Henry King Stanford
- 1864  
SWARTHMORE COLLEGE  
Dr. Osborne R. Quayle
- 1865  
CORNELL UNIVERSITY  
Dr. Ross H. McLean
- 1865  
UNIVERSITY OF KENTUCKY  
Mr. Edward F. Danforth
- 1865  
UNIVERSITY OF MAINE  
Mrs. James M. Sims
- 1866  
CARLETON COLLEGE  
Mrs. R. F. Schrader
- 1866  
UNIVERSITY OF NEW HAMPSHIRE  
Miss Melissa A. Gilley
- 1866  
THE COLLEGE OF WOOSTER  
President Howard Foster Lowry
- 1867  
UNIVERSITY OF ILLINOIS  
Dr. James Harvey Young
- 1867  
JOHNS HOPKINS UNIVERSITY  
Dr. Edith Muriel Harn
- 1869  
PENNSYLVANIA COLLEGE FOR WOMEN  
Mrs. James G. Stephenson
- 1869  
WILSON COLLEGE  
Mrs. Walter Gresh
- 1870  
OHIO STATE UNIVERSITY  
Dr. Margret Guthrie Trotter
- 1870  
SULLINS COLLEGE  
Miss Hester Matthews
- 1870  
SYRACUSE UNIVERSITY  
Mrs. Howard C. Smith
- 1870  
WELLESLEY COLLEGE  
Dr. Virginia F. Prettyman
- 1871  
SMITH COLLEGE  
Mrs. George Seward
- 1872  
ALABAMA POLYTECHNIC INSTITUTE  
Dr. David Wiley Mullins, Executive Vice President
- 1872  
LANDER COLLEGE  
President Boyce M. Grier
- 1872  
PEACE COLLEGE  
President William C. Pressly
- 1872  
VANDERBILT UNIVERSITY  
Dr. Edwin Mims

- 1872  
VIRGINIA POLYTECHNIC  
INSTITUTE  
Mr. Kendall Weisiger
- 1873  
BLUE MOUNTAIN COL-  
LEGE  
Mrs. Dick Houston Hall, Jr.
- 1873  
DRURY COLLEGE  
Dr. William D. Burbank
- 1873  
SHORTER COLLEGE  
President Charles W. Burts
- 1873  
TEXAS CHRISTIAN UNI-  
VERSITY  
Dean Jerome A. Moore
- 1874  
ST. OLAF COLLEGE  
Mrs. Paul R. Lewis
- 1875  
GEORGE PEABODY COL-  
LEGE FOR TEACHERS  
Dr. Hayden C. Bryant
- 1875  
PARK COLLEGE  
Dr. Bruce C. Boney
- 1876  
AMERICAN CHEMICAL  
SOCIETY  
Dr. J. Samuel Guy
- 1876  
AMERICAN LIBRARY AS-  
SOCIATION  
Dr. Tommie Dora Barker
- 1876  
UNIVERSITY OF COLO-  
RADO  
Dr. J. G. Lester
- 1876  
STILLMAN COLLEGE  
President Samuel Burney Hay
- 1878  
BRENAU COLLEGE  
President Josiah Crudup
- 1879  
ARCHAEOLOGICAL INSTI-  
TUTE OF AMERICA  
Dr. Robert Scranton
- 1879  
RADCLIFFE COLLEGE  
Mrs. Phillip M. Essig
- 1880  
PRESBYTERIAN COLLEGE  
President Marshall Walton  
Brown
- 1881  
AMERICAN ASSOCIATION  
OF UNIVERSITY WOM-  
EN  
Mrs. Edward L. Askren, Jr.  
(President, Atlanta Branch)
- 1881  
DRAKE UNIVERSITY  
Mrs. Emil Georg
- 1881  
INCARNATE WORD COL-  
LEGE  
Miss Mary Corley
- 1881  
UNIVERSITY OF TEXAS  
Dr. Florene J. Dunstan
- 1883  
MODERN LANGUAGE AS-  
SOC. OF AMERICA  
AMER. ASSOC. OF TEACH-  
ERS OF FRENCH  
Dr. Eliot G. Fay
- 1883  
WAGNER COLLEGE  
Dr. Behrend Mehrtens
- 1884  
AMERICAN HISTORICAL  
ASSOCIATION  
Dr. Bell Irvin Wiley
- 1884  
LONGWOOD COLLEGE  
Mrs. R. L. Turman
- 1885  
BRYN MAWR COLLEGE  
Mrs. Clemens de Baillou
- 1885  
GEORGIA INSTITUTE OF  
TECHNOLOGY  
President Blake R. Van Leer
- 1885  
GOUCHER COLLEGE  
Mrs. P. E. Atkinson
- 1885  
STANFORD UNIVERSITY  
Mrs. Frederick D. Noble, Jr.
- 1886  
UNIVERSITY OF CHAT-  
TANOOGA  
President David A. Lockmiller
- 1886  
THE SOCIETY OF THE  
SIGMA XI  
Dr. Henry W. Schoenborn
- 1887  
NORTH CAROLINA STATE  
COLLEGE  
Dr. Joseph E. Moore
- 1887  
POMONA COLLEGE  
Colonel Wayne B. Gardner
- 1887  
TROY STATE TEACHERS  
COLLEGE  
Mrs. L. D. Bynum
- 1888  
MORRIS HARVEY COL-  
LEGE  
Mr. Theodore F. Goldthorpe,  
(Assistant to the Presi-  
dent)
- 1889  
BARNARD COLLEGE  
Dr. Catherine Sims
- 1889  
CLEMSON AGRICULTUR-  
AL COLLEGE  
Mr. John D. Lane
- 1889  
CONVERSE COLLEGE  
President Edward M. Gwath-  
mey
- 1889  
GEORGIA STATE COL-  
LEGE FOR WOMEN  
President Guy H. Wells
- 1889  
REINHARDT COLLEGE  
President J. R. Burgess, Jr.
- 1890  
MILLSAPS COLLEGE  
Dr. Elbert S. Wallace
- 1891  
UNIVERSITY OF CHICAGO  
Dr. Ernest Cadman Colwell
- 1891  
LENOIR RHYNE COLLEGE  
Miss Ruth Matilda Wingard
- 1891  
MEREDITH COLLEGE  
President Carlyle Campbell
- 1891  
PEMBROKE COLLEGE  
Dr. Helen T. Albro
- 1891  
RANDOLPH-MACON WOM-  
AN'S COLLEGE  
ASSOCIATION OF AMERI-  
CAN COLLEGES  
SOUTHERN UNIVERSITY  
CONFERENCE  
President Theodore H. Jack
- 1891  
WOMAN'S COLLEGE OF  
THE UNIVERSITY OF  
NORTH CAROLINA  
Dr. Walter Clinton Jackson  
(Chancellor Emeritus)
- 1892  
AMERICAN PSYCHOLOGI-  
CAL ASSOCIATION  
Dr. J. Stanley Gray
- 1894  
BELHAVEN COLLEGE  
President Guy Tillman Gil-  
lespie
- 1895  
SOUTHERN ASSOCIATION  
OF COLLEGES AND SEC-  
ONDARY SCHOOLS  
Dean Lloyd W. Chapin, Sec-  
retary Commission on In-  
stitutions of Higher Edu-  
cation
- 1896  
ALABAMA COLLEGE  
Dr. Eva Olivia Golson
- 1896  
FLORA MACDONALD COL-  
LEGE  
President Marshall Scott  
Woodson
- 1897  
PHI KAPPA PHI  
Dr. Susanne Thompson
- 1899  
AMERICAN ASTRONOMI-  
CAL SOCIETY  
Dr. W. A. Calder
- 1899  
SIMMONS COLLEGE  
Mrs. H. C. Allen, Jr.
- 1901  
AMERICAN MATHEMATI-  
CAL SOCIETY  
MATHEMATICAL ASSOC.  
OF AMERICA  
Dr. Claiborne Latimer
- 1901  
SOUTHWESTERN LOUISI-  
ANA INSTITUTE  
Miss Agnes Roth  
(Assistant Dean of Wom-  
en)
- 1901  
SWEET BRIAR COLLEGE  
Mrs. Arthur Jesse Merrill
- 1902  
THE BERRY SCHOOLS  
Dr. R. C. Gresham, Chaplain
- 1903  
DAVIS AND ELKINS COL-  
LEGE  
Dr. Felix B. Gear
- 1905  
AMERICAN SOCIOLOGI-  
CAL SOCIETY  
Mr. James W. Wiggins
- 1906  
SOUTH GEORGIA COL-  
LEGE  
President William S. Smith
- 1906  
VALDOSTA STATE COL-  
LEGE  
Dean Joseph A. Durrenberger
- 1908  
COKER COLLEGE  
Mrs. John F. Busch, Jr.
- 1908  
GEORGIA TEACHERS COL-  
LEGE  
President Zach S. Henderson
- 1909  
NATIONAL ASSOCIATION  
OF BIBLICAL INSTRUC-  
TORS  
Miss Louise Panigot

1911  
CONNECTICUT COLLEGE  
FOR WOMEN  
Mrs. W. B. Farnsworth

1911  
NATIONAL COUNCIL OF  
TEACHERS OF ENGLISH  
Dr. H. Prentice Miller

1911  
SOUTHERN METHODIST  
UNIVERSITY  
Dr. Garland G. Smith

1912  
THE RICE INSTITUTE  
Dr. Wilton M. Fisher

1914  
GENERAL ASSEMBLY'S  
TRAINING SCHOOL FOR  
LAY WORKERS  
President Henry Wade Du-  
Bose

1914  
GEORGIA ASSOCIATION  
OF COLLEGES  
Mr. W. L. Carmichael

1915  
AMERICAN ASSOCIATION  
OF UNIVERSITY PRO-  
FESSORS  
Dr. W. Tate Whitman

1916  
MONTREAT COLLEGE  
President J. R. McGregor

1918  
MORTAR BOARD  
Mrs. Holcombe Green

1925  
UNIVERSITY OF MIAMI  
Dean Mary B. Merritt

1926  
SCRIPPS COLLEGE  
Mrs. G. Thomas McElwrath

1929  
PRESBYTERIAN JUNIOR  
COLLEGE  
President Louis C. LaMotte

1931  
UNIVERSITY SYSTEM OF  
GEORGIA  
Chancellor Harmon W. Cald-  
well

1933  
WEST GEORGIA COLLEGE  
Dr. George C. S. Adams

1934  
SOUTHERN HISTORICAL  
ASSOCIATION  
Dr. James Z. Rabun

1938  
PICKETT AND HATCHER  
EDUCATIONAL FUND  
Miss Vista Ann Davis

1940  
JOHN BULOW CAMPBELL  
FOUNDATION  
Mr. William B. Stubbs  
(Executive Director)

1943  
THE RICH FOUNDATION  
Dr. Raymond R. Paty  
(Executive Director)

1945  
GEORGIA SOCIETY OF  
HISTORICAL RESEARCH  
Mrs. Robert Harrison Jones  
(Honorary life President)

1950  
DIVISION OF HIGHER ED-  
UCATION, PRESBYTER-  
IAN CHURCH, U. S.  
Dr. Hunter B. Blakely, Sec-  
retary

The chapel schedule has been strengthened by the introduction of Convocation, held every Wednesday morning and attended by all members of the campus community. Convocation is usually conducted by President Alston and combines a religious service with announcements of general interest and sometimes an address by the President or by a guest speaker of distinction. The chief purpose is to maintain Agnes Scott's community sense and spirit. This has been felt more and more necessary as campus life and off-campus activities have become more and more diverse through the years.

## Campus Briefs

Chapel attendance on other days remains voluntary.

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If you know a girl who would like to enter Agnes Scott next fall but who may not be able to afford the full charges, tell her that now is the time to write for information on the scholarship competition. The nine awards include one of \$1500 divided \$600-\$300-\$300-\$300 over the four years, three of \$1000 each divided \$400-\$200-\$200-\$200, and five ranging from \$300 down to \$100 for one year only. These awards are made entirely on the basis of competition documents. A student who does not win one of them but who places well in the contest and who demonstrates need may receive a student aid grant. Application for contest information should be made to the Registrar's Office before mid-January.

\* \* \*

Speaking of scholarships, several alumnae clubs are thinking of raising funds for the purpose. Each scholarship must be at least in the amount of \$1000. The principal is invested and the income used to aid students. A great need is present in the case of foreign students, who usually are not permitted to bring money from their own countries. They greatly enrich the life of the campus, and some way of continuing to bring them to Agnes Scott must be found.

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If you live near the College, you should come and see the transformation of fourth floor Buttrick, which the Department of Art has made into a charming gallery. The big front window provides a good north light, and the rough unfinished walls have been painted to a height of about six feet. Pictures are hung at eye level.

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Clippings concerning the Inauguration are still coming in from all parts of the country. The New York Times carried a picture of President Alston and the story of the event Oct. 24. The Associated Press distributed the news widely.

\* \* \*

Have you ever wondered how Agnes Scott grad-

uates really stack up in community leadership? A prominent woman who toured the South during the war, helping to set up civilian defense organizations, asked in each community for a list of women outstanding in civic service. She was amazed at the frequency—almost the invariability—with which the names of Agnes Scott alumnae turned up on these lists. Not an Agnes Scotter herself, she told this story to the alumnae director and asked what the College did to prepare its students so well for the responsibilities of citizenship. What would have been your answer?

\* \* \*

The Alumnae House has been receiving a stream of compliments since the installation of a full-time hostess last year. A few guests have sent beautiful gifts to the house after their visits. Mrs. Eloise Ketchin, whose hospitality and skill have been the cause of these kindnesses, attended Agnes Scott briefly as a music student. Her home is in Louisville, Ga. After the death of her husband, a doctor, she held hostess positions at Winthrop and Centre colleges, then came to Agnes Scott last year. She has one son, who has taught English at Georgia Tech and is now working on his doctorate at Emory. Mrs. Ketchin is the person to whom you write when you decide to pay the campus a visit and stay at the Alumnae House. Did you know that some alumnae just come and rest here, away from it all, for a week or two each year?

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If you have not followed the remarkable development of the Agnes Scott College Choir in the last few years, you should try to come to the Christmas Carol service at 8 P.M. on Sunday, December 9. If you have followed it, you'll probably be there.

\* \* \*

Are you among the alumnae who recommended a real Department of Philosophy in the questionnaire of 1947? If so, you will be delighted with plans made by President Alston for next year. They will be announced soon.

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The Garden Chairman bespeaks your help in enriching the Alumnae Garden on a practically non-existent budget. If you have any bulbs—crocus, hyacinth, jonquil, tulip—or perennials that can be divided in fall or spring, and if you would be willing to donate them to the Garden, please notify Mrs. A. E. Johns (Laurie Belle Stubbs '22), 2642 N. Druid Hills Rd., Rte. 13, Atlanta. She will call for them if you live in the Atlanta area.

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Alumnae friends of Miss Louise Hale have expressed gratification at the founding of a scholarship in her name. Set up by an anonymous friend in the amount of \$1000, it is open to donations from anyone who wishes to do something in memory of Miss Hale.

# Class News

Compiled by Eloise Hardeman Ketchin

## DEATHS

### Institute

Katherine Reneau Alley died May 18, in Atlanta.

Hattie E. Leland Trawick died last year.

Andrew Bramlett, husband of Minnie McIntire Bramlett, died April 19.

Annie Lou Pagett Beadle died June 1, 1941.

Cora Strong's sister, Daisy Strong, died March 17.

### 1909

Ruth Marion Wisdom died June 30 at her home in Tampa, Fla.

### 1910

George Frederick Nicolassen, father of Agnes Nicolassen Wharton and Elizabeth Nicolassen '19, died May 25. Dr. Nicolassen, who was 93 year old, was the first professor of Oglethorpe University when it was re-organized in Atlanta in 1916, and was dean of the liberal arts school.

### 1912

The Office has received news of the death of Annie Chapin McLane mother.

### 1914

Walter Dupre, husband of Essie Roberts Dupre, died June 3.

### 1915

Martha Brenner Shryock lost her father in July, 1950.

W. L. Durant, husband of Grace Harris Durant and father of Grace Durant '48 and Louise Durant Carter '49, died several months ago.

### 1919

Elizabeth Lawrence Brobston lost her brother, John A. Lawrence, in March.

### 1923

Fredeva Ogletree lost her father last year and her mother died in April.

Belle M. Calmes, mother of Elizabeth Calmes Baeszler, died June 13.

### 1932

Mrs. W. S. Taffar, mother of Juliet Taffar Cole and Rudene Taffar Young '34, died May 22.

### 1940

Nell Moss Roberts lost her father-in-law June 21.

### 1942

Dr. H. P. Stuckey, father of Cornelius Stuckey Walker, died June 14.

### 1946

Eva Williams Jemison and her husband, Bill, lost their five-month-old son, James Allen, in June.

### 1951

Betty McClain's father died in July.

RETURN POSTAGE GUARANTEED BY ALUMNAE QUARTERLY, AGNES SCOTT COLLEGE, DECATUR, GEORGIA