

The AGNES SCOTT Alumnae Quarterly

Winter 1952



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**The
AGNES SCOTT
Alumnae Quarterly**

Agnes Scott College, Decatur, Georgia

Volume 30 Number 2

Winter, 1952

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COVER—*That's Agnes Scott '55 before the portrait of her great-great-grandmother, for whom she is named. The present Agnes, who is usually called Mickey, is the daughter of Annie Pope Bryan Scott '15 and the sister of Anne Scott Wilkinson '43, Betty Pope Scott Noble '44, and Nellie Scott '47. Photograph by Frank Tug-gie for The Atlanta Journal & Constitution.*

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.

The Education Issue. Each year the Education Committee of the Alumnae Association assembles the material for one issue of *The Quarterly*. This year the articles written for and by the Committee were of such interest and merit that it was decided to divide them between two issues, the Winter and the Spring, since *The Quarterly's* budget will not permit them to be printed in one number as they are and since to cut them would be an act of destruction. So in the present issue the Committee offers articles on education in modern America; in the Spring number two alumnae will report on U. S. educational and informational programs abroad.

Many conflicting opinions are in the air as to the value of present-day high school education. In this article an Agnes Scott graduate with a long and distinguished record of high school teaching gives her views frankly and charmingly, centering her observations on the school she serves.

Recent Developments In the High School Program

Kate Clark '13

[This paper was read before the Tintagil Club in Montgomery, Alabama, in January, 1951. Whatever the writer may have accomplished during her years of teaching Latin at Sidney Lanier High School in Montgomery, Alabama, she feels is due to the education in the liberal arts she received at Agnes Scott and is especially due to the training she received in Latin under the capable and inspiring teaching of the late, beloved Miss Lillian Smith.]

Generally when I write a paper for Tintagil my purpose is purely entertainment—entertainment for myself. I mean. If you also have enjoyed my efforts in the past, it is good. My motive in writing this paper is again a selfish one. I feel a need for summing up for myself the findings of a study we made last year of Sidney Lanier High School and the many phases of its educational program. In keeping with a current trend in educational circles of acquainting the public with school conditions, I feel an urge to impose some of these findings upon you. Generally such a report to the public is largely of a financial nature, but as the question of finances, both public and private, has always defeated me, I shall hardly touch upon the matter. However, I think you will be able to understand from what I shall say why it is that a high school program needs far greater financial support today than it had fifty or even ten years ago.

When I was in high school, one took the course of study that was rigidly laid down by college require-

ments and one had little time for anything else, except perhaps a little ladylike basketball, a little singing, a play once or twice a year, and a publication which was more like a magazine than a newspaper, as high school publications are today. If one did not have the ability to master college requirement English, geometry, algebra, history, Latin, German or French, physics and chemistry, one just dropped out of high school, got married or went to work.

A high school today is a far different place from what it was in those good old college preparatory days. We still try to prepare our students for college, it is true, but we try to do many other things besides. Today we try to give some form of education for every child of high school age in the community, not merely the brighter and more ambitious ones. We try to develop the whole child and not merely his mental capacity. This is the right thing to do and I am thoroughly in sympathy with this broadened program which is developing in our high schools, but I sometimes fear that, in our endeavor to be all things to all children, we are neglecting the more capable children and are giving them a rather superficial form of education.

Once a high school was judged upon its ability to prepare its students for college work; now a high school is judged mainly upon its holding power. Once only a small percentage of the children entering high school remained to graduate, but now a school is considered a very poor plant which does not graduate a large percentage of its freshman class. In order to increase our holding power at Lanier we have enlarged and enriched our program and have changed some of our ideas of what is the real meaning of a high school education. Nothing has brought out these changes and our needs for further changes more forcibly than the study we made of our school last year.

This study of Lanier was made along the lines of what is known as the *Evaluative Criteria*. This is a cooperative study of secondary school standards formulated by a committee composed of representatives

from the six regional associations of colleges and secondary schools. This work has been going on for the last fifteen years and the *Evaluative Criteria* is now in its sixth edition. At first this evaluation of individual schools was optional. A few years ago, we voluntarily undertook this study, but "bogged" down in the midst of it and gave up the project before we had gone very far into its many phases. Recently the Southern Association of Secondary Schools has made the study obligatory on every high school which wishes to remain a member of that association. Since this study had become a "must," we undertook it last year with the realization that there could be no backing out this time—that it was something we had to do for good old Lanier, and so we set about it with the determination to do a good job and I think we did.

I shall not go into all the details of the work we teachers at Lanier put upon this study—all the meetings, all the fights and disagreements, nor shall I more than mention the fact that one day we would be at each other's throats and the next day we would be all peace and harmony and filled with a better understanding and a deeper sympathy with each other's problems. I shall merely give you a brief outline of the set up of the study and discuss a few of our findings.

The whole faculty was divided into eleven committees, each committee to study a different phase of our program. To give you some idea of the exhaustive, and I may say exhausting, nature of this study I shall read from the table of contents of the *Evaluative Criteria, Sixth Edition, Eleventh Printing*, the many headings of the printed forms these committees had to complete:

1. Philosophy and Objectives
2. Pupil Population and School Community
3. Curriculum and Courses of Study
4. Pupil Activity Program
5. Library Service
6. Guidance Service
7. Instruction
8. Outcomes of the Educational Program
9. School Staff
10. School Plant
11. School Administration
12. Data for Individual Staff Members

This last form, known as "the dreaded Form M," had to be filled out by each faculty member. This Form M I believe was the hardest of all to complete. It required one to give a full account of one's educational and teaching experience, what one reads and what one thinks, and to grade one's self on every

phase of his teaching and the outcomes of his teaching. There were rather embarrassing questions asked too—all about one's intelligence, physical health, mental health, care in dress, self-control, poise, conversational ability, and tone of voice. The mere thought of the thing made me so conscious of my shortcomings that I began at this late date to try to make myself over. I began to speak in such a well modulated tone of voice that all my classes went to sleep and so did I.

After we had worked for months filling out these forms, discovering our strong points and weak points, we called in a visiting committee of twenty-five educators who spent three days with us, studying our findings, visiting our classes, talking with our students, and pointing out to us the same strong points and weak points that we had found for ourselves. With a very few exceptions, the visiting committee pointed out to us very little about our educational program that we did not already know. They offered few solutions to our many problems which could be solved without the expenditure of much more money than we ever hope to have. We were well aware of that fact also.

The phase of this study which has brought out more forcibly than anything else how our ideas of secondary education have changed in the last few years is the *Curriculum and Course of Study*. As I have said before, once we thought that secondary education was meant for only a few, only those of higher mental ability. Now we feel that a high school course of study should appeal to and benefit every child of high school age—children of every mental ability, of every social or economic status; should develop the child not only mentally, but physically, emotionally and socially. In other words, we feel that we should educate in some way every teen age child of the community and that we should develop the whole child, not just his mind. As a consequence of such thinking Lanier's Course of Study has broadened to such an extent that it now includes not only such subjects as cooking, sewing, manual training, physical education and music, subjects which fifty years ago were looked upon by some as unnecessary frills, but such things as bookkeeping, typing, stenography, salesmanship, office practice, diversified education, diversified occupations, commercial law, military training and many other things which years ago we thought should be taught either at home or in special schools. We have special courses in English for those who cannot take the regular English courses. We have special courses in mathematics for those who cannot master algebra and geometry.

In fact a child can now get a diploma from Lanier without algebra, without geometry, without any foreign language, without history (except for United States history), without science, without any of what was once considered high school English. This however is to be expected when we have a student body with I. Q.'s ranging from something like 60 to 138, and a range in reading level from fifth grade to senior in college, and when the holding ability of the school is one of the most important points upon which the value of its curriculum is judged. If too many of our students withdraw before graduation, we are severely criticized because we are not meeting the needs of the community. At the other end of the picture Lanier tries to offer a stimulating course of study for those students of higher I. Q. levels, those who can be benefited by the traditional high school course of study. We still have excellent courses in English, mathematics, history, science and foreign languages, yea even Latin. Lanier has always been considered an outstanding school in this type of work and we still try to keep our standards high. One of the main difficulties we are having now is in guiding the more capable students into these more difficult subjects. They are prone to follow the line of least resistance and take the easier courses. In our endeavor to stimulate, encourage and guide each student into the course of study which will best suit his needs we offer a variety of diplomas. Perhaps this is an unworthy incentive, but we feel that a child who has worked hard on the traditional English course, Latin, French, Spanish, science and history, deserves some kind of reward. We at Lanier now offer many different types of diploma, ranging from the Latin diploma to what we call the liberal diploma, the requirements for which are very liberal indeed. This policy is not at all in keeping with modern ideas and has brought upon us severe criticism. It has been recommended that we offer only one diploma, regardless of what subjects make up the required seventeen units—a recommendation which we have not yet seen fit to adopt.

This question of what is called the enriched course of study, and the fact that today one seems to look upon school as the place where the child gets not only an education of the traditional type, but gets training in family and social life, religion, morals and civic responsibilities, bring us into a phase of secondary education which has been developing rapidly the last few years—that of guidance. It is hard for me to explain exactly what guidance means. It includes advice on courses of study, vocational guidance, testing, case studies, and individual counseling on every phase of a

child's life, personal problems, family relationship, boy and girl relationship, dress, behavior, and almost everything one can imagine. In our study, we found this one of the weakest phases of our program, so we are devoting some time this year upon the study of guidance, trying to find means of strengthening our program. This, however, cannot be developed to its needed strength without more money, for we greatly need more people trained in this type of work. The few trained people we have are doing a good job at Lanier, but they are required to do some teaching in addition to their work in guidance and this leaves them not enough time to devote to this problem. We all try to assist in this work of guidance. Every teacher, worthy of the name of teacher, even though he may not be trained along the line of guidance, can give valuable assistance in certain phases of the work, yet in certain phases I fear an untrained person is apt to do more harm than good.

The modern idea that schools should develop the whole child and not confine itself to the mere development of the mind has brought into a prominent position another phase of the full high school curriculum, which in the last few years has grown by leaps and bounds—that of activities. The idea is that participation in student activities develops qualities of leadership, loyalty, respect, care of property, both private and public, helps to promote better cooperation, loyalty, and understanding between school, home and community. In fact one feels that participation in activities develops in the child the ability to take part in the life of the community and become a responsible worthwhile citizen. The idea is to furnish so many different kinds of activities, to organize such a variety of clubs that every child can find some club or organization in which he can take part. However, the result is not always what is to be desired, and we often find many children taking no part in activities; yet there are others who are so interested in so many different things that they join every club to which they are eligible. Some of the more capable students take such leading parts in so many activities that they often have little time left to devote to their regular studies. This practice brings to us teachers of regular academic subjects one of the greatest problems we have to face today. It presents to me an especially difficult problem, one which is about to drive me out of the teaching profession. As a rule my Latin classes are made up of the more capable students, naturally. They are students who have a great variety of interests, students who naturally take leading parts in these activities. Latin taught as I think Latin should be

taught requires more time spent upon preparation than the present-day child is willing to spend. Actually a child told me the other day that his studies were interfering with his activities. We could meet this situation to a certain extent by limiting the number of activities in which each child is allowed to participate and limiting the number of offices in such activities each child can hold, but as yet we at Lanier have done nothing along that line. My Vergil class presents a great problem every year. Since the senior Latin class has in it many active leaders it is hard to fit it into the schedule. It cannot come at the first period because work on the newspaper is done that period; it cannot come at the second period because the marching band practices that period; it cannot come at the third or fourth periods, because those periods are needed for laboratory science classes; it cannot come at the fifth period because Glee Club meets then; it cannot come at the sixth period because Student Council meets at that period. There aren't any more periods. This year we had to compromise and I have my Vergil class at the first period. That means that at least once a week I have to excuse from Latin Class the editor-in-chief or the business manager of the school newspaper, and sometimes both, to do newspaper work that has to be done the first period instead of the regular period which has been assigned to that work. My Vergil class has in it so many officers of so many clubs and organizations that all year I have been expecting some one to have the bright idea of organizing it into a kind of officers' club with breakfast meetings at the Whitley Hotel at least once a month. I can see myself relegated to an insignificant place at a side table eating eggs and bacon, while the president of the Presidents' Club presides at the head table, calling upon the various Club officers to make reports in regard to the activities of their respective clubs, then finally apologizing most politely to me for leaving no time for my part on the program, which was to be my rapid reading of the Vergil lesson, which they had had no time to prepare because of their having spent so much time the previous evening preparing their reports for this meeting.

Another period which brings teaching difficulties is the fourth period. There I have in a Cicero class a small group of very capable people. They are always having luncheon engagements. Day after day in the middle of the period, just as we have reached the heights of oratory to which only a Cicero or a Churchill can approach, Bill or Hall or Billy, or perhaps Bill and Hall and Billy take a glance at the clock, quietly get up and leave the room. I say nothing, and

try not to fly into a tirade and yell out along with Cicero, "O times O customs! What a state of affairs! Can I never teach through one uninterrupted period?" No. I must calm myself. They are only going to the Rotary Club to make a talk on combatting communism, representing their Hi-Y Club. Tomorrow they will go to the Kiwanis Club, the next day to some other Civic Club, and on and on through the week. Day after day I tell myself that their talking before Civic Clubs is of far greater value to these boys and girls than one half of one Cicero lesson. I am thoroughly convinced that the training they get from participation in all these activities is of untold value in assisting them to take an important part in the life of this community, state and nation. However, I sometimes wonder if we are training our students well enough in certain basic values—in the value of putting first things first, in sticking to one job until that job is well done. Are we giving them anything solid upon which to build or are we developing a people who are Jacks-of-all-trades and really good at none? Heaven knows our generation has certainly made a mess of things. Perhaps the training these children are getting through their activity programs will make better citizens, better leaders, better followers than we have been; and let us hope they can bring some order out of the chaos into which we have fallen. Granted that it does have value; and I really believe it has; yet as far as I am personally concerned it is causing me to find it increasingly difficult to teach by the only method which gives me any satisfaction. I feel frustrated at every turn. I find myself thinking, "I know I have something of value to give these children, but they do not want and have no time for what I can give and I have nothing else to give." Sometimes I feel that I should fold up my methods and quietly creep away, but I still love teaching, and am still finding a few who seem to want and can use to great value what I have to give.

Let us turn now to what to me are the more solid phases of our educational program at Lanier—that of library and instruction, one of which the visiting committee last Spring praised highly, the other was adversely criticized in no uncertain terms. It was our library that came in for unfavorable criticism and for that reason we have spent much time and thought this year upon the study of means and methods of improving our library facilities. Some of the criticism we feel was a bit unfair, some was on weak points of which we were fully aware, points which cannot be adequately strengthened until we find some means of acquiring more money for library purposes than we

now have. We manage to get together enough money to satisfy the requirements of the Southern Association, a stipulated sum which must be spent only upon books or audio-visual equipment, but we need much more money to replenish equipment and improve many aspects of the library service. We need, as well as books, more space for reading rooms, shelving, conference rooms, audio-visual equipment and many other things which are considered a vital part of a high school library. We need a larger library force. Our two trained librarians, with the help of student assistants, are doing an excellent job, but they do need more help.

One adverse criticism made by the library sub-committee of the visiting committee last Spring boils down to what I feel is a criticism of the teachers in general and the requirements of some of our courses of study as much, if not more, than a criticism of the library. This sub-committee expressed the feeling that there is not enough free, voluntary use of the library, that it is used very little by the students except for required reading, that we have too large a number of copies of certain classics and not enough modern books for boys and girls, that our reading requirements are too rigid, that we do not allow our students to make free choice of their reading materials. That criticism is no doubt in line with modern ideas, but all I have to say on the subject is that I am glad my father did not have such ideas when he gave me free access to certain shelves in his well stocked library, but strictly

forbade my wandering over to other shelves where the modern novels were kept, until I had formulated my taste for what is good in literature by the reading of works of classic writers.

The best of this report I have saved until last—that part of the report of the visiting committee which has to do with that phase of our high school program which I would rather hear praised than any of its other phases—our instructional program. The committee as a whole, every sub-committee, each individual member of that body of twenty-five educators praised very highly the excellent nature of the instruction which they witnessed as they went in and out of all the class rooms. Another thing which they noted as being of an outstanding nature was the happy, contented, friendly, cooperative spirit which they found among students and teachers alike. After all, good instruction is the thing that counts. That is what has made Lanier an outstanding high school all these years. What more can one wish for in a high school than good teaching and good learning in an atmosphere of happiness and contentment? May these qualities ever grow at Lanier and may we ever cling to what is good in those principles of secondary education for which Lanier has always stood, and at the same time may we enrich and enlarge our program so that we may serve in full measure, not a limited student body, but every boy and girl in our community regardless of his social, economic, or mental status.

The following study was made by two members of the Education Committee and will interest all alumnae who wonder how the leading women's colleges differ and in what ways they are alike.

Comparison of Seven Liberal Arts Colleges

Lucile Alexander '11 and Evangeline Papageorge '28

(Agnes Scott, Bryn Mawr, Goucher, Mount Holyoke, Randolph-Macon Woman's College, Vassar and Wellesley)

General Requirements:

The minimum number of hours of total course work required for the B.A. degree is in essence the same for all seven colleges, except that Goucher has no course credits.

Goucher does not specify required number of "merit" hours or quality points for the degree. The 1951 Goucher catalog notes "a shift from the time-worn method of measuring college achievement by the

arithmetic of course credits to that of conceiving and measuring that achievement as progress in the attainment of eight fundamental objectives of mature, intelligent living."

Specific Requirements:

Bible or Religion: Agnes Scott, Randolph-Macon, and Wellesley are the only ones specifically requiring a course in this subject.

Freshman English: Specific requirements in five of

the seven; Goucher and Vassar the two exceptions. Vassar strongly advises English in freshman year.

Physical Education: In all seven, although number of required hours varies.

Speech: Mount Holyoke and Wellesley alone require all incoming freshmen who do poorly on speech tests given upon admission to take remedial training in this subject. At Agnes Scott such training is recommended.

Group Requirements:

The same general pattern in all. Except for Vassar and Goucher, group requirements of other colleges fall essentially in the same three fields, although they may be placed under variously specified categories. The three fields are the humanities, the social sciences, and the natural sciences and mathematics.

The 1951 Goucher catalog, after stating eight broad objectives, adds: "any department, any course prepares for several of the eight objectives."

Bryn Mawr is the only one requiring a reading knowledge of two modern foreign languages.

Randolph-Macon specifies group requirements most rigidly.

However, Mount Holyoke permits fewest number of elective courses because of highest requirements for field of concentration.

Goucher and Vassar are the most liberal (see below).

Field of Concentration:

Mt. Holyoke requires from 54 to 72 quarter hours, at least 36 in the major subject and the rest in related hours as compared with the new requirement (1951 Catalog) for the Agnes Scott major: "not more than 57 quarter hours, which include the basic course and at least 9 related hours." This new plan leaves between 48 and 51 quarter hours of *unrestricted* electives, the equivalent of one full year's work.

Wellesley requires 36 to 45 quarter hours in the major department, not to exceed 63 in combination with related hours, as compared with Agnes Scott's maximum of 57, which was adopted in 1951 to avoid too early and too great specialization.

Agnes Scott, Goucher, Mount Holyoke, and Vassar have inter-departmental majors.

Vassar in addition permits a "pre-professional" major.

Agnes Scott was until recently the only one of the seven colleges which did not offer a major in philosophy. President Alston, an admirably trained philosopher, has offered for the last three years a course in philosophy which has been so popular that the number of students had to be limited. Dr. Alston has been

advised by executives at home and abroad to keep, as long as possible, this touch with students and with the teacher's point of view. He is keeping the course in philosophy of religion. In September Dr. Alston added to the philosophy faculty C. Benton Kline, honor graduate of Wooster College, B.D. and Th.M. of Princeton, and Ph.D. candidate of Yale, where he worked with Theodore M. Greene, whose teaching assistant he has been for two years. Agnes Scott now offers a philosophy major. Thus is bridged one of the long-felt gaps in our curriculum.

Individualized Instruction:

All seven colleges offer seminars or provide for individual "directed study" in certain fields.

All seven provide for some type of special honors work. Wellesley prescribes specifically a minimum number of hours of independent work for honors.

Vassar requires of all students some independent study in the individual field of specialization in connection with a comprehensive examination, a long paper, or a laboratory project.

Goucher and Mount Holyoke both provide for optional independent work in lieu of formal courses. At Goucher, "independent study under guidance" is strongly recommended. Mount Holyoke (1951 catalog): "At maximum, an honors program may be carried both junior and senior years; may be begun in the senior; may be dropped at the end of the junior year at the discretion of the department or student concerned. Work may be done in groups or individually. A maximum of 12 credit hours of honors work in the major department is required for the honors degree, awarded with 'highest honor,' 'high honor,' 'honor' or 'distinction' (if the honors program is not followed)."

Comprehensive Examinations:

Bryn Mawr, Goucher, and Wellesley require final comprehensive examinations in the major subject.

Beginning with the class of '53, Randolph-Macon will require in all departments comprehensive examinations in the major field.

Study Clinic:

Mount Holyoke offers a study clinic. The classes are organized in small groups and meet one hour each week. No assignments are made and no credit is allowed for the course.

Work similar to the study clinic is carried on at Agnes Scott with the help of Miss Dexter of the Psychology and Education Department. The Office of the Dean of Students, in close cooperation with Faculty advisers and instructors, helps students who need advice on study habits and organization of study

time, and discovers and sends to Miss Dexter those who need remedial reading.

Flexibility of Curricula:

The Goucher College curriculum is the most liberal and flexible. It is designed for the attainment of certain objectives on a broad cultural basis.

The "Related Studies Program" at Vassar and the plan of Mount Holyoke are also on a more individual basis than the conventional college curricula.

It is recommended that a detailed study of these three plans be made by the Education Committee at Agnes Scott.

Natural Science:

Mount Holyoke, Vassar, and Wellesley have the strongest departments in the natural sciences and provide for advanced work and research.

Bryn Mawr's plan for co-ordination in the teaching of the sciences offers special training to qualified students in such fields as biophysics, geophysics, and geochemistry. It is to be noticed that Bryn Mawr offers a degree beyond the A.B.

Through the functioning of the University Center, juniors and seniors at Agnes Scott may have courses at Emory for which they qualify.

As an epilogue to this comparison, we should like to present three recommendations for the consideration of the teaching staff of our college:

(1) That the bright, well-prepared entering students be offered the privilege of advancing themselves, by achievement tests, beyond the freshman level in required fields in which they feel they have superior preparation.

(2) That comprehensive examinations in the major field be gradually extended beyond the honor students to a larger percent of the student body.

(3) That, in addition to summer reading as a preface to honors work, increased emphasis be put upon the summer reading programs as now planned by several departments for the rising sophomores; that more of the departments cooperate in this plan in order to put the weight of the faculty behind an effort to enlist student interest in using the plan.

The study of catalogs, however rewarding, is not exciting and often, not illuminating—the details of the law tend, perhaps, to kill the spirit, a fact that explains, no doubt, why, to many of us who have known the honors program at Agnes Scott, it seems more alive than in some of the other colleges. As this program is completing its first decade, it is interesting to realize how it has progressed and prospered. As a more mature attitude has developed in the students invited to participate, apprehension of

the "testing time," especially of the "oral," is abating and the strain and tension of the work has lessened. The majority find independent work a thrilling experience. The success of honors students in graduate work attests the quality and value of the honors program. One of 1950's honor students in English did graduate work last year in philosophy, doing it, she says, without that hopeless feeling of being "lost"—she seemed to have "the know-how." The honors papers, typed, bound, filed in the McCain Library for anyone to read, compare favorably, in the opinion of the faculty guides, with master's theses, an opinion which seems to be borne out by the high rating of Agnes Scott honors students on the Graduate Record Examinations that must be taken for entrance to graduate schools.

Another recognition from the outside is the number of generous grants made to honors students in 1951: Two out of 41 grants made for the first time by the General Education Board to recruit into research and teaching the ablest graduating seniors of Southern colleges. These grants cover every kind of expense and pay, in addition, a subsistence stipend of \$1125. Three full tuition grants—two from Yale and one from Chicago; one partial tuition grant by the University of Pennsylvania. To a member of the '41 honors group, a Guggenheim grant to Elizabeth Stevenson to continue her creative writing, which was launched in 1950 when Macmillan published *The Crooked Corridor*. To a '49 honors student, a \$900 fellowship at Emory.

None of the pecuniary rewards are for the faculty members who guide the honors students, but they share equally in the exhilaration: "the quickening of spirit received from honors students; the delight of introducing to another mind the kind of scholarship the joy of which is in the quickened insight, not in some distant award of honors—phrases quoted from a talk by Ellen Douglass Leyburn at one of the fall honors dinners. "exhilarating occasions," she says, "where I have . . . the feeling of being a part of a community of mind and where I feel the very basis of our liberal curriculum so triumphantly vindicated . . . (where) I receive some of the beneficent effects of fullness from having pursued our separate studies, not *separately* but in the presence of other disciplines."

If we, as Agnes Scott alumnae, are to carry on our liberal heritage, we must be alert to the fads that threaten liberal education. Speaking recently before a meeting of the Council of Guidance and Personal Associations, Inc., on the agitation for a specialized

curriculum for women, Judge Lucy S. Howarth, assistant general counsel of the War Claims Commission, warned that "Higher education for women is threatened from three directions: agitation for a special curriculum for women, diminishing interest in graduate study, and 'quickie' courses that prepare girls for technical and sub-professional jobs."

Everywhere in the Southeast there are Agnes Scott alumnae who are influential in their communities, who hold important offices in church, school and civic affairs and who can make their influence felt. As college women they want their children prepared to get a college education. It is quite true that public schools exist to serve their communities; it is also true that 80 percent of their pupils do not go to college, and it is only fair that they should have the kind of training that fits them best for the job they choose. But is it fair that the 20 percent who go to college and to whom we must look for future leadership should be unable to get their preparation in tax-supported schools? Does your community high school prepare for entrance to a good college?

What happened last year in the Denver school sys-

tem shows what can be done by aroused citizens. Denver had been proud of its remarkable job of keeping young folks in school by refusing to give them a "sling-shot education in a hydrogen bomb age" and by offering them instead up-to-date classes in "general education" which fit for any job from driving to family living and health. Denver had been proud of all this until one day the protests of Denver parents that "their well-adjusted children did not read and write well enough" inspired the superintendent to prove the worth of his program by giving tests to a large number of his students. The result was a decision to require double the number of hours of English, ten more of math, ten of U. S. history. As for the required classes in "general education," the students can now take or leave them alone.

Let's keep ourselves informed of the various efforts—honest efforts all of them—to solve the problem of education in the present crisis.

Let us adapt to our community's educational problem Raymond Swing's broadcasting slogan during the last war: Only an informed community is an interested community.



STEFFEN THOMAS' RECENT WORK—*These are two views of the Alabama Memorial carved by Steffen Thomas for Vicksburg National Military Park. Mr. Thomas, who did the bust of Dean Nannette Hopkins now in the McCain Library, is the husband of Sara Douglass Thomas '29 and a noted sculptor. This monument, representing the Spirit of Alabama and the death stand of Alabama troops at Vicksburg in 1863, was sponsored by the Alabama division of the United Daughters of the Confederacy and erected by the state, at a cost of \$150,000.*

In the Phi Beta Kappa address last year, Professor Robinson developed a point which undoubtedly has escaped many of us in our musings on education. Here is the main body of his brief talk.

Numerical Illiteracy

Henry A. Robinson
Professor of Mathematics

At the turn of the century, H. G. Wells prophesied in his *Mankind in the Making*: "The time may not be very remote when it will be understood that for complete initiation of an efficient citizen . . . it is necessary to be able to compute, to think in averages and in maxima and minima, as it is necessary to be able to read and to write." To a very striking degree American culture has become a mathematical culture. Yet for many, mathematics is a dead language. I have met many a college graduate who asserted with pride that she simply did not have a head for figures. This she seemed to think a very pleasing idiosyncrasy which reflected some special virtue upon herself. This superstition that some brilliant people are incapable of quantitative thinking has long since been proved false. So long as one maintains she has inherited a mind allergic to figures she develops within herself an excuse to escape from mental concentration and patient labor without which there is no real understanding in any area of learning. Too many turn pages hastily when they see computation and tabular matter, claiming smugly, "we are deeply interested in this or that area, but mathematically we are quite illiterate." Such atrophy is pathetic. They invent an elaborate ritual to conceal the fact that they are mentally lazy or that they cannot read printed instructions and make simple computations.

Phi Beta Kappa is concerned with more than verbal

literacy. The 1951 citizen must be also numerically literate. She must be able to grasp not only qualitative relationships, but also quantitative, if she is to conduct her professional and personal affairs successfully. The dullest person who may never have heard of statistics is affected in a very intimate way by the gyration of those indices which describe the rising cost of living. Our legislators debate matters in which it is impossible to reach a sound decision without proper weighing of numerical evidence. The modern advertiser quotes figures at us constantly in an effort to persuade us to turn to his products, and the great American public blindly accepts his data in the naive belief that any statistical argument is incontrovertible. Even on the most elementary levels it is impossible to understand psychology, sociology, economics, finance and physical science without some general idea of variation, the meaning of averages, index numbers, sampling, and the interpretation of simple formulas, charts and tables. I would not undervalue the study of the humanities and the social and natural sciences, but in this technological age, I would urge that we have no right to be numerically illiterate. May I close with the words of the probabilist, Francis Galton, who tells us that mathematics and statistics are "the only tools by which an opening can be cut through the formidable thicket of difficulties that bars the path of those who pursue the Science of Man."

In addition to teaching more than 20,000 class hours in 1951, the Agnes Scott faculty managed to make the year a rich one in academic achievement outside of the classroom. Leadership in professional organizations, appearance in scholarly publications, the pursuit of research and study, and summer service on the faculties of other institutions: these enterprises carried the names of Agnes Scott teachers beyond the campus boundaries and brought credit to the College and to them. The Quarterly, which tries to keep alumnae posted on faculty doings, presents here such news as it has been able to extract from a notably modest group.

MELISSA A. CILLEY, assistant professor of Spanish, presided over the Portuguese section of the South Atlantic Modern Language Association (more familiarly known as SAMLA) when it met with Agnes Scott and Emory as hosts in November. She has been asked to present a research paper on contemporary Spanish literature at the annual University of Kentucky Modern Language Convention this spring.

DR. EMILY S. DEXTER, associate professor of philosophy and education, is president-elect of the Georgia Psychological Association and chairman of the elections committee of the International Council of Women Psychologists. She taught last summer at Alabama College.

DR. FLORENE DUNSTAN, assistant professor of Spanish, continued her dual career as scholar and doctor's wife, with a paper read before the University Center Language Association in October and a talk for the Woman's Auxiliary to the Southern Medical Association in Texas the next month. Both presentations, entirely different one from the other as the nature of the audiences would suggest, came out of a visit to Latin America in 1950. Last summer she did research on a Carnegie grant in Spain—six weeks' work on two modern writers.

DR. W. JOE FRIERSON, professor of chemistry, is chairman of the Georgia section of the American Chemical Society this year. The journal *Analytical Chemistry* carried an article by him in October—"Radioactive Tracers in Paper Partition Chromatog-

raphy of Inorganic Ions." Last summer he did research at Oak Ridge.

DR. PAUL GARBER, professor of Bible, took a five-week trip in December and January to Palestine and other points in the Near East, stopping briefly in Europe on the way back. He looked up Agnes Scott alumnae wherever he could and by chance met Dr. Arthur Raper, former professor of sociology and economics at Agnes Scott, at a hotel desk. The two had never met, but Dr. Garber recognized Dr. Raper's name as he asked for his mail.

OCTAVIA GARLINGTON, assistant in biology, attended a summer school at the University of South Carolina and became a resident of that state when her family moved up from the Canal Zone.

DR. MURIEL HARN, professor of German and Spanish, was appointed chairman of SAMLA's executive committee at the meeting in November.

MARIE HUPER, assistant professor of art, taught in Canada last summer and was member of an art panel for the Virginia Highlands Festival of Arts and Crafts.

DR. EMMA MAY LANEY was elected president of the Atlanta English Club, the local chapter of the National Council of English Teachers, in December.

HARRIETTE HAYNES LAPP, assistant professor of physical education, enjoyed teaching a large number of children to swim last summer—some of them the off-spring of Agnes Scott alumnae.

DR. ELLEN DOUGLASS LEYBURN published an article, "Swift's View of the Dutch," in *PMLA* (Publications of the Modern Language Association) in September, and read a paper, "Satiric Allegory in Animal Stories," at the SAMLA meeting in November. At Christmas she enjoyed a week of theatergoing in New York, where she was lucky enough to see the Oliviers in the two *Cleopatra* plays.

MICHAEL McDOWELL, professor of music, and **IRENE LEFTWICH HARRIS**, instructor in piano, gave several two-piano concerts last year, including one at the University of Georgia and the opener of the Emory summer concert series.

DR. MILDRED R. MELL, professor of economics and sociology, is first vice-president of the Southern Sociological Society and chairman of the committee on arrangements for the annual conference in Atlanta in March.

DR. MARGARET PHYTHIAN, professor of French, is vice-president of the University Center Language Association this year. Her present research field is the modern French novel. Last summer she attended the Middlebury French School for six weeks.

DR. WALTER B. POSEY, professor of history and political science, spent the first half of last summer teaching at Emory and the second half on a study of the Baptist Church in the Lower Mississippi Valley—on which about half of the writing has been completed. Next summer he will teach at the University of West Virginia and at Emory.

DR. CATHERINE SIMS, associate professor of history and political science, had an article, "Policies in Parliaments," in the November issue of the Huntington Library Quarterly, and another, on L. B. Namier, in *Some Modern Historians of Britain*, published by the Dryden Press in 1951. At the annual meeting of the American Historical Association in December she was on the program as a commentator on a paper, "Contemporary History: Its Validity," given by Professor E. L. Woodward of Oxford University. She has been re-elected vice-president of the Atlanta Y.W.C.A. and is secretary of the board of the Visiting Nurse Association of Atlanta. Always in demand as

a speaker, she has made talks before a number of groups including several Agnes Scott clubs. In January she made an address to the A.A.U.W. of Birmingham and talked informally to the Birmingham alumnae at luncheon.

DR. ANNA GREENE SMITH, associate professor of economics and sociology, read a paper on the Southern town at the Southern Sociological Society's meeting in Atlanta last year. She served on the association's committee for research in 1951 and is now on the publication committee. She was recently elected secretary of the DeKalb County Community Council for 1952-53.

PIERRE THOMAS, acting assistant professor of French, taught last summer as director of aural practice at Middlebury and in the fall read a paper, "Aural Work and the Teaching of French," before the Georgia chapter of the American Association of Teachers of French.

FERDINAND WARREN, visiting professor of art, was the subject of an article in the February issue of *The American Artist*. Written by Lamar Dodd, the piece was highly favorable and identified Mr. Warren as "one of America's well-known painters."

ROBERTA WINTER, assistant professor of speech, spent much of the summer working on her doctoral thesis. "A Coordinated Speech and Drama Department for the University Center in Georgia."

Class News

DEATHS

Institute

The Office has received news of the death of Sadie McCalla Peek in 1951.

1911

Jane Mitchell Gwinn Traynham died Oct. 17.

Mary Radford lost her father in the fall.

1923

Margaret Turner Twitty died Oct. 14. She is survived by her husband and two sons, Tom, Jr., and Durward.

1928

Dorothy Coleman Cohen lost her husband in the fall.

1931

Elizabeth Woolfolk Moyer's mother died Dec. 5.

1932

Mrs. Elijah Brown, mother of Penelope Brown Barnett, died Nov. 17.

1939

Lucy Hill Doty Davis lost her husband Oct. 23.

1950

Mary Foster ("Robin") Robinson died early in January at Emory University Hospital, of spinal meningitis.

Alma Mater Project

The 1951-52 chapter of Mortar Board, like a number of student organizations in previous years, is investigating the possibility of a new Alma Mater for Agnes Scott. The chapter is asking that students, faculty and alumnae submit songs to Catherine Crowe, president of the chapter, by March 1 if possible. If the chapter judges one of the submissions to be more suitable than the present Alma Mater, it will propose a change to students and alumnae later in the spring.

Fall Quarterly Late?

Several alumnae wrote late in December that their Fall Quarterly had not arrived, then a few days later wrote that it had. The Quarterly was mailed in the first week of December. Apparently the Christmas rush delayed it, though a special effort was made to get it into the mails before the rush reached its height.

Founder's Day

If you haven't been notified of a Founder's Day meeting in your community, and if there are other alumnae there, you may organize the meeting yourself. Just ask the Alumnae Office for a file of the alumnae in your locality and for Founder's Day meeting material.

Campus Events

Feb. 9: *The Tempest*, presented by the London Repertory Company in Presser Hall at 8:00 p.m. Tickets \$1.55 inc. tax.

Feb. 11: Elton Trueblood, noted religious philosopher, will speak on "An Affirmative Answer to Communism" in Presser at 8:30 p.m. No charge.

Feb. 18: Organ concert by Raymond Martin, associate professor of music. Presser, 8:00 p.m., no charge.

Feb. 26: *The Sleeping Beauty*, Tchaikowsky's ballet presented by the Agnes Scott Dance Group with the Glee Club. Presser, 8:15 p.m. Tickets 60c inc. tax.

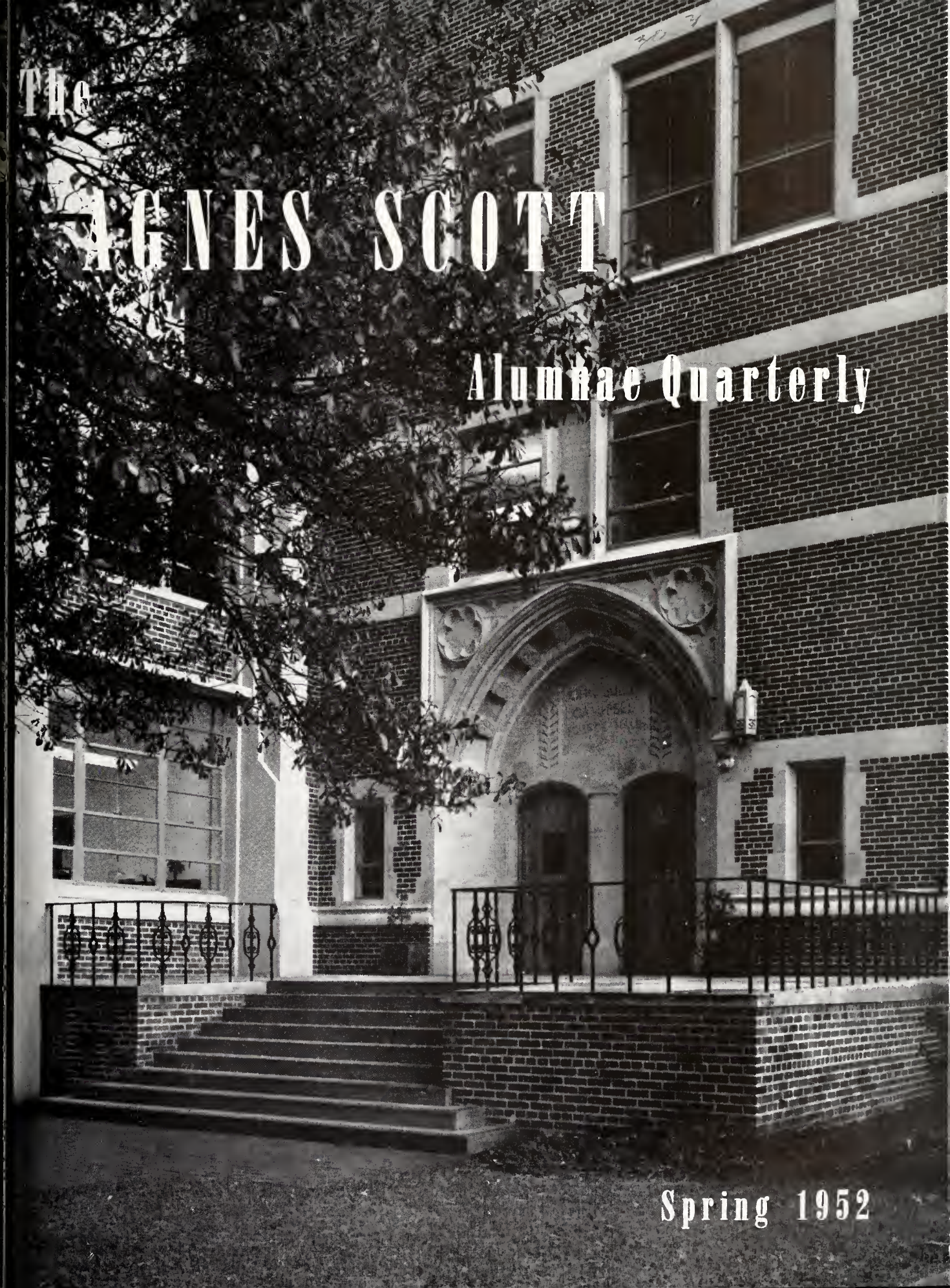
Plan Now for Reunion May 31:

	1899	1918	1932	1937	1951
	1900	1919		1938	
<i>Classes of</i>	1901	1920		1939	
	1902	1921		1940	

The

AGNES SCOTT

Alumnae Quarterly



Spring 1952

THE
ALUMNAE ASSOCIATION
OF
AGNES SCOTT COLLEGE

Officers

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Entertainment

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

Member
American Alumni Council

The
AGNES SCOTT
Alumnae Quarterly

Agnes Scott College, Decatur, Georgia

Volume 30 Number 3
Spring 1952

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COVER—*The main entrance of the John Bulow Campbell Science Hall, newest and largest building on the campus. It has been a busy place this year, even aside from classes and labs. For an account of its use as a meeting place for national, regional and state scientific organizations, see Page Four.*

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.

This is Your Invitation

To Commencement 1952

RESERVATIONS

(must reach Alumnae Office by May 23)

Name _____ Class _____

Reservations desired:

- Dormitory room from _____ to _____,
with _____ as roommate

(Rooms available May 30 to June 2)

- Linen (sheets, pillowcase, towels; bring a blanket with you if the weather is cold)
- A place at the Alumnae Luncheon† (also circle \$1.00 below)
- Meal tickets for the following meals in the Dining Hall:

(Circle prices of meals desired)*

	<i>Friday</i>	<i>Saturday</i>	<i>Sunday</i>	<i>Monday</i>
Breakfast	52c	52c	52c	52c
Lunch	77c	\$1.00	\$1.29	77c
Dinner	\$1.03	\$1.03	52c	

* Prices include state sales tax.

Check enclosed for \$ _____

(Luncheon \$1, linen \$1, Dining Hall meals as shown, no charge for other events, nor for dormitory room. Please send check in full and call at Alumnae House on arrival for your tickets. Money refundable if cancellation reaches Office by May 29. *Reservation* must be in Office by May 23; please do not ask after that date.)

† Reservations must be made by members of Reunion and non-reunion classes alike.

OFFICIAL BALLOT

Alumnae Association of Agnes Scott College

If you will not be present at the Annual Meeting on May 31, please vote on this form and return it to the Alumnae Office before that date.

The Nominating Committee submits the names listed below for the offices indicated. Each office carries a two-year term on the Executive Board of the Alumnae Association. Either check the name given or write in your own choice for each office.

PRESIDENT	<input type="checkbox"/>	Jean Bailey Owen	'39
	<input type="checkbox"/>	-----	
VICE-PRESIDENT	<input type="checkbox"/>	Florence Brinkley	'14
	<input type="checkbox"/>	-----	
VICE-PRESIDENT (unexpired term)	<input type="checkbox"/>	Mary Warren Read	'29
	<input type="checkbox"/>	-----	
SECRETARY	<input type="checkbox"/>	Betty Jeanne Ellison Candler	'49
	<input type="checkbox"/>	-----	
SPECIAL EVENTS CHAIRMAN	<input type="checkbox"/>	Dorothy Cremin Read	'42
	<input type="checkbox"/>	-----	
VOCATIONAL GUIDANCE CHAIRMAN	<input type="checkbox"/>	Edwina Davis Christian	'46
	<input type="checkbox"/>	-----	
PUBLICATIONS CHAIRMAN	<input type="checkbox"/>	Elaine Stubbs Mitchell	'41
	<input type="checkbox"/>	-----	
CLASS COUNCIL CHAIRMAN	<input type="checkbox"/>	Betty Jean Radford Moeller	'47
	<input type="checkbox"/>	-----	
ENTERTAINMENT CHAIRMAN	<input type="checkbox"/>	Clara M. Allen Reiner	'23
	<input type="checkbox"/>	-----	

These are the offices designated to be filled in even years, with the addition of a vice-president to replace Mrs. Owen, who was elected last year. Other offices were filled in the 1951 election and will fall vacant again in 1953. Mrs. Owen has had several years' consecutive experience on the Board, as Special Events Chairman, as president of the Atlanta Agnes Scott Club, and as Vice-President for Clubs. Dr. Brinkley, dean of the Woman's College of Duke University, is one of Agnes Scott's most distinguished alumnae and is listed in *Who's Who in America* for her achievements as an English scholar. She has maintained close ties with Agnes Scott through the Alumnae Association and her leadership in the Durham alumnae group. Mrs. Read (Mary Warren), outstanding in Atlanta civic affairs, is a former member of the Board and has worked for years in the Atlanta Agnes Scott Club. Mrs. Candler since her graduation has become a valuable member of the Decatur Agnes Scott Club. Mrs. Read (Dorothy Cremin) is a successful feature writer for *The Atlanta Journal* and has served for the last two years on the Vocational Guidance Committee, making the keynote chapel address in 1951 and as vice-chairman organizing the career conferences in 1952. Mrs. Christian, whose bylines also appear often in *The Journal*, has been continuously interested in the College and the Association and has been active in the Junior Agnes Scott Club. Mrs. Mitchell, a former editor of *The Agnes Scott News*, has served as Publications Chairman since 1950. Mrs. Moeller, as president of '47, has been outstanding in Class Council work and in 1948-49 was Campaign Chairman for the Junior Agnes Scott Club. Mrs. Reiner, whose daughter is a sophomore at Agnes Scott, is active in the Decatur Agnes Scott Club and took a leading part in planning the tea held by the club for prospective students this year. Catherine Baker Matthews '32 becomes a Trustee of the College as immediate past president of the Association; Frances Winship Walters, Inst., the other Alumnae Trustee, was reelected to a two-year term last year and is now vice-chairman of the Board of Trustees. Under new By-Laws adopted at the Annual Meeting last year, Hallie Smith Walker ex-'16 becomes chairman of the House Committee as its senior member.

THE NOMINATING COMMITTEE

Fannie G. Mayson Donaldson '12, Chairman

Lucile Alexander '11

Martha Crowe Eddins '27

PROGRAM

May 31 - June 2

SATURDAY: 11:30 A.M. Class Officers' Council meeting in the Alumnae House. All class officers expected.

1:00 P.M. Luncheon for seniors and active* members of the Alumnae Association in the Letitia Pate Evans Dining Hall. Class Reunions. By reservation only.†

Immediately afterward: Annual meeting of the Alumnae Association, open to all active* members.

4:30 P.M. Class Day.

8:30 P.M. Speech Program in Presser Hall.

Immediately afterward: Senior book burning.

SUNDAY: 11:00 A.M. The Baccalaureate Service in Presser Hall. Speaker: Dr. W. Taliaferro Thompson, Union Theological Seminary, Richmond, Va.

5:00 P.M. Senior Vespers in Presser Hall.

6:30 P.M. Coffee for Faculty, Seniors and their guests at the President's house.

MONDAY: 10:00 A.M. Commencement in Presser Hall. Speaker: Dean Rusk, president-elect of the Rockefeller Foundation, New York.

Fill out, detach and mail the reservation form on Page One if you are coming for Commencement Weekend or for any of the events for which reservations are indicated. If you are not to be present at the Annual Meeting, vote for Alumnae Association officers on the opposite page. Reservations must reach the Alumnae Office by May 23: *please do not ask the Office to take your reservation after that date.* This deadline is necessary because the College dietitians must place advance food orders. Ballots must reach the Office before the day of the Annual Meeting.

* All recipients of this Quarterly, including you, are active members. But please remember, when making plans with friends, that *they* may be inactive and therefore ineligible to attend the Luncheon and the Annual Meeting.

† See reservation form on Page One.

Of Current Interest

Scientists on Campus

Four important scientific meetings have convened at Agnes Scott's impressive new John Bulow Campbell Science Hall this year. The national convention of Chi Beta Phi, student scientific society, was held there, with about 20 colleges and universities represented. Three hundred mathematicians gathered for the annual meeting of the southeastern section, Mathematical Association of America. The Association of Southeastern Biologists and the Georgia Academy of Science met there on the same weekend, and meeting with them were the southeastern section of the Botanical Society of America and the Southern Appalachian Botanical Club. In addition, the Science Hall has been the place for lectures on atomic energy, anthropology and biology by visiting experts.

* * *

Granddaughters

Daughters of two alumnae were among 12 seniors elected to Phi Beta Kappa this spring: Ruth Heard, daughter of Nell Caldwell Heard ex-'20, and Kathleen Simmons, daughter of Eunice Kell Simmons '25. Sarah Crewe Hamilton, a junior, daughter of Leone Bowers Hamilton '26, was elected editor of next year's *Silhouette*.

* * *

Having Your Say

An alumna hopes all her fellow Agnes Scotters read a recent article proving that the ordinary voter *can* help determine the selection of his party's presidential nominee. The procedure is simple: (1) Find out how your party in your state chooses its delegates to the national convention and (2) support your candidate through this method, whether it be primary, caucus or convention. Form or join a club in his support. Through this club you can make your weight felt by the party politicians and also can get publicity for your candidate. (The article, by William Hard, appeared in the February Reader's Digest.)

* * *

Found Any Folksongs?

Louise Brown Smith '37 (Mrs. Hamilton, Jr.), 1 Sylvan Lane, Old Greenwich, Conn., is interested in collecting the words and music of genuine folksongs, especially those of the Southern mountain areas, which alumnae may run into. Can anyone supply her?

Books From Germany

Ursula Mayer von Tessin, special student from Germany in 1937-38, is making a handsome and continuous contribution to the McCain Library Fund. The exportation of money being prohibited, she wrote the Alumnae Office last spring and offered to send any German books the Library would like to have. Dr. Muriel Harn, professor of German, and Mrs. N. E. Byers, librarian, immediately went into consultation and produced a long list of titles which the library has needed for some time but which either have been unobtainable from this country or have defied the budget. Ursula has sent the 11 volumes of the *Deutsche Literatur* series on the list and is now in search of the other wanted items.

* * *

Trueblood Series Notable

Dr. Elton Trueblood, noted religious writer and philosopher, was Religious Emphasis Week speaker at the College in February. The series conducted by him was one of the most successful in campus memory, and the general public flocked in to hear him.

* * *

Do You Know This?

An alumna has written the Office with a special request that "others who are as dumb as I am" be informed that active membership in the Association expires each year on June 30, not December 31. She said she had been sending in her contribution each year in February, inspired by Founder's Day, and wondering why The Quarterly stopped coming after only a few months. The Fund appeals in June, July, *et seq.* she "blithely threw away," thinking they couldn't mean her. "So if there is any tactful way you can let them know next July that you do mean them," she suggests that it be done. This helpful piece of advice will certainly be followed, come July. Is there any other misconception in connection with the Fund which ought to be cleared up at the same time?

* * *

May Day on 10th

Has everybody noticed that May Day and Senior Opera are scheduled a week late this year—on May 10? It's because Metropolitan Opera will be in Atlanta on the first Saturday in May, the traditional date for the Agnes Scott festivals.

Five Books in Press

Five books by Agnes Scott faculty members are in the press just now. They will be announced in *The Quarterly* as they appear.

Alumnae are appearing more and more frequently on publication lists too; witness the *Class News* items about Annie Louise Harrison Waterman of the Institute and Marie Johnson Fort of the Academy. And *A Man Called Peter*, by Catherine Wood Marshall '36, is still on the best-seller lists months after publication.

* * *

Alumnae Art Show

Leone Bowers Hamilton '26, Peggy VanHook Swayze ex-'47, and Margaret Johnson Via ex-'48 are exhibiting oil paintings this month in Agnes Scott's Buttrick galleries, under the sponsorship of the Department of Art.

* * *

Miss Mary Louise Cady, a member of the Agnes Scott faculty from 1907 to 1918, died March 9 in Oakland, Calif. She had been retired since 1941, having been until that year director of the San Francisco YWCA.

Miss Cady taught history and Greek at Agnes Scott and became professor of history before leaving the faculty in 1918 to enter YWCA work. She directed student dramatics at the College and was a popular campus figure. Her academic background included a degree from Radcliffe and study at

MISS CADY

Bryn Mawr and the University of Berlin.

Florence Smith Sims '13 read of Miss Cady's death in the San Francisco papers and forwarded the news to Agnes Scott with a gift of \$100.00 to be used in her memory. Other alumnae who would like to pay tribute to Miss Cady are invited to add to the Fund. Its exact designation and use have not been decided.

Miss Jackson Passes After Long Illness

Dr. Elizabeth Fuller Jackson, associate professor of history, died February 27 at Emory Hospital after a long illness.

Although she had been ill for more than a year, Dr. Jackson taught her classes at Agnes Scott until

the end of the first quarter of the current year, in mid-December. She is survived by four cousins: Mrs. George Buck, Crown Point, N. Y.; Mrs. George Phelps, Woodstock, Vt.; Mrs. Arthur Doubleday, Boston, Mass., and E. S. Fuller, also of Boston. Her mother, an invalid, who lived with her at 354 S. McDonough St., Decatur, died February 2.

Funeral services were held in Gaines Chapel, Agnes Scott, on the afternoon of February 29. The Rev. Harry Tisdale, rector of the Holy Trinity Episcopal Church in Decatur, and President Wallace Alston of Agnes Scott officiated. Burial was in South Weymouth, Mass.

A member of the Agnes Scott faculty since 1923, Dr. Jackson was best known on campus for her courses in Modern Russia and in the history of England. The 1934 Silhouette dedication paid tribute to the breadth of her teaching, with its emphasis on cultural as well as political and social history. She was a 1913 graduate of Wellesley College and held the M.A. and the Ph.D. from the University of Pennsylvania.

For ten years, 1935-1945, she was a regional vice-president of the American Association of University Women, in charge of the South Atlantic section. The Georgia fellowship offered by the A.A.U.W. is named in her honor. In 1945 the Florida division of the A.A.U.W. passed the following resolution:

"Whereas, Dr. Elizabeth Jackson has served untiringly and with outstanding leadership as Regional Vice-President of the South Atlantic Section of A.A.U.W. for ten years, and whereas, she has served as a source of inspiration and encouragement to all members of A.A.U.W. within her jurisdiction, and Whereas, she has distinguished herself in educational pursuits, a field preeminently sponsored by A.A.U.W. by serving as Professor of History at Agnes Scott College in Decatur, Georgia, and Whereas, her charming and distinguished personality has left an indelible impression upon the minds of those who know her and who have worked with her in A.A.U.W., be it resolved that the Florida Division of A.A.U.W. extend deep appreciation to Dr. Jackson."

Dr. Jackson was a native of Lynn, Mass., and taught four years at Russell Sage College, Troy, N. Y., before coming to Agnes Scott. She was a member of Holy Trinity Episcopal Church in Decatur.

Gift to House

The Class of 1934 presented \$22.70 to the Alumnae House this year from its treasury. Gifts of classes, clubs, etc., make possible any improvement in the House or the Garden; rentals must maintain them and do not allow for capital expenditures for new furnishings or redecoration. The Alumnae Fund goes to the work of the Association in behalf of the College. See *Club News* in next *Quarterly* for several wonderful gifts.



FOUNDER'S DAY IN NASHVILLE—One of the many meetings over the nation. The Quarterly could use other pictures like this!

Clockwise around the table, beginning at left foreground: Ella Blanton Smith Hayes '25, Lillian Virginia Moore Rice '23, Mary Ogden Bryan '51, Betty Wood Smith '49, Elizabeth Moore Weaver '37, Louise Cawthan '32, Edna Elizabeth Dodd Simmons '33, Cornelia Stuckey Walker '42, Anna Marie Landress Cate '12, India Jones Mizell '21, Shannon Preston Cumming '30.

—Photograph by The Nashville Tennessean.

Founders Day, Coast to Coast

Founder's Day, 1952, was celebrated by alumnae from Los Angeles to Baltimore and from Chicago to Tampa, according to reports received by the time this issue of *The Quarterly* went to press. The Founder's Day radio program had its biggest year, thanks to the enterprise of club presidents: the 15-minute discussion of Education for Women was broadcast over 11 stations in seven states. This unexcelled publicity for Agnes Scott—and liberal education—was obtained by alumnae presidents and chairmen in Anderson, Baton Rouge, Birmingham, Charlotte, Chattanooga, Columbus, Greensboro, Greenville, Hampton and Richmond, and by the Association's Special Events

CLUB NEWS

chairman in Atlanta. New Orleans was thwarted only by an accident to the record.

A still undetermined number of other determined alumnae organized meetings, with excellent newspaper publicity attending them, and proposed projects for the coming year: work with prospective students, personal solicitation of alumnae in their communities for the Alumnae Fund, money-raising efforts for scholarships or the improvement of the Alumnae House.

So varied and important has become the work of the clubs that a Club Editor for *The Quarterly* has been appointed by the Publications Chairman and the Vice-President for Clubs. Anne Ansley Sanders, ex-'40, hopes to give a full report of 1951-52 club doings in the next issue of *The Quarterly*. Meanwhile, all new presidents and chairmen reported so far are listed as usual on the inside of the back cover.

Geraldine Le May, now back in this country as head of the Savannah Public Library, was asked to write this article for the Education issue of The Quarterly. It gives a definite picture of our effort to give the truth about the United States to friendly nations.

‘A Full and Fair Picture’

Geraldine Le May '29

“We must make ourselves heard around the world in a great Campaign of Truth,” President Truman said. The Department of State’s information and educational exchange program is designed to present a true picture of Americans and the United States to the peoples in many different foreign countries in our efforts to build better understanding as the basis for enduring world peace. The 145 United States Information Centers located in 59 foreign countries play a vital role in this worldwide operation.

Australia is served by two of these Centers, located in Melbourne and Sydney. The characters and program services of the different Information Centers vary greatly according to their geographic location and nationality backgrounds of the people and their particular interests and needs. Yet, each Center is dedicated to the basic purpose of supplying informational and educational services about the United States, our government and what it stands for, and about Americans as a people and how they built this great

nation founded upon the principles of freedom and democracy.

The Information Centers have often been referred to as “the show windows of the United States.” Each serves as a focal point from which radiate truth and factual information about the United States. Each Center carries on basic activities such as the “open shelf” American library, where visitors are invited to come in and browse over the books, including scientific, technical, educational and general subjects and some American periodicals. The number of books in a Center may vary from 500 to 50,000 according to the size of the city or area it serves; the Melbourne Library has a collection of approximately 6,000 books. Each Center provides reference and other library services and carries on cultural programs such as lectures, music programs, concerts and film shows.

Since all the U. S. Information Centers are devoted to the same basic purpose and carry on similar activities, a description of one gives a fairly accurate rep-



As an active alumna, you are entitled to stay at the Alumnae House for \$2.00 a night—\$3.00 in the 1917 Tulip Room with private bath. Just write Mrs. Eloise Ketchin, the hostess, several days in advance, giving her time to reply in case the House should be full for the date you wish to come. Since Mrs. Ketchin is the only person on duty at the House, and since she must go out at times, she will be grateful if you will let her know what time of day or night you intend to arrive.

Incidentally, the House is filled up for May Day weekend and for Commencement. Commencement room reservations for 1953 are being made now!

Rooms will be rented to alumnae this summer at \$40.00 a month, since there is hardly any demand for overnight accommodations when the College is not in session. The Tulip Room will be held open for transient guests except when the hostess is away on vacation.

resentation of an Information Center's operation. The one I have chosen to describe in this article is, of course, the one I know best—the U. S. Information Center in Melbourne, of which I was director for nearly two very happy, very strenuous, very rewarding years.

The service area of the Information Center in Melbourne is quite extensive—all of Australia except Queensland and New South Wales. It is a very long sweep from Melbourne in Victoria out to Sandy Gully in Western Australia and from the tip of Tasmania up to the islands north of Darwin. Nevertheless, this is the area which the Melbourne Information Center tries to serve.

Service to users in Melbourne itself is relatively easy, although we cannot claim as yet to have reached out to all of Melbourne's million odd inhabitants. The Center is, however, accessible to Melbournians and they can and many of them do, drop in to the Library with their questions about the United States or into the Cultural Office to borrow films. And, if a visit is not possible or information must be obtained in the shortest possible time, the telephone makes the Information Service readily available.

Reaching people outside of Melbourne is a somewhat greater problem to solve, but service is being given throughout the very large service area in a number of different ways. The Library carries on a busy reference query service by mail, and some of the most interesting and most time-consuming queries come in letters. Other ways in which we get our materials out to users, some hundreds and perhaps even thou-

sands of miles from Melbourne, were through widespread distribution of gift materials and through the loan of special kinds of materials.

The distributing of gift materials is probably one of the ways in which the Center is serving best. Through the Information Library is given away a wide variety of pamphlets, maps, U. S. government publications, posters, and books, all dealing with some aspect of American life. For example, we distributed more than 4,000 copies of an *Outline of American History*, an attractively presented and well-written summary of significant movements in American life. Other pamphlets currently being sent out deal with American government, foreign policy, agriculture, art, literature and other subjects. The maps of the United States have proved to be most welcome gifts, and the posters depicting many different facets of life in America are always enthusiastically received.

Gift materials are sent to organizations and agencies rather than to individuals because the supply is not large enough to take care of the hundreds of individual requests received. Even with this restriction on our giving, we sent last year more than 40,000 items. And that calls for a word of appreciation for the very excellent co-operation we received from many different Australians in our distribution program. Our small staff of six at the Information Library would have had time for nothing else except wrapping parcels if we had tried to do all the distribution ourselves. Instead we were able to make arrangements whereby we sent our materials in quantity to central offices of various agencies and the materials were redistrib-

Changing your address? Be sure to include the Alumnae Office in your list of publishers to be notified. In fact, just put the Office on your general mailing list for wedding and birth announcements, Christmas cards bearing pictures of your family, news of job changes, etc. The life history of each alumna, as the Office has accumulated it through the years, appears on her page in the class scrapbook. Keep your page up to date!

uted there. The State Offices of Education, the Catholic Offices of Education, the Y.M.C.A., the Y.W.C.A., the Country Women's Association, and many other agencies help in this way.

The Information Library concentrates on reference service rather than on the loan of materials. Special arrangements have been made, however, for lending groups of materials to institutions and organizations away from Melbourne.

Among its materials the Library has about thirty mounted picture sets on American topics which are excellent for displays. These picture sets are made up of a varying number of pictures, averaging about twenty-five, usually black and white but occasionally in color, all mounted on the same size white cardboard mounts. They are rather bulky to send and much time and money would be consumed in sending them to far places in Western Australia, South Australia, and Tasmania. So a plan of co-operative service was worked out with the State Libraries in Tasmania and South Australia and the Office of Education in Western Australia. We lent them five or six sets of the mounted pictures for a period of three months and they in turn made the pictures available to all interested groups.

Special collections of books are also lent to take care of a particular need. The Library of the Western Australian Office of Education asked for 50 books of general reading interest for the use of teachers. An employee group at General Motors Holdens has a similar collection of books to lend to its members. These books are lent from the Information Library for a three- or four-month period and then exchanged for a new group.

One of the most interesting loan services is the sending of groups of children's books to the small country schools in Victoria. With the co-operation of the Victorian Office of Education all of the Information Library's small collection of children's books were sent in groups of 40-odd each to 21 country schools. The first term's reports on the use of the books in the 12 schools to which the collections were originally sent were enthusiastic and most gratifying. The 500 books sent out had been read more than 3,000 times. Plans have been made for developing a similar program for Tasmania, South Australia, and Western Australia—as soon as the necessary books arrive from Washington.

The 16mm. sound films are probably the most popular materials the Information Service offers for loan. The film collection has now about 120 films on a very wide variety of subjects. These are lent to many organizations in Melbourne and throughout the whole service area. Collections of films are lent to the Visual Education Office in Western Australia and to the State Library in Tasmania for the use of groups in these

two States and plans are under way for a similar service to South Australia. The film section also has a good collection of 35mm. film strips for loan. These are informative and actually cover a wider subject range than the films do, but they do not have quite the popular appeal of the films. Last year's film audience totalled more than 150,000 people.

The collection of contemporary American music in Melbourne contains approximately 340 titles of music, including orchestral scores without parts, chamber music with parts, instrumental and vocal solos, folk, choral, band, and patriotic music. The record collection consists of approximately 120 recordings in the same categories, as well as a selection of children's records. All of the music in the collection is available on a loan basis for reference, study or actual performance. The recordings are available for loan and for use in the Center for recorded concerts.

One last aspect of the Information Service in Melbourne should be mentioned, and this is the assistance the Information Service gives to those desiring to do some advanced study in American universities or specialized research in the United States. When scholarships are available through the Institute of International Education the Information Service is notified and it makes this information public through the local newspapers and radio, and accepts the applications of those interested. A librarian, a social worker, and a forestry engineer from Victoria were among the Australian recipients of American university scholarships for the 1951-52 academic year.

There were several hundred applicants for the 15 scholarships offered to Australians last year, so there were many disappointments. But every year additional scholarships are made available and a few more Australians will go to the United States as students and "Ambassadors of Goodwill."

This has been a very brief summary of the work of the U. S. Information Service in Melbourne barely touching upon a few aspects of its program: the reference service of the Library, the distribution of gift materials, the special loans of music materials, mounted picture sets, books and films and the assistance offered to those wanting to study in the United States.

The most important point of all has not been mentioned—the joy in doing a job which is so challenging and the particular joy in doing that job for Australians, whose enthusiasm and curiosity about the United States constantly brings forth an endless and amazingly large number of varied questions of all types and on all kinds of subjects concerning the United States and Americans. The efforts of the staff at Melbourne's Information Center are well rewarded if it has been able to present to these eager audiences a representative picture of America's greatest assets—truth, objectivity and sincerity.

My Job

Adventure in Human Relations

Virginia Carrier '28

When we were seniors at Agnes Scott we each wrote out three statements—what we hoped to be doing in one year, in five, in ten. Those of you in '28 will remember how we planned to break the seals of those prophesies at the various reunions to see how we held true to our dreams. In 1952, twenty-four years later. I wonder how many dreams have become a reality!

I'm not one of the class of '28 who has added to our Alma Mater's record for marriage and a family, but my peg has found a round hole as a program director in the YWCA. The work has been interesting and creative, challenging my ideas, attitudes and social values. Most of all, it has brought me many adventures in the realm of human relations. Here I've been practicing the ideals we cherished in college: the development of creative relationships among all people and building of a world of justice and freedom, based upon mutual responsibility.

At present I'm the adult activities program director at Central Branch in Pittsburgh, working with home and employed women. The home women are organized through a "Ladies-Day-Out" program. They and their pre-school youngsters come to the YWCA for the day. There they enjoy their special hobby—such as oil painting, needlework, ceramics, china painting, music appreciation, modern dance. A small group are interested in current affairs and went to Washington in November to a Citizenship Seminar.

Then, we have a group we call "Human Relations." As the name implies we discuss personal relationships. The interest began with child development but has broadened into study of the adult as well. We've used movies, recordings, and resource people in the community to help us. We were surprised to find so many good resources and such outstanding leadership willing to give of their time and interest to and in the

development of better understanding of human relationships. The home women have been most enthusiastic, saying "I've gained more confidence in my own common sense," "I'm so glad I was one of the class." "We need more groups like this."

Business girls and women, too, have been interested in psychology and have asked for forums and classes. There has been an increasing desire among these groups to understand themselves and particularly to know how to cope with their anxieties in today's world of crises.

I didn't realize in 1928 that my interest would continue to develop and that I would give twenty-four years to practice and graduate study in the field of human relations. Since my first YWCA Conference at Blue Ridge in 1925 there have been varied and fruitful opportunities to meet and make friends with people of different cultural backgrounds. These real live friendships are renewed each Christmas in the greetings from distant places—Tokyo, Manila, Santiago, Amsterdam, Bangkok. Attendance at the World Conference of Christian Youth at Amsterdam and the World's YMCA Conference at Zeist, Holland, in 1939 highlights the experience of world-mindedness. There we lived together—people from 72 countries at one and 30 at the latter.

And, of course, there's the opportunity to know people from various sections of the U. S. as well. As a Southerner I began work in High Point, North Carolina, and then moved to Lansing—Michigan's capital, to serve as Girl Reserve secretary for four years. The four years of the war period were spent in Seattle, Washington, as teen-age program director. Then came a specialization in teen-age needs and interests in Metropolitan Chicago, followed by program work in rural Iowa. And at present my work includes along with the program of the department, the field instruction of social work students at the Graduate School of Social Work, University of Pittsburgh.

Each year, spring brings a heavy schedule, so I've missed the opportunities to renew the old friendships at A.S.C. One fine June day, though, may find me with you again, catching up on all your dreams and telling you more about my adventures.

Would you like to tell the satisfactions and trials of your job? The Quarterly will welcome interesting articles of 800 words or less written especially for your fellow alumnae.

Mary King Critchell had a part in the program she describes; she was in Japan from 1948 to 1950 as an education officer. She is now president of the New York Agnes Scott Club.

The Reeducation of Japan

Mary King Critchell '37

For six years our government has been spending approximately half a million dollars a day on the most unusual educational project ever undertaken—the reeducation of Japan. Industrially and technologically the most highly developed nation in Asia, Japan is one of the most important areas in the conflict between communism and democracy. Vital to the whole democratization project is the attempt to establish an adequate educational system in Japan—a most formidable undertaking.

Before the war, Japanese schools were a government instrument (administered by a bureaucratic central agency) to maintain the feudalistic structure of society, to enforce militaristic control of the people by the state, and to promote the militaristic ambitions

of the nation. Sufficient technical training was given to supply the necessary number of skilled workers. Carefully manipulated screening allowed a small privileged class of men to be educated for the professional and government positions. Free education ended with the sixth year. Coeducation was not permitted beyond the fourth grade, and little attention was given to the education of girls. The Japanese language is so difficult that six years of ordinary public education sufficed to provide little more than mere literacy. Textbooks presented mythology and propaganda as fact.

When the military occupation of Japan began General MacArthur established on his staff a Civil Education and Information Section composed of professional American educators to work with the Japa-

If you are thinking of changing jobs and are on the lookout for a good opportunity, it might help to let the Alumnae Office know. The Office has occasional calls for alumnae to fill responsible jobs in Atlanta and elsewhere. Be sure to give your qualifications and experience.

nese in the reconstruction of their school system. Orders were issued for removing teachers formerly guilty of ultra-nationalistic or militaristic practices. Textbooks were recalled and new ones screened by the occupation. A commission of educators from the United States recommended a basic program of reform which became the basis of new laws and policies developed by the Japanese with the help of the CIE Section. The central government Ministry of Education became an advisory body for local Boards of Education and Superintendents elected in each prefecture. The 6-3-3-4 plan was made uniform throughout Japan.

Coeducation was recommended and equality of public education guaranteed for both sexes and all classes. Free compulsory education has been extended through the ninth grade and is to be extended further as it becomes economically possible. Reforms in organization, administration, teacher training and certification, curriculum, teaching methods, materials, health and sanitation standards and other phases of school functioning were observed locally by approximately one hundred educational specialists from the United States scattered throughout Japan to assist the Japanese in carrying out the new programs. Pamphlet material was prepared. Conferences with small groups of teachers were held so that teachers could ask questions concerning their everyday problems under the new system. In-service training programs and teacher institutes were developed. A few teachers have been sent to the United States for training. Three-month institutes for administrators included on the staff leading American educators brought to Japan for the three-month periods. The new certification laws require reeducation courses and basic professional training. But one of the most difficult problems has been to provide teacher training facilities of creditable quality. School holidays are scattered through the year so that the longest vacation is only four weeks. This gives teachers little time for concentrated periods of study. Teachers' salaries ranging from the equivalent of ten to twenty-five dollars a month permit only the barest existence, leaving no surplus for professional advancement.

American assistance was greatly reduced in 1949 and full responsibility is being shifted to the Japanese as rapidly as possible. Unbelievable progress can be observed in the most isolated spots of rural Japan, but nowhere was there enough money to insure full success for this gigantic educational construction project. Thousands of schools had been destroyed by bombing. Every year hundreds are destroyed or damaged by typhoons, requiring heavy expenditures for minimum maintenance of buildings. It is both undesirable and impossible for the United States to pay the bill for Japanese education. So far the Japanese econ-

omy cannot meet minimum needs of education. But definite progress has been made by cooperation of the Japanese with American economic advisors. The future may show sufficient improvement to keep the will of the people behind the struggle for democracy. In any case, the direction for educational reform has been set and the needs of education are better understood.

SPRING ON CAMPUS

(Events already past are listed as indicative of the character of current campus activities.)

- Fri., Mar. 14. OPEN HOUSE AT OBSERVATORY, 8:00 P.M., no charge.
- Fri.-Sat., Mar. 21-22. Annual meeting, southeastern section Mathematical Assn. of America. Lectures open to public in Campbell Science Hall.
- Sun., Mar. 23. PIANO RECITAL. Lillian Gilbreath of Agnes Scott music department. Presser Hall, 3:30 P.M. No charge.
- Tues., Mar. 25. CECILIA PAYNE-GAPOSCHKIN, Harvard astronomer, slide lecture on "cosmic evolution." Presser Hall, 8:30 P.M. No charge.
- Wed., Mar. 26. Phi Beta Kappa convocation, Presser Hall, 10:30 A.M.
- Wed., Mar. 26. MUSIC PROGRAM. Frances Gilliland Stukes '24, accompanied by Carolyn Crawford '55. Presser, 8:00 P.M. No charge.
- Fri.-Sat., Mar. 28-29. All-Southern Intercollegiate Debate Tournament. Friday afternoon, all day Saturday. Subject: Wage-price controls.
- Tues., April 1. JACQUES BARZUN, Columbia University historian and author, lecture "World Culture—Hope, Menace or Illusion," 8:30 P.M., Presser Hall. No charge.
- Wed., April 2. Mortar Board convocation, Presser Hall, 10:30 A.M.
- Wed., April 2. WATER BALLET, "Always Chasing Rainbows," presented by Dolphin Club. Gymnasium, 7:30 P.M. No charge.
- Fri.-Sat., April 4-5. National Convention of Chi Beta Phi, honorary science fraternity, in Campbell Science Hall.
- April 7-28. ART EXHIBITION. Paintings by Agnes Scott Alumnae. Buttrick Hall galleries, open 2-5 P.M. Mon.-Fri.
- Fri., April 11. OPEN HOUSE AT OBSERVATORY, 8:00 P.M. No charge.
- Wed., April 16. I REMEMBER MAMA. Presented by Agnes Scott Blackfriars & Emory Players, Presser Hall, 8:30. \$1.00 and \$.50.
- Fri.-Sat., April 18-19. Meetings of Georgia Academy of Science and the Association of Southeastern Biologists. Campbell Science Hall.
- Thurs., April 24. Dr. Paul Garber, professor of Bible, will show color slides taken on his recent trip to the Near East and will lecture. Mainly Palestine. Presser Hall, 8:00 P.M. No charge.
- Fri., May 9. OPEN HOUSE AT OBSERVATORY, 8:00 P.M. No charge.
- Sat., May 10. MAY DAY. In May Day Dell, 5:00 P.M. Admission charge.
- Sat., May 10. SENIOR OPERA. Presser Hall, 8:30 P.M. Admission charge.
- Sat.-Mon., May 31-June 2. COMMENCEMENT WEEKEND.

Class News

DEATHS

Academy

Jennie McDonald Duke died Jan. 22.

Mary Lizzie Radford lost her father last fall.

1911

Dr. W. W. Anderson, husband of Theodosia Willingham Anderson, died Feb. 1.

1918

Dr. James F. Pitman, husband of Fannie Oliver Pitman, died Jan. 31.

1922

Mrs. Charles T. Hamilton, mother-in-law of Josephine Logan Hamilton, died Nov. 20, 1951, at the age of 90.

1933

Dr. Henry H. Sweets, father of Douschka Sweets Ackerman, died Feb. 25.

1938

Dr. Charles A. Sheldon, Jr., father-in-law of Nell Allison Sheldon, died Feb. 10.

1941

Nita Woolfolk Cleveland lost her mother Dec. 5, 1951.

1947

Ann Burekhardt Block's brother John was killed in an automobile accident in March.

The Library
Agnes Scott College
Decatur, Georgia

New Fund Begins July 1

Your report on the 1951 Alumnae Fund will be mailed to you in June, with an announcement of the '52 Fund. If you plan to be away from home in June, send in your gift early so that the Summer Quarterly will reach you without delay.

As before, your Treasurer asks that you BUDGET your Alumnae Fund gift with your other annual benevolences, as you probably do your yearly church contribution. This is the only way the Fund can attain its goal: that is, to be a source of regular, dependable support for Agnes Scott.

The '52 Fund begins July 1. The more promptly you respond, the more good your gift will do.

The

AGNES SCOTT

Alumnae Quarterly

summer

1952

THE
ALUMNAE ASSOCIATION
OF
AGNES SCOTT COLLEGE

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The AGNES SCOTT
Alumnae Quarterly

Agnes Scott College, Decatur, Georgia

Volume 30 Number 3

Summer 1952

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Make-up and cover by Leone Bowers Hamilton '26

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.

COMMENCEMENT

One of the most brilliant Commencements in Agnes Scott memory saw the Class of 1952 launched, 104 strong, into the future with final bestowals of wise counsel and exhortation.

Dean Rusk, president of the Rockefeller Foundation, former assistant secretary of state, former alternate delegate to the United Nations general assembly, former college professor, Rhodes Scholar, and Davidson graduate, made a memorable and powerful Commencement address. "The relentless and imaginative pursuit of knowledge," "the organization of peace," and "the strengthening of the ancient verities," he told the seniors, are important "unfinished business" awaiting them in their roles as adult citizens.

The baccalaureate sermon was delivered by Dr. W. Taliaferro Thompson of Union Theological Seminary in Richmond, father of Julia Thompson Smith '31 and Anne Thompson Rose '38, who drew an impressive analogy between earthly friendship and man's relationship to Christ.

For alumnae, Commencement Weekend began with the Alumnae Luncheon in Letitia Pate Evans Hall. Four hundred alumnae, seniors, faculty members and trustees gathered for a program which brought leading college figures to the microphone and concluded with a talk on Agnes Scott's future by President Wallace Alston.

There followed the annual meeting of the Alumnae Association, at which Jean Bailey Owen '39 was elected national president for 1952-54. Florence Brinkley '14 and Mary Warren Read '29 became vice-presidents, Betty Jeanne Ellison Candler '49 secretary, Dorothy Cremin Read '42 is the new special events chairman, Edwina Davis Christian '46 vocational guidance chairman, Elaine Stubbs Mitchell '41 publications chairman, Betty Jean Radford Moeller '47 class council chairman, and Clara Allen Reimero '23 entertainment chairman. Hallie Smith Walker ex-'16 automatically succeeded Julia Pratt Smith Slack ex-'12 as chairman of the House Committee. Five other members of the Board (see inside front cover) are serving '51-'53 terms. Catherine Baker Matthews, outgoing president, was confirmed as an alumna member of the Agnes Scott Board of Trustees.

In the Trustees' meeting on the previous day two other new members had been named to the Board—Hal L. Smith, husband of Julia Thompson Smith '31 and prominent Atlanta citizen, and Dr. P. D. Miller, pastor of the Druid Hills Presbyterian Church in Atlanta. Re-elected to the Board for four-year terms

were Annie Louise Harrison Waterman, Inst., Mary West Thatcher '15, John A. Sibley, Scott Candler and L. L. Gellerstedt.

Class Reunions (see pictures in class news section), the dedication of the Mary Stuart MacDougall Museum (see page 13), Class Day, and the Sunday evening reception for faculty, seniors and seniors' guests at the President's house rounded out the weekend as a festive one. A departmental triumph was scored in Saturday night's speech presentation, scenes from "Victoria Regina" performed by Adelaide Ryall '52.

Among the most excited alumnae attending the events were the six whose daughters graduated: Reba Bayless Boyer '27, Sarah McCurdy Evans '21, Janette Newton Hart '12, Nell Caldwell Heard ex-'20, Margaretta Womelsdorf Lumpkin ex-'23, and Eunice Kell Simmons '25. Two other granddaughters completed the roll of those receiving the degree: Catherine Crowe, daughter of the late Catherine Graeber Crowe '26, and Katherine Currie, whose mother was Elizabeth Woltz Currie '25.

Here are some particularly striking passages from Mr. Rusk's address:

It is important for us Americans to remind ourselves that we are only a part of a great stream of human aspiration and thought upon which we are totally dependent for our own existence. We used to understand this better than we do now. For more than a decade, we have committed our resources and our so-called "know-how" to the assistance of others, in an outpouring of material and effort without parallel in history. We did it to win a war and to try to build a peace. But in the process we may have, unconsciously perhaps, come to think of ourselves as the great reservoir of human capacity and knowledge—as the teacher, the giver, the lender. In fact, no nation has borrowed as much as we; none has combined the intellectual contributions of others into a national patrimony as readily as we. Our technology and production, our science, our arts and our philosophy strike their roots into the gifts and capacities of the entire human race and the vitality of our life depends upon the nourishment we draw from the broad stream of human endeavor. Each may find his own example—atomic energy, the arts, medical research, education, religion. If we were suddenly restricted to our own resources, intellectual as well as material, by barriers erected either by ourselves or by others, we should rapidly feel the impoverishment in every aspect of our daily lives. Scientific and academic freedom and the easy interchange of persons and ideas across national frontiers are not merely matters of principle—if one may speak of principles as mere—they lie at the heart of the practical problems of survival. The distortion of



ENSIGN'S COMMISSION WITH B.A. The Navy commissioned *Helen Jean Robarts '52* an ensign in the WAVES at Agnes Scott graduation exercises June 2. Helen Jean as an undergraduate had attended officer training camp at Great Lakes, Mich., for two summers, and both summers had been battalion commander—leader of the whole school. The awarding of her commission was a stirring feature of Commencement.

science and the suppression of free inquiry behind the Iron Curtain are a fatal weakness in that dark tyranny, the effect of which may be delayed but which can not be escaped. Surely we ourselves will not embark upon the same path of destruction and attempt to build walls about our minds and spirits—it would be ironical for us to do so out of fear engendered by weapons of mass destruction which we ourselves produced upon the basis of work by German and French, Dane and Swede, British and American men of science.

It would improve our modesty and our understanding if we constantly reminded ourselves that foreign policy questions are many times more complex than appears at first glance. So many of our violent quarrels take place between those who are not even discussing the same question, and who are talking about different and fractional aspects of a complicated whole. I have seldom seen, even in the partisan controversies of public life, bitter disagreement among those who sit down to try to answer the same question on the basis of a common understanding of the circumstances.

Common sense should play a greater role in our thinking about foreign affairs than it apparently does. If we expect to sell goods and services beyond our borders, we must expect to buy from beyond our borders, else we can only give away our exports. If we expect our own government to pursue our national interests within the broad limits set by our public opinion, we should expect other governments to pursue their national interests within the limits set by their public opinion. At times we seem to expect other governments to act as though they were our government, with our national interests, and with our public opinion

and are prone to say that those who do not agree with us are knaves or fools. Again, most policies carry a price on them; you select your policy and pay the cashier—and there are very few bargain counters in this business. Common sense would seem to say that if we attach ourselves strongly to a particular policy, we must expect to bear the burdens and responsibilities involved.

Is it subversive these days to suggest that there are times when we might be wrong and could benefit from consulting the good sense and experience of our friends abroad? In any event, there is a road to isolation by the choice of others, rather than of ourselves, if we insist upon total conformity to all aspects of our own policies—free men elsewhere just won't have it, and won't pay that price for friendship.

The unfinished business we are discussing is the organization of peace—and you have had no answer on how it is to be done. There is some reason to believe that we are moving steadily toward a successful result. Three bits of evidence at least give room for hope and reason for continued effort. First, the human race came very close indeed to achieving its centuries-long dream of world peace at the end of World War II. The United Nations is at least a near miss. Only one government, perhaps a dozen men, stood in the way. Were it not for the rogue conduct of the Soviet Union, I believe that experience has shown that the United Nations would be adequate to resolve international disputes by peaceful means, in any event without a world catastrophe. Unfortunately, it seems clear that Soviet leaders do not accept the barest elements of a cooperative world society, namely, an association of sovereign states bound together by agreement to act in accordance with basic standards of conduct. Mankind will not abandon, however, its insistence on an organized peace; we are now seeing the full exploration of alternative means to keep moving in the same direction, despite the obstruction and even active opposition of the Soviet Union.

The second bit of evidence lies in the fact that there is now going on, by peaceful means, a major shift in the world power situation in favor of those nations and peoples who desire to keep the peace. The increase of strength of the United States and its closest friends, the consolidation of European defense and the integration of western Germany and Japan into the free world, and the initial steps which have been taken toward the organization of security in the Pacific are producing this shift of power. The very promise of the present situation creates danger, for the Soviet Union must decide whether to let this shift occur, hoping to disrupt it somehow by political means, or challenge it soon by force of arms. It is a danger we can not avoid if we are to have security, but the significant thing is that so many nations and peoples have decided to run the danger in order to deter attack and eventually

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AGNES SCOTT COLLEGE
DECATUR, GEORGIA

Office of the President

My dear Friends:

At the close of my first year as president of Agnes Scott, I should like to thank the hundreds of alumnae who by their encouragement and support have helped me enter upon the duties of my office. I am grateful to each one of you for your letters, your visits, your hospitality when I have been in the cities where you live, and your invaluable work in behalf of the College.

Those of us to whom the leadership of the College has been entrusted for the next period of its history would be lacking in responsible leadership, imagination and courage if we did not begin to look ahead, planning realistically for the future development of Agnes Scott. 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. Such a College as ours will need to draw to herself her friends and those who believe in the values for which she stands.

Agnes Scott does not belong to the State and will not receive her support from State funds. Neither does she belong to nor receive budgeted funds from any branch of the Church, even though she is known as a church-affiliated college, having been founded by Presbyterians and having retained a close tie with the Presbyterian Church in the United States. Agnes Scott belongs to those who believe in what she represents and in what she undertakes to do. From such folk must come her strength in the years ahead.

Our most urgent physical need is for a dormitory that will enable us to care adequately for our students who now live in cottages and that will make possible an increase in the number of our boarding students. Obviously, our facilities for housing our students are below Agnes Scott standard. Each year that passes emphasizes the need for the new dormitory.

Our endowment is now slightly less than three million dollars. If we are going to do the quality work in higher education that Agnes Scott has undertaken in this section of our country, we will need at least ten million dollars for endowment in the next period of the College's development. We are at the threshold of great things as a liberal arts college for women. No college for women in this section of America is better able to take her place with the half-dozen leading institutions for women that are clustered in the East. A greatly increased permanent endowment will be required in order to make this possible.

I have recommended to the Board of Trustees that a strong committee from our Board be appointed to advise with me about plans for the future development of the College, and to chart a long-range program, possibly culminating in the seventy-fifth anniversary of the College in 1964. The Board at its meeting in May unanimously authorized the appointment of this committee by Chairman Winship. I am convinced that we need the long-range view in the light of which we may more adequately plan the specific measures looking toward the achievement of our goals.

I understand that all alumnae who receive this issue of *The Quarterly* will have contributed to the 1952-53 Alumnae Fund. It is through this channel that alumnae are asked to take part in Agnes Scott's development, and I want you to know how very much the College—its Board of Trustees, its administration and faculty, and its students—appreciates what you are doing through the Fund.

In all that we do here at Agnes Scott, we hope for your prayers and your comradeship as fellow members of the greater College Community which reaches around the world in the minds of those who once walked this campus and these halls as students.

Cordially your friend,

Hallie M. Alston

The author of this report was Agnes Scott's faculty representative on the committee whose deliberations she describes. The cooperative plan gives Agnes Scott access to the vast resources of seven institutions without taking away the advantages of the small college.

Cooperation with Emory

ELLEN DOUGLASS LEYBURN '27

ONE OF THE MANY ENTERPRISES born of Dr. McCain's vision for Agnes Scott was the plan of coöperation with Emory. Since 1939 we have been operating under an agreement drawn up between the presidents of the two institutions, many of the terms of which are no longer applicable. One of the happy developments of this first year of Dr. Alston's administration has been a reconsideration of the whole plan in order to make coöperation more fruitful for both institutions. During the winter, President Alston and Dean Colwell, who has come to Emory from the presidency of the University of Chicago and for whom we have a special feeling as the husband of Annette Carter Colwell '27, had several conversations which led to the forming of a committee composed of these two men themselves together with Dean Stukes of Agnes Scott, Dean Ward of the College of Liberal Arts at Emory, and a faculty member from each institution. This committee worked throughout the spring quarter with an earnest desire to further the common good. We were candid on both sides in our concern for our own institutions; but we also recognized that self interest would best be served by magnanimity.

One of the first agreements was to do away with tuition charges against each other. Hitherto the institution in which the student is registered has paid for every course taken in the coöperating institution. Abolishing this mechanical accounting will not only mean that more students will take courses on both campuses, but it will make for a much greater *feeling* of freedom of movement; and one of our governing motives in all we are doing in the establishing of a real sense of community.

Another principal objective is the enrichment of the curricula in both institutions. If we can really make the coöperation work, we can not only both save money by avoiding unnecessary duplication; but what is far more important, we can give our students a wider range of valuable courses. We have worked out three types of such coöperation: 1. fields in which the principal responsibility will rest with one institu-

tion for *advanced* work which will be available to the students of both (music and art at Agnes Scott, political science and economics at Emory); 2. subjects given only at one institution in which a course at the *elementary* level is to be open to students of the other (astronomy at Agnes Scott, geology at Emory); 3. subjects in which neither institution is expected to predominate, but in which some sharing of the special resources of the faculty could be profitable (talks considering such coöperation have been inaugurated in the fields of modern foreign languages, classics, philosophy, and Bible and religion.) A special type of coöperation is already working most effectively in education, with professors Goodlad and Wiggins teaching on both campuses.

The faculties of both institutions have had a full account of our proceedings and have received them most cordially. The Board of Trustees of Agnes Scott at its commencement meeting ratified a formal report drawn up by Dean Colwell, the chairman of the committee; and the same action will presumably be taken by the Emory board when it meets. One of the next steps contemplated is bringing the students into our counsels, which will probably be done early in the fall at a gathering of representative students from both institutions.

Arrangements have already been made for consultation on all matters of schedule, both in the annual calendar and in the daily and weekly arrangement of classes. One of the adjustments will be the shift of some five hour courses at Emory to three hours and some three hour courses at Agnes Scott to five, in order to make greater flexibility in arranging an individual program of studies.

Finally, provision has been made for the continuing of a liaison committee to consider all matters of coöperation. For the next year the present committee will be continued. In the whole course of these important negotiations, the interests of Agnes Scott are being beautifully served by the astuteness, the tact, and the wisdom of President Alston.

MARION MERRITT '53

gives a student's-eye report on the campus year as she looked back on it in the spring. Marion is the daughter of Marion Park Merritt ex-'21 and last summer was a guest editor for MADEMOISELLE.

CAMPUS VIEWPOINT

THE WHIRRING of lawn-mowers, shouts from the softball field, and the posting of another exam schedule pronounce the arrival of spring at Agnes Scott in 1952, and the sheltering arms will soon loose their hold on the inmates, some for three months of long-planned vacation, some for their entrance into the world after graduation. In some ways, it has been like many other years at Agnes Scott and returning alumnae would find Main and the spreading trees much the same as always, and perhaps would hear echoes of other springs in the whispered stair-step conversations and classroom drone of lecturers. Yet it has been a year of new happenings and new ideas for us all, and perhaps I can look back to tell you a little of how it was.

The freshmen came, looking very sophisticated and sure of themselves, even if they didn't feel that way. We greeted them, untangled names and suitcases and parents as well as we could, and another year was ready to begin.

"Dek-it," the Christian Association project to suggest decor for Inman boudoirs, took on new glamour when a delegation of specialists from Rich's arrived. They transformed a first-floor study in Inman into a senior's dream as she looks at her tired rugs and cushions that have withstood the trials of four years. The Rich's-installed tiers of curtains, armchair just freshman-sized, sandwich grill, and automatic record player made Great-aunt Bertha's cast-off lamp and Uncle Charlie's battered Princeton banner look sad indeed, but the frosh rose to the challenge and Inman was the delight of Mrs. Smith and her dormitory guard, and the decision for the prize-winning most attractive room was a hard one to make.

Athletic Association sponsored a series of tours of Atlanta, and for some weeks awed day students learned about their own city from the well-informed newcomers.

Dr. Alston installed a bright red carpet in his office which he took over in the new job of president, and I fear some of us had imaginary woes to wangle a conference and a chance to rub an appreciative toe in

the crimson. The office door is always open, following the old custom of Dr. McCain, so when you come be sure to go in and admire. The Alstons had a series of coffees, and by some miracle of hospitality, invited us all for a cup, marvelous cherry tarts and other goodies, and a tour of the new president's home, which is something that we, as well as the Alston family, think is very fine indeed.

New additions to our faculty came with the autumn leaves, and among other things we have an enlarged Philosophy Department under Mr. Kline, who arrived with a brand new son, and Mrs. Kline, who invited the spring quarter classes in for Strawberry Delight and a charming game called goat! How Mr. Plato would feel about all this I'm not sure, but a good time was had by all. The Art Department has also been renovated, and Mr. Ferdinand Warren and Miss Marie Huper have been the cause of great activity in the upper regions of Buttrick. Many of us took the plunge into the paint jars, and though the results may have caused some consternation among our roommates, who had to face rather colorful abstracts on morning arising, we found the dip not half bad! Another prominent addition to the staff is Monsieur Thomas, who teaches French conversation, and has the most wonderful spike-like black umbrella that he carries rain or shine! From the hall it can be seen hanging rakishly on a map of Gaul when Mr. Thomas and his French Conversationalists are in session.

The new green tennis courts are a joy to the athletic faction and I fear the courts at Tech and Emory and the surrounding countryside must be thinly populated from the number of young men gallantly chasing tennis balls around the Agnes Scott premises.

We *did* attend to our studies somewhat this year in spite of all the distracting new elements on campus, and along with our campus gaiety, turned to serious occupations, too. A call from the Red Cross got good response and a number of seniors and many underclassmen went down to donate blood. The report is that "it wasn't bad at all" and those who were able to donate were glad of the chance to contribute di-

rectly to our war-effort, or perhaps the term would be best as "peace-effort." Uniforms were a common sight on campus, many of us found our former collegiate men-friends talking of maneuvers and ships and flights and there were many letters from far-away camps and from overseas posts in our mailboxes, so that the headlines had personal meaning in this year of national anxiety.

Religious Emphasis Week and college elections brought the usual number of late-hour serious talks, and we found ourselves growing toward a fuller realization in many ways of our duties both as citizens and Christians. Religious Emphasis Week was conducted in a very fine spirit by Dr. Elton Trueblood, and we were again thankful for a school tradition that has a personal meaning and benefit for all of us. The elections reawakened the feeling in some of the girls that the election system, while having definite advantages over other types, leaves some doubt in many minds, since there is so little intra-campus discussion of candidates. Many have the opinion that the system results in the return to office often of girls who have had their share of honors, and the neglect of others who are capable and who would bring new ideas to campus organizations.

Spring brought the expected frivolous outbursts. Most notable were two affairs which furnished the campus with amusement and a relief from studies which take on a new light when buds and robins can be seen from class-room windows. The residents of Cunningham Cottage formally invited a group of friends to an Easter-egg hunt and afternoon of enter-

tainment. The spirit of the occasion was fully entered into, and the guests arrived in sashes and carried several varieties of cleverly improvised Easter baskets. The egg hunt was won by Mary Alston, Dr. Alston's daughter, who with a young friend did much to enliven the proceedings, both being much more adroit in the practice than we rather decrepit collegians. Games followed, and London bridge furnished much pleasure to everyone but Miss Ann Jones, who claimed the guests showed more preference for Miss Donna Dugger's side than for hers. However, a game of Pass the Shoe restored peace, and hunkies were happily munched by the assemblage.

The other escapade was an unexplained notion taken by the freshmen to cool off from an afternoon of study, and the result was a wading party in the pool which graces the Alumnae Gardens. The fish were endangered, and admonitions from Miss Laney, professor of English, threw cold water, so to speak, on the afternoon's adventure, but not before the fountain statue had been appropriately clad in the Agnes Scott tradition of modesty, to the chagrin of a prominent alumna who reportedly was forced to wade into the pool and undress the young woman. This, in turn, gave much delight to the inhabitants of Inman, who are said to have watched from the windows overlooking the pool.

Such is the progress at Agnes Scott during the session 1951-52, which has had its serious and its more gay events, all of which will hold memories for the future alumnae, who send greetings to the present ones.

ALUMNAE CLUBS

ANNE ANSLEY SANDERS *ex-'40*

ANDERSON, S. C.

The Anderson Agnes Scott Club met on February 21 at the Anderson Country Club and listened to the Founder's Day Program over Station WANS.

ASHEVILLE, N. C.

Asheville Alumnae entertained Su Boney, the Alumnae Field Representative, at a tea at the home of Catherine Carrier Robinson, on February 21. We can imagine how Su's presence in Asheville further accented the full meaning of Founder's Day.

ATLANTA, GA.

There has certainly been no hibernation period for the Atlanta Agnes Scott Club during this past fall and winter. Eager, active, and original, they have managed an outstandingly successful year, culturally and financially. With a well-balanced monthly program for 1951-52, the subject of which was "Life Today in Greater Atlanta," the Club got under way with its activities on September 25th with a meeting at Isabelle Leonard Spearman's home on Club Drive. Dr. Wallace M. Alston, Agnes Scott's new president, revealed some of his hopes and plans for the future of the College in a talk entitled "Agnes Scott's Role in Higher Education."

The Club's first great service to the College this year was a magnificent tea for prospective students.

In addition to the regular meetings and the tea, the Atlanta Club took care to remember the financial side of its program. A project of the Club this year has been to raise money for the Agnes Scott Alumnae Fund. A money-raising scheme always presents problems. To be of any real help to the Alumnae Fund, the profits would have to be perceptible. But to achieve this profit, the money-raising scheme would have to be something different. After much brooding, the Club decided to put on a Hat Fashion Show and Brunch at Rich's, Atlanta's biggest department store. This show was held on March 11th, at 9:30 A. M., just in time for the Easter bonnet to snare the feminine imagination!

Apparently to underscore the purpose of the occasion, Frances Gilliland Stukes sang the charming "Easter Parade," bidding Milady to "Put on your

Easter bonnet." and alumna Elizabeth Young Williams performed a Mexican hat dance with traditional dress and sombrero, accompanied by Eugenie Dozier. After these two feature presentations, the creations arrived and were duly described by Mr. Sol Kamincky, Rich's Fashion Coordinator Extraordinaire. By the time the show was over the ladies' appetites had been so appeased, and their imagination so whetted, that in five minutes' time the Tea Room was deserted and the Hat Department overflowing.

Result: The Atlanta Agnes Scott Club netted \$400.00, most of which it assigned to the improvement of the Alumnae House and Garden.

Result: Rich's must have surely netted a goodly sum, too, as the show has been written up in two New York trade publications, Millinery Week and Millinery Research, under a two-column head, entitled "Millinery Show at Rich's Atlanta Aids Agnes Scott Alumnae Fund," with hints that future shows of this nature will be planned for the good of all concerned.

It seems to us that this money-raising scheme warrants investigation in other localities. The tickets were \$2.00 each.

The personalities behind this idea were Sarah Shields Pfeiffer, President, assisted in arrangements by Martha Crowe Eddins, Chairman; Anne Hart Equen, Co-Chairman; Carol Stearns Wey, Irene Ingram Sage, Evelyn Wood Owen, Crystal Hope Wellborn Gregg, Catherine Baker Matthews, Mildred Baldwin Leigh. We know they feel recompensed for all the work and time involved.

JUNIOR CLUB OF ATLANTA

The Atlanta Junior Club, which meets monthly during the academic year, sustained its record for up-and-comingness this season by raising \$100.00 for the Alumnae Association. The lucrative project was a fashion show and tea on the afternoon of March 1 at an Atlanta restaurant, with J. P. Allen's department store putting on the show. Tickets were \$1.50 and door prizes were given.

The club also maintained the healthy trend among local alumnae groups to keep their programs Agnes-Scott-centered rather than letting them devolve into

ALUMNAE CLUBS

presentations irrelevant to the purposes of the club. This policy has built up the membership of all three clubs in the Atlanta-Decatur area in recent years.

BALTIMORE, MD.

The Baltimore Agnes Scott Club celebrated Founder's Day with a luncheon meeting. Fifteen enthusiastic alumnae attended. Baltimore's project this year has been to raise money for the Alumnae Fund, and a benefit bridge was planned.

BIRMINGHAM, ALA.

The Birmingham Agnes Scott Club held a luncheon on January 22, and presented Dr. Catherine Sims as their guest speaker. Twenty-eight alumnae attended.

CHARLOTTE, N. C.

Twenty-six of Charlotte's Agnes Scott Alumnae met back in the fall at Chez Montet, Mecklenburg Hotel at a 6:30 dinner with Su Boney, the Alumnae Field Representative, as their guest speaker. She brought the alumnae up to date on college activities and personalities. Dr. Sims and Dr. Alston also spoke to the Charlotte Club this year.

CHATTANOOGA, TENN.

The Chattanooga Agnes Scott Club started its activities early in October with a tea for high school seniors interested in attending Agnes Scott. Dean Carrie Scandrett and Su Boney were honor guests.

The club has as its special project a scholarship fund of \$500.00, the interest of which will be used each year toward a scholarship. Aubrey Folts, president of the Emory Alumni Association, personally donated \$50.00 for the student loan fund. This was a real boost, and the club now is working harder than ever to raise its \$500.00 goal.

A luncheon at the Patten Hotel marked Founder's Day. Letters from Presidents Wallace Alston and Catherine Baker Matthews were read, and Mr. Folts presented the main address. The Founder's Day broadcast was presented on two radio stations in Chattanooga and gave rise to a third program featuring local alumnae in an interview.

COLUMBUS, GA.

Sixteen alumnae attended the Founder's Day Dinner at the Columbus Country Club on February 22 at 6:30 P. M. The Founder's Day program was broadcast over Station WRBL, and Myrtle C. Blackmon

appeared on a breakfast program with information about Agnes Scott.

DECATUR, GA.

The Decatur Agnes Scott Club got off to a good start in September by having its first meeting at the home of Agnes Scott's new president, Dr. Wallace M. Alston. Dr. Alston talked at that meeting of some of the plans in store for the College, and Eleanor Hutchens, Director of the Alumnae Association, outlined alumnae plans for the year. The October meeting coincided nicely with Dr. Alston's inauguration, and quite a few out-of-town alumnae were present.

The big event of the year was a tea for prospective students, held on the Agnes Scott campus.

The Club also enthusiastically supported the Atlanta Club's Hat Brunch at Rich's.

At its final meeting of the year it contributed \$30.00 to the Alumnae Garden.

GREENSBORO, N. C.

The Greensboro Agnes Scott Club met on February 22 at Bliss Restaurant at 6:00 P. M. Plans were made to conduct a tea for prospective Agnes Scotters some time in April, at which time the Club would be able to have as their guest Su Boney, Field Representative, who would discuss Agnes Scott thoroughly with prospective students and show slides of the campus and various activities.

GREENVILLE, S. C.

Su Boney spoke at the Founder's Day meeting and showed slides of the campus.

HAMPTON-NEWPORT NEWS-HILTON VILLAGE, VIRGINIA.

Agnes Scott alumnae from these three areas met on February 22 at 8 P. M. at the YWCA in Newport News, to commemorate Founder's Day. Letters and news of Agnes Scott were read and records played. A flu epidemic prevented a big meeting, but the alumnae who attended managed to bring along two prospective students.

HOUSTON, TEXAS

The coming of Founder's Day seems to stir most alumnae to a desire to get together and see each other, though they are unorganized. Such a group met this Founder's Day in Houston, Texas. Bippy Gribble Cook, writes that shared experiences at Agnes Scott were enjoyed along with the cake ("decorated a la Agnes Scott College") and coffee. We hope that this group will take some sort of organized action for Agnes Scott soon.

JACKSONVILLE, FLA.

Whether it was the approaching Founder's Day or merely Spring, it was hard to tell, but there were definite rumblings down Jacksonville way. A seed which was dormant pushed its way up out of the good earth and is now about to bud! Yes, the Jacksonville Agnes Scott Club is reactivating itself, with 16 enthusiastic alumnae present at their first meeting on February 22 at 8:00 P. M. at the Seminole Hotel.

This first meeting was used primarily to appoint temporary officers until things could really get under way. In addition to the Chairman, Eula Turner Kuchler; Vice-Chairman, Kathryn Peacock Springer, and a Telephone Committee consisting of Virginia Skinner Jones, Carolyn Fuller Hill, Hallie Crawford Daugherty, the Club also appointed a Field Representative: Virginia Skinner Jones.

The Club decided to take as its immediate project the job of acquainting Jacksonville with Agnes Scott College. This seems to us of tremendous importance, since there were only 18 students at Agnes Scott this year from the whole state of Florida. There can be only one conclusion: Florida is not familiar with our contribution as an independent liberal arts college. A good beginning was made in March with a meeting for Su Boney.

LOS ANGELES, CALIF.

It is good to hear that Agnes Scott alumnae get together on Founder's Day even though they are 2,000 miles away from the campus. The Los Angeles Club met on February 22 at the DelMar Club in Santa Monica for luncheon, and also for the purpose of planning another meeting in the fall.

LOUISVILLE, KY.

Founder's Day for the Louisville Agnes Scott Club was a real reunion this year. The club held its meeting in the Jefferson Room on the University of Louisville campus. Agnes Scott's Dr. George Hayes, head of the English Department, gave an address to 41 alumnae. Dr. Hayes was invited to Louisville by Dr. Philip Davidson, former head of the History Department of Agnes Scott, and now President of the University of Louisville. Dr. Hayes and Dr. Davidson are friends of long standing, and we can well imagine their enjoyment of each other's company on this occasion.

LYNCHBURG, VA.

On Dr. Wallace Alston's trip to Lynchburg in March to give a series of talks at Westminster Presbyterian Church, the Lynchburg Agnes Scott Club was proud to have him as its guest at tea at the home of Catherine

ALUMNAE CLUBS

Mitchell Lynn. All Lynchburg alumnae were invited to attend and meet the new president of their Alma Mater.

NASHVILLE, TENN.

The Nashville Agnes Scott Club observed Founder's Day by meeting at the Maxwell House for luncheon on February 22. Lavalette Sloan Tucker gave an informal talk on Dr. Wallace M. Alston's inauguration in October as President of Agnes Scott.

A highly successful tea for prospective students was held in April at the home of Anna Marie Landress Cate, with Su Boney as speaker.

NEW ORLEANS, LA.

At its first meeting last fall, the New Orleans Club discussed plans for a scholarship fund as the project for the year. These alumnae have ambitions for working toward a scholarship of \$1,000 or more, and are constantly seeking ways of raising money. At Christmastime the club put on a sale of Christmas wrapping paper, Christmas boxes, and cookbook protectors. Results of a book review planned as a money-raising scheme were not in when this was written.

NEW YORK

The Club was host Nov. 1 to President Alston, who was in New York for a meeting.

RICHMOND, VA.

Twenty-one interested alumnae gathered for luncheon at the Rotunda Club of Hotel Jefferson in Richmond in celebration of Founder's Day. Guest speaker was Dr. Walter Posey, head of the History Department of Agnes Scott. Dr. Posey, an outstanding Southern historian, talked on "Research in Progress at Agnes Scott."

SHREVEPORT, LA.

Shreveport organized this year for the first time and made great progress.

A Founder's Day meeting was held at the home of Marguerite Morris Saunders on February 22, at 10:30 A. M. Letters from Dr. Wallace Alston and Catherine Matthews were read, and each of the group planned to listen to the Founder's Day broadcast the next day. Plans for supporting the Alumnae Fund and a program for prospective students constituted the main business of the meeting. On the morning of April 18 color

slides of the campus were shown, an article on Agnes Scott in the magazine Beautiful Atlanta reviewed, and definite plans made for a prospective student tea on Oct. 29. The slides were shown again to a group of high school girls that afternoon.

TALLAHASSEE, FLA.

Founder's Day was celebrated on the 22nd with an afternoon tea at the new Westminster Presbyterian Student House at Florida State University. Dabney Adams and Elizabeth Lynn were hostesses. Dr. Emma May Laney, in Tallahassee for an English meeting, was special guest. Letters from Agnes Scott and informal remarks by Miss Laney brought the club up to date on campus affairs. The tea table featured a lace cloth made by the first German exchange student at Agnes Scott, Liselotte Ronnecke Kaiser. Two alumnae brought their daughters to the gathering.

TAMPA, FLA.

The Founder's Day meeting was an informal gathering to hear the letters from Agnes Scott and to discuss College past and present. The club resolved on a project to create a fund for annual giving to the various needs of the College community, and anticipated its development by sending a welcome \$10.00 to the McCain Library Fund!

WASHINGTON, D. C.

The Washington Agnes Scott Club has been fortunate this year in having two fine speakers. Back in December Sarah Catherine Wood Marshall, an Agnes Scott Alumna, wife of the late beloved Presbyterian minister, and author of a recent best-seller, spoke at a luncheon meeting held at the Iron Gate Inn.

Dr. Walter Posey of the Agnes Scott History Department spoke at the Founder's Day meeting.

Faculty News

DR. JANET ALEXANDER, college physician, scheduled six weeks doing deputation work among Associate Reformed Presbyterian churches, a month at Gay Valley camp for children in Brevard, N. C., and the remainder of the summer with her family in Charlotte.

DR. ELIZABETH BARINEAU, associate professor of French, received a research grant from the University Center of Georgia and planned to work on Victor Hugo's lyric poetry at the University of Chicago from late June to September 1.

MARY BONEY, instructor in Bible, is attending summer school at Columbia University and Union Theological Seminary in New York and will return there in the fall on a year's leave of absence to continue work on the Ph.D.

DR. JOSEPHINE BRIDGMAN, associate professor of biology, is spending the summer as a member of the Research Participation program at Oak Ridge, Tenn.

ISABEL BRYAN, instructor in piano, was recently elected secretary of the Georgia Chapter of the American Guild of Organists. Mrs. Bryan is a member of Sigma Alpha Iota and Delta Kappa Gamma, music and teaching fraternities, respectively, and of the Atlanta Symphony Guild.

EDNA HANLEY BYERS, librarian, returned this summer to the University of Michigan, where she received her A.B. and A.M. degrees in Library Science, to teach a course in the "Planning and Equipping of Library Buildings" in the graduate school. In April Mrs. Byers attended the burial services for Miss Jackson and her mother in South Weymouth, Mass.

DR. WILLIAM A. CALDER, professor of physics and astronomy, planned to spend most of the summer working on equipment at the Bradley Observatory on the campus, and making a trip to Dallas in July to address the national convention of the Astronomical League.

MELISSA A. CILLEY read a paper on "Contemporary Spanish Literature" at the University of Kentucky Lan-

guage Conference in April. She gathered material for the paper from recent personal interviews with the authors and from Madrid literary critics, as well as from the author's works.

DR. EMILY DEXTER, associate professor of philosophy and education, is teaching part of the summer at Alabama College, afterwards traveling to Wisconsin, probably to New England, and to Washington, D. C., for a psychology meeting.

EUGENIE DOZIER, instructor in physical education, planned to spend the summer in graduate study. As The Quarterly went to press she was considering either the new dance department at the Juilliard School of Music in New York or Ted Shawn's University of Dance near Lee, Mass., in the Berkshire Mountains.

DR. FLORENE DUNSTAN, associate professor of Spanish, has been elected secretary of the University Center Language Association and president of the Woman's Auxiliary to the Fulton County Medical Society. Her summer plans included a trip in June

to a meeting of the American Medical Association in Chicago and research in the Library of Congress in August on Spanish writers she studied last summer in Spain.

DR. W. JOE FRIERSON, professor of chemistry, served the past year as chairman of the Georgia Section of the American Chemical Society. In March he gave a talk on "Paper Chromatography of Inorganic Substances" at the national meeting of the American Chemical Society. He is again spending the summer doing research at Oak Ridge.

NETTA ELIZABETH GRAY, instructor in biology, will be enjoying her laboratory in the new science building on the campus. She is doing research on several groups of gymnosperms for the Chicago Natural History Museum and for L. H. McDaniels of Rutgers University.

ROXIE HACOPIAN, associate professor of music, planned summer trips to Mexico City and New York, searching in the latter for material, possibly modern opera, for the Agnes Scott Glee club.

MARIE HUPER, assistant professor of art, was to give a series of Art History lectures and teach a course in Basic Design in the Summer Arts and Crafts Program sponsored by the Department of Education of the Province of Ontario. She is located in Toronto.

C. BENTON KLINE, JR., assistant professor of philosophy, is visiting professor of philosophy during the summer sessions at Emory University.

DR. EMMA MAY LANEY's promotion to full professorship was announced by President Alston at Commencement. In November she was elected president of the Atlanta English club, a branch of the National Council of English Teachers. While vacationing in Denver this summer she will study Henry James, and in September will represent the Agnes Scott chapter at the triennial meeting of Phi Beta Kappa at Lexington, Ky.

HARRIETTE HAYNES LAPP, assistant professor of physical education, ex-

pected to teach children, many of them "alumnae youngsters," to swim at the Venetian Pool in Decatur and to attend the Dixie Folk Dance Institute at Emory University in July.

DR. ELLEN DOUGLASS LEYBURN, associate professor of English, planned to spend the summer at the Huntington Library working on satiric allegory. The *Huntington Library Quarterly* carried an article by her in February—"Swift's Language Trifles."

RAYMOND MARTIN, associate professor of music, was elected sub-dean of the Georgia Chapter of the American Guild of Organists for the coming year. During the summer he is giving private organ lessons and recording various radio broadcasts for the Protestant Radio Center, the NBC National Radio Pulpit, and the Methodist Church "Upper Room" series. Mr. Martin is organist-choirmaster at the Episcopal Church of the Incarnation in Atlanta.

HESTER MATTHEWS, instructor in Spanish, planned to study at the University of Havana, where she was awarded a scholarship for summer work.

MICHAEL McDOWELL, professor of music, addressed the Atlanta Symphony Guild and was on the program of the Atlanta Agnes Scott Alumnae club in March.

DR. KATHARINE OMWAKE, associate professor of psychology, is teaching educational psychology and psychology of childhood and adolescence in the education department at Emory University this summer.

DR. MARGARET PHYTHIAN, professor of French, planned to attend the Middlebury French School for six weeks, afterwards driving to Canada and back to Georgia "via all the mountain scenery that can be found." She was recently elected secretary-treasurer of the Georgia Chapter of the American Association of Teachers of French.

DR. WALTER POSEY, professor of history and political science, is teaching summer school at the University

of West Virginia and at Emory. His book, *The Presbyterian Church in the Old Southwest*, is scheduled to be published by the John Knox Press during the summer.

DR. HENRY ROBINSON, professor of mathematics, and Mrs. Robinson are spending most of the vacation at their summer home near Hendersonville, N. C., returning to Decatur by August 9, when their son Henry (mascot of the Class of '36) and Barbara Stainton '51 are to be married.

DR. CATHERINE SIMS, associate professor of history, was planning to do research in English parliamentary history during the summer. In August she and Mr. Sims will take a trip to New York and New England.

DR. ANNA GREENE SMITH, associate professor of economics and sociology, is teaching in the Sociology department in the University of North Carolina summer session. While there she planned to proofread her book, *Fifty Years of Southern Writing*, which is in press at Chapel Hill. She was recently elected vice-president and program chairman of the Decatur League of Women Voters for the coming year.

PIERRE THOMAS, assistant professor of French, is in Vermont for the summer where he is director of the conversation department of the Middlebury French School.

FERDINAND WARREN, professor of art, after teaching in the art department at the University of Georgia the first part of the summer planned to take a trip either to the mountains or the coast to do some painting. In April the Telfair Academy of Arts in Savannah, Ga., honored Mr. Warren with a one-man exhibition and acquired an encaustic painting, "Cotton Pickers," for their permanent collection. Also in April, Mr. Warren gave a talk and demonstration on encaustic painting to the Art Association at Macon, Ga.

CHAPPELL WHITE, instructor in music, planned to do research in the Library of Congress on the works of the violinist, G. B. Viotti.

Your Alumnae Board of eighteen members has met four times this year. During and between those meetings, especially between them, this group of elected volunteers has worked hard for you and has succeeded in making the year a notable one in the advancement

ANNUAL REPORT

of the Alumnae Association and its service to Agnes Scott. In the fall, the Board planned the part to be taken by alumnae in the Inauguration of President Alston. All active alumnae were invited to the ceremony and to the inaugural luncheon, and the occasion was combined with fall homecoming. The Board feels that the scores of alumnae who came to it will always remember with satisfaction that they were witnesses at an historic event in the annals of Agnes Scott.

In the course of this year the Board took the decisive step in a project which has been under consideration since 1949: the stocking of Agnes Scott plates made by Wedgwood. The first order has been placed, but delivery is not expected for at least a year, and no orders will be taken from alumnae until the plates arrive from England.

THE FUND

The Board has followed with some anxiety since last July the progress of the Alumnae Fund in its first year since the College Campaign. The entire service of the Association rested upon the Fund for the first time; there was to be no subsidy by the College, as there had been in the past; and it was hoped that a gift of money equal to a year's income on \$100,000 could be made to the College besides. The amount raised was the largest Alumnae Fund of our history, and the Association has managed to operate without calling on the College for the grant of former years; but still the total was \$4,600 short of the \$15,000 goal. This amount does not compare favorably with the alumnae fund totals of colleges having about the same number of alumnae as Agnes Scott; but in percentage of contributors we appear to rank in the top ten per cent of all colleges and universities in the United States.

THE CLUBS

Founder's Day this year was celebrated by Agnes Scott clubs from Maryland to California and from Illinois to Florida and Texas. The presidents of ten clubs in seven different states went to their local radio stations and obtained time for the Founder's Day broadcast, which was a discussion of liberal education for women. It was heard in eleven cities, over large stations and small, and in at least two places it gave rise to additional programs featuring Agnes Scott alumnae in those communities.

Club work has been outstanding in other ways this

year. The cooperation of clubs with the Agnes Scott field representative has helped greatly in finding qualified high school students and introducing them to Agnes Scott, so that enrollment for next year has reached resident capacity and overflowed to form a sizable waiting list. This is a spectacular reversal of the trend of the last few years in all colleges. In addition, clubs have raised hundreds of dollars for the improvement of the Alumnae House and the Garden, for scholarships, for the McCain Library, and for the Alumnae Fund. They have further vitalized the tie between the College and its alumnae by presenting speakers from the faculty and the administration and by arranging other programs relative to the College such as the showing of color slides of the campus.

COMMITTEE WORK

Special committees of the Board have carried on a variety of services. The group in charge of the Alumnae House has managed to maintain it on the revenue from rentals, without drawing on the Fund, and on the strength of several handsome club gifts has completed plans to refinish the floors, clean the carpets, and open the former office as an additional bedroom this summer. The Garden Committee has triumphed completely over the effects of the devastating freeze of last year, and has spent hundreds of hours in new planting and in care of the old. Its expenditures, too, have come out of the House income and from special club gifts. The Publications Committee has brought out four issues of *The Alumnae Quarterly* recording an eventful year beginning with the retirement of President McCain and the Inauguration of President Alston. The Education Committee has obtained material for two issues of *The Quarterly* and has carried on a campaign to interest alumnae in the college preparation offered by their local high schools. The Vocational Guidance Committee has planned and presented three career coffees which were well attended by students wishing first-hand information on the fields they hope to enter after college. The Special Events Committee, in addition to producing the Founder's Day radio program, has planned the Alumnae Luncheon we have just enjoyed. The Class Officers' Council has collected news for *The Quarterly*, promoted reunions, and given the very necessary personal touch to the Alumnae Fund effort. The Entertainment Committee has introduced the freshmen to the Alumnae House and has borne the responsibility for other social functions of the Associations through the year. The Nominations Committee has held long and serious meetings resulting in the slate of names placed before you today. And the Board as a whole has given many hours to thought and discussion about Association problems and plans and policies.

This is the story, in very brief form, of the year of devoted service rendered to you and to Agnes Scott by your alumnae Board. The Office has carried on its usual program of Fund mailing, correspondence, Quarterly production, bookkeeping, and coordination. You employ a staff of one and one-sixth persons for these functions—one-half of me and two-thirds of Martha Weakley. Mrs. Ketchin, undivided, edits your class news and extends the hospitality of the Alumnae House to the many guests who visit it in the course of a year. This is an extremely small staff, and its work would not be possible were not the members of the Board exceedingly able and conscientious and did not the College allow us a generous supply of student assistants.

Underlying all this accomplishment is the Alumnae Fund, which you have provided. Without it, nothing would have been possible. In everything it does, the Alumnae Association is dedicated to one end: the advancement of Agnes Scott College. It is your continuing support, year in and year out, which carries that purpose steadily forward.

Respectfully submitted,

ELEANOR N. HUTCHENS,
Director of Alumnae Affairs.

Alumnae Retirements

Two alumnae of Agnes Scott Institute retired this year after long and distinguished careers in Atlanta: Thyrsa Askew, for 34 years head of North Avenue Presbyterian School, later Napsorian, and E. Katherine Reid, president and owner of Crichton's Business College.

Miss Askew became principal of N.A.P.S. in 1917 and guided it through many years as an outstanding preparatory school. In 1941 she was named acting president. She continued to head it when in 1951 it became part of Westminster Schools. Her portrait was presented to the school by the 1945 graduating class. When her retirement was announced this spring, Atlanta newspapers carried a number of tributes, editorial and individual, to her educational leadership. The trustees and faculty of Westminster Schools entertained at a tea in her honor May 10.

Miss Reid, who studied at the College as well as the Institute, became associated with Crichton's in 1918 and bought it when the owner died in 1930. Founded in 1885, the institution has never been closed and has trained thousands of students in business, its enrollment usually from 200 to 250. Miss Reid and her sisters Ethel and Grace, both also Agnes Scott alumnae, live in Decatur.



MUSEUM PLAQUE UNVEILED. Dr. Mary Stuart MacDougall (right) reads the plaque naming the science museum in her honor. She is holding a bound volume of letters sent by former students and other friends on the occasion of her retirement in June. With her are Betty Fountain Edwards '35, chairman of the committee to honor Miss Mac, and Dr. George Hugh Boyd of the University of Georgia, who made the dedicatory address.

Miss Mac's Museum

The Mary Stuart MacDougall Museum, with an endowment of \$1000 contributed by former students and fellow faculty members, was dedicated in the new science hall May 31 in honor of "Miss Mac" at her retirement.

After 32 years as head of the biology department at Agnes Scott, years in which she became (as the dedication speaker said) "the best known and most favorably known scientist in the South," Miss Mac retired at the end of the session full of plans for continued research and writing. She has two books now in press: a new one, *Foundations of Animal Biology*, and a revision of her highly successful *Biology, the Science of Life*. Laboratory facilities for research in Agnes Scott's science hall will continue to be at her disposal.

Betty Fountain Edwards '35 presided at the dedication, which included an address by Dr. George Hugh Boyd of the University of Georgia, the unveiling of a plaque in the museum, and the dedicatory prayer by President Alston. Developed over the years by Miss Mac, the museum collection will continue to be enlarged through the endowment fund and will feature traveling exhibits in the course of the academic year. After attending the dedication, Institute alumna Emma Wesley presented to the College a handsomely mounted and labeled collection of shells which she had assembled and used for many years in teaching—the first addition to the museum under its new name.

The endowment fund will continue to be open for gifts from alumnae who wish to honor Miss Mac and promote the study of science at Agnes Scott. Gifts to it should be sent to President Alston designated "For Museum Endowment."

Agnes Scott alumnae are familiar with the facts of Miss Mac's career set forth in *Who's Who in America*:

B. A. Randolph-Macon, M.S. Chicago, Ph.D. Columbia, Sc.D. Universite de Montpellier (where she acquired her colorful academic robe). Author *Biology, the Science of Life*, 1943 (which has been used as a textbook by colleges and universities over the nation) and numerous articles on cytology and genetics (some in French and German). She has been president of the Georgia Academy of Science, of Southeastern Biologists, and of the Agnes Scott chapter of Phi Beta Kappa, and has done research at the Kaiser Wilhelm Institute in Germany, the Johns Hopkins School of Hygiene and Public Health, and (14 summers) at the Marine Biological Laboratories in Woods Hole, Mass. In 1931-32 she held a Guggenheim Fellowship for study abroad. Her professional connections include membership in the American Society of Zoologists, the American Association for the Advancement of Science, and Sigma Xi, as well as the previously named organizations of which she has been president.

In 1943 Miss Mac was Atlanta's Woman of the Year in Education. Her wide interests outside the field of science, especially in literature and the arts, are well known on the campus, where she has always upheld the cause of broad knowledge against exclusive and narrow specialization. Her hobbies, including needlepoint, crocheting and raising flowers, were detailed several years ago in a feature article in *The Christian Science Monitor*.

Miss Mac left her room in Ansley Cottage early in July after 32 years as a leading and beloved member of the campus community. Scores of her old students had written to wish her well; her name was pressed indelibly into the history of Agnes Scott; the results of her teaching and research were part of the ever-unrolling scroll of science. She had plenty of laurels to rest on, but everyone who knows her knew perfectly well that she wouldn't stop for a moment.

Faculty News— (Continued from page 11)

DR. SAMUEL P. WIGGINS, assistant professor of education, received his Ph.D. at George Peabody College for Teachers in June. During the summer he is serving as assistant director of the Emory University Workshop and teaching in the regular Emory summer session.

LLEWELLYN WILBURN, associate professor of physical education, is again at Columbia University on the staff at John Jay Hall as social director. She was recently appointed a member of the National Basketball Committee of the National Section on Women's Athletics and chairman of the Constitution Committee of the Southern Association of Physical Education for College Women.

ROBERTA WINTER, assistant professor of speech, is continuing work on her doctoral dissertation, "A Coordinated Speech and Drama Program for the University Center in Georgia."

Commencement

Continued from page 2

remove the intolerable burden of threatened aggression.

The third piece of evidence comes from an aspect of the Korean war which has had too little attention. Korea represents the first major attempt on the part of the international community to resist aggression in which the use of force has been limited to that purpose and which has not automatically led to general war. It would be easy to let things slide into a general war at any time. The far more difficult thing is to demonstrate that aggression will not be accepted and that fighting can be ended without the thousand-fold increase in suffering and destruction which World War III would bring. This historic gamble may not succeed; the Politburo may be completely committed to a course of aggression. If so, we should not underestimate the gravity of the prospect, for if, after Greece, Berlin and Korea Soviet leaders do not draw the necessary conclusions about a course of aggression, it is difficult to see how war can be avoided. Even so, we have come a long way toward the organization of peace; it is not entirely surprising that we should experience crisis before we reach success, for the issue is whether the last remaining recalcitrant great power will submit its conduct to the standards of the world community and act in a way consistent with peace. The rest of us are prepared to ask very little of the Soviet Union—merely that it settle its disputes by peaceful means and not use force or the threat of force against the political independence or territorial integrity of its neighbors. With that, other disputes could be resolved; without that, there is a struggle on which mankind can not compromise.

The final piece of unfinished business on which I should like to comment is the strengthening of the ancient verities which lie at the heart of our moral and political order. We think of Christian morality, constitutional government, unalienable rights; of the freedom of minds to think and speak, of spirit to worship; of regard for Truth and Beauty and Right. These ancient verities are the fruits of revolution, democratic and protestant, which transformed western life and which are now sparking the flames of freedom in other parts of the world. They are being challenged by a world-wide conspiracy directed from the Kremlin, a reactionary counter-revolution against freedom in all its forms. For liberty is intolerable to tyranny and those who would enslave their fellow man must try to destroy the fruits of three centuries of democratic revolution.

We can rediscover the eloquence of our faith—but

not by a contest of lung-power in the market place. We can find it in quiet contemplation and an earnest attempt to understand how and why we came by our great heritage. Free speech is more than a shrill phrase to those who contemplate the *Areopagitica* or John Stuart Mill's *Essay on Liberty*. For it is out of the contest of ideas that Truth emerges and it is in conflict with error that truth remains bright and strong. The presumption of innocence is more than a device for allowing criminals to escape justice, it is the essential cement by which a society based on consent is held together and offers the citizen his most precious single possession—security against the raw and arbitrary exercise of public power.

Perhaps we must, in addition, turn more and more to action for an eloquent exposition of our faith. By practicing freedom, we can reaffirm and give fresh vitality to its meaning. The Declaration of Independence is a timeless statement of the democratic idea—but the acts of its authors produced our democracy. I have often heard the question, "what can I as a single American citizen do to help out in the present situation?" Just as the practicing Christian is the greatest evangelist, so the practicing citizen is the greatest exponent of democracy. Hospitality to the stranger in our midst, tact and sympathy on our part as we journey abroad, treatment of our fellow citizens here at home with the consideration which is their due; tolerance for the existence of contrary opinion, insistence that government act through law, acceptance of the duties laid upon us by our constitutional arrangements; sober selection of representatives for public office—every day will present its opportunity to explain democracy by action. If as a people we come to understand our heritage and come to live by it, we shall not need slick paper pamphlets, comic books, glib words or dazzling promises to "sell" it to others. People will come from the ends of the earth to see it, share it, and to take it back to mold in their own fashion to meet their own needs. The democratic heritage, complex and sophisticated though it often appears to be, is deeply rooted in aspirations which are shared by men and women everywhere.

I have spoken to you of the Class of '52 at Agnes Scott about the pursuit of knowledge, the building of peace and the vitality of our ancient heritage—not because you need admonition—but because, as graduates of this fine liberal arts college, you are peculiarly able to respond to the responsibility in these matters which will be yours, and from which you will not be able to hide. I suspect that the third quarter of our century will be more than usually decisive in determining the broad directions which the human race can take and the quality of life on our planet. Perhaps, with luck, those who come after you will be able to say of you what we have heard said of the Founding Fathers, "Truly, there were giants in those days."

CLASS NEWS

Edited by ELOISE HARDEMAN KETCHIN

DEATHS

Institute

Mrs. Carol M. Snell, daughter of Jeanette Craig Woods, was killed in an automobile collision March 7.

Rusha Wesley, retired principal of the Lee Street School and long prominent in Atlanta's educational and religious life, died April 15, after a long illness. Rusha, a graduate of Agnes Scott, attended Emory, Harvard, Chicago, Pennsylvania, California and Columbia Universities. She taught in Atlanta schools from 1903 until her retirement in 1945. She also organized and was first president of the Atlanta Principals Club and served as president of the Georgia State Department of Elementary Principals. Rusha was the author of histories of the Lee Street School, Trinity Methodist Church and the Wesley Families. Surviving are three sisters, Bannie and Emma Wesley and Daisy Wesley Spurlock, and two brothers, Paul and Ottis H. Wesley. Emma and Daisy are Agnes Scott graduates.

Nellie Blackburn Airth died April 27.

Academy

Mrs. Elijah Delbert Beatty, mother of Lillian Beatty Parent and Mildred Beatty Miller, died on Easter morning, April 13.

1911

Marcus L. Brown, father of Florinne Brown Arnold, Ruth Corley Brown Moore '13, and Fannie Brown '26, and uncle of Laurie Belle Stubbs Johns '22, died in March.

Katherine Bunn's mother died in March.

1926

The Rev. Dunbar Hunt Ogden, former pastor of the Central Presbyterian Church in Atlanta, and father of Grace Augusta Ogden Moore, Margaret Ten Eyck Ogden Stewart '30, and Esthere Ogden Blakeslee '40, died April 12.

1929

James Edwin Warren, father of Mary Warren Read, died April 22.

1934

Mary McDonald Sledd lost her mother in March

1939

Mamie Lee Ratliff Finger's father died in October 1951.

Jac Hawks Alsobrook lost her father last year.

1941

Grace Walker Winn lost her father in February.

Henry S. Howison, husband of Ellen Gould Howison, died in February. Three daughters survive — Barbara Elizabeth, Patricia Ann and Martha Henry.

1946

Ruth Simpson's mother died March 12.

Specials

Mrs. W. H. Nunnally, mother of Mrs. George M. Napier, mother-in-law of Allie Felker Nunnally '10, and grandmother of Julia Napier North '28 and Clara Knox Nunnally Roberts '31, died April 27, at the age of 92.

INSTITUTE. Clockwise beginning at left foreground: *Emma Wesley, Gertrude Pollard, Annie Wiley Preston, Elizabeth Curry Winn (College '07), Ethel Alexander Gaines, Ida Lee Hill Irvin (College '06), Hattie Lee West Candler, Susan Young Eagan.*



1918

President: Ruth Anderson O'Neal (Mrs. Alan S.), T2 Raleigh Apts, Raleigh, N. C.

Secretary: Emma Jones Smith (Mrs. Harwell F.), 1918 Graham St., Montgomery, Ala.

New Address:

Marguerite Shambaugh Ross (Mrs. Arnold C.), 317 Brookes Ave., San Diego 3, Calif.



CLASS OF 1918. *Margaret Leyburn Foster, Ruth Anderson O'Neal, Eva Maie Willingham Park, Belle Cooper.*

1919

President: Llewellyn Wilburn, Ag-

Secretary: Elizabeth Dimmock Bloodworth (Mrs. J. M. B.), 3784 Club Dr., N.W., Atlanta, Ga.

New Address:

Bess Ham Harmon (Mrs.), 4102 Caroline, Houston, Texas.



CLASS OF 1919. *Lulu Smith Westcott, Elizabeth Dimmock Bloodworth, Elizabeth Pruden Fagan, Llewellyn Wilburn.*

1920

President: Lois MacIntyre Beall (Mrs. Frank R.), 188 Peachtree Way, Atlanta, Ga.

Secretary: Alice Cooper Bell (Mrs. Chas. C.), Woodstock, Ga.

Margery Moore Macaulay taught at Smith-Hughes School, Atlanta, this year. She spent the Easter holidays with her daughter in Alabama.

New Address:

Agnes Irene Dolvin, Vidalia, Ga.



CLASS OF 1920. *Juliet Foster Speer, Margaret Bland Sewell, Margery Moore Macaulay, Lois MacIntyre Beall, Alice Cooper Bell, Gertrude Manly McFarland.*



CLASS OF 1921. *Thelma Brown Aiken, Sarah Fulton, Marguerite Cousins Holley, Betty Floding, Sarah McCurdy Evans, Janef Newman Preston, Genie Johnston Griffin, Aimee Glover Little.*

CLASS OF 1932. *Mimi O'Beirne Tarplee, Anna Robbins McCall, Ruth C. Green, Mary Miller Brown, Imogene Hudson Cullinan, Emma May Laney (faculty), Penelope Brown Barnett, Catherine Sims (faculty), Diana Dyer Wilson, Elizabeth Hughes Jackson, Harriette Haynes Lapp (faculty), LaMyra Kane Swanson, Grace Fincher Trimble, Sarah Bowman, Leslie J. Gaylord (faculty), Etta Mathis, Hettie Mathis Holland, Louise Stakely, Susan Glenn, Lila Norfleet Davis, Downs Lander Fordyce, Martha Williamson Riggs.*



CLASS OF 1937. *Laura Steele, Mary Gillespie Thompson, Frances Steele Finney, Kathleen Daniel Spicer, Lucile Dennison Keenan, Katherine Maxwell, Sarah Johnson Linney, Fannie B. Harris Jones, Vivienne Long McCain, Marie Stalker Smith, Martha Summers Lamberson.*





CLASS OF 1938. *Jean Barry Adams Weersing, Frances C
berry, Eliza King Paschall, Frances K. Gooch (faculty),
beth Warden Marshall, Ellen Little Lesesne, Nell Hen
Jones, Jean Chalmers Smith, Joyce Roper McKey, Elsie
Meehan.*

CLASS OF 1939. *Ella Hunter Mallard Ninestein,
Mary Wells McNeill, Ruth Anderson Curry, Julia
Porter Scurry, Mary Allen Reding, Virginia Tumlin
Guffin, Cary Wheeler Bowers, Jane Moore Hamilton
Ray, Mary Frances Thompson, Catherine Farrar
Davis.*





CLASS OF 1940. *R. B. Cunningham* (retired Agnes Scott business manager), *Edith Stover McFee*, *Nell Moss Roberts*, *Marian Franklin Anderson*, *Grace Elizabeth Anderson Cooper*, *Ellen Stuart Patton*, *Gary Horne Petrey*, *Betty Alderman Vinson*, *Georgia Hunt Elsberry*, *Mary Reins Burge*, *Anne Enloe*, *Helen Carson*, *Louise Sullivan Fry*, *Katherine Patton Carsow*, *Harriet Stimson Davis*, *Mary Kate Burruss Proctor*, *Mary Elizabeth Chalmers Orsborn*, *Caroline Lee Mackay*, *Eloise Weeks Gibson*, *Eleanor Hutchens*.



CLASS OF 1951. *Jeanne Kline Mallory, Martha Weakley, Sara Beth Jackson, Su Boney, Mary Hayes Barber, Marjorie Orr Brantley, Janette Mattox, Patsy Cooper, Mary Stubbs, Carolyn Galbreath, Nancy Cassin, Stellise Robey Logan, Anna Da Vault, Nena Hale, Betty Ziegler, Betty Jane Foster.*



CLASS OF 1951. *Virginia Arnold, Betty Mobley, Marg Hunt, Anne Kincaid, Mary Davis, Jenelle Spear, Barbara Caldwell, Nancy Lu Hudson, Dorothy Adams, Winnie Horton, Katherine Nelson, Marjorie Stukes, William A. Calder (faculty), Freddie Hachtel, Martha Ann Stegar Deadmore, Jane LaMaster, Amy Jones.*

The

AGNES SCOTT

Alumnae Quarterly

AGNES SCOTT
COLLEGE
LIBRARY

fall

1952

THE
ALUMNAE ASSOCIATION
OF
AGNES SCOTT COLLEGE

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DOROTHY HOLLORAN ADDISON '43
Vice-President
FLORENCE BRINKLEY '14
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BETTY JEANNE ELLISON CANDLER '49
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BETTY MEDLOCK '42
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AMERICAN ALUMNI
COUNCIL

The AGNES SCOTT
Alumnae Quarterly

Agnes Scott College, Decatur, Georgia

Volume 31

Number 1

Fall 1952

THE ALUMNAE HOUSE

Its Past 1

Report on the Present 2

Hallie Smith Walker x16

ARE YOU SITTING IN THE SHADE? 4

Laurie Belle Stubbs Johns '22

CLASS NEWS 7

About this issue: Hallie Smith Walker x16, chairman of the House Committee, and Laurie Belle Stubbs Johns '22, chairman of the Garden Committee, were asked to bring Quarterly readers up to date on Association property, and they have done so in a way which should entertain alumnae of all vintages. These hard-working chairmen are two of the score of efficient volunteers who make up the Executive Board of the Association.

Make-up and cover by Leone Bowers Hamilton '26

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.

THE ALUMNAE HOUSE

ITS PAST

THIRTY YEARS is no great age for a house, but Agnes Scott's Anna Young Alumnae House is believed to be the oldest of its kind in the United States. Completed in 1922, it was the only one known to exist in 1924 when Vassar made a national survey in preparation for building its own.

The Alumnae House was named for Anna Young '10, beloved alumna and professor of mathematics, who died in 1922.

Building costs totaled about \$20,000, of which \$15,000 was supplied by the College and \$5000 by the alumnae. Upstairs were six bedrooms (as there are today) including the one set aside for the use of College guests, and a utility room equipped with sewing machines and ironing facilities.

The Office was downstairs in a tiny room 8 by 12 feet in area. At that time all the alumnae records could have been kept in a shoebox, whereas today they comprise some 40,000 cards and stencils, a dozen filing cabinet drawers, two ten-foot shelves of scrap-books and bound volumes of *The Quarterly* and a great many odd memorabilia. The space necessary for these, plus the typewriters, addressing machine, worktables and other equipment demanded by the growing volume of Association work, was later found in one of the rooms upstairs and the Office transferred there, the small downstairs space becoming a reception room.

A great feature of the new house was the Silhouette Tea Room, which alumnae had formerly operated in the basement of the Science Hall. Attractively located at the back of the house, lighted by large pairs of windows on three sides, the Tea Room remained for more than twenty years a favorite campus spot. In the 1940's, a combination of circumstances diminished its usefulness and foreshadowed its end. The College bookstore in Buttrick largely replaced it as a snack center. Food and labor costs rose, threatening the existence of all small restaurants because their volume of business could not keep up with overhead. Campus

life was changing; Agnes Scott was no longer the closed little community of other years; the students sought out restaurants in Decatur and Atlanta. Alumnae Board members tried valiantly to keep the Tea Room alive, because it was an asset to the campus as a place for banquets and to the house as a convenience for guests. Finally in 1950, when the new college dining hall was completed and day students were welcomed there for lunch, the Tea Room's last resource disappeared and it was forced to close. The Association looks back with pride on its more than two decades of service.

While the business of the Tea Room had been dwindling, that of the Office had been overflowing the upstairs quarters. The Tea Room area was assigned to the Office and movable bookshelves installed as partitions, without alteration in the actual structure of the large room.

When the Alumnae House was completed, Agnes Scott alumnae clubs and individuals, notably members of Miss Young's family, eagerly began giving generous contributions for its furnishing. Various classes undertook to furnish the bedrooms. Beautiful pieces were bought for the downstairs area. Silver, linen and china were laid in for use in the small dining room, and the large kitchen and pantry were adequately equipped.

The annual alumnae tea for the freshmen, held in the fall.



REPORT ON THE PRESENT

Hallie Smith Walker ex-'16

In the first guest book of the Alumnae House, still carefully preserved, are the signatures of those who attended the housewarming January 27, 1922. The first signature is that of Anna Young's mother. In the scores of names which follow are those of the people who made Agnes Scott great—some of them now dead, but many still working and giving for the advancement of the College.

That guest book was kept until it was filled, and it contains several famous names. One signature of 1924-25 was not notable when its writer scribbled "Peggy Mitchell, Atlanta Journal" across the page, but the author of *Gone With the Wind* was a dozen years later probably the most widely known of all who had signed the book.

The Alumnae House still keeps a guest book for the celebrities who stay there; in the current volume Robert Frost and Pearl Buck are both on the first page. The College maintains a special guest room in the house for lecturers and other distinguished visitors.

The four alumnae guest rooms which are now available are more popular than ever before. The 1917 room, beautifully decorated in 1950, is possibly the most luxurious spot on the campus. In 1949 the Residence Committee installed twin Hollywood beds in the other rooms and redecorated the whole upstairs area. (Funds for such major improvements are usually raised and donated by an alumnae club.) Alumnae and the parents and friends of students stay in these rooms when they visit the campus. Many alumnae make the Alumnae House their hotel when they come to Atlanta, and some use it as a quiet refuge when they need a week or two away from home responsibilities. They may take their meals in the College dining hall and enter into campus life as they wish; everybody is glad to see them, and their reunions with favorite faculty members are a familiar sight in the dining room or on the quadrangle.

The Alumnae House dining room and kitchen are still used for small dinners given by alumnae, faculty members or students, the giver of the party securing her own kitchen help and refreshments but having the use of all the china, crystal, silver and other equipment which has always been available at the House. The front parlor and the dining room are used under a similar arrangement for teas, small receptions, and other gatherings including the regular meetings of two local alumnae clubs.

THERE MUST BE MANY of you alumnae who haven't visited the Alumnae House for years. Would you like to refresh your memory and see also what has been accomplished in the interim?

Let's knock at the handsome white colonial door, shall we? On entering, the overall picture is one of quiet dignity made charming with soft colors and bright chintz. The house decor is traditional, and to keep the everchanging house committees on the right path we decorate under the surveillance of a good decorator.

The color scheme for the downstairs is taken from the lovely colonial wallpaper hung in the entrance hall, red roses in soft shades and rich green foliage on a gray background. The hall, like all the other rooms downstairs, except the office, is carpeted in gray green rugs. A console with a large mirror hung above it completes the hall furnishings.

To the right as you enter is the coat room. In our dreams for the future we see it as a small committee room, and a place where house guests and speakers for the various meetings may powder their noses or straighten their ties. This room would have to have drapes, chairs, and suitable accessories.

As you enter the living room your attention is drawn immediately to the green plaque of Miss Anna Young hanging over the mantel. Placed under the plaque is a portrait light, and on either side are handsome brass candlesticks. Combined with the fireplace brasses this group makes an interesting focal point.

The furnishings of the living room and dining room, as I have said before, are traditional. They consist of a fine Sheraton couch done in gray green, tripod tables, and period chairs. A pair of lovely gilt-framed mirrors grace one wall, a gift of an alumna. A love seat done in gay red and green chintz ties the living and dining room together, as the same chintz is used for drapes in the dining area. The drapes in the living room are rose silk hung beneath red velvet, soft style cornices.

The dining room table is also a gift of an alumna, and it is beautiful. There are six Hepplewhite chairs with seats of rose striped in gray. A pair of small



st room in the Alumnae House. The Tulip Room is of a
higher order than this one.

period chests to hold our linen and silver are placed on either side of a mirrored door. All this combined with accessories which accent the color scheme, and fresh flower arrangements, or glossy magnolia leaves, make our college home something to be proud of.

The Alumnae Office, which is the old Tea Room, is painted a green that goes nicely with our garden that looks so pretty through its large windows and double doors.

I won't mention the kitchen, for really it is unmentionable, there is so much to restore after the ravages of the Tea Room. It is utilitarian and still in continual use, but it is far from handsome.

Now, let's go upstairs. Although our stairs are carpeted, our upstairs hall is bare. It looks nice now, for this summer all the floors were sanded and re-finished and all the rugs dry-cleaned. Our floor engineer, however, advises us to carpet this floor as a protective measure, for so much surface had to be removed to even up the floors he would not advise sanding again without strengthening the house.

Do you still long for glamor in your life? Well, come spend the weekend in the Tulip Room. Bring your husband (you can, you know) and have a second

honeymoon. The room will set the right mood with its mauve wall paper, patterned with yellow tulips edged with crisp Victorian white lace, a deep yellow rug, and twin Hollywood beds done in pinwale green corduroy. To this are added all those exciting accessories in frothy, fragile white that we dream we will certainly have some day when the children grow up.

Then there's the College Guest room, dignified and comfortable, in rose and green. You know we could have a sign on that door saying "Robert Frost slept here," or Jan Struther, or Carl Sandburg, and many other famous folk.

Right here, fellow sisters, my adjectives stop. We have five more rooms upstairs. They have wonderful beds and fragrant linens, and our hostess has a way with ruffled organdy curtains and special touches, but—that stab you got when you tried to sit in the once-upon-a-time easy chair was not your conscience, and although we love polished floors we hate to see you slip on the rugs.

The big room that used to be the office is in our future dreams, too. We want to make it into a sitting-bed room. At present it's holding out its arms for help.

I must stop before I catch myself hinting! But I do hope I have disturbed you enough to come to see us the very next time you come to Atlanta. The House will welcome you with open arms, and it will be convenient, cheaper, and fun for you.

P.S.: I have been reading this along with you and find myself in the position of the woman who, after hearing the preacher eulogize her late husband at his funeral, tiptoed up to the casket to be sure it was her beloved's body and not someone else. We all know everything looks better on paper, but really we do need your help. We need rugs in the bed rooms, easy chairs, linens (always), blankets, and just plain hard cash to keep it immaculate. At present it is being run on a shoestring. Think it over and start a project for this year.

COMING TO ATLANTA?

As an active alumna, you are entitled to stay at the Alumnae House for \$2.00 a night. It's \$3.00 for the luxurious Tulip Room with private bath, for \$2.00 more you may bring your husband. Just write Mrs. Eloise Ketchin, Agnes Scott Alumnae House, Decatur, Ga., giving the day and hour of your proposed arrival and the length of your stay. Write a few days in advance, so Mrs. Ketchin can notify you if the house is full.

Entertaining in Decatur? As an active alumna, you may use the Alumnae House as your clubhouse. Except for food supplies and servants (you bring your own), it is fully equipped for entertaining. Call Mrs. Ketchin, DE. 1726, for your reservation. Fees: 1-15 guests \$3.00, 16-30 guests 5.00, 31-100 guests \$10.00.

ARE YOU SITTING IN THE SHADE?

Laurie Belle Stubbs Johns '22

THOSE OF YOU who were here around 1919-1921 will remember how we loved to listen to Margaret McLaughlin Hogshead sing in her soft contralto.

I'se so sorry for ole Adam,
Jus' as sorry as kin be,
'Case he neber had no mammy . . .

I'm so sorry for ole Adam because he had a garden and lost it.

We had a house ten good years before we could afford an Alumnae Garden *per se*. "If you want the past to come alive," said Miss Alexander in a Founder's Day talk about the history of our Association. "get assigned a subject that requires research in old Alumnae Quarterlies and files."

When Eleanor Hutchens told me she wanted an article about the garden I began such a research. It was both an inspiration and a deflation! I am afraid that as Nelle and Frances and I grubbed out Bermuda grass, reset boxwood, or were all hung up pruning long rose runners, I was prone to blame you for your lack of interest in the garden as it is today. But by the time I had finished reading every report of Beautification of Grounds committees since the first chairman, Allie Candler Guy, gave hers. I was very humble; for until you honored me by electing me chairman, I hadn't done a single thing for the garden except enjoy it, while those others had been accomplishing such miracles of beauty. Believe me, Kipling is right:

. such gardens are not made
By singing, 'Oh, how beautiful'
And sitting in the shade.

I really feel that the first idea for an Alumnae Garden is revealed in Allie's 1921 report. In February the committee suggested that a plot be made for foundation plantings of evergreen shrubs for all the buildings on the campus. This was done by Wachendorff Bros., and the plantings were made around Inman Hall and White House, with a view toward doing more each winter to cover all the bare brick foundations of the campus. Allie's recommendation "that a competent gardener be employed by the College to care for these shrubs, as they become more valuable with each year's growth if properly cared for," carries a prophecy.

In February 1926 the Alumnae Association gave the committee \$50 to spend on shrubbery about the

Tea Room entrance of the House. That same year Florinne Brown Arnold, who was at that time hostess of the Alumnae House, planted pansies and many bulbs in beds behind the house.

When Allie Candler Guy became president of the Association Eileen Dodd Sams was named Grounds Chairman. Eileen's report for 1928 has such a familiar ring! "On account of the lack of funds the work of the Committee on Beautifying Grounds and Buildings has been seriously handicapped. However, the Association has been the recipient of a very lovely gift. Miss Marie Schley Brown of Michigan sent us, entirely at her own expense, a collection of spruce and cedars from her own state. These were set out by Wachendorff in groups about the House." That same year Eileen and her committee gave a flowering cherry which was set between the House and Inman. The cherry is still there and very beautiful; the cedars continue to furnish contrast to the broadleaved evergreens: it was the four spruces that had to be felled with the hatchet when they were killed by the "great freeze" that was colder than Michigan.

Then, in that report so apologetically begun, Eileen gave words to her dreams: "We suggest that further plantings made should be more of the varieties of blooming shrubs. Beds of tulips, hyacinths, daffodils, crocus, etc., might be effectively used. Even a formal flower garden somewhere between the Alumnae House and Inman Hall with gravel paths, trellises, and a lily pond is not too impossible a feature and would add greatly to the interest and beauty of the grounds. These suggestions we leave to the incoming committee."

And that incoming committee had as a chairman Louise Brown Hastings, with her unbounded enthusiasm, her expert knowledge of gardening, her winter home almost within a stone's throw of the campus, and not at all least a husband who was born into and grew up in the best known nursery company in the South. Louise headed the committee for the next six years with seemingly tireless efforts and unflagging zeal. The first two years were spent in furthering the inherited task of landscaping the entire campus as a unit. Louise never for a moment lost sight of the ultimate goal, an Alumnae Garden. Her own words will bring you a clearer picture: "Practically the entire effort of your Grounds Committee has been to further the

progress of the Alumnae Garden. . . . We are particularly anxious for alumnae groups everywhere to know that this undertaking is really what its name implies—Alumnae Garden—that it will belong to and should be enjoyed by all. Then all should have some part, great or small, in its completion.

“The primary object of this formal garden located in the space between our house and Inman is to provide a quiet retreat for our girls, where they may enjoy the still depth of the silent lilled pool, surrounded by a carpet of cool green, and reached by a refreshing walk under a many-pillared archway of climbing roses, and flanked by long beds of flowering plants and bulbs, selected principally for spring and autumn blooming, the whole set off by banks of appropriate shrubs of charm and dignity. A complete unit in itself, the Garden is designed to fit in and blend with the general campus picture. . . . We believe the Garden, when complete, will prove a source of real pleasure and true inspiration . . . and it is with this in mind we have undertaken this lasting and beautifying memorial.”

Louise secured the offer of the services of a professional landscape artist, “who would draw up blue prints and assist in all the plantings free of charge,” and in 1931: “We are happy to announce that our major project for this year, the Alumnae Garden, is well under way, and that completion of the initial phase of the work is assured through the generosity of the senior class of '31 in giving the beautiful formal pool as a permanent memorial of their love and affection.”

Then the seniors of '32, delighted with the garden that literally blossomed forth under their eyes, gave the memorial planting of abelia and January jasmine that entirely surrounds the grass plot around the pool. That same year the Charlotte Club pledged money for the erection of the pergola. Only the brick pillars could be paid for that first year, but with an eye to the future Louise and her committee planted twenty-eight Mary Wallace roses which were soon running riot and clamoring for a place to twine. Thus did our garden grow!

Louise concludes her final report to the Association, “Your chairman takes great pride in the development of the Garden, and hopes that it will be allowed to continue to grow and spread its beauty throughout succeeding years by the *loyal support of alumnae everywhere.*”

The report of the '41 committee includes, “Louise

Brown Hastings gave to the garden the beautiful cherry laurel that now adorns our background plantings.” so Louise did not lose interest when her job was completed. We alumnae should weave her a garland of laurel for her part in our plan of beauty.

Frances Gilliland Stukes was next made Garden Chairman, and what a lucky day for us! Frances has been working in the garden ever since and I do mean working. Her first report concludes, “We have not left the Garden to the disinterested care of campus workmen, but have spent many hot hours digging, planting, and weeding.” Later, when necessary maintenance tasks were carried on with the aid of students working to raise their campaign pledges, Frances supervised and worked along with them. Probably no other alumna has worked in our garden over so long a period of years so consistently, so faithfully, or so lovingly as Frances.

You can't forget a garden
When you have planted seed;
When you have watched the weather
And know a rose's need.

Frances had as her committee Eloise Gay Brawley and Mrs. Robert Holt. Mrs. Holt was a faculty wife, not an alumna, but she gave the Alumnae Garden many hours of her time. The committee borrowed the money necessary for completing the rose trellis immediately. Someone had compared the topless brick columns all overgrown with a tangle of roses to “the lonesome chimneys of burned out houses,” a discordant note in a garden symphony.

At the request of the committee the College was helping lay a new walk to connect the front of the alumnae grounds with the rest of the campus. The committee conceived the idea of rooting boxwood to border this walk and to line each side of the front walk. These first cuttings rooted so well that in three years' time they had rooted around three thousand at no cost to the Association or the College, a very worthwhile contribution. This same committee served six years, with Frances and Eloise saying of the chairmanship, “You take this one, I'll take that one.” Frances '35-37, Eloise '37-39, Frances '39-41; but the three of them were such a good working team, who cared?

Eloise tells us in her 1937 report: “We did not change the lines of the original planting, but with the help of Monroe Landscaping Company and the cooperation of the College and many friends, we added eighty new boxwood along the side of the rose trellis and ten large box, five on each side, as a background

for the benches the reunion classes of 1916 and 1917 plan to place this year. I wish to bring before the Alumnae Board the fact that we now have a permanent investment in our garden. This investment needs regular care."

The next year, again with suggestions from Monroe's, the long heds on each side of the trellis were cut up into seven smaller ones, four circular and three semi-circular, bordered with boxwood given by the committee, thus providing more walkways in the formal garden. Thus was our Garden as it is today. They have wrought well, and now as Voltaire's *Candide* observes, *Il faut cultiver notre jardin*.

That brings us to the war years when labor was so hard to get, but like Mr. Finney's turnip our garden grew, and it grew, and it grew! So did the grass and the weeds and our maintenance problems. I am certain that our gardeners at large were not "sitting in the shade," but were making shells, or doing Red Cross work, or away in the armed services. From '41 to '49 the Garden Chairmen were successively Jo Clark Fleming, Eugenia Symms, Charlotte Hunter, Nell Pattillo Kendall, and Vella Marie Behm Cowan. I do not in any way minimize their labors or accomplishments in thus grouping them together. It's just that *maintaining* a garden, in the retelling, is so much less glamorous than planting one. Not so to the gardener himself, whose greatest satisfaction is in the cultivation.

When the "shovel and the hoe" were handed me at the resignation of Vella Marie, I had no more idea than most of you what I was undertaking. My first major task on inheriting the Garden was to replace the decapitated boy who spouted water from his headless body. About that time I appealed for garden helpers who were willing to go down on their hands and knees and pull out the surplus ivy that was choking out our big boxwood. One of the volunteers was

Jean Grey Morgan, secretary of the class of '31, the original donors of the pool and fountain. That was providence, not coincidence. She told me the class still had a bank balance of forty-one dollars and that she was sure the class would want to help repair their own gift. After writing the class members to get their approval she gave us the money, and that together with other gifts designated for the Garden enabled us to buy our little dancing girl for the pool. The lovely little figure is cast in lead and, because lead is not affected by freezes, will be more permanent.

Another volunteer worker that day was Nelle Chamlee Howard, and I eagerly secured her promise to work on the Grounds Committee. Frances Stukes had already promised to help me. I must confess that for the next four years she was more my mentor and my guide. The small boxwood seemed to be dying. She knew much more about boxwood than I, but I was eager to learn. A nursery expert told us among other things that they were just plain hungry. By the time we had restored their glossy greenness with the proper vitamins, "Came the Freeze." Now our problem was one of survival. What did you do in your own garden? Buy replacements? We couldn't (no funds), but with the mother of invention prodding us we began to root new boxwood, transplanted volunteers coming up beneath the original specimen plantings, begged for gifts, robbed our own gardens, and had faith in you, Alumnae. Both the Atlanta and Decatur clubs came with succor. Nelle Howard brought her husband over and regraded and reseeded the bare side of the front lawn. Nelle has certainly worked with devotion.

If you were at Agnes Scott after the Garden was made you know how the students love it. As they pass they often pause to store up a bit of beauty for their work-filled hours; the faculty is lavish in praise; visitors often loiter on the shaded benches in the boxwood nooks; and in her biography of Peter Marshall, Catherine Wood Marshall '36 has immortalized our Garden, calling the rose arbor and the lily pool by name.

Your present chairman has realized to the fullest the pure joy of helping to keep our Alumnae Garden "a thing of beauty," a joy that I hope you will "come and share with me."

With the kiss of the sun for pardon
And the song of the birds for mirth,
One is nearer God's heart in a garden
Than anywhere else on earth.

The Alumnae Garden. The author of this article with two of her co-workers, Nelle Chamlee Howard and Frances Gilliland Stukes.



DEATHS

ACADEMY

Janie McBryde Williams died Jan. 11.

Mary Schorb Kell died March 25.

INSTITUTE

1908 Jane Hays Brown died May 5.

1910 Bessie Powell Stubbs died March 28.

1918 Alvin E. Foster, husband of Margaret Leyburn Foster, father of Betty Jane Foster '51, and brother-in-law of Ellen Douglass Leyburn '27, died Sept. 17.

1920 Lulie Harris Henderson died July 2, after an illness of a year. Five children and three grandchildren survive her.

1921 Caroline Agee Rowan died Sept. 22, 1951.

Lucille Smith Bishop's mother died last April.

1926 Florence Perkins Ferry's father died in August.

1930 Robert Sydney Cope, father of Mary Cope Sweat and Emily Cope Fennell '28, died June 20.

1933 Mrs. A. G. Etheredge, mother of Helen Etheredge Griffin '31, died June 7.

1936 Naomi Cooper Gale's father, William C. Cooper, was killed in an automobile accident June 20.

1941 Pattie Patterson Johnson's father died Feb. 16.

1943 Dr. W. R. Craig, father of Joella Craig Good, died in March.

1944 Charles M. Beckham, husband of June Lanier Beckham, died Aug. 12.

1945 Margaret Milam Inserni's father died June 12.

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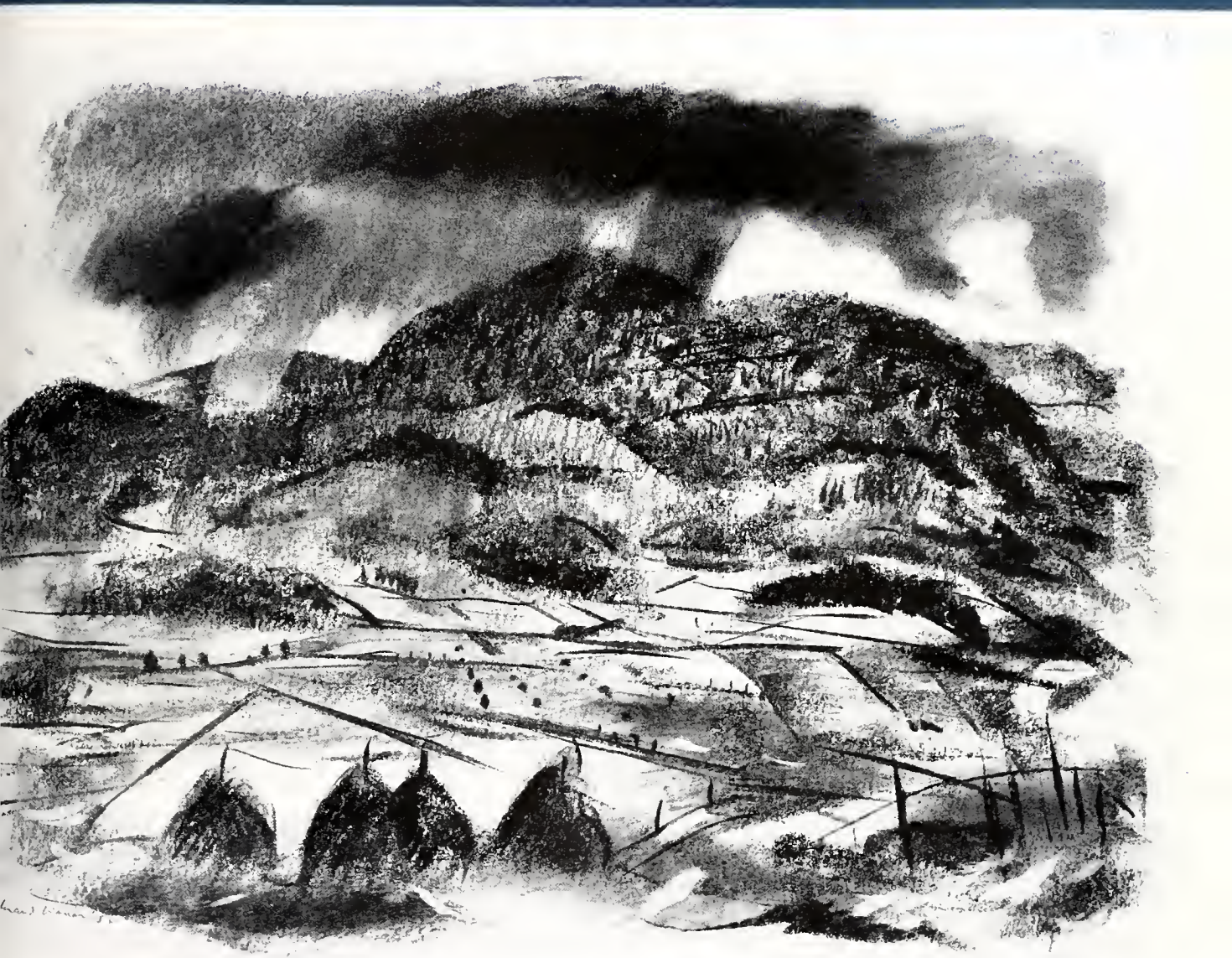
Mrs. H. E. Byers.

CAMPUS CALENDAR

- NOVEMBER 19 PROFESSOR LOUIS MASSIGNON OF THE SORBONNE, PARIS. LECTURE: "THE A R A B IDEAL OF HEROIC MAN." MACLEAN AUDITORIUM, PRESSER HALL, 8:00 PM.
- 20 **TAKE TWO FROM ONE**, BLACKFRIARS PLAY. PRESSER HALL, 8:30 PM. ADMISSION 50¢ AND \$1.00.
- DECEMBER 7 PREVIEW, EXHIBITION OF RECENT PAINTINGS BY LAMAR DODD, HOWARD THOMAS, FRANCIS CHAPIN. BUTTRICK HALL, THIRD FLOOR GALLERY, 4-6 PM. THE SHOW WILL REMAIN OPEN ON WEEKDAY AFTERNOONS UNTIL DECEMBER 12.
- GLEE CLUB CHRISTMAS CONCERT. PRESSER HALL, 5:00 PM.
- 12 OPEN HOUSE AT BRADLEY OBSERVATORY, 8:00 PM.
- JANUARY 9 OPEN HOUSE AT BRADLEY OBSERVATORY, 8:00 PM.
- 24 CHARLES LAUGHTON. PRESSER HALL, 8:00 PM. ADMISSION TO BE ANNOUNCED.
- ? ROBERT FROST. DATE TO BE ANNOUNCED.
- 26 STUDENT ORGAN PROGRAM. PRESSER HALL, 8:00 PM.
- 28 DR. MOSES HADAS, PROFESSOR OF GREEK AND LATIN, COLUMBIA UNIVERSITY. PRESSER HALL, 10:20 AM.
- FEBRUARY 13 OPEN HOUSE AT BRADLEY OBSERVATORY, 8:00 PM.
- FEBRUARY 17 DANCE GROUP BALLET. PRESSER HALL, 8:00 PM.
- 23-27 RELIGIOUS EMPHASIS WEEK. PRESSER HALL, 10:00 AM DAILY. DR. FREDERICK OLERT.

AGNES SCOTT

LUMNAE QUARTERLY



Wolf Fork Valley

from the crayon drawing by Ferdinand Warren

WINTER 1953



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. Contributions 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.

INTRODUCTION

GROWTH PRESUPPOSES CHANGE, not of a revolutionary character but change that is a natural maturing, a necessary adjustment to the demands of life. Agnes Scott is a live, growing institution and the changes reflected in the story told in the following pages, both by pictures and the written word, will interest you as indications of that growth.

Today life offers more opportunity and more challenge to women than ever before. They must still be wives and mothers, but they may also be scientists, soldiers, artists, and statesmen. The demands of their education, intellectually, technically, and socially, are enormous and unique. Agnes Scott is preparing women for this enlarged role. Without sacrifice of those enduring values that made great her past, and with reaffirmation of her belief in the liberal arts as the foundation for the best and most satisfying life, she is lengthening her cords and strengthening her stakes.

Any attempt at a presentation of the College in a magazine of this size has, of necessity, to be selective and therefore partial. So, regretfully turning our back on much that is alluring, we direct your thought to a few outstanding features that characterize Agnes Scott Today. Our contributors who have written the story for you are representative of alumnae, faculty, and the student body. They have shown a great spirit of cooperation and have taken time out from heavy schedules to make this contribution. Our heartiest thanks go to them.

Marybeth Little '48, College Board Editor of *Mademoiselle* and a guest editor of that magazine when she was a senior in college, has written delightfully of Agnes Scott's coveted position in relation to the men's colleges that surround her, and the absence of the old "either-or" debate since here is the chance to have your cake and eat it, too. Dr. Margret Trotter of the English Department gives an attractive blueprint of Agnes Scott's and Emory's new plan for closer cooperation and exchange of students which is stimulating to faculty and students alike.

The Fine Arts at Agnes Scott are in a healthy state as Roberta Winter '27 has admirably shown in her account of them, and also by her own accomplishment in the Speech Department. Creative activity is abroad on the campus and fascinating work is being done in all branches of the arts. Arresting to recent campus visitors are the John Bulow Campbell Science Hall and the Bradley Observatory. Both are indicative of today's emphasis on science and are centers of campus as well as off-campus influence. The exciting things that have been and are being done in that field are told by Edwina Davis Christian '46, who is science reporter for the *Atlanta Journal*.

Environment is a telling factor in the life of an institution as well as in that of an individual, and one of the great assets of the college is its proximity to Atlanta. Kathryn Johnson '47, of the *Associated Press*, agrees with that opinion and sets forth a delectable list of the city's cultural offerings. She also emphasizes the opportunity Atlanta affords to the student in sociology and other kindred subjects. But Marion Merritt '53, a senior and a former guest editor of *Mademoiselle*, (we seem to have the habit of supplying them) is right when she says that it is not all study at Agnes Scott. She gives you, first hand and from the vantage point of the student, the social life of the College; the good times, the freedoms, the rich friendships, the democratic ideals. For there is a kind of Agnes Scott magic and all who are ever on the campus discover something in common.

But however absorbing and engaging each student body may be, Agnes Scott never ceases to be mindful of her alumnae and to rejoice with permissible pride in their accomplishments. To complete the picture, to justify the story we point to a new department inaugurated in this issue: Alumnae Achievement.

Thus we give you, however sketchily, Agnes Scott as she is today, a college where the pattern of life is both beautiful and wise.

Mary Wallace Kirk '11, Chairman Education Committee

The AGNES SCOTT Alumnae Quarterly

Agnes Scott College, Decatur, Ga.

Volume 31

Number 2

Winter 1953

A G N E S S C O T T T O D A Y

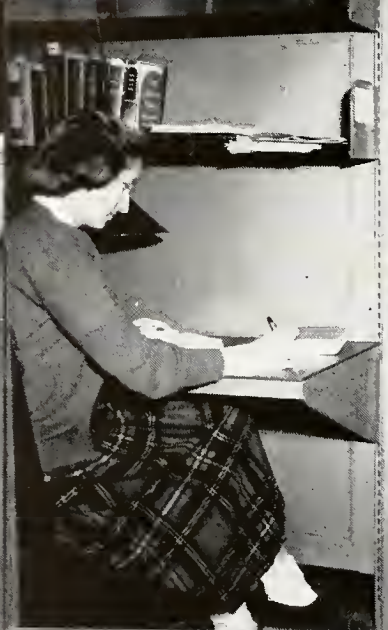
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COVER—Our appreciation goes to Mr. Ferdinand Warren, outstanding American artist and head of the Art Department, for permission to reproduce his delightful Georgia landscape.

This Winter issue of The Quarterly is the work of the Education Committee of the Alumnae Association. Its members—Lucile Alexander '11, Leone Bowers Hamilton '26, and Mary King Critchell '37—have given generously and creatively of their thought and time.

Mary Wallace Kirk '11 Editor









THE OTHER DAY a pretty but rather bewildered teen-ager came into my office. She was looking for advice on choosing a college. I cleared away a snow-drift of college catalogues that had piled up on the only guest chair and she plumped down. "I'm a senior in high school," she said, "and I always thought I'd go to a coed college. But last week my brother came home on leave and he got me all stirred up." She wiveled lightly to the right and left, happily oblivious of the chair's dissonance. "He went to a big university. But he told me he'd met lots of women's college women since he graduated and that he thought they had a lot more on the ball than most of the coeds he'd dated in school. He said he was tired of all-the-time party girls and bunnies who never spoke up in class or did anything big for fear of what the boys would think. Anyway he showed me an article he'd seen in a magazine and told me to think about it."

We in College Board had also read Lynn White, Jr.'s article in Harper's, "Do Women's Colleges Turn Out Spinsters?" in which he quotes a 3% marital advantage for the woman's college graduate and explains, "... despite its claims to sex equality, coeducation as it now operates in America is socially and psychologically designed to produce women who are merely docile. . . . When an American man is looking for a cute date, just something cuddly, he is in one state of mind; when he starts searching for a wife, he is looking for this, but something more. . . . men have increasingly been looking for wives endowed with that essential quality which our women's colleges, because of the way they are organized, are best able to encourage and develop in their students: self confidence based on self respect." On top of reading White's piece, I'd just gotten back from a trip to a coed school where not a single girl had interrupted her knitting long enough to ask a question in the seminar I attended and where the girl who was managing editor of the paper told me, "When I was put up for editor, I scratched. It's bad enough being brighter than a fellow without letting him know you know it."

As I learned more about my rather typical visitor and what she wanted out of college, I realized she was a girl with lots of energy and interests that would quickly be channeled into campus extra-currics and one who desired and deserved a top-notch education.

But she was deathly afraid of a manless four years (who wouldn't be?) and she thought she faced a bitter either-or.

I showed her advance proof of an article for MADE-MOISELLE'S January issue titled, "Where Do the Top Students Go?" This is a report on an independent survey made by two professors, an attempt to determine which colleges and what kinds of colleges produce scholars. Women's colleges outdid the coeds' in turning out prospective women *Who's Who's*. There is a list of outstanding women's colleges, as evaluated in this survey. Four of the top nine have a very lively social and academic relationship with nearby men's colleges: Bryn Mawr, Barnard, Radcliffe, and Agnes Scott. This seems significant—and to my visitor it was fascinating. All the advantages of separate education and sovereign extra-curricular organizations *plus* a healthy easy exchange of ideas and good times. We talked about the distinctive features of the top colleges with this system, and trying hard not to be biased, I told her all I could about Agnes Scott and the men's colleges that are cheek-to-cheek to trolley distance from our campus:

At most women's colleges, social life means packing your bag and scooting off for an all too occasional weekend at a men's college; and the intellectual stimulation of a boy's point of view is pretty well reduced to limited conversations between train arrival, party rounding, train departure. On the other hand the coed schools that encourage the academic and allow women to head up extra currics are few and far between. Fortunately there are a few colleges for women where both the good of the coed school and the good of a woman's college are combined. Agnes Scott is one—and in many ways Agnes Scott is unique even among her cousins. We're not a grudgingly-founded, just-tolerated adjunct of a men's college. We're an independent college with a pick-and-choose agreement with other institutions.

Atlanta is a beehive of students. Emory University's 2172 undergraduates in professional fields, Georgia Tech's 3775 future engineers, Columbia Seminary's 200 apprentices to the ministry and hundreds of other students from various colleges make this a city of youthful excitement, idea interchange and fun.

Without giving up the freedom to resort to morning

pigtails instead of evening curlers during exam week, Agnes Scott students can take classes with men on their own campus or at Emory University's. Without giving up their right to top posts in their own student government, newspaper and other extra-curricular activities, Agnes Scott girls can confer with comparable groups and leaders at other schools. Learn from discussing one another's problems and solutions. (Chances are at a coed college a girl would be secretary, not president, of student government; woman's page editor, not editor-in-chief, of the campus sheet.) Without facing the problems inherent in a Greek system, Agnes Scott girls can enjoy fraternity parties at Emory and Tech. Without having to take the time and money necessary for weekend jaunts, Agnes Scott girls can enjoy cheering Tech's football team, dancing to name bands on special weekends, informally sipping cokes or sitting around listening to records with dates any weekend of the year and almost any evening in the week.

Emory and Agnes Scott have coalesced chapters of Phi Sigma (biology) and student division of the American Chemical Society. French club devotees and debaters often have joint meetings and Agnes Scott's Mortar Board and Tech and Emory's ODK chapters have an annual get together. Other cooperative highlights recent alumnae recall are Savoyarding with Tech men in Gilbert and Sullivan operettas, working with other colleges on sociological surveys at the request of municipal government commissions, practicing for weeks on Atlanta-wide oratorios, meeting with Negro student leaders to discuss common problems at Inter-collegiate Council, playing flirtation scenes in Black-friar productions with Tech and Emory contemporaries (NOT willing but portly papas).

One of the newest projects that brings together not only men and women students but students of different races is the International Student News Center, which has its publicity office on the Agnes Scott campus. Made up of world-minded Agnes Scott, Tech, Emory, Morehouse and other Atlanta area colleges, ISNC serves as a news exchange between North and South American students. The Atlanta group reads college newspapers from all over, chooses news stories

and editorials that reveal North American student life, translates them into Spanish and sends out a digest to Central and South American universities. Praised by the National Student Association and encouraged by college newspaper editors across this country, they hope to make this student news exchange a reciprocal affair.

Certainly Miss Scandrett's pink slips have always disappeared faster than anticipated, Atlanta churches long ago set up collegiate classes and social groups and Agnes Scott and Emory have for a decade opened their classrooms to each other. But not until recently has our nodding acquaintance with the other Atlanta colleges developed into a real friend- and partnership.

Now from the first fiddle scrape at the Agnes Scott-Emory freshman square dance to the time when as graduate and job applicant the Agnes Scott girl writes for an Emory-dotted transcript, each Agnes Scott student can live a coed date and classroom life. But during those four years she has had the advantage of another school's facilities without losing the closeness to her Agnes Scott professors which we alumnae feel is one of the great things about our small college. And she has had the chance to develop in a world like the real world—where friendship with women and leadership in women's activities are important, where men are loved and respected as individuals, not feared or catered to as a collective black ball on all enterprise. Each student now has an easier social give-and-take and a wider understanding of college and community life. But at the same time, each student has retained a valuable membership in a distinctive college, has not been submerged in a large impersonal education machine.

The teen-ager in my office was surprised—as may be many alumnae of a not recent vintage. Fact is, if the word really gets around, we may have to give our admissions committee aspirin as well as moral support. Agnes Scott as a recognized top college in the nation and as one of the few women's colleges with the stimulation of coed life plus the prestige and advantages of a sovereign college of and for women, is something rare and coveted indeed.

Marybeth Little '48

AGNES SCOTT AND EMORY HAVE A NEW PLAN OF COOPERATION

ALUMNAE OF AGNES SCOTT will remember the marble buildings and beautiful wooded campus of Emory, one of Agnes Scott's closest academic neighbors. Emory is a Methodist university. This year on its main campus in Atlanta, some two miles from Agnes Scott, are 2,650 students, most of them men. Emory has professional schools of business administration, library science, dentistry, nursing, law, medicine, and theology. Emory has also a growing graduate school and an undergraduate College of Arts and Sciences. Former Agnes Scott students have pleasant memories of dances and Dooley Frolics shared with Emory students. Some also have shared classes on the pine-scented Emory campus and know that the two institutions have been intellectual as well as social neighbors for some time.

In fact there has been a formal understanding between them for a baker's dozen years. In 1939 an agreement entered into by both institutions enabled students of either to attend classes at the other and paved the way for additional types of cooperation. This year a new program of heightened cooperation has just been initiated. It is time to look back and see how the institutions have been working together as a result of the first agreement and what happy developments we may anticipate from the new one.

Since 1939 students of both institutions have had access to the combined libraries of the University Center institutions, totalling more than a million volumes. This pooling of resources has been of profit to both student groups.

Students have joined forces in extracurricular activities from time to time. In 1950-51 when Miss Roberta Winter, our director of dramatics, was absent on leave, Mr. George Neely of Emory directed the dramatic associations of both institutions. A cooperative plan has since been devised by which Miss Winter and Mr. Neely will alternate in directing plays that will be produced on both campuses. Another pleasant association has been provided by the Emory chapter of Phi Sigma, a national honor society for biology majors. Eligible Agnes Scott girls belong and serve as hostesses on our campus for at least one of the meetings during the year. Programs are both social and scientific. A tradition of some years' standing is the joint Emory-Agnes Scott square dance for freshmen during Orientation Week. It is planned by student leaders from both campuses and in conjunction with their deans; both institutions share the expenses and the fun.

For years faculty members have been meeting to talk shop together. The Emory Humanities Club invites Agnes Scott to participate in its monthly meetings, and Agnes Scott faculty members in the scientific fields have been welcomed at the programs of the Emory chapter of Sigma Xi, honorary science fraternity.

Some of our students have taken advantage of the opportunity to attend classes at Emory, and some Emory students attend classes at Agnes Scott. We are

able to offer a major in business economics through our association with Emory, enabling Agnes Scott students to avail themselves of a valuable field of study not yet ordinarily offered by women's colleges. A sizeable group of our students have been attracted by this opportunity. A few physics and mathematics students were able to obtain advanced work not available here and ease an almost insuperable difficulty in schedule.

Some of our advanced students worked with Sir Richard Livingstone, the noted classical scholar from Oxford University, when he was visiting professor at Emory. Others have recently had the opportunity of a course with Herbert S. Deighton, the British historian.

Professors as well as students commute. Mr. Neely's service at Agnes Scott has already been mentioned. Under Dr. Sam P. Wiggins of Agnes Scott and Dr. John Goodlad of Emory there is a combined program in teacher education, both men teaching at both institutions and working together on the sequence of professional courses. Dr. Wiggins explains that the culminating "seminar in teaching which is concurrent with student teaching, combines Agnes Scott and Emory into one." A committee on teacher education, known as the Agnes Scott-Emory Committee which includes members from Agnes Scott and Emory in the fields of science, social science, and the humanities is working for continuing improvement in both the professional and general education of prospective teachers. Since these students must do their practice teaching in public schools of the Atlanta area, some forty selected public school teachers of the area were prepared as supervisors in a special six weeks' workshop at Emory. They received tuition scholarships for the course which were granted by Agnes Scott and Emory jointly. Because of the wide recognition of the Agnes Scott-Emory program of teacher education we have been invited to join six other institutions in advance research in this field—four teachers' colleges and two liberal arts colleges. These are Ball State Teachers College, Danbury State Teachers College, Northern Illinois State Teachers College, Teachers College of Columbia University, Queens College (New York), and Pennsylvania State College. During 1952-53 Mr. Goodlad has been granted leave of absence by Emory to do research. He has a Ford Foundation fellowship which will enable him to investigate teacher education in other liberal arts colleges in this area, and his findings will benefit both Emory and Agnes Scott.

Agnes Scott is beginning to attract men as students. During the war years when certain courses were crowded some Emory men obtained needed work on our campus. Now they appear for courses not offered at Emory: astronomy, fine arts, playwriting, music theory, education.

As in the case of our own students, the number from Emory seemed negligible in terms of the undergraduate student body, but this was not surprising in view of the difficulties in space and time. Also, the

schedules of the two institutions were not geared to fit one another. Thus the 1939 agreement by which Dr. McCain succeeded in wisely bringing the two institutions closer together left unsolved some important problems. Changing conditions too, made some aspects of it no longer applicable.

In the spring of 1952 a permanent Liaison Committee was formed consisting of President Alston, Dean Stukes, and Dr. Ellen Douglass Leyburn¹ representing Agnes Scott, and from Emory Dean Colwell, Dean Ward of the College of Arts and Sciences, and Dr. Samuel M. Shiver, Jr., representing the faculty. Their recommendations have been ratified by the administration and trustees of both institutions, and as a result an improved plan of cooperation is already partially in effect.

The new plan will simplify bookkeeping, since the institutions will collect no more tuition fees from one another's students, except that our girls will pay the usual fee when they attend the Emory summer school. Even then they will be exempt from the matriculation fee Emory collects from new students. By winter, groups representing both institutions will have met to work out together the knotty problems of class schedules, annual calendar, and transportation (which is recognized as a joint responsibility).

The Liaison Committee has made certain recommendations for allocating course offerings so that each institution will be able to provide its students with all the essential courses and each will also develop in certain specified directions so that by avoiding duplication a greater number of fields and a more complete program can be offered by the two institutions together than would be possible for either alone. We already have the beginnings of such a program. At present our girls can obtain geology or library science if they go to Emory, and Emory students have access to astronomy if they come here. Agnes Scott plans to initiate and develop courses in cultural anthropology which will be of value to both institutions. A second type of allocation will occur when both institutions offer beginning courses in a field, but one will offer more of the advanced courses than the other; Emory does so now in economics and political science, and we are rapidly developing in music and art. A third

kind of allocation affects departments which each institution feels are necessary in meeting certain graduation requirements: education, modern languages, classics, Bible and religion, and philosophy. Close cooperation between the faculty members teaching in these fields and actual sharing of professors, as Dr. Goodlad and Dr. Wiggins have demonstrated, could benefit both Emory and Agnes Scott. For all practical purposes there is now one education department serving both institutions better than two separate departments in that particular field could do.

In addition to such departmental plans, there is the plan to include qualified Agnes Scott faculty members in the teaching staff of the graduate institutes in the humanities and in other fields now being planned by Emory. Extracurricular cooperation in such activities as music and drama is to be extended, and both faculties will be brought pleasantly together for an annual dinner.

It is good to record that Dr. Edith Harn, Dr. Katharine Omwake, and Mr. C. Benton Kline taught in the 1952 summer school at Emory, and Dr. Walter Posey has taught on the Emory campus for several years. In the winter quarter Dr. Lorin Roberts of our biology department will teach at Emory, exchanging with an Emory professor who is to teach bacteriology on our campus. These are not examples of full-fledged interdepartmental planning, but they are evidences of fertile ground in which a coordinated program might flower.

The new cooperation does not alter either institution basically. The two are not merging, only planning to work together more fruitfully. Emory is free, if she wishes, to extend her coeducation and grant B.A. degrees to women. Agnes Scott is free to devote herself primarily to the needs of women as Emory has been devoted primarily to those of men. Emory will continue as the institution granting graduate degrees. As at present, the two libraries will serve both student groups.

Yet an important step has been taken. Among the rewards will be economy, increased breadth of intellectual opportunity, and, for faculty members and students alike, the stimulating sense of belonging to a larger community.

Margret G. Trotter

¹ I am greatly indebted to Dr. Leyburn's report of the work of this committee in her article, "Cooperation with Emory," in the Summer, 1952, *Quarterly*, and to Dr. Alston and Dean Stukes for their generous information and help.

ART, MUSIC, DRAMA and writing: all of these subjects have been considered essential to the liberal curriculum at Agnes Scott since the founding of the College; but today the programs in these subjects are more attractive than ever. There is evidence of fresh strength, greater awareness, and wider achievement that alumnae returning to the College will not miss.

The Art Department has been the source of ideas that give a new look to the campus and a more definite style to related details. Original paintings or fine reproductions add a pleasanter aspect to parlors and offices. Bulletin boards demand attention with gay color and clever arrangement. Rooms in dormitories are decorated with taste and imagination, often around a picture drawn from the Louise Lewis Collection of some thirty-five important prints. Programs, posters, decorations for social affairs are all showing student consciousness of color, line, and composition. Art students are frequently called upon to contribute to other campus projects. Costumes for the 1952 May Day were designed by an art major; authentic Spanish grill work painted by an art student gave atmosphere to a setting for a Blackfriars play by the Sierras. Three seniors were asked to exhibit their paintings in the gallery of the Tower Restaurant last summer, and thus took the new look beyond the campus!

The Art Department has been bringing an increasing number of exhibitions of original works of art to the campus. A showing of the works of Mr. Warren and Miss Huper, a child art show, a "design for living" exhibition have all brought hundreds of visitors to fourth floor Buttrick. Of great interest was the latest exhibition of the work of seventeen active alumnae artists. Leone Bowers Hamilton of the Class of '26 helped to collect and arrange the exciting painting, sculpture, and crafts displayed, and her own competence and versatility were apparent in her entries. Anna Hunter (1914) entered an oil, *Go Down Moses*; Neel Kendrick Whitmire (1925), framed tiles of Charleston; Mariema Miller (1933), pieces of jewelry. Most of the exhibitors were from quite recent years, witnessing in vigorous terms to the burst of life expressing itself so strongly in the world of art today with experimental, unconventional, non-objective canvases.

The north corridor of third floor Buttrick is often, as now, the setting for an exhibition for which there is not room in the art studios. What was once a dusty

garret on fourth floor now holds open wide red doors to a gallery of real charm, decorated, lighted, and arranged to show paintings, sculpture, and mobiles. Oversize black coffee tables and bright upholstered couches and chairs invite visitors to linger and enjoy art publications, metal or ceramic objects, and always plants, a jar of grasses and branches, a vase of flowers, or a twisting root illustrating in natural beauty those principles of composition and design found also in the works of art about the room. The gallery has been the setting for talk-filled teas and coffees; and the lights burn late at night while the Art faculty conduct classes in painting and drawing, sculpture and crafts to members of the faculty and others in the community interested in furthering their art.

These members of the Art faculty are busy with community affairs and with their own work. Mr. Warren, whose paintings hang permanently in various museums including the Metropolitan, is frequently in demand to serve on juries to select paintings for regional and national exhibitions. Miss Huper, who has won prizes in watercolor, gouache, and sculpture, is regularly conducting classes with the Decatur Woman's Club. Both will show their work in exhibitions throughout the country in 1953.

Any Agnes Scott Bulletin will show that the College has always felt a responsibility to the Fine Arts; but recently the program of the Art Department, with new opportunities for creative expression and understanding in modern painting, architecture, sculpture, and interior design has emphasized appreciation for contemporary furniture, ceramics, silver, and industrial arts.

Music at Agnes Scott is also in quite a healthy state. Always stressed as a cultural essential, the program has increasingly developed scholarly opportunities for serious students. In 1951 a music major carried out an honors program of research in the classical symphony; she is at present doing graduate work at Juilliard. A music major of 1952 is continuing study at Westminster Choir School. A 1953 major is another honors student, carrying on research on J. S. Bach and the Lutheran liturgy. This year there are seventeen junior and senior majors among the ninety or so students enrolled in voice, organ, piano, and violin. From Presser floats an agreeable bedlam of practice that conquers even the "soundproof" studios. At the end of every quarter, all students who are taking applied

music for credit are given a ten-minute audition for criticism and comment by at least three faculty members. All students with music majors are encouraged to give solo or joint recitals before graduation.

The large music faculty are active in the music life of the community. Mr. McDowell is minister of music at St. Mark's Methodist Church, lecturer for the Symphony Guild, and a member of the Board of Directors of the Atlanta Opera Company. Mr. Martin is organist and choir director at Peachtree Road Presbyterian Church and staff organist for the Protestant Radio Center. He serves as vice-president of the Georgia chapter of the American Guild of Organists, of which Mrs. Bryan is secretary. All members of the staff teach privately, give concerts, accompany or direct ensembles, thus maintaining strong ties between the musical life on the campus and the many musical activities in the Atlanta area.

Students too are active off campus. A Guild Student Group of the American Guild of Organists served as host and provided the program for the January meeting of the Georgia chapter of that body on the campus. A student music club is to be affiliated with the Georgia chapter of the National Federated Music Clubs. Many students are active in local church choirs. One is organist at Oakhurst Baptist Church, another at Avondale Baptist Church; a third is soloist at the Church of the Incarnation in Atlanta.

Choral groups are larger and more active than ever, and their programs are outstanding in quality and performance. A Brahms anthem for Commencement, a selection from Pergolesi's *Stabat Mater*, the *Rex Gloriam* by Gaines, with Dr. Alston narrating; these have all proved thrilling to audiences in Gaines Chapel. Benjamin Britten's *Ceremony of Carols* was the choice for the Christmas concert this year; and the Spring concert will offer a one-act Mozart opera and a companion piece.

Alumnae would be tempted by the courses offered in music. They include church music classes in conducting, literature for the church, and the various liturgies.

Good music at Agnes Scott is not new; its importance has always been emphasized; nowadays offerings and activities are more comprehensive, more full of zest than ever.

Drama too is a phase of the Fine Arts not overlooked at Agnes Scott. Courses in speech and play production and activities in Blackfriars bring examples of dramatic literature to actual theatrical expression. At a Drama Appreciation Hour in November were

heard excerpts from Sophocles, Shakespeare, Chekhov, and Synge; at a speech chapel program last spring were seen short plays by Molnar, Bottomley, and Conkle.

Blackfriars, still an extracurricular activity, this fall presented the frothy Spanish farce *Take Two From One*, bringing back local alumnae to give delightful interpretations of character bits to support the student cast; this will be balanced in April with a Greek drama, presented for the convention of Eta Sigma Phi, national classical society. Although men are borrowed from neighboring dramatic groups for all productions, the club looks for plays that give acting opportunities to women rather than to men. Productions have been given fresh sparkle this year by the technical work of Janet Loring, instructor in speech and drama, who is designing and executing the sets. A quick shift from a scene on board a luxury cruiser to the drawing room of an apartment in Madrid was met with applause that was well deserved. This new staff member, competent in stagecraft and experienced in radio, should greatly increase the scope of the speech and drama offerings.

Though a class in playwriting does not materialize every year, the course is offered, and original scripts thought ready for tryout are produced by Blackfriars. One such script was chosen for production by the Arts Forum of University of North Carolina Woman's College last year.

While the emphasis continues to be on quality rather than on number of offerings, the speech and drama program is in a state of readiness to develop along several lines and to offer finally a major appropriate to a liberal program.

Dance is an area of Fine Arts brought into focus at least once each year in a program of ballet or modern numbers.

Agnes Scott has long recognized the value of dance; today increasing opportunities on the campus prepare serious students to continue with professional or graduate study after college. One term of dance is required of all students. New students are given a placement test to determine whether their former training has prepared them for Dance Group.

This group has grown from eleven members to include some fifty students and even a few alumnae. The weekly meetings are used to study, plan, and practice the annual program under the direction of Eugenie Dozier, student of Fokine, Nijinska, St. Denis, Weidman, and others. In past years she has directed

Les Sylphides, *Giselle*, and *Swan Lake*; *Rape of the Lock* was an original composition; this year's program will feature *Rodeo*. In all these productions, Dance Group studies or prepares the book, the score, the choreography, the pantomime, and the decor. Advice in research from the English Department, consultations with the Music Department, assistance from the speech faculty and the Art Department all contribute to the final program. As accompaniment to *The Sleeping Beauty*, Glee Club sang the entire score last year. The Group had been the only one in America to dance all four acts of *Swan Lake* until Sadler's Wells brought this ballet to the U. S. in 1950.

Members of Dance Group have danced with the Atlanta Civic Ballet and are now appearing with the Atlanta Ballet Theatre; and male dancers from these or similar groups take the men's roles in the Group's productions.

This discussion would seem incomplete without reference to creative writing. The English department offers work in both fiction and poetry; two significant developments of recent years are the Directed Writing course in which the student chooses the type of writing she wishes to follow, and the opportunity to carry out an honors program in creative writing.

Folio, the department's writing club for freshmen, attracts, holds, and encourages those students who really want to work at this art. A mimeographed anthology each year collects the best samples from the writing of the fifteen to twenty members. BOZ is the lively student writing club into which freshmen graduate. Although the number of students engaging in

writing is small, the work has not been insignificant.

Three Agnes Scott students in the last six years have been summer guest editors of *Mademoiselle*, where an alumna (who published her second volume of verse while she was a senior) is now College Board Editor. From the Directed Writing class came a novel submitted in the Dodd Mead contest in 1952. Two students have followed an honors program in writing: one producing a group of short stories with a mill town as locale; the other writing a novel based on experiences during a summer as a student living in England under the Putney plan.

The North Carolina Arts Forum has accepted for discussion by famous writers not only the play previously mentioned but also a poem and stories on two occasions.

An Agnes Scott story received merit rating in the Atlantic College Contest in 1951 and won a first prize of fifty dollars in the Georgia Writers Association the same year. Summer issues of the *Georgia Review* have carried short stories by an Agnes Scott faculty member as well as by a student.

Creative writing instructors Janef Preston and Margaret Trotter both like to write as time allows and have published poetry and fiction. The emphasis in this field is not so much new as sustained and varied.

Alumnae can be assured that Agnes Scott students today are offered in a liberal curriculum those opportunities which will develop appreciation and ability in art, music, drama, dance, and writing.

Roberta Winter '27

AGNES SCOTT, like the nation as a whole, is ever increasing its emphasis on science. In Atlanta the College is an impetus to the advancement of science, not only among students but the public as well.

The Bradley Observatory, erected on the campus in 1949, houses the 30-inch Beck telescope, one of the most powerful in the United States.

Also impressive is another campus monument to science, the John Bulow Campbell Science Hall, named in honor of a former trustee of the College.

Extended programs of the college's departments of chemistry, biology, physics and mathematics are greatly stimulating interest in science.

The departments of biology, chemistry and physics are located in the science hall, completed in 1951. It is one of the most modern and efficient buildings in the country for the teaching of science. There are 77 rooms, including a large assembly room with facilities for visual aid, laboratories, lecture rooms, a museum, reading rooms and offices.

Astronomers, students from other institutions, civic groups, and sightseers flock to the observatory. Tours of the building, conducted by Dr. W. A. Calder, professor of physics and astronomy, are frequent. They are doing much to spread the good name of Agnes Scott and its manifest interest in science.

In addition to the telescope the observatory contains a planetarium, lecture rooms, photographic dark room, optical shop for making telescopes, laboratory space and a library. The modern astronomer has all the equipment necessary for study.

Under Dr. Calder's leadership the Atlanta Astronomy Club was organized. It is composed of about 50 amateur astronomers and professional scientists. They meet at the observatory once a month.

Many members bring their own telescopes, some of which they made themselves, and set them up on the observation tower atop the building. Dr. Calder, who now serves as adviser to the club, helps guide their work.

An indication of the club's growing influence is the formation of a Junior Astronomy Club and special study groups. Youngsters in the Atlanta area make up the junior club. They meet at the homes of various members and often visit the observatory. The study groups—one for advanced astronomers, the other for beginners—are being sponsored by the adult club. These groups also meet at the observatory.

Agnes Scott's advances in the field of astronomy have become so outstanding that astronomy teachers in other institutions are taking sharp notice. For instance an astronomy teacher at Randolph-Macon will visit the College next spring as part of her study in connection with a Ford Foundation Faculty Fellowship. The teacher, Miss A. Margaret Risley, was given the award to study views of astronomers and how as-

tronomy is taught in the liberal arts college. Her correlative work will be done at Harvard University.

Honors students in the Chemistry Department have the opportunity to participate in a project of interest to atomic scientists at Oak Ridge, Tenn. Dr. William Joe Frierson, professor of chemistry at Agnes Scott, started the study at the College in 1948. For three summers, those of '50, '51 and '52, he took part in the program at Oak Ridge.

The work involves a study of paper chromatography, a new and better method of analysis for the qualitative and quantitative separation of elements. He is carrying on the research at Agnes Scott while other scientists work on the project in England.

Four honors students have helped him with his research. Dr. Frierson and a former student were co-authors in the school year 1948-1949 of a paper on the subject. It was published in a national chemistry journal. Students find working on so important and practical a research endeavor most stimulating.

Another phase of Agnes Scott's science program is a cooperative arrangement with Atlanta city schools, the U. S. Public Health Service, Georgia Institute of Technology, Emory University, and several industries in Atlanta. Under the plan Atlanta high school students are working on projects at the College. In the chemistry department one student is helping Dr. Frierson with his paper chromatography research and will enter her work in the annual Science Talent Search, sponsored by Westinghouse.

In addition the program provides for Agnes Scott science teachers to address high school groups and to serve as consultants to high school students and teachers. Because of this work Agnes Scott has a hand in the city's annual science fair, held under the auspices of local public schools. Students who have worked on science projects at Agnes Scott proudly display their accomplishments at the fair.

Concerning honors work in other fields, one student's project in mathematics was so outstanding that she was asked to address a group of leading mathematicians.

Dr. Henry A. Robinson, professor of mathematics, and Dr. Anna Josephine Bridgman, associate professor of Biology, both in charge of their respective departments, are contributing effectively to the overall program along with Dr. Frierson and Dr. Calder.

Under the guidance of these able and well qualified professors and their staffs, and with the excellent facilities available for scientific work, Agnes Scott is exhibiting increasing leadership in the scientific field. The College today holds a place with larger and perhaps more widely known institutions which offer notable scientific advantages, and her graduates who majored in science are making sound contributions in the scientific realm.

Edwina Davis Christian '46

AGNES SCOTT TODAY looks outward and moves about in the world. Not a little responsible for this is the exceptionally favored community in which the College is located. Busy, modern, alert Atlanta is a growing classroom relating the work of the classroom with practical experience and a city richly progressing in cultural resources.

What an awareness in Atlanta have Agnes Scott students for direct study of some of the most significant problems of American society today—race relations, industrial relations, political and economic growth of the South! Atlanta is representative of big changes occurring throughout the South. Industrial and economic changes are phenomenal. It is a land where the “war” now means the late global conflict and *not* the Civil War—and that is change indeed. Nearly any college professor can tell you that the students of today are not so much interested in where the South has been as where it is going.

There is a ferment in the South today. Thousands have been displaced from the land to crowd into the cities. There is an ever rising level of income for all the South’s people and a consequent pressure for improvement. Into the region with its vast mineral, human and agricultural resources have poured millions of industrial dollars for new plants and payrolls. This industrialization is linked with the South’s predominantly agricultural-rural economy. And Atlanta is the pulse of this new industrial South—progressing South, if you like—and offers a laboratory for its study.

There is study too, in the role of the Negro whose economic status has increased greatly in the past decade. Today Atlanta has one of the largest Negro university systems in the world. The Atlanta University Center has seven colleges all privately endowed and the prestige of the Center is incalculable.

The League of Women Voters—with headquarters in Atlanta—functions on campus as a link with government and political trends in a rapidly changing world. The student may feel closer to her campus elections than to those of her nation, and ignorant of the undercurrents of the campaign. Yet, new at the voting game, she can bring to it the curiosity, impartiality, and interest of a young voter, unhampered by former alliances and beliefs. Whether she can vote or not, she can read campaign speeches, compare parties and personalities and study major issues. Atlanta, a capital city deeply interested in her state and national politics,

offers needed and rightful preparation for the student who is to become a citizen of the nation and the world.

Agnes Scott has distinct advantage in its proximity to Atlanta whose cultural offerings center the very best the South offers. Atlanta knows Agnes Scott as a neighbor in cultural sharing and both profit by close ties. As the college is aware of its responsibility to the community and Agnes Scott’s lectures and concerts are open to the public, so are Atlanta’s offerings in music and all the arts a widened horizon in the cultural life of the College.

Agnes Scott students have wide choice in the fine music abundant in Atlanta and participate in the full rounded season presented by the Atlanta Music Club. The Club presents two series of concerts each season, and a large bloc of tickets for the All-Star Concert Series are annually reserved for Agnes Scott students. These series cover the whole range of concert music and give to Atlanta that preëminence in the musical world which cities of larger population envy. The Club directs a comprehensive educational program whose influence has widened until it now serves, one way or another, all the people of Atlanta and bears a creative part in culture of Atlanta and the South.

Agnes Scott looks forward to the season’s unofficial holidays, the blooming of the dogwood trees and the appearance of the Metropolitan Opera, two great springtime events that usually coincide. The Atlanta Symphony Orchestra, conducted by Henry Sopkin, brings blessings of greater musical understanding and appreciation to students in its symphonic music. The Atlanta Civic Opera Company presents an annual series of light operas and the Decatur Piano Ensemble composed of twenty women pianists from all parts of greater Atlanta present polished renditions of all-classical arrangements. During the study year, the concerts and operas offered by the Glee Clubs of Emory University, Agnes Scott and Georgia Tech are cordially shared with each other. The celebrated Emory singers are noted for their Christmas carol singing and presentation of Negro spirituals.

For those interested in Negro music, there is the Christmas Carol Service by the Atlanta University Glee Clubs and the nationally famous “Big Bethel” choir whose colorful annual production of “Heaven Bound” utilizes many of the old spirituals in the form of the miracle play.

An increasingly important influence in Agnes Scott’s

cultural life are Atlanta's churches which present special music at Christmas, Easter Choral celebrations and seasonal cantatas.

Agnes Scott students enjoy current offerings of the legitimate theatre and the Atlanta Theatre Guild currently presents four productions each year, choosing principally Broadway hit plays. The Atlanta Civic Theatre offers entertainment in a well-trained troupe of Atlanta thespians. In the Peachtree Arts Theatre's presentation of art and foreign pictures students find correlation of academic study with non-academic activity.

In the dance, too, are valid education experiences which Atlanta offers to Agnes Scott students. The Atlanta Civic Ballet maintains professional standards and the Southern Ballet is a company under the talented team of professional dancers, Pittman Corry and Karen Conrad, who direct the choreography for all ballets and perform as featured members of the cast.

Atlanta's art is like a growing plant, strong, vital and branching off in many directions. Agnes Scott finds in Atlanta broad avenues of art endeavor as in the High Museum of Art with its twofold purpose, the collection of works of art both past and present and the education of the public in the formation of good taste in art. The Museum's collection of original paintings represent schools of Italian Primitives, Italian, Flemish, French, English and American. The students' annual Southeastern Art Exhibit brings a bit of Greenwich Village to Atlanta for two weeks with their Spring Sidewalk show.

Atlanta has much that is profitable to students particularly interested in art. Georgia Tech, Oglethorpe University and the Atlanta Division of the University of Georgia offer art lectures and exhibitions throughout the year. The painting of the Cyclorama is a

graphic portrayal of July 22, 1864, day of reckoning during the War Between the States.

Students find, too, enjoyable art experience in the many Atlanta churches whose stained glass medieval windows were done by Henry Lee Willet in the ancient manner of hand-blown pot metal glass.

To those interested in Southern history, Atlanta has a Historical Society whose sole purpose is the preservation and dissemination of the history of the Atlanta area. All foreign editions of *Gone With the Wind* are a feature of the book collection. A Romanesque stone castle houses the Georgia Department of Archives and History—and the Georgia State Capital Museum is recognized as the best state museum in the United States. Two museums of import, the Wesley and Emory University Museums are located near Agnes Scott on the Campus of Emory University.

Atlanta is a well-directed meeting place as well as nucleus for many fine writers. Both main newspapers, *The Constitution* and *The Journal*, carry regular book review sections and a full page on music and arts in Sunday editions.

Aside from Atlanta's excellent new Atlanta Public Library, Agnes Scott students have extensive use of inter-library services among the institutions comprising the University Center in Georgia, under the Union Catalogue of the holdings of 16 libraries in the Atlanta-Athens area. Atlanta's two large department stores afford students graphic presentations of recent literary works of all types by talented reviewers.

No college lives in a vacuum and the trends of the wider society of which it is a part are always reflected in a live institution of higher learning. Agnes Scott keenly aware of the modern world that swirls about it, shares in the broadening culture Atlanta offers.

Kathryn Johnson '47

TALK ABOUT COLLEGE begins about the time of graduation from high school, when the proud senior is attending parties and dances, and rehearsing, to the tune of "Pomp and Circumstance," that last trip down the old auditorium aisle. It seems that all of a sudden the talk over telephones, at "spend-the-night" parties, and in advisers' offices is mostly about the big and somewhat frightening question of College. From older friends, from brothers and sisters, from every available source—as well as from harried registrar's offices—the prospective freshman is gleaning, squirrel-like, information about the colleges of the nation. After what is offered in the curriculum has been settled, if the freshman-to-be is a boy, the next questions he asks are, "What's the athletic program? What kind of a job can I get when I graduate?" If she's a girl, and that's who we are interested in, the questions generally are, "Who will I meet? What are the girls like? Will I know boys, too? Are the rules very strict?"

Now, if, in the course of her information hunt, our prospective college girl should ask her mother, or Great-aunt Dora, or Mrs. Jones across the street about Agnes Scott—she may be in for the misconception of her young life.

Time was when Agnes Scott girls wore long black bloomers on the hockey field, and were severely reprimanded for such serious offenses as sitting on the ground. Once upon a time a young lady was literally wept over in the dread sanctum of the Dean's office when she had her hair cut and permanently waved! Stories like that make great telling, they make a big impression as well as a big laugh, and they will probably make our teen-ager wonder how her mother or Great-aunt Dora or Mrs. Jones across the street, ever survived the ordeal. In order that she may not be misled, and that mama's memories may be jolted a little, and that Agnes Scott may be proved non-static, there are certain points that can be put forth. Social advantages and privileges at Agnes Scott today will be considered pleasingly liberal to most alumnae, and pleasingly far from Grandma's day. It all amounts to this: at Agnes Scott it is considered entirely logical to have fun while getting an education, and in fact the administration sees to it that you do have fun.

To answer our teen-ager's questions about her social life at Agnes Scott, she needs to be told the two things that mold that social life—first, Agnes Scott's standing as a college, and secondly, its location. She may not at first see the relationship of these things to her friendships and dates, but the social life of all colleges naturally develops out of these factors.

Agnes Scott is first and last a top-ranking academic institution. We close shop at noon Saturday but during the week we work. Quiet hours are observed, busy signs are observed, "Sorry, I've got to study" is a good and unquestioned excuse. But the days don't drag. For most of us, they aren't long enough. However, there is time for social life along with study. A necessary

number of hours a day with books or in the lab usually mean that recreation time is doubly delightful. All of us take a whole afternoon off or spend a whole night "playing". And there is time during the day to let off steam or just flop.

Most girls find the general feeling to be that if a girl goes to Agnes Scott she's a friend of yours, there are no crowds and cliques. One criticism brings out ten defenders, but really confidence-and-share-the-birthday-cake-friends-for-life narrow down to six or ten. You go home with them for the week-end, are bridesmaid in their weddings, and swap pictures of your grand-children. You have in common with them four years of daily living, and more than that, the knowledge that the years in college have changed you from a teen-ager to a person. They have seen you grow into a person, after four years, and you have seen them. They can usually explain you better than you can explain yourself. Your backgrounds, your home towns, your tastes in everything may be different but together you find the real basis of friendship — intimately shared experience and spiritual and intellectual growth.

This same principle applies to friends among the faculty. The student knows all of her instructors, her freshman adviser, and can see members of the administration who leave their doors and certain hours open for the students. The result is usually one or more true friends who can fit you in between conferences and classes and spend an hour hearing your troubles with math or just talking about most anything from photography to religion. These contacts with fine minds and more important, keen interest in the student coupled with friendship and maturity, are valued by the students more than the courses these faculty members teach.

If you wish you can make your leisure hours count toward something in which you are really interested. If you're nuts about politics, you give The New York Times a once-over, or you get involved in an impromptu debate over coffee after supper. If you're a goner at the smell of grease-paint or printer's ink, if you want to help a church, if you like to sing, or dance, play basketball, swim, or what have you, you head for the campus organization that has what you want. As a consequence, you make friends who share your interests.

The girls are friendly, but they don't trample on each others' privacy. If you want to shut your door and be by yourself to think things over you can go to the little devotional room on campus, or just hang up your busy sign while your roommate goes to the library or to a meeting. You're entitled to your own religion, your own vote in student government, and your own way of doing your hair, and nobody tries to make you conform. After classes or when your eyes get tired, you can wander down the hall and find a crowd in someone's room knitting, playing records, or just talking, and you're welcome to pull up a cushion

and join in. In the smoker you're invited to be a fourth in the bridge game or in the discussion on "what makes boys act that way?"

Agnes Scott's location is chiefly responsible for molding its social life during the week-end. The advantages of Atlanta—its symphony programs, the concert series, the opera season, stores and shops, restaurants and first-run movie theatres—draw Agnes Scott girls away from campus. The boys' campuses that surround Agnes Scott are a great factor. Emory with its liberal arts college, its medical, law, and dental graduate schools is about a mile away. Columbia Seminary for theolog students is nearer. Tech is farther away, but there are plenty of cars with engineer stickers on campus every weekend. Boys frequently come from colleges nearby like Georgia, Auburn, Sewanee, Davidson and Alabama. Home-town boys get stationed at Fort McPherson or Benning, and call for dates for themselves or for friends. There are plenty of men. The largest number of them come from the schools right at our doorstep, Tech, Emory, and Columbia. And there's much to be said for these young men who drone away on the campuses near Agnes Scott; they have their points. They have to meet high standards to get in these all-male schools. They have to be conscientious and ambitious to stick it out, and most of them have promising futures. Not seeing girls all the time makes them appreciative. They're pretty nice guys, and, it's said, make dandy husbands.

Now, before our teen-ager packs her bag and takes the fastest transportation hitherward, she should be told that in spite of the apparently inexhaustible reservoir of men, it must be said that there are girls at Agnes Scott who don't date. Usually they didn't date in high school. Often they are young for their age, and haven't caught on to the arts of grooming, posture, and other lore that make girls attractive and make boys ask, "Who's that?" Some are genuine book-worms and don't have time for boys. More often, they are girls who haven't made a real effort to pretty themselves up and ask the roommate to stir around and find a date. However, they don't feel that their more popular friends classify them as "dateless," and withdraw into a shell or a little group of similar shut-ins. The administration sees to it that they *meet* boys. Their friends on the hall are ready with the bobby pins and a dress to wear if they will make the first efforts. Many do make those efforts, start reading fashion magazines, take to giving their hair a good brushing every night, stop eating four rolls at dinner, and start dating. Some don't, but a one-woman opinion poll confirmed my own belief that if you want to date, and are willing to work on yourself and aren't afraid of blind dates, you can start signing those pink slips in the dean's office on Saturday night.

Which brings us around to our teen-ager's last question, which might have been her first, "Are the rules strict?" Some alumnae may remember that not so many years ago young women were more closely supervised, not only in schools, but in their own homes than they are today. Then, as now, the rules of Agnes Scott generally were in line with what was

considered the best tradition of the times. Mothers now think that young men can be trusted with their daughters, so does Agnes Scott. The College in many respects resembles a home in its social life. The activities on campus are comparable to recreation at home. Agnes Scott girls give dances and parties on campus, and the social regulations are like those of a home. The older daughters are given more privileges than the younger.

The freshman is often a misinformation bureau about college rules. During her first two quarters at school, the freshman is fairly well restricted. She must have someone with her, a senior or her junior sponsor, who knows the city and who knows the ways of college boys. She can not date as much as upperclassmen, because she has not yet learned to regulate her time. The regulations at first seem terribly confusing. Signing in and signing out have not yet become mechanical for her, and she does not yet realize that the rules are made for her, not against her. Consequently, the subject of much of her conversation is the intricacies that she has to go through. By the time she has spread the word that college is terribly strict, she is enjoying upperclassmen privileges. On the other hand, sophomores, juniors, and seniors, who admittedly have more privileges than they can possibly use, take them so much for granted that they seldom mention them. After two quarters of being shown the ropes, the students are given date privileges according to classes. By observing the regulations, they keep these privileges for themselves. A class which has a good record is usually given the privilege of the next class before the year is over. In general, sophomores may date three times a week, and juniors and seniors at their discretion. Time limits must be observed, but for something special, late permission is given, sometimes into the wee hours. The honor system, administered by the students, and the paper work handled in the dean's office, form the basis. A student takes upon herself the responsibility of keeping up with herself, and with remarkably few exceptions, it works satisfactorily. The regulations are made by the students, they are flexible, and they are based on good judgment.

There is no need for a prospective freshman to worry about getting lost and staying that way when she first comes. She should calm herself on that score if she decides to come to Agnes Scott. Tech gives a dance for her, and so does Emory. Her Junior Sponsor is ready to stand by with information and introductions. Several parties are given for her on campus, and her date will be provided on request. The fraternities at Tech and Emory rush, and before she has gotten her name in the registrar's book she will be signed up to wear a name tag and smile pretty and tell the boys to pledge. As a matter of fact, upperclassmen sometimes get jealous of the freshmen because they get all the attention.

So if any teen-ager should ask you, tell her from me that "No, it's not all study!" In fact, I think she'll have a good time.

Marion Merritt '53

ABUNDANT IS THE WORD FOR THIS LIFE

THE PICTURES on pages 3-6 are thoroughly typical glimpses of Agnes Scott today, but even they do not encompass its true color and variety. For one thing, they do not present the vigorous extra-curricular organizations that give student life much of its drive and excitement—and prepare for future leadership. They do not convey the friendships between student and student, student and professor. They leave out of account the outdoor athletics, the shopping trips to Atlanta, the community ties that churchgoing develops, the year's high points of excitement such as the coming of Robert Frost, the Faculty Revue, Junior Joint, Investiture, May Day, the last day in Inman before Christmas holidays and the first day after. But in their kaleidoscopic way they bring you much that is new at Agnes Scott and much that you will remember. They do not really require captions, but if you'd like to confirm your guesses here are some explanations, beginning with page 3 and taking the pictures from left to right, starting at top.

emerging from the elevator in Main
signing out in the D. O.
the fall dance with Emory freshmen
Atlanta's own symphony orchestra
Municipal Auditorium, scene of many concerts

physics lab: the coelostat telescope

art lab on third Buttrick

she practices at the console where great organists give concerts

a carrel of her own in the Library stacks: the honors student's reward

Dance Group: practice for the annual ballet

speech class: she'll hear her own errors on the tape in a moment

the college switchboard is student-operated

the bookstore in Buttrick

dance group again

the Alumnae Office couldn't run without student aid (the two at right)

the alumnae art exhibit: they're talking of another one for next year

dormitory scene, posed: look at that table!

mail still comes twice a day here

the day students' lounge in Buttrick Hall

ALUMNAE ACHIEVEMENT

Editor's note: Our presentation of Agnes Scott today with its stress upon current advantages has brought into sharp focus the continuity and effectiveness of Agnes Scott's offerings throughout the years. Evidence of this is found in the broad and varied achievements of her alumnae. Digging into files has opened up a fascinating and prideful field of research. Embarrassed by lack of space in which to record our findings we can only make a beginning, but we are happy to announce that the department of Alumnae Achievement which we are inaugurating in this issue will be continued in future Quarterlies.

Atlanta's Woman of the Year in Education for 1952 is associate professor of biochemistry at Emory University and has been teaching in its medical school since before women were admitted as students.
EVAGELINE PAPAGEORGE '28 She holds the Ph.D. from the University of Michigan and is known professionally for her research and publications in the field of nutrition.

Florence is an English literature scholar, an educational administrator, and one of the Agnes Scott graduates listed in Who's Who. Dean of the Woman's College of Duke University, professor of English, and
ROBERTA FLORENCE BRINKLEY '14 author of several books, she is currently a vice-president of the Agnes Scott Alumnae Association and the vice-president of the Southern Association of Colleges for Women. Among her books are *Arthurian Legend in the 17th Century*, *English Poetry of the 17th Century*, *English Prose of the 17th Century*, and *Nathan Field, the Actor Playwright*.

Another Who's Who, Marian is Agnes Scott's most successful fiction writer. She is the author of seven novels
MARIAN McCAMY SIMS '20 and of many short stories in popular magazines—plus articles generously written for *The Agnes Scott Alumnae Quarterly*. Her stories appear frequently in the leading magazines, as they have for years. Her first novel appeared in 1934.

An agricultural economist, Margaret ten years ago became principal social scientist and principal statistician in the Division of Population and Rural Life, Bureau of Agricultural Economics, U. S. Department
MARGARET JARMAN HAGOOD x '29 of Agriculture. She is author and co-author of several books and has held national office in her professional associations. Her Ph. D. is from the University of North Carolina.

Lorine is listed in Who's Who for her achievements as a psychologist. Holder of a doctor's degree, she has written seven books, some of them on psychological and sociological problems and others including biographies and a survey
LORINE PRUETTE x '18 of opportunities for young writers.

TOMMIE DORA BARKER x '10 As author of books and articles on librarianship and as director of Emory University's Division of Librarianship, this Who's Who alumna is a national figure in her profession.

A recent issue of Time magazine said that A Man Called Peter, Catherine's "warm, clear-eyed" biography of her husband, had been second only to the Bible as a best seller in 1952. She had previously edited a collection of his sermons and prayers, Mr. Jones, Meet the Master.

CATHERINE WOOD MARSHALL '36

LEILA ANDERSON '28 "Jack" Anderson went from church work into a YWCA career and in 1948 became executive of the YWCA's national college and university division. Her work has taken her to countries over the world.

Lieutenant Commander Sybil Grant, one of relatively few women in the U. S. to hold that rank, has had a Navy career of national importance. Among her assignments have been one as administrator of the Naval Academy Preparatory School and another as head of the Women Officers' Indoctrination Unit.

SYBIL GRANT '34

National prizes and other recognition for her work in advertising have dotted the career of Rosalind Williams, advertising manager of Davison-Paxon Co. Except for a time as an executive staffer with an advertising firm in Atlanta, she has been with Davison's about 23 years. Her work, however, has been used by advertisers over the nation.

ROSALIND JANES WILLIAMS '25

Author of two religious books and numerous leaflets and articles, Janie McGaughey is one of the top religious workers in the U. S. She is head of woman's work for the Presbyterian Church U. S. and holds an honorary doctorate from Southwestern at Memphis. A chair of Bible at Stillman College is named for her.

JANIE McGAUGHEY '13

JULIA BLUNDELL ADLER '33 Judy is a director of the Whitman school of interior design in New York City. She is a designer of textile and wall paper. The scholarship in art for 1931-1932 was awarded to her at Agnes Scott. She attended Parsons School of Design in 1934 and studied at Cooper Union. Judy is a member of Committee on art education for the Museum of Modern Art, N. Y. C.

FRANCES FREEBORN PAULEY '27 A long career in volunteer service led Frances to the current presidency of the Georgia League of Women Voters, a large and vigorous League which has rendered incalculable service to the electorate of the state.

One of a distinguished list of physicians among Agnes Scott alumnae, India Hunt Balch was the first woman member of the University of Virginia medical faculty and is now in pediatrics at Massachusetts General Hospital.

INDIA HUNT BALCH '17

Another Agnes Scott alumna in Who's Who, Jessica Daves Parker is editor-in-chief of Vogue magazine, thus holding one of the highest positions in her field.

JESSICA DAVES PARKER x '14

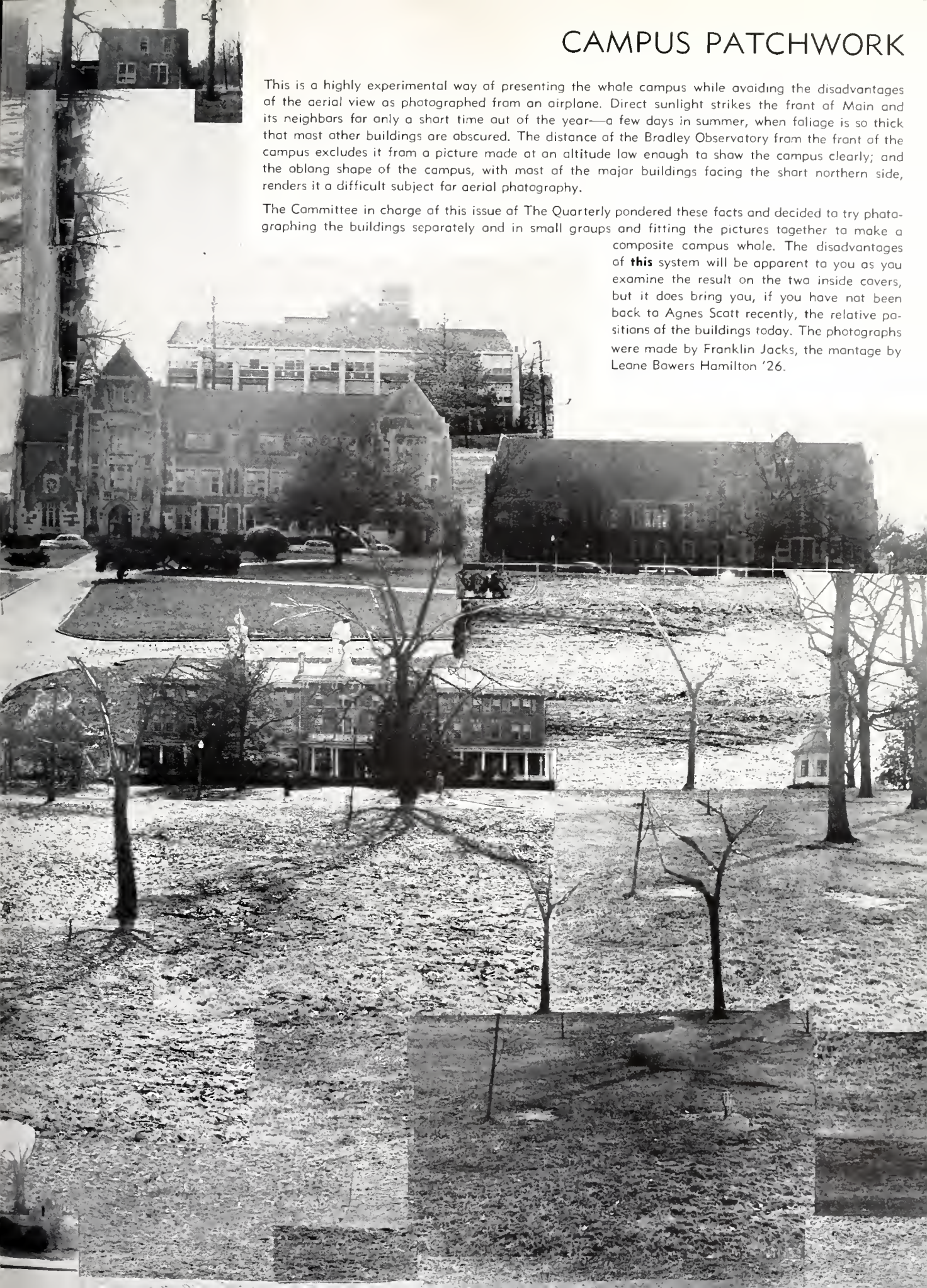
Admitted in 1939 to practice before the U. S. Supreme Court, Pat later became legal assistant to the Attorney General and in 1945 was named the first woman member of the Board of Immigration Appeals, Department of Justice, with the title of judge.

PATRICIA COLLINS ANDRETTA '28

CAMPUS PATCHWORK

This is a highly experimental way of presenting the whole campus while avoiding the disadvantages of the aerial view as photographed from an airplane. Direct sunlight strikes the front of Main and its neighbors for only a short time out of the year—a few days in summer, when foliage is so thick that most other buildings are obscured. The distance of the Bradley Observatory from the front of the campus excludes it from a picture made at an altitude low enough to show the campus clearly; and the oblong shape of the campus, with most of the major buildings facing the short northern side, renders it a difficult subject for aerial photography.

The Committee in charge of this issue of *The Quarterly* pondered these facts and decided to try photographing the buildings separately and in small groups and fitting the pictures together to make a composite campus whole. The disadvantages of **this** system will be apparent to you as you examine the result on the two inside covers, but it does bring you, if you have not been back to Agnes Scott recently, the relative positions of the buildings today. The photographs were made by Franklin Jacks, the montage by Leane Bowers Hamilton '26.



The Library
Agnes Scott College