

AGNES SCOTT

alumnae
quarterly



winter
1955

THE
ALUMNAE ASSOCIATION
OF
AGNES SCOTT COLLEGE

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LOCAL
CLUB PRESIDENTS

MARY PRIM FOWLER '29
Atlanta
ERNELLE RUTH BLAIR FIFE '36
Decatur
REESE NEWTON SMITH '49
Atlanta Junior
SYLVIA McCONNEL CARTER '45
Southwest Atlanta

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MEMBER
AMERICAN ALUMNI
COUNCIL

THE AGNES SCOTT

ALUMNAE QUARTERLY

Volume 33

Number 2

Winter

1955

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COVER *The cover photograph is of Miss Jean Peters, who plays Catherine Marshall in the film "A Man Called Peter," and several professional extras shown in a scene taken on the quadrangle. Photograph by Gabriel Benzur.*



THE FILMING OF A MAN CALLED PETER

20th-Century Fox is producing Catherine Marshall's "A Man Called Peter." A team from the studio, including Jean Peters who plays Catherine and Richard Todd who plays Peter, came to Atlanta in the early fall to film scenes in Atlanta, Covington, and at Agnes Scott. Scenes at the college included the quadrangle, hockey field, and entrance gate. The picture will be released nationally during Easter week. These photographs were made by the studio cameramen.



LIGHTS CAMERA ACTION



Classes went on not quite as usual during the filming on the campus. Sets of the Dean's Office and a college dormitory room were built at the studios and other Agnes Scott scenes filmed there. Almost 200 students were in the campus scenes and "strollers" has become a campus by-word. A Freshman sighed as the team left and asked: "What else is there to live for?"

Miss McKinney says, that an alumna wrote her, when the Infirmary was being built, "students today may have a new Infirmary but we had Dr. Sweet" Dr. Sweet willed her estate, \$150,000, to Agnes Scott. As Dr. Alston says, "No gift we have ever received represents more devoted and careful stewardship." The Alumnae Office is acting as Treasurer for a fund to have her portrait painted and hung in the Infirmary. If you'd like to contribute, make your check to the Alumnae Association.

MARY FRANCES SWEET, M. D.

Jane Preston '21

Dr. Sweet was a rare human being. Her influence abides in the life of this college, which for over forty years she served with vision, loyalty, and devotion, and in the lives of those who knew personally the quality of her mind and spirit. This quality of her being is perfectly suggested in words used by a former president of Harvard to describe the truly cultivated person: a person of "quick perceptions, broad sympathies and wide affinities; responsive but independent; self-reliant but deferential; loving truth and candor but also moderation and proportion; courageous but gentle; not finished but perfecting."

Nothing was more characteristic of Dr. Sweet than the breadth of her sympathies and interests. She was well trained and able in the field of medicine. Taking degrees from Syracuse University in 1892, she did residence work at the New Eng'and Hospital for Women and Children in Boston. Then after several years of private practice, she came to Agnes Scott as College Physician and Professor of Physical Education. Throughout the years of her active service — 1908 to 1937 — she did far more than care for the health of students. Immediately she took her place as the head of a recently formed department; gifted with imaginative insight, she devoted herself to far-reaching plans for the department and to the well-being of the whole college community. Fellow-workers speak appreciatively of her trust in those who worked with her. Early associates tell of her heroic labors and of her resourcefulness during the harrowing days when thirty members of the student body were stricken with typhoid fever, and of her courageous insistence — in opposition to the opinion of the consulting doctor — that the campus well was contaminated. Alumnae remember how she caught the imagination of students and persuaded them to substitute the friendly rivalry of the Black

Cat stunts for the crude hazing of freshmen then in practice. Her colleagues in administration and faculty recall the part she had in shaping sound academic programs and policies. Co-operative but independent, courageous but gentle, seeing the near problem and the far goal, she was always a positive and unifying influence in the college.

Her remarkably fine mind was engaged by many interests other than medicine. She was well informed in the field of history and current affairs; she was an astute business woman; already a linguist, she was an eager learner of a new language not many years before her retirement; she was a voracious reader all her life. Especially she took delight in literature and was keenly perceptive of its values. She loved the beauty of the natural world and the deepening experiences of travel. In later years of invalidism, memories of many a summer in Europe or New England evoked her delightful, quiet talk. Above all, the scientist and the contemplative met in the woman who had an unflagging interest in the frontiers of religious thinking, whose reticent speech about the spiritual life was freshly minted, whose faith was rooted in devotion.

Her loyalties were as deep as her interests were wide. She was a devoted daughter and sister. For many years in her home on the campus she cared for her mother and her invalid brother. She was a loyal member of the Methodist Church — she was loyal to her friends. She was loyal to this college which she loved with singular devotion, supporting its standards and ideals, expressing her life in its life, and giving to it her entire personal fortune.

She was a quiet, reserved person, but her warm, sincere interest drew students and colleagues to her and invited confidence. She was a generous sharer in the lives of others. One counted oneself rarely fortunate

to have her for a friend. One delighted in her wit and humor, her wealth of interest, her pleasure in life. One turned to her for help and advice, sure of unfailing strength and wisdom. One liked merely to be quietly in her presence, aware that her serenity came from inner peace.

Not long ago, in conversation with a friend, she pointed out in the *Saturday Review of Literature* a poem that she liked very much, "The Sommersville Scene," by M. A. DeWolfe Howe. Perhaps to those of us who knew her, and to those who did not, it may — quoted only in part — suggest her own spirit:

"This beauty past compare
I cannot prove — but it is there!
Nor can I prove that one I loved,

Too humble to let others see
In what a sphere she moved,
Bore with her to another sphere such wit
And tenderness as now no longer be.
This too, unproved, is utter truth to me.
So here by Heron Cove still pondering,
Musing on mysteries,
With bird-songs, silvered clouds, dark trees,
With peace and beauty steeping all of it,
'Tis but a step from pondering to wondering
If God, himself so near, may one day spread
His rule of love, and arm the spirit-led
To overthrow the brawling crew
Of thing-slaved men who doubt his word.
No proof that this can be has yet been heard,
But in my heart of hearts remains unmoved
A faith not yet by reason proved."

MRS. FRANCES WINSHIP WALTERS

James Ross McCain

Mrs. Walters' legacy of over four million dollars is the greatest single gift Agnes Scott has ever received. This memorial to her was read into the minutes of the December, 1954, Board of Trustees meeting at which time the Board voted to carry out Mrs. Walters' wishes in the erection this year of the Frances Winship Walters Dormitory. Part of the income from the estate will build the dormitory, and these funds will also make possible adequate faculty salaries and the strengthening of academic departments. Mrs. Walters' gift puts the college well on the way to becoming, in Col. George Washington Scott's words, "As great an institution of this kind as there is in the land."

Mrs. Frances Winship Walters was born in Atlanta, Ga., September 25, 1878, and passed away November 14, 1954. She was the youngest daughter of Mr. and Mrs. Robert Winship, pioneer leaders in the growth of the city.

Her principal education was at Agnes Scott Institute, as it was then known, where she made a good record and completed her course in 1894. The Institute was only two years old when she entered it. She never forgot its goal (first announced when she was a student in it), to become eventually "fully abreast of the best institutions in this country." She was in thorough accord with the ideals of the young Institute, and kept up her interest in it during the entire period of sixty years after she left it as a student.

On October 2, 1900, she married Mr. George C. Walters, a very fine young man from Richmond, Va. It was an ideal match with every promise of happiness and success, but in 1914 the husband was stricken with

sudden illness in the prime of life and did not recover. The perfection of that union was proved by the years of widowhood in which she ever remained loyal to his memory, insisting on keeping his name in her permanent address, Mrs. George C. Walters.

After losing her life-mate, she gave herself to thoughtfulness of others and to aiding worthy causes. Most of her benefactions were made anonymously and were hardly known even to her closest relatives. She was a devoted member of St. Mark's Methodist Church in Atlanta, and she constantly helped in its development. Her best known contributions were a beautiful chapel which she planned in detail herself and the air conditioning of the sanctuary.

In 1920 she contributed \$1,000 to begin the "George C. Walters Scholarship" at Agnes Scott, and continuously from that time she aided in all of the many campaigns and forward movements of the College. She never waited to be *asked* for support, but always

volunteered her generous donations. These included two gifts toward the erection of Hopkins Hall, the main Gateway, the Foundation that bears her name, the Frances Winship Infirmary, and many other smaller gifts.

In 1937 she was elected to the Board of Trustees of Agnes Scott as an Alumna representative. For seventeen years, she rendered valuable service until her death, taking part in the work of almost all committees, and being Vice-Chairman of the Board for the last few years.

She did not often take part in discussions and never entered debates, but she read with utmost care all letters, reports, bulletins, or other information about the College, and was perhaps better informed as to its real progress and problems than most members of the administration. Her diligence in this was truly remarkable.

Many years ago, during the post-depression days which were so difficult for all colleges, she cheered the administration of Agnes Scott by confiding that she had put the College into her will for a very helpful sum.

Her decision to make Agnes Scott her residuary legatee, with her history-making gift, came after she

had studied attentively our Development Program for raising ten million dollars by 1964, our 75th anniversary. She was a member of the committee which formulated the details of the effort, but she could not come to the first meeting. She read the report with enthusiasm, for it had been her hope that Agnes Scott might reach a point of real equality with the best colleges for women in this country.

Her thoughtfulness in providing that one-half of her own magnificent gift should be matched before coming into the College portfolio shows not only her own devotion, but her practical concern that her gift might stimulate others in joining this forward movement. She wanted her Alma Mater to enjoy the opportunity for real greatness.

The Board of Trustees of Agnes Scott College record our gratitude for her wonderful gift, quite the largest in the history of our institution, and rejoice in our privilege of association with her during these seventeen fruitful years. Her appreciation of the finest things in life, her generous sense of stewardship, her faith in God's direction of her own life and of the College, her loyal support of our best ideals, lead us to say very humbly and yet sincerely, "*Thank God for Frances Winship Walters!*"

Marion's first article for the *Quarterly*, written when she was a senior, concerned the changes in social regulations at Agnes Scott. This is her report of a far different social life. The drawing of a house in Curacao is by her husband, J. N. Wall, Jr., Naval Liaison Officer at Curacao.

WHEN FAR FROM THE REACH

Marion Merritt Wall '53

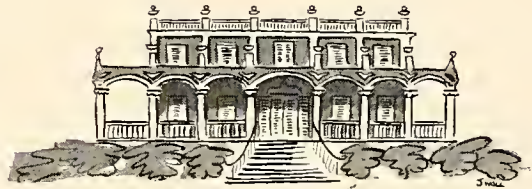
When I did a daily stint with the Alumnae Office files to help pay my way through Agnes Scott, the names with unlikely, foreign addresses were always strangely romantic and fascinating to me. I assumed that any Agnes Scott alumnae who was out of the continental limits of the United States was a missionary, gone forth bravely to exemplify Agnes Scott ideals to the unwashed, and doubtless cannibalistic, heathen. These foreign addressees I always pictured, as I dreamily fingered the file card, as crosses between Katherine Hepburn, in the first scenes of *The African Queen*, swathed in Victorian laces, righteousness and perspiration, playing a wheezy organ for the spiritual edification of a tribe of savages, and Miss Scandrett, forever and unswervingly sensible, blasting apart the seemingly impossible situation by applying The Rules to it. I always put the card back, generally in the wrong place, always with a sigh, thinking of that little band of daughters, wandering far from the sheltering arms, who had made their choice and departed civilization.

I hope that some student now holds my card, which reads:

Wall, Mrs. John Newton, Jr.
Reigerweg, Willemstad
Curacao, Netherlands Antilles

I hope that she pictures me in floating voile and a pith helmet, holding back a ferocious head-hunter band with a thin treble rendition of *Gaines*, or perhaps as a tireless social worker, singlehandedly and simultaneously battling a malaria epidemic, a smuggling ring, and a villainous dictatorship.

However, it was not selflessness, or even zeal, that sent us to Curacao, but something more unflinching than either, orders from the United States Navy. When we had looked up Curacao on the map, and decided that it was even more remote than we had thought, I considered sprucing up the place morally, socially, and so on. But we found out when we got here that John Wesley and a few others got into the act first,



in fact some time ago, and as far as education and social reform are concerned, Peter Stuyvesant founded the first college here before he was sent off to be governor of the little outpost of Nieuw Amsterdam. The island is *so* reformed it's hardly any fun any more. Out in the cunuku (or countryside to a non-Curazoleno), the people still live in thatched clay huts, and paint hex marks on the doors, but they also have an adjacent car-port-hut for the shiny new Cadillac. Mama carries a jug of water on her head, but when she gets home, she puts it in the automatic washing machine. We even ran into a smuggler on the beach one night, but we scared *him* to death. These things can be depressing to a would-be evangelist and exposé of vice, just off the airplane.

But I just had to make the best of things, and Jack and I settled down in a "little bit of Holland in the Caribbean."

The island is shaped, figuratively speaking, like a doughnut, with a small bite taken out of the side. The harbor, one of the busiest in the world, is the hole in the doughnut. Around the hole is the second largest oil refinery in the world. (When the oil refinery at Abadan closed down, we had the world's largest operating oil refinery, but it was reopened before our new status could make the encyclopedias and almanacs). To the windward side of the refinery the smell is terrific. One assumes an expression which seems sophisticated but is only a result of holding one's breath for long periods while driving past. There is Willenstad, the most quaint (word I picked up from the tourists) little town, with very old Dutch colonial

houses that look like birthday cakes with white plaster icing.

There is a bridge on pontoons floating across the harbor mouth, which is part of the main road. When the bridge swings aside to admit ships, the ensuing traffic jam makes the tourists on the ships think that the whole town has turned out to see them. The entire populace, on foot and in cars, is at the water's edge, and indeed, from the deck of a ship, all the yelling and blowing of horns must sound very festive.

Curacao has its share of exiled South Americans who skipped with the funds during one regime or another, of bruja, or primitive witchcraft, poison vegetation and ghosts, but our most notable experiences in living in the tropics came with matters of climate. Curacao has two kinds of weather: hot sun and strong wind, and hard rain and strong wind. It's one or the other of these stages all year, no thunder, no lightning, no fall, no spring, no anything else. The wind is the outstanding factor. Once it rolled up our dinner in the tablecloth like a jelly roll, with food and dishes instead of jelly. Once it lifted a large rug and dropped it on an unwary Dutchman who was struggling with an American-style buffet lap dinner. That kind of thing can be very rattling for hostess and guest alike. No Puckish thing, this wind, it just blows.

So we took a house that was scientifically designed, with holes to catch only certain amounts of wind which would cool the house. Since most of these holes were along a sort of patio wall, they served as entrance and exit ports for most of the wild life of the region. We got a cat to combat this situation, but unfortunately, the cat much preferred tinned cat food to wild life.

The Navy wife who was my predecessor in Curacao had written me that we would have a British West

Indian servant who lived in the house, worked seven days a week, and cost the equivalent of about thirty dollars a month. This sounded absolutely the greatest to me, and before we left the States, I begged a pink chiffon tea gown with a train from Jack's aunt, and an enormous breakfast-in-bed tray from my mother, both articles remnants of more glorious days befo' de wa' and the minimum wage law. I felt that I was then prepared for the role of lady of leisure. Sara, our much anticipated gem whom we hired with the house, turned out to be about four feet high, of indeterminate age, and possessed of arms which hung well below her knees, six pigtails at assorted angles, and the most raucously pink and white false teeth, size enormous. It turned out that Sara could not cook, and efforts to teach her produced fantastic results. She did learn to make pudding in all flavors currently produced by the Royal people, but anything more complicated than two cups of milk and stir was too much. My tea gown and tray gathered dust while I manned the kitchen, battling a refrigerator which completely defrosted itself every time it got a whiff of tropic air, and a Dutch stove, sans broiler, which regularly made a most terrifying explosive noise.

You see, there are a few hazards here, but if you came to see us, you would find a busy, scrubbed little Dutch island, administered by perhaps the most boringly efficient government in the world, and there are more church steeples than trees. The inhabitants grow rich by frugality and industry, play soccer, and order clothes from the Sears Roebuck catalogue instead of wearing native dress. Rather than dine on toasted missionary, they go on board a tourist ship for a European dinner. It can be fairly depressing to us zealous reformers.

ALUMNAE CLUB NEWS

The Alumnae Association salutes two new Alumnae Clubs, one in Orlando, Florida and one in Waynesboro, Virginia to be known as the "Valley Club." Salutes go also to the many groups who met to mark our 66th Founder's Day.

THE ATLANTA CLUB has run true to form this year with a splendid corps of officers and excellent programs and plans. In the fall a printed program of the year's plans was sent to each member of the club,

listing speakers, hostesses, places of meeting. Dr. Alston and Miss Ann Worthy Johnson '38, spoke to the group in September about "News from Agnes Scott College." This was followed in October by Miss Kitty

Johnson '24, discussing "Outstanding Fall Books" and in November by Dr. William L. Pressly, President of the Westminster Schools and husband of Alice McCallie Pressly '36, speaking on "High School Preparation versus College Requirements." Plans for the spring include a special Founder's Day Program on February 19 on the campus in collaboration with other local clubs. The officers for the Atlanta Club this year are: Mary Prim Fowler '29, President; Caroline Hodges Roberts '48, First Vice-President; Lois McIntyre Beall '20, Second Vice-President; Ruth Ryner Lay '46, Recording Secretary; Jo Culp Williams '49, Corresponding Secretary; and Gloria Melchor Lyon '46, Treasurer.

THE ATLANTA JUNIOR CLUB has regular monthly meetings and is led by the following group of officers: Reese Newton Smith '49, President; Frances Clark '51, Vice-President; Margaret Ann Kaufman '52, Secretary-Treasurer. At the October meeting, held at the Alumnae House, Dr. Posey talked about his trip to Europe. In November Senora Maria deLeon Ortega, on campus as a University Center lecturer, gave a musical program, and the club had a delightful Christmas party on December 8 at Reese's home. On January 12, at the alumnae house, Miss Sara Colp who teaches Spanish in the Atlanta Schools discussed "Foreign Languages in Elementary Schools." The Junior Club is in charge of plans for the joint meeting on the campus on February 19.

THE CHAPEL HILL CLUB is planning a Founder's Day dinner under the supervision of Frances Brown '28, of the Duke University Chemistry Department. She will be assisted in these plans by Sterley Lebey Wilder '43, and Betty Sullivan Wrenn '44. Alumnae in Chapel Hill, Durham and vicinity have been invited to join this group in February. Last year at the Founder's Day meeting the club presented a highly successful skit about life at Agnes Scott in 1900, 1920, 1930 and 1950.

THE CHARLOTTE CLUB began its fall work with a dinner meeting on October 26, presided over by the following new officers: Anne Flowers Price '43, President; Shirley Gately Ibach '43, Vice-President; Betsy Deal Smith '49, Secretary; Rita Adams Simpson '49, Treasurer. A former Agnes Scott faculty member, Miss Thelma Albright, now Dean of Students at Queens College, was the speaker at the October meeting. The Charlotte Club is looking forward to its Founder's Day program when Dr. Alston will be their guest. Plans for the spring work include a tea for prospective college students, and judging from the large number of girls that come to the college from Charlotte and

vicinity, this club is doing a splendid job of contacting prospects for Agnes Scott.

The Lexington, Ky., Club is planning a luncheon at the Phoenix Hotel for Founder's Day this year, with Dr. McCain as speaker. The officers for this club are Lillian Clement Adams '27, President, and Louise Jett '52, Vice-President.

THE LONG ISLAND CLUB has sent the alumnae office some very fine reports of its monthly meetings. Fall plans included a tour of the United Nations buildings, luncheon and talk by the Public Relations Officers of the Pakistan Delegation on November 9. The group was conducted through the United Nations headquarters by Catherine Crowe '52, one of our own alumnae. New officers elected at the December meeting are: President, Anne Kincaid Reid '51; Vice-President, Katherine Benefield Bartlett '41; Secretary-Treasurer, Catherine Lott Marbut '29, and Program Chairman, Ceevah Rosenthal Blatman '45. Because of the proximity of this group to New York, they are planning a yearly subject of study (this year is Art), with bi-monthly luncheon meetings at members' homes and alternate months for special field trips to various places of interest in the city. Plans for February are to have a speaker from the Metropolitan Museum of Art discuss the meaning of an art masterpiece, with each member having read a book of art criticism as preparation for the meeting. It all makes you wish you could be in that club, doesn't it?

THE LOUISVILLE, KY. CLUB, with Elizabeth Allen Young, '47, as President, met October 15 at the home of the president for a social gathering. Guests at this meeting were Dr. and Mrs. Philip Davidson. He was formerly on the Agnes Scott faculty and is now President of the University of Louisville.

THE MANHATTAN CLUB enjoyed a social hour when the group met in August at Martha Baker '46's apartment. New officers elected at this meeting are: President, Norah Little Green '50; Program and Publicity, Cissie Spiro '51; Secretary-Treasurer, Martha Arnold Shames '45, assisted by Bernice Beaty Cole '33. They planned a November meeting with other Agnes Scott clubs in the area, and to attend the Barnard Forum in February.

THE NEW ORLEANS CLUB deserves orchids for their splendid achievement of founding a Scholarship Fund at the college, reported in the Fall Quarterly. They continue to add to their fund. This spring one of the New Orleans alumnae will come to the campus to present the fund to the college at a formal ceremony. This money raising project by New Orleans

surely spurs on the rest of us to do much more for the college!

THE SHREVEPORT CLUB has made plans for a Founder's Day Luncheon at the home of the club president, Marguerite Morris Saunders '35, and also for a tea in April for prospective Agnes Scott students.

THE SOUTHWEST ATLANTA CLUB is a fine, new enthusiastic group of alumnae headed by Sylvia McConnell Carter '45, Julia Goode '50, Miriam Carroll Specht '50, and Faye Ball Rhodes '49. One unusual thing about this club is the fact that they hold meetings — even through the summer months! They enjoyed a picnic with their members and families in July. Although this group is comparatively new in alumnae work, they voted to send \$25.00 to the Alumne Fund — many thanks!

THE WESTCHESTER-FAIRFIELD CLUB enjoyed a luncheon meeting in October at the home of the Secretary: Louise Brown Smith '37. At this time the

club planned a tour of Yale University on November 10 and a Founder's Day program. We heard later that the tour of Yale conducted by Polly Stone Buck '24, was just perfect. The guests were unanimous in praise of their guide and the tour itself. In the future the group hopes to take similar tours. The Westchester-Fairfield club is making regular contributions for the expenses of an Agnes Scott student and this should be a challenge to any club.

The Alumnae Office appreciates so much the fine reports that are being mailed to the office about your club activities. The above news items were gleaned from these reports. If you are a club officer, please check with your secretary to be sure she has an ample supply of report blanks on hand. If not, let the alumnae office know.

VELLA MARIE BEHM COWAN '35
Alumnae Association Executive Board
Vice President for Clubs

CLASS NEWS

Edited by Eloise Hardeman Ketchin

*Deadline for news in this issue was December 10, '54.
News received between that date and February 10, '54,
will appear in the Spring Quarterly.*

DEATHS

INSTITUTE

Edith Hooper Mangum died Sept. 16. Her sister is Ada Hooper Keith.

Frances Winship Walters died Nov. 14.

Dr. Julia Jordan Emery, sister of Annie Emery Flinn, died Nov. 24.

The Rev. S. Dwight Winn, brother of Emily Winn, died Dec. 9.

Margaret Booth died Aug. 14, 1953, in London while conducting a European tour.

1919 Margaret Brown Davis died April 20. She was the mother of June Brown Davis '49.

1926 Emily Capers Jones Murphy died in November.

1927 D. C. Fowler, husband of Thyrsa Ellis Fowler and brother-in-law of Mary Ellis Shelton '29, died Nov. 3.

Lillian Clement Adams lost her mother Nov. 9.

John Van Cleve Morris, husband of Elsa Jacobsen Morris, was killed in November.

1929 Sally Southerland lost her mother Nov. 9.

Mrs. Harry J. Spencer, mother of Olive Spencer Jones, died Dec. 9.

1932 Carter Tate, husband of Nell Starr Tate, and brother of Sarah Tate Tumlin '25, died in September.

1933 The Rev. J. R. Hooten, father of Mildred Hooten Keen, died April 8.

1945 Mrs. Wynton R. Melson, mother of Montene Melson Mason and Wynelle Melson Patton '52, died July 1.

1948 Dr. R. K. Andrews, father of Virginia Andrews, died in November.

SPECIALS

Mary Buttrick Starnes died Sept. 22.

AGNES SCOTT

alumnae quarterly



Harriet Stovall '55

spring 1955

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VOLUME 33

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SPRING

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ACKNOWLEDGMENTS

For many alumnae, Agnes Scott's liberal arts education has been the impetus for graduate study and for devoting a lifetime to things of the mind. The roster of graduate degrees would make a book half as thick as the Alumnae Register. For this issue of the Quarterly, the Education Committee of the Alumnae Association, Mary Wallace Kirk, Chairman, Lucile Alexander, Leone Bowers Hamilton, Mary King Critchell, and Ruth Slack Smith, present the graduate mind at work.

So, our thanks go first to the contributors: R. Florence Brinkley, Dean of Woman's College, Duke University; Ellen Douglass Leyburn, Associate Professor of English at Agnes Scott; and Jeanne Addison Masengill, Director of Courses, Language Center, Bangkok, Thailand.

We are indebted to Harriet Stovall '55 for the cover design and illustrations made especially for this issue as part of an assignment towards the completion of her art major.

Ann Worthy Johnson, Editor

FRIENDSHIP, MORALITY and LITERATURE

Ellen Douglass Leyburn

IT IS ALWAYS a delight to honor achievement, and we shall all share in the pleasure of congratulating the seniors whom you are shortly to hear announced as having been elected members in course of Phi Beta Kappa. But I do not need to speak to you of them and their attainments, which you have witnessed for four years. I should like rather to consider this morning the purposes which motivated the group of young men who came together in the Raleigh Tavern in Williamsburg a hundred and seventy-nine years ago to found this society. They gathered to promote friendship, morality, and literature—which was their term for all liberal studies. The date of their meeting was 1776, so long ago as things are reckoned in this new country that Phi Beta Kappa is sometimes spoken of as a venerable organization; and indeed the historical flavor of their surroundings and the heroic parts they were to play in the Revolution invest them in our imaginations with a sort of legendary antiquity. But the conceptions which brought them together in the ardor of affirmation were centuries old when they formed Phi Beta Kappa—as old in fact as man's sense of the dignity of his own humanity.

So in thinking about these attributes of man, I invite you to consider the embodiment of them in a man who lived long before those youths in colonial Virginia agreed to emulate each other in the cultivation of friendship, morality, and literature. I should not go quite so far as Dr. Johnson did in saying "The biographical part of literature is what I love most"; but with his reason for loving it I am in hearty accord: It gives "us what comes near to ourselves, what we can turn to use." And so I ask you to summon the pictures you have in your minds of Thomas More, whose death four hundred and twenty years ago still stirs the imagination of men in a way comparable to the death of Socrates.

But it is his life which gives meaning to his death. And as we think of his life, we are likely to think first of his friendships. Erasmus, the greatest scholar of the century, was his lifelong friend and dedicated to More the wisest and gayest and most ironic of his books, *The Praise of Folly*. In a letter describing More, Erasmus writes: "He seems born and framed for friendship, and is a most faithful and enduring friend. He is easy of access to all; but if he chances to get familiar with one whose vices admit no correction, he manages to loosen and let go the intimacy rather than to break it off suddenly. When he finds any sincere and according to his heart, he so delights in their society and conversation as to place in it the principal charm of life . . . In a word, if you want a perfect model of friendship, you will find it in no one better than in More." After More's death Erasmus writes: "In More's death I seem to have died myself; we had but one soul between us."



Not only the Dutch Erasmus, but the whole circle of English humanists, Colet and Grocyn and Linacre, with whom he studied Greek, and Bishop Fisher, who died with him, were all his devoted friends. When he had to go on the difficult mission to Flanders, which gave him the setting for the opening of *Utopia*, he spoke of the friendship of Tunstall, his companion, and of Busleiden and Peter Giles, humanists of Brussels and Antwerp, as the great joy of the embassy. He sponsored the long sojourn of Holbein in England, to which we owe our wonderful array of Tudor faces, including More's own, which Holbein painted as serenely grave, though one can see in the eyes that look steadfastly out upon the world the possibility of the gaiety to which all his friends bear witness. As I have been reading about him during these past few months, it seems to me that the word I have most often encountered is *merry*. More even hoped to be merry in heaven with Audeley, who had the horrid task of condemning him to death at Henry's behest. The first story we have of him from Roper, his earliest biographer, tells how he would step in among the players at Christmas time when he was a page, "young of years," in the household of Cardinal Morton, "and never studying for the matter, make a part of his own there presently among them—which made the lookers-on more sport than all the players beside. In whose wit and towardness, the Cardinal much delighting would often say of him unto the nobles that dined with him, 'This child here awaiting at the table, whosoever shall live to see it will prove a marvellous man.'" And on the last page Roper tells that when More was going up the scaffold, "which was so weak that it was ready to fall, he said merrily to Master Lieutenant, 'I pray you Master Lieutenant, see me safe up, and for my coming down let me shift for myself.'" His wit and charm drew all sorts of men to him; even the king in his happy early years would come home to Chelsea to be merry with him, and used to send for him so constantly as an after dinner companion that he had to abate his "accustomed mirth" in order to diminish the number of invitations and thus have some time for his family.

And it is in his family that he preëminently shows his power of friendship. It is striking that when anyone speaks of More's home, it is always of his household. It is not of the house that we think, though the mansion in Chelsea was stately and beautiful, nor of the estate, though the gardens and grounds were spacious and well cared for and More loved to walk along the paths overspread with rosemary which he had planted himself "not onlie because his bees loved it, but because 'tis the herb sacred to 'Remembrance'." But it is the people gathered around him there who come to mind. In his last years his family included his three daughters and their husbands, his son John and John's very young wife, his adopted daughter Margaret Giggs, and eleven grandchildren; but besides these there were constant visitors, often distinguished scholars from abroad, and a whole company of "merry young scholars," as Chambers calls them, who belonged to the household in one capacity or another, including "merrie John" Heywood, the dramatist, one of More's closest young friends. More had taught his children himself, besides having other distinguished tutors for them, giving his daughters the same training as his son, so that it was a household of real intellectual companionship and delight, where at meals after a passage of scripture was read and discussed, Master Henry Patenson, the domestic fool, was allowed to bring the conversation down to a lower level. And then there was rich table talk, witty dialogues, such perhaps as those in Heywood's plays. The atmosphere was full of music. It is indicative both of More's love of it and of his tact that he prevailed on Dame Alice, his rather unbending second wife, to learn music so as to participate in this



family pleasure. Harpsfield, one of the early biographers, says of her, although she was "aged, blunt and rude," More "full entirely loved her," and "he so framed and fashioned her by his dexterity that he lived a sweet and pleasant life with her, and brought her to that case, that she learned to play and sing at the lute and virginals, and every day at his returning home he took a reckoning and account of the task he enjoined her touching the said exercise."

The person dearest to More was his daughter Margaret Roper, who had become a very fine scholar under his tutelage and who seems of them all most perfectly attuned to his spirit. Her devotion is complete, and the story of her breaking through the press of guards with halberds to embrace her father after his condemnation is one of the most touching that Roper tells. But Roper's own devotion seems to me still more remarkable a tribute to More's power of friendship. Roper was a grave, literal minded man, who often missed the point of More's ironical wit until he had pondered it. Furthermore, he was the husband of More's favorite daughter and might well have been jealous of the intimate bond between father and daughter. Instead, he worshipped More hardly this side idolatry; and in the conversations he records we see exactly why. Roper's innocent artlessness gives them the very stamp of authenticity, and we hear the sound of More's voice as he says "Son Roper." After one of the sessions with the king's comimssioners, for instance, Roper says: "Then took Sir Thomas More his boat towards his house at Chelsea, wherein by the way he was very merry. And for *that* was I nothing sorry, hoping that he had got himself discharged out of the Parliament bill. When he was landed and come home, then walked we twain alone into his garden together; where I, desirous to know how he had sped, said, I trust Sir, that all is well, because you be so merry.'

'It is so, indeed, Son Roper, I thank God,' quoth he.

'Are you then put out of the Parliament bill?' said I.

'By my troth, Son Roper,' quoth he, 'I never remembered it.'

'Never remembered it, Sir?' said I,—'a case that toucheth

yourself so near, and us all for your sake! I am sorry to hear it; for I verily trusted when I saw you so merry, that all had been well.'

Then said he, 'Wilt thou know, Son Roper, why I was so merry?'

'That would I gladly, Sir,' quoth I.

'In good faith, I rejoiced, Son,' quoth he, 'that I had given the devil a foul fall; and that with those Lords I had gone so far as, without great shame, I could never go back again.'

At which words waxed I very sad; for though himself liked it well, yet like it me but a little."

On less solemn occasions Roper sometimes remonstrates with him for what to his sobriety seemed reckless daring of judgment: "'By my troth, Sir, it is very desperately spoken!' That vile term, I cry God mercy, did I give him. Who, by these words perceiving me in a fume, said merrily unto me: 'Well, well, Son Roper, it shall not be so; it shall not be so!' Whom, in sixteen years and more being in house conversant with him, I could never perceive as much as once in a fume."

In More's friendships, his whole beautifully rounded self was involved. So if I have conveyed at all the quality of his friendship, I have already suggested something of his literature and morality. His learning was part of the whole man, and it was constantly related to the conduct of his life with other men. Studies are his joy, as he



makes them the recreation of the citizens of his Utopia; but they are a means of life, not a distraction from it. The qualities of More's mind are admirably balanced. His prodigious memory was partly trained by the almost bookless methods of teaching Latin at St. Anthony's school. From his schooldays, the rapidity of his brain was remarked. One of his fellows says: "Every body who has ever existed has had to put his sentences together from words, except our Thomas More alone. He, on the contrary, possesses this super-grammatical art, and particularly in reading Greek." To the great disgust of Erasmus, More's father stopped his devoting himself to Greek by cutting off his supplies at Oxford and tried to turn him into a sensible lawyer like himself by putting him into the inns of court. More mastered English law as he had mastered Greek, and went on to become the greatest lawyer in England. His gifts seemed exactly suited to his task whether he was skillfully managing a debate or delivering impartial judgments, always refusing the least advantage to anyone connected with him. His knowledge of the intricacies of English law was controlled by a fine wisdom. One of his early biographers tells the story of a homely, scrupulous judgment that shows he also had common sense and a knowledge of people and dogs. Indeed he loved all sorts of animals.



Sir Thomas his last wife loved little dogs to play withal. It happened that she was presented with one, which had been stolen from a poor beggar woman. The poor beggar challenged her dog, having spied it in the arms of one of the serving men, that gave attendance upon my lady. The dog was denied her; so there was great hold and keep about it. At length Sir Thomas had notice of it; so caused both his wife and the beggar to come before him in his hall; and said, 'Wife, stand you here, at the upper end of the hall, because you are a gentlewoman; and goodwife, stand there beneath, for you shall have no wrong.' He placed himself in the midst, and held the dog in his hands, saying to them, 'Are you content, that I shall decide this controversy that is between you concerning this dog?' 'Yes,' quoth they. 'Then,' said he 'each of you call the dog by his name, and to whom the dog cometh, she shall have it.' The dog came to the poor woman; so he cause the dog to be given her, and gave her besides a French crown, and desired her that she would bestow the dog upon his lady. The poor woman was well paid with his fair speeches, and his alms, and so delivered the dog to my lady.

In matters of more moment, it is his power to see distinctions clearly as much as his impregnable integrity which marked his career. It is this combination of qualities which led him to the Lord Chancellorship and thence to his death. He could see the clear legal and moral difference between the Act of Succession, which he could accept as law, however much he disapproved, and the Act of Supremacy, which his legal mind and his conscience rejected.

His morality as much as his learning is the mark of the whole man. It is his sheer goodness which suffuses Roper's portrait of him. Erasmus's letter describing him concentrates more on his charm, his genius for friendship and the grace with which he ordered his household, cheering the low spirited with merry talk and loving to jest, especially with women, even the rather dour Dame Alice; but through all Erasmus's account runs the feeling of his sense of proportion, his reluctance to shine at court, the sparseness of his diet, the modesty of his dress. Erasmus did not know that under even this plain garb he wore a harsh hair shirt. His austerities were for private discipline, not for public note. He meant that no one should know of his hair shirt except his daughter Margaret to whom he entrusted the washing of it; but one summer

night as he sat at supper without a ruff, the young wife of his son saw it and laughed.

The hair shirt explains much about More. In his youth he had written a set of very bad verses which include the line "None falleth far but he that climbeth high." More never climbed high in his own conceit. Thus he could quietly resign the chancellorship when he could no longer in conscience serve the king. Thus he could calmly reorganize his household calling them together to explain the reduction in their mode of life. Thus he could gently bid them farewell when he was committed to the Tower of London. Thus he could spend the months of his close imprisonment in devotions, preparing for his death much as he had thought he would like to spend his whole life in following the rule of the Carthusian monks, soberly but not solemnly, cheering his poor Dame Alice, who never could really understand why he would not swear the oath and come home to Chelsea, and having the wonderful conversations with Margaret Roper which are recorded in their dialogue letter, and writing the *Dialogue of Comfort against Tribulation*, which is not about his own woes but about those of the kingdom. Thus he could go to the scaffold where he declared himself the "King's good servant, but God's first."

Twenty years ago on the four hundredth anniversary of his death More was canonized. He *is* a saint, not just in Roman Catholic hagiology, but in truth—and one whose sainthood has a special meaning for a community of students like ourselves.





PRODUCTIVE GRADUATE STUDY

Jeanne Addison Masengill

FOR A FEW people who look back over their educational careers in the light of the known present and the supposed future, a clear progressive pattern may emerge, of steps carefully planned and accomplished, all leading toward a predetermined goal. But for most of us, I suppose, the pattern would be considerably more complex—a few carefully planned steps, a number of sudden new directions, and often even a new goal. Indeed, the difficult thing is likely to be finding a pattern at all.

To know whether or not you got where you were going, you have to remember where you wanted to go. As I try to recollect now, tranquilly, my state of mind as I approached the end of my senior year at Agnes Scott, I remember very vividly the sense of the oppressive nearness of the future, the awful, absolute necessity of making up my mind, and the apparent infinitude of possible choices. I felt that I must choose my goal immediately and finally. To make matters worse, I genuinely thought that I could choose at that stage to be a doctor, a journalist, a dramatic actress, a scholar, or, with a few minor additions, a perfectly domesticated wife and mother.

My very list of possibilities points up another problem which worried me greatly and seemed to compound thrice over the confusion of the prospective future. A man, I reasoned, might plan on being a doctor with at least a reasonable hope that his course would be unchanged. But a woman must plan conditionally to be a doctor. She may plan to be a doctor if she doesn't marry, if her husband doesn't object, if her children don't interfere, and so on. I suppose few would disagree that, for better or worse, when a modern woman finishes college, her expectations of the future are much more subject to alteration than those of a man. Indeed, it is this very fact, which leads me more and more to feel that a liberal education is not only the best possible education for a woman, but perhaps also the only feasible one.

In my own case, a little more realism and common sense would have made me see immediately that the possibilities for the future were not really so limitless as I pretended. I had majored in English and minored in history, and always in the back of my mind had been the thought that I would like to be a teacher. Obviously I

would need more education, and in the unremote and foreseeable future I would need a job.

Directly, then, my decision to do graduate work was based on practical experience. But it was more than that, too. I had not studied enough. I was in the post chrysalid stage, eager not to settle down to write a thesis but to make a bigger and better survey of English literature. For this purpose the University of Pennsylvania was a perfect choice. There, for a master's degree, no thesis was required, but the staggering sum of twelve one-term courses instead. If one could afford only two terms, this meant six courses a term. I went to Pennsylvania, and I enjoyed my year there, skimming over many different things and dipping fairly deeply into a few. I emerged in due course with a master's degree and a surfeit of survey.

At this point, the pattern called for teaching. Really creative teaching would have been a very healthy antidote. I was lucky enough to find a job teaching freshman and sophomore English in college. But my teaching at best was a poor attempt at recapitulation of the matter and manner of my own learning experiences. Sophomore literature seemed easy. I could follow the plan of my courses at Agnes Scott—even down to the same pages of the same book. Freshman composition presented, I admit, something of a problem. But looking back, it seems that what worried me most was finding time to grade a hundred composition papers a week.

My first year of graduate school had taught me many new facts. I had gained perhaps some new perspectives about literature. But I had not really assimilated them. I had not learned to shape and recreate them for communication. Perhaps this is hardly surprising. Such ability is certainly the result of time and trial and error, and sometimes never comes at all.

From that first year on, my graduate career was directed more by chance than by careful and methodical planning. In some ways the new direction was amazingly rich; in other ways it was extremely frustrating.

My choice of a new graduate school was determined by the fact that I had married the philosophy instructor at my college. He was committed to return to the University of Virginia to receive his master's degree and continue work on his Ph.D. Fortunately, he was glad that I wanted to continue studying too. We even managed to share a job in the library so that we both might study and at the same time we both might eat.

I knew very little about the graduate school of the University of Virginia. I wandered somewhat aimlessly into courses that I knew were required or into courses that sounded interesting. Now it seems to me that my worst mistake was that I had already finished two years of graduate school before I had any concrete idea of what my dissertation field would be.

If I were starting graduate school again, I think I would pay a great deal more attention to choosing professors than I did in the past—choosing them not so much for their personalities or their teaching techniques, but for their work as an index to their respective fields. I would read their articles and try to find out exactly what was going on in each field. If a man had no articles, I would not begin by studying in his courses. And I would pay a great deal of attention to the comments of other graduate students.

This seems to me a realistic approach to the problem of the dissertation. In one year the student cannot hope to cover the range of interesting and possible subjects. If he finds a professor who can help direct him to a new field or a stimulating problem, he has made a great step toward productive graduate study. This does not limit his initiative or cut off his other interests. It simply saves him time.

At the University of Virginia, I found eventually the most productive fields were two newly shaping sciences of English—descriptive bibliography and descriptive linguistics. Descriptive bibliography is devoted to determining as scientifically as possible the author's exact intention as to the text of every work of literature. In its present form the study is relatively new and there are many jobs to be done. The work has all the fascination of crime detection, and its concreteness and the certainty of its results make it very satisfying. Obviously the field is severely limited. There is no room for poetic eloquence; and, in theory at least, once each text has been well done, it will never need to be done again. I stumbled on this field largely by accident and did a little work in it as part of my still-unfinished dissertation.

The second field, descriptive linguistics, I met briefly in a Chaucer seminar. I learned enough to have respect for the subject and to know that I might find it interesting. But maddeningly, and as it now seems, ironically, I never had time in the university to pursue it. I say "ironically" because for the past three years my husband and I have devoted ourselves daily to the practical application of descriptive linguistics.

We left the university four years ago during the severe academic depression which preceded the coming of age of the present crop of war babies. We were delighted to find a chance to teach English and to teach together in Thailand. Once in Bangkok, we found the opportunities for constructive work even broader and even more available than we had supposed.

We found ourselves in one of the few schools in the world which actually tries to use a descriptive analysis of English as a basis for teaching English as a foreign language. This means that our school had discarded the traditional grammar and translation approach in favor of an emphasis on spoken English. The technique depends largely on an analysis of the tones, stresses, sounds, and word patterns of the language. The materials at hand were stimulating to work with, though theoretical and not yet adapted for specific classroom use in Thailand. Our students were endless in number and desperately eager to learn.

To be able to see an immediate and practical need and to do something about it was enough at first. We used our background of liberal education daily in teaching our students. And we daily found embarrassing gaps in it, which needed to be filled in. The whole realm of Eastern history, geography, and culture began to mean something. We travelled and explored and read and talked, and, I suppose, absorbed and fitted together some of what we had been learning during our years at school.

Last year we went home and came back with a new impatience to do more than simply meet daily problems. All over the country there is a need for English and the grave handicap of years of self-perpetuating bad English teaching. By hard work, and by studying the particular problems of Thai speakers, the inadequate materials can be

and are being improved. In the last two months, my husband and I have been extremely fortunate in being placed in a most advantageous position for carrying out some of our ideas. At the moment, he is acting as Director of the Language Center, and I am acting as Director of Courses.

The world seems literally in our hands. We have never worked so hard or with such a constant sense of satisfaction. We now have twelve hundred students and are planning next term for sixteen hundred. We have certainly not proceeded with scholarly caution, and we have doubtless made many mistakes. But there are many blessings. We can try out in class tomorrow what we are writing today. We are working with people who make us feel that what we are doing is very much worth while. And we are daily fascinated with our work.

Now, with three years of experience behind us, we are beginning to feel ready to go back to school. There are many things about linguistics that we still need to know. And yet, looking back, I cannot honestly say that I see clearly now that I should have studied linguistics instead of the Romantic poets. At the time I had an immediate need and desire for Romantic poetry and no interest whatever in launching into linguistics. Perhaps I might have kept a more open mind and have worried less about fitting into the pattern I thought I was following. But even then, it is unthinkable that I should have been specifically prepared for the exact turn of events which came.

So, all roads lead back to the liberal education. For me, there is no doubt of that. And after college, the great thing seems to be to have a plan but recognize that it is a provisional one; to follow it sensitively and critically, looking around as you go; to be willing to modify it, even to trade it for a new one if the need comes. The ultimate reconciliation of the actuality and the dream is much too delicate and special a problem for me to generalize about. But the average Agnes Scott student, by her studying, and her reading, and her conversation, is actually preparing to deal with her own case.

COLERIDGE ON THE VALUE OF STUDYING THE PAST

R. Florence Brinkley



IT WAS NEITHER aesthetic pleasure nor intellectual curiosity alone which led Coleridge to devote himself to a study of the past. It was the belief in certain fundamental principles which have come very largely to be a part of our own thinking today. They bear especial weight since they come from a poet and are colored by a poet's vision.

The first of these principles is that all knowledge is interrelated. Writing in 1827 to the young son of his physician, then studying at Eton College, Coleridge spoke of the fact that there was a time "when all the different departments of literature and science were regarded as so many different plants," each with its separate root. A truer conception of knowledge, however, was that of a wide-spreading tree. All phases of knowledge are embodied in a common trunk; at the summit the trunk diverges into different branches and finally into twigs and sprays of practical application without losing its essential unity, for "one vital sap infuses all." No matter what the specialty may be, it first demands the whole:

The clergyman must have the whole, the lawyer the whole, the physician the whole, yea even the naval and military officers must possess the whole, if either of these is to be more than a mere tradesman or routinier, a hack parson, a hack lawyer, etc. —in short, a sapless stick.¹

The second principle is that of the continuity of life. Coleridge saw that life was made more continuous when the present was understood in relation to the past, and he stated, according to the reporter of Philosophical Lecture IX, that "we can only consider that knowledge as truly mighty which is wedding the present to the past and future."² The study of history revealed that the law of cause and effect had worked the same way in various periods, as is shown, for example, in the attempts to destroy fanaticism by persecution in the Peasant's War in Germany and the Civil War in England, and by the persecution of the Covenanters in Scotland.³ A later example of the operation of this law was made in an extended comparison between the Restoration and the return of the Bourbons to power.⁴ He concluded that if one would ascertain what effects certain causes *will* produce, he need only look back at history and "discover what effects they *did* produce."⁵

An additional value to be derived from studying the past lies in finding that one's own age is not unique and that similar problems in other ages eventually have been worked out. Such knowledge affords hope and encouragement in contemporary situations. The Elizabethan age, for example, was considered the most brilliant period in

¹ Quoted by Lucy Watson, *Coleridge at Highgate*, p. 128.

² British Museum Manuscript Egerton, 3057, p. 6.

³ *Biographia Literaria* (1818), I, 191-92.

⁴ *Essays on His Own Times*, II, 532-42.

⁵ *The Plot Discovered* (1795), p. 29.

literature, and yet it was beset by many of the conditions which had arisen again in the nineteenth century:

Then, as now, existed objects to which the wisest attached undue importance; then, as now, minds were venerated or idolized which owed their influence to the weakness of their contemporaries rather than to their own power. Then though great actions were wrought and great works in literature and science were produced, yet the general taste was capricious, fantastical or grovelling.⁶

Coleridge further cited the fact that all Revolutions have been followed by a period of the "depravation of the national Morals: The Roman character during the Triumvirate, and under Tiberius; and the reign of Charles the Second; and Paris at the present moment."⁷ The cause in each case was the same, "the sense of Insecurity"; and when the cause was removed, the situation was relieved. Today he might add World War I and World War II to his list and hold out the same hope for alleviating the moral lag which has followed the upheavals.

In studying the lives of the great men of the past, one is challenged to consider what such men would do under present conditions. Coleridge noted on the end page of Sir Thomas Browne's works that this idea had occurred to him "at midnight, Tuesday, the 16th of March, 1824," when just as he was stepping into bed, he happened to glance at Luther's *Table Talk*. He phrased the idea thus:

The difference between a great mind's and a little mind's use of history is this, the latter would consider, for instance, what Luther did, taught, or sanctioned: the former, what Luther—a Luther—would now do, teach, and sanction.⁸

An examination of the past not only reveals the continuity of life; it also develops a spirit of tolerance. One could see how able and honest thinkers had held opposite views on matters of great importance. Milton, for example, considered that the death of Charles I was an inevitable judgment resulting from his violation of the law; Jeremy Taylor, an ardent Royalist, that it was the martyrdom of a saint.

A tendency to over-estimate one's own day is also checked by a survey of preceding times, for often those things which are hailed as new have been anticipated in preceding centuries. Political economy as a separate branch of knowledge was a relatively new subject in the early 19th century, but Coleridge pointed out that "the clearest teachers of political economy" belong to Old Testament Times and are "the inspired poets, historians, and sententiaries of the Jews." Their right to this claim lay not only in principles and grounds of state policy "whether in prosperous times or in those of danger and distress" but also in application of "precedent and facts in proof."⁹ Coleridge's favorite period, the 17th century, was the source of many recurrent ideas: "It would be difficult to conceive a notion or a fancy, in politics, ethics, theology, or even in physics or physiology, which had not been anticipated by men of that age."¹⁰

He especially deplored the loss of time and effort in rediscovering some idea which had been previously discovered and overlooked. Locke was a prime offender in claiming as his own discoveries ideas which had been presented by Descartes. As evidence Coleridge interleaved the *Essay on the Human Understanding*, writing "opposite to

⁶ *The Friend* (1818), III, 28-29.

⁷ "Blessed Are Ye" (*Lay Sermon*, 1817), pp. 103-4.

⁸ Derwent Coleridge, *Notes Theological, Political and Miscellaneous*, v. 288.

⁹ "Blessed Are Ye," (*Lay Sermon*, 1817), Introduction, xiv-xv.

¹⁰ *The Friend* (1818), III, 69.

each paragraph the precise same thing written before [by Descartes] not by accident, not a sort of hint that had been given, but directly and connectedly the same.”¹¹ He further demonstrated that two of the great innovations attributed to Immanuel Kant really belonged to two famous Englishmen of the seventeenth century. To Kant had been attributed the distinction between the nature and functions of the reason and the understanding; yet he had “only completed and systematized what Lord Bacon had boldly designed and loosely sketched out in the Miscellany of Aphorisms, his *Novum Organum*.”¹² The distinctions were recognized throughout the century by many other writers but were not always consistently maintained. To Kant was also attributed the discovery of the method of trichotomy—that is of establishing a synthesis of which the two opposing concepts are diverse manifestations—but this method was one of the great contributions of the distinguished divine, Richard Baxter. It was especially necessary, then, for anyone who attempted to make a contribution in any field to know what had been thought and said in the past. A man must know where to set out from.

Coleridge realized that assimilating the past was the long method in gaining knowledge and that it required concentrated activity of mind. He distinguished mere informational knowledge from knowing and said, “The shortest way gives me the *knowledge* best, but the longest makes me more knowing.”¹³ It was through *knowing* that one gained the greatest values from studying the past.

¹¹ Kathleen Coburn, *The Philosophical Lectures of S. T. Coleridge*, pp. 378-79.

¹² Letter to John Taylor Coleridge, April 8, 1825, E. H. Coleridge, *Letters*, II, 735.

¹³ *Anima Poetae* (American Edition, 1895), p. 147.

DEATHS

INSTITUTE

Dan W. Shadburn, husband of Estelle Webb Shadburn and father of Sue Shadburn Watkins '26 and Sara Shadburn Heath '33, died Dec. 25.

John Shorter Cowles, father of Sallie Chase Cowles, died Feb. 5.

ACADEMY

Judge Robert Lee Russell, brother of Mary Russell Green, Carolyn Russell Nelson '34, and uncle of Nancy Green '43, died Jan. 18.

Jim A. Minter, father of Marguerite Minter Privett and Lidie Minter '14, died in January.

1912 Baker W. Farrar, husband of Janet Little Farrar, died Feb. 10.

1915 Kate Lumpkin Richardson Wicker died Jan. 23.

1920 Frank Anderson Sewell, husband of Margaret Bland Sewell and father of Julia Sewell Carter '39 and Edith Sewell Bergmanis '53, died Jan. 28.

1926 Mary Louise Bennett lost her mother in Sept., 1954.

1938 Richard A. Hills, Sr., husband of Doris Dunn Hills, died Jan. 26

1940 Mrs. W. W. Newman, grandmother of Eleanor Newman Hutchens and Sue Hutchens Henson '47, died Feb. 20, in Huntsville, Ala.

1950 Charlotte Anne Bartlett died Feb. 11.

REUNION FOR CLASSES OF '93
'94 AND '95 JUNE 4

2877
MAGNES SCOTT

alumnae quarterly

summer 1955



THE
ALUMNAE ASSOCIATION
OF
AGNES SCOTT COLLEGE

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BETTY ELLISON CANDLER '49 *Vice-President*
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LOUISE BROWN HASTINGS '23 *Grounds*
MARIE SIMPSON RUTLAND '35 *Entertainment*

LOCAL

CLUB PRESIDENTS

ALICE GLENN LOWRY '29 *Atlanta*
SARA FULTON '21 *Decatur*
MARGARET ANN KAUFMANN '52 *Atlanta Junior*
MARY PHILLIPS HEARN '49 *Southwest Atlanta*

STAFF

ANN WORTHY JOHNSON '38 *Director of Alumnae Affairs*
ELOISE HARDEMAN KETCHIN *House Manager*
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MEMBER
AMERICAN ALUMNI
COUNCIL

The AGNES SCOTT
Alumnae Quarterly

Agnes Scott College, Decatur, Ga.

Volume 33

Number 4

Summer 1955

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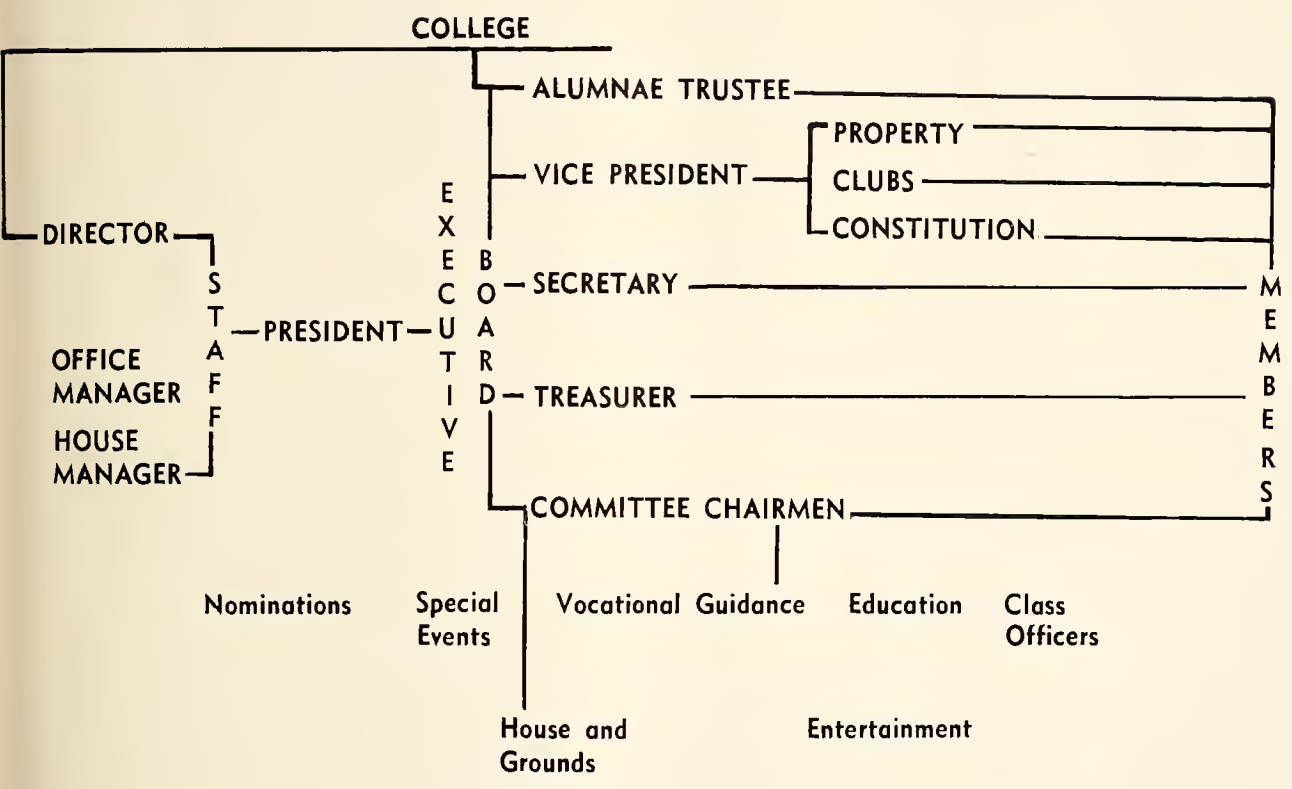
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Cover:

The 66th Commencement procession entering Presser Hall. This and the other photographs in this issue are by John Carras.

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 ASSOCIATION REPORTS



ORGANIZATIONAL CHART OF THE AGNES SCOTT ALUMNAE ASSOCIATION

PRESIDENT'S REPORT: We have endeavored this year through the Alumnae Board to do all we could in the matter of relationships—relationships between alumnae and students, alumnae and faculty and alumnae and their college. We have tried to show, as well as tell, the students of the interest alumnae have in them. The use of the Alumnae House for their families and friends has been made available and as pleasant as possible. The tea for freshmen was delightfully informal and well attended. The Career Coffees were continued, creating an atmosphere in which students could talk of their futures and interests in specific fields and have their questions answered by

experienced professional women. We have talked to the Senior Class, at one of its meetings, welcoming them into a new relationship with the college as alumnae and explaining the need for their support and interest.

We have tried, in a visit to a faculty meeting, to inform our faculty of what the Alumnae Association is and is trying to do. We want to enlist their interest and continued support and advice in doing a better job.

Within the Association, we have attempted to inform our members of the accomplishments and plans of the college. The committee working with the Class

Council has worked hard to interpret the Alumnae Fund and to make each alumna feel important to the college by urging her to express her own ideas for the growth and effectiveness of our Association as well as our college. Much work has gone into the encouragement of alumnae club groups in all parts of the country. We have had 3 new alumnae clubs organized this year, bringing the total to 34 clubs with an approximate membership of 1,000. We have reports of meetings, good and varied programs, and a growing interest in the seeking out of outstanding high school girls in each community to be prospective Agnes Scott students. One heart-warming gift this year came to the college from a comparatively small alumnae club in New Orleans, a scholarship fund of \$1,450. From eight clubs came requests, which were fulfilled, for a representative from the College to attend Founder's Day meetings. We have made every effort to bring alumnae back to the campus through careful reunion plans and campus programs for local Clubs.

We were very interested this year in a count made of living alumnae of Agnes Scott. We found that there are at present 8,984 Alumnae, 3,392 of whom are graduates. We can now proudly add 98 graduates of the Class of 1955 to this number. We are amazed to find how relatively few we are—certainly compared to the larger college and universities rosters. We are also proud—and justly so I think—to find among that number so many outstanding career women, homemakers and volunteers in civic, cultural, and religious endeavors.

As for the finances of the Association, here is a brief outline of the budgets under which we work. The Executive Board of the Association prepares an annual budget and presents it for payment to the College. In turn, all gifts to the annual Alumnae Fund go to the College. This was our third year of operating on this fiscal plan, and it is proving to be wise for both Association and College. This budget covers salaries for the Director of Alumnae Affairs (her salary is a part time one as she has a dual capacity, being also Director of Publicity for the College); one full time clerical staff person, our office manager; and the resident house manager. The budget also includes the publication and mailing of the Alumnae Quarterly, the printing and mailing of Alumnae Fund appeals and other letters and information to alumnae, and office supplies and equipment. Our budget this year was \$10,800, and we finished the year within this amount. As you notice, it does not include items concerning the Alumnae House which is a separate operation and works on an independent budget. The income from room rents, rentals of the parlors for parties, rental

of academic regalia, and designated gifts from the Alumnae Fund is used to defray the expenses of running the House: the laundry, the maid, cleaning and minor repairs; insurance and gas service. Although the books show a balanced operation, we are well aware that except for the generosity of the College we could not claim a balanced budget in this area as we show no charge for office rent, lights, water, heat, or upkeep on the grounds in our overhead expenses. We are indeed grateful for such generosity.

Please do read the Alumnae Fund report, as it is an achievement of which we can all feel justly proud. Except for the peak reached last year, this year's contributions show a steady growth of the Fund over previous years. We feel that we can do a much better job with the Fund next year by better timing of appeals and by more interpretation of the real need for annual giving by a greater number of alumnae. Many of you have expressed the feeling that with the large bequests received this year, the need for small gifts was no longer so urgent. Each of us needs to realize that endowment is only one factor in evaluating the standing of a college. The percentage of alumnae giving annually is concrete evidence of their belief in the work of the College and is thus of greatest importance to foundations and corporations as they make gifts to support higher education. Our percentage is less than 30 per cent which is low nationally as many colleges show 40 to 60 per cent.

We have had a wonderfully active and enthusiastic board of directors this year, each doing a splendid job, and we pledge to the alumnae, the trustees, and to our college, an even greater effort to be of more service to Agnes Scott in the coming year.—*Mary Warren Read '29.*

VICE PRESIDENT: *Constitutional Changes*: The Constitution Committee has not had occasion to make any further suggestions about constitution revisions during this year; therefore, we have no report to make. If you have found in carrying out the work of the year any places where you think constitution changes would be helpful for the Association, my committee would be grateful for your suggestions. I am not sure how many of the changes which we recommended have been passed.—*R. Florence Brinkley '14.*

HOUSE CHAIRMAN: The House Committee has completed its major project for the year, the painting of the downstairs rooms of the Alumnae House, and the upstairs bathroom. A contract was made after securing three bids on the job, and the work was completed as specified. Since the House has mellowed with the years, the enamel used on the hall woodwork was cur with a gloss modifier to keep it from being too ob

viously newly painted, and was a blend of Princess Ivory and Sandalwood, instead of original ivory. The living rooms were done with the exact shade used when the House was redecorated in 1947.

The Chairman has also served as acting chairman for the Alumnae Property Committee since Christmas, and has done the necessary banking and check writing for the House. In addition she has purchased linens needed for the House, and supplied such flower arrangements as could be created out of dried materials for permanent decorations.

At the suggestion of the Nominating Committee, the House Committee has asked Catherine Ivie Brown (Mrs. Paul) to be the new member of the self-perpetuating committee. Ruby (Rosser) Davis is automatically chairman for next year.

Financial report:

Specified gifts for House Committee in 1954-1955	\$ 80.00
Withdrawn from House Income for painting	120.00
	<hr style="width: 50px; margin-left: auto; margin-right: 0;"/>
	\$200.00
Total cost of labor for downstairs painting . . . \$200.00	
Gift of paint from the College (estimated)	60.00
Gift of labor for bathroom from chairman	10.00

Committee actually used \$120.00 from House income on the redecoration job.

—Nelle Chamblee Howard '34.

NOTES FROM CLASS COUNCIL: At the annual meeting on June 6 attended by class presidents and secretaries, there was hearty discussion of our timetable for reunions. Sentiment expressed at the meeting and in letters from absent members appears to favor continuing with the Dix plan and also holding reunions at Commencement. Comments and suggestions from reunion presidents will be passed on to the reunion presidents for the coming year. When a class is faced with a Dix reunion and a "milestone" reunion (such as the 10th, 25th) in consecutive years, the president can poll the class to determine when to hold reunion. Several representatives expressed the wish that something be done to make it easier for alumnae and faculty to see each other at some time during the flurry of Commencement activities.

The council agreed it might be a good idea to have one issue of the quarterly especially devoted to class news. Class news would continue to appear in the other issues, but a special effort would be made in the spring. It was suggested that this issue be sent to all members of reunion classes whether active or not, and that inactive members of reunion classes receive invitations to the Alumnae Luncheon.

As the college needs the continuing annual financial support of its alumnae, despite the recent Walters gift, the suggestion was made that class presidents be provided with more detailed information each year on what the needs are and the status of each class's giving. With the secretaries handling the gathering of news, the presidents would be free in their annual letter to concentrate on urging classmates to show an active interest in the college through the Alumnae Fund.—
Bella Wilson Lewis '34.

TREASURER'S REPORT:

FINANCIAL STATEMENT, June 30, 1955

	DISBURSED	BUDGETED AMOUNT	BALANCE	DEFICIT
SALARIES and SOCIAL SECURITY	\$6,130.98	\$6,137.79	\$ 6.81	—
PRINTING	\$2,489.83	\$2,975.76	\$485.93	—
OFFICE				
Telephone	150.91	210.97	60.06	—
Supplies	466.30	468.10	1.80	—
Postage	462.64	550.00	87.37	—
Dues	77.58	55.00	—	22.58
SUNDRY	787.57	*1,013.51	225.87	—

Balance \$867.84

*This includes funds borrowed to pay for Wedgwood plates and funds received and transferred for Korean student.
Please see also the Alumnae Fund Report.—Betty Medlock Lackey '42.

CLUBS: Summary of work done in 1954-55

1. Files completely reviewed once and news compiled for an issue of Alumnae Quarterly.
2. Letters written to newer alumnae clubs, and to New Orleans Club for scholarship fund.
3. Mimeo copies of the March 15th article in Atlanta Journal about Agnes Scott as a liberal arts college, written by Dorothy Cremin Read '42, was sent to all Alumnae Clubs. Mimeo work now in progress to send to all alumnae clubs a copy of the 1955 Founder's Day radio program. We feel both of these mailings can be helpful to local clubs in regard to program material.
4. All four local clubs contacted about sale and handling of Wedgwood plates.
5. A new alumnae club was organized in Orlando, Florida. Mary Read made a trip there for this event.
6. Served on finance committee in drawing up budget for next year. . *Vella Marie Cowan '35*.

GROUNDS CHAIRMAN: The garden has been completely reworked to the plans submitted by Edith Henderson, L.A. The pergola has been rebuilt. An opening between center posts has been made into each garden; two posts have been moved to make center walkways.

Shrubs have been pruned and trees and hedges moved. Magnolias have been planted in background for screening. Loquats are espaliered against the Dining Hall wall. Eventually a statue will be placed against this wall.

The small boxwood bordering the beds have been removed because of their bad condition and another kind which are hardier placed there. The true dwarf or suffruticosa will not take the sun in these small beds placed so close to the brick.

Jackmani Clematis (purple) and Clematis paniculata have been placed on each post. Also we have planted Gypsophila (white), Nemophila (blue) and Sweet Alyssum in all the beds. Two hundred blue Iris (Dutch) were planted against the box hedge. These were my gift.

At Christmas I had sent around 10,000 Narcissus bulbs to be planted on the campus, and they bloomed in profusion. This is a repeat gift of last year, so soon as these multiply the campus will be greatly enhanced in Spring with these blooms.—*Louise B. Hastings '23*.

SPECIAL EVENTS CHAIRMAN: On Friday, March 18th, ten teachers attending the G.E.A. meeting, Mary Read, and your Special Events Chairman had luncheon together at the Capital City Club. It was decided to make this luncheon an annual event during the G.E.A.

meeting and to invite to it not only teachers but any other Agnes Scott alumnae who would be interested in attending. Those who came were: Mary Read Louise Cook, Frances Dwyer, Clara Dunn, Roberta Winter, Dorothy Adams Knight, Carolyn Galbreath Jean Danielson, Jo Barron, Mrs. Betty Harrison, Sara Fulton and Sara Mae Rickard.

During luncheon there was much interest evidenced in the growth and development at the college. Several expressed the hope that more scholarships could be offered to prospective students since many highly intelligent students in the under-privileged areas are unable to attend Agnes Scott College because of financial reasons.

Evelyn Hanna Sommerville was the alumnae speaker at the annual meeting June 4th. Mary Mann Boon was in charge of the details of the alumnae luncheon and Sally Brodnax Hansell introduced the speaker.

The Founder's Day Broadcast, "Living Is Our Business," a stimulating discussion of liberal arts education as background for professional careers, was played over 17 stations over the country. Consideration is being given to making records of annual broadcasts and sending the records to local clubs for their use at a club meeting if they find the material timely.—*France Craighead Dwyer '28*.

VOCATIONAL GUIDANCE CHAIRMAN: The Vocational Guidance Committee sponsored three career conferences for students. Dates, subjects and speakers were

Feb. 2, Job Interviews and Opportunities for 1955 Participants were personnel executives, B. W. Cardwell, vice-president in charge of personnel, Citicorp and Southern National Bank, and Mrs. Christine Felts, of Consulting Psychologists Inc. Mary Madison Wisdom was in charge.

Feb. 3, Radio, Television and Drama. Participants were Miss Dean Dickins, director of women's programs, WGST; Mrs. Fenton (Pat) Riley, member of the Atlanta Theater Guild and former model, and Miss Callie Huger, production and promotion assistant, WSB-TV. I was in charge.

Feb. 8, Interesting Work for English and History Majors. Participants were Miss Kitty Johnson, head of the order department at Atlanta Municipal Library; Mrs. Jim Boyd, until recently a member of Regenstein's advertising department, and Mrs. John Pfeiffer, free-lance writer.

Our chapel speaker on Feb. 2 was Dr. Eddie Neel Anderson, psychologist and counselor in family relations.

We were very pleased with the attendance at the coffees. Between 20 and 30 students came to each

one. Marie Simpson Rutland did a splendid job of providing refreshments.

The committee is also proud of the file of working graduates in the Atlanta area. The file, made up of replies to questionnaires sent out through the alumnae office, is available in the office. We hope this file will prove useful to future committees in securing speakers and to students who may wish to talk with graduates in some particular field. The cards are filed according to occupation.

We received 128 replies. Twenty-eight of these came from graduates who are not employed outside the home. We sent out about 400 cards and believe that many of the homemakers didn't return theirs—thinking they weren't meant to do so. At any rate, we have

names of 98 graduates now working in Atlanta, two graduate students in the Atlanta area, and two homemakers who have part-time jobs.

It is with regret that I feel—because of other activities to which I am committed—I must resign from the board. As I said in my letter to our president, I considered it both an honor and a pleasure to serve.

In addition to those already mentioned, the committee is composed of Bella Wilson Lewis, Eleanor Reynolds Verdery, Deezy Scott and Peggy Bridges. My thanks go to each member and to Ann Worthy Johnson.—*Edwina Davis Christian '46.*

Note: Lorton Lee '49 has accepted the invitation of the Nominating Committee to serve as Vocational Guidance Chairman.

1954-55 ALUMNAE FUND REPORT \$27,817

THE 1443 ALUMNAE who contributed to this, the eleventh annual Alumnae Fund, can take unto themselves a goodly measure of self-respect for the financial support they gave Agnes Scott this year, on two scores. First, we are beginning to grow up in our understanding that *annual giving* by alumnae, without the impetus of a special campaign, is a fundamental factor in the College's fiscal operation. Second, the amount of money given to this year's fund, from July 1, 1954 to June 30, 1955, \$27,817, is equal to the income on \$900,000 invested at 3 per cent. The temptation to pat ourselves collectively on the back and rest on these lovely laurels can be overwhelming. A sobering thought is this: *only 21% of alumnae contacted contributed this year.* And be assured that the Alumnae Office contacted everyone who has a current address on file!

The Alumnae Fund is made up of all contributions to the college given by alumnae. This is the way you designated that the Fund be spent this year:

UNRESTRICTED	\$10,137.00
SCHOLARSHIPS	796.00
FACULTY SALARIES	311.00
FOREIGN STUDENTS	515.00
ALUMNAE HOUSE	413.00
SPEECH DEPARTMENT	100.00

SPECIAL FUNDS:

Alexander Fund	25.00
Beach Fund	100.00
Cooper Fund	650.00
Cunningham Fund	25.00
Hale Fund	417.00
Hollis Fund	30.00
Holt Fund	5,000.00
McCain Library Fund	59.00
Pauline McCain Fund	25.00
MacDougall Museum	24.00
Newton Fund	100.00
Tanner Fund	38.00
Thatcher Fund	7,000.00
New Orleans Club Fund	1,074.37
Pilley Kim Choi Fund	283.00
Walters Hall	10.00
Dr. Sweet's Portrait Fund	185.00

Statistics on the Alumnae Fund can be twisted, for better or worse. But here are a few more, for your thinking pleasure. The average contribution this year was \$19.00. This can be misleading, because several large gifts pull the average to this high point. The percentage of alumnae contributing to the Fund this year, 21%, is a tally of total alumnae solicited. If we take the percentage of contributors who are *graduates* (3508), we take a nice, high jump—to 41%.

	Living Graduates	Number of Contributors	Percent-ages
Institute	169	41	25
Academy	104	27	26
1906-07	8	7	88
1908	4	3	75
1909	9	7	78
1910	12	12	100
1911	12	13	100
1912	12	10	83
1913	14	10	71
1914	22	12	55
1915	20	11	55
1916	28	12	43
1917	35	16	46
1918	30	13	43
1919	35	22	63
1920	32	15	47
1921	49	21	43
1922	52	15	47
1923	53	21	40
1924	54	16	30
1925	70	12	17
1926	73	29	40
1927	99	35	35
1928	94	30	32
1929	89	38	43
1930	86	45	52
1931	73	24	33
1932	81	25	31
1933	93	26	28
1934	78	25	32
1935	84	24	29
1936	95	22	23
1937	80	21	26
1938	81	18	22
1939	91	35	38
1940	95	41	43
1942	88	27	31
1943	79	29	37
1944	94	43	46
1945	97	53	55
1946	124	44	36
1947	114	45	39
1948	115	40	35
1949	116	61	53
1950	104	63	61
1951	100	56	56
1952	100	62	62
1953	86	42	49
1954	82	82	100

How do we compare with each other, in giving by classes? These are the most telling statistics for us. Hearty thanks go to each of us who are included in the decimal points above. Special thanks go to the class officers who added their efforts to the Alumnae Fund solicitation. In almost every class showing a high percentage of contributors, class members had either a written or personal word about the Fund from their officers.

How do we compare with other private women's colleges in alumnae giving? The best figures available are those compiled by the American Alumni Council; the following are reprinted from *American Alumni Council News*, April, 1955, and are reports of last year's Alumnae Funds.

Agnes Scott stands second in the South, Sweetbriar first, in the percentage of alumnae contributors. Vassar led the nation in total amount given, and Mt. Holyoke led in number of contributors.

College	Living Alumnae	Alumnae Solicited	Number Per-		Amount
			of Donors	cent- age	
Agnes Scott	8,984	6,312	1,728	27.4	\$ 28,733
Barnard	14,500	9,619	3,097	32.2	100,448
Bessie Tift	4,960	2,500	290	11.6	8,065
Connecticut	7,271	4,650	2,516	54.1	39,105
Bryn Mawr	8,696	6,533	2,452	37.5	60,404
Goucher	8,742	6,624	3,251	49.1	42,775
Hollins	5,500	5,500	631	11.5	6,157
Mary Baldwin	5,838	5,200	772	14.8	14,129
Mount Holyoke	13,725	10,765	6,936	64.4	121,763
Randolph-Macon	10,886	10,287	2,363	23.0	33,014
Shorter	2,006	2,006	273	13.6	6,221
Smith	28,285	26,116	12,666	48.5	283,762
Sweet Briar	6,775	5,344	1,685	31.5	18,775
Vassar	17,139	17,139	8,889	51.9	520,386
Wellesley	22,636	22,200	10,365	46.7	504,410
Wesleyan (Ga.)	7,500	7,500	914	12.2	19,015



COLLEGE NEWS

WALTERS HALL is now a great and gaping hole where the old science building once was. The few of us who remain on campus during the summer are learning to be excellent sidewalk superintendents. We started to print a picture of the hole for you—in color it would be nice, since the Georgia red clay striations look something like the tones of the Grand Canyon, but it is hard to visualize the new dormitory at this beginning building stage. Better look at the drawing done by the architects, Ivy and Crook. The red brick and limestone finish will blend easily with other campus buildings. Walters Hall will accommodate 145 students, will have a guest room, an apartment for the member of the Dean of Student's staff who serves as Senior Resident, and the long, wide basement area will be a student recreation center. "The quiet and still air of delightful studies" will have undertones of hammers and saws during this academic year, but the building is scheduled for completion toward the end of the term and will be ready for occupancy in September, 1956. It is heartening to see this new dormitory, listed as the first and most pressing need in Agnes Scott's long-range Development Program, well on the way to becoming reality.

MARY SWEET COTTAGE, remembered as living quarters by some of us and as the Infirmary by more of us, had to disappear from the face of the land in order to make room for Walters Hall. For the last five years, the enrollment trend at Agnes Scott has been toward more boarding students, and all indications are that this will continue. During the 1954-55 session, there were 535 students enrolled, of which 80 were residents of Atlanta and vicinity; of these 80, 30 lived on campus. This year, while Walters Hall is under construction, one of Miss Scandrett's problems will be to find, literally, the necessary number of beds for

students. Some will live upstairs in Dr. McCain's home—he says he is indeed looking forward to being a Senior Resident. The house next to Dr. McCain's, on the corner of S. Candler and Dougherty Sts., formerly occupied by the Business Manager, Mr. Rogers, and his family, will be a student cottage next year and has been named Alexander Cottage, honoring Miss Lucile Alexander, Professor Emeritus of French. Seven other cottages will again house students: Ansley, Boyd, Cunningham, Gaines, Hardeman, Lupton, Sturgis.

These are, of course, in addition to the four dormitories, Main, Rebekah, Inman and Hopkins. Main has been subjected through the years to many transformations and transfusions. This summer, major surgery is being performed there, in order to replace the entire wiring system, to meet state fire protection specifications.

DR. EMILY S. DEXTER, Associate Professor of Philosophy and Education, has just made the difficult choice of retiring now instead of teaching actively another year or so. Her decision was announced at the Alumnae Luncheon, so many alumnae had the opportunity to try to get her to change her mind—to no avail, as any one of her former students might have prognosticated. The entire college community is grateful that we will not actually lose her since she plans to take an apartment in Decatur. Her summer plans include teaching and a trip to California where, as Vice-President, she will conduct a meeting of the International Association of Women Psychologists. Rumor, at present unconfirmed, says that Miss Dexter's direct and forceful mind may be cutting some clear paths across the Emory campus next year.

THE ALUMNAE LUNCHEON proved an occasion for news-gathering of other retired faculty members. Dr.

McCain greeted us all by name. His wise, steady, and always available counsel remains a bulwark for the college administration. And he probably sees more alumnae than anyone ever has, in his wide travels. He delighted students this year with his account of Frances Winship Walters' life—and by appearing at the Freshman Picnic attired in expertly tailored Bermuda shorts. Miss Gooch, Miss McKinney, Miss Alexander, Mr. Holt and Mr. Dieckman came out to the luncheon, and Mr. Johnson blew in on a Florida breeze although he had to leave Mrs. Johnson at home in Delray Beach. Mrs. Sydenstricker and Miss Torrance both wrote that only doctors' orders kept them at home. Miss MacDougall was tied down by the business of detailed revising of her biology textbook.

AT THE ANNUAL MEETING of the Board of Trustees on June 3, Catherine Wood Marshall '36 who was elected to the Board last year as a Corporate Trustee was named an Alumna Trustee, replacing Frances Winship Walters. This change will be confirmed by the Alumnae Association at the first meeting of its Executive Board in September.

DURING THE YEAR, a new department was created at Agnes Scott, the Department of Education. Establishing a separate department for education will expand Agnes Scott's facilities for training in this field. It is not contemplated that a Major in education will be offered. The department is headed by Dr. Richard Henderson, and its courses are a part of the Agnes Scott-Emory Teacher Training Program, directed by Dr. John Goodlad.

EDUCATIONAL RECOGNITION came again to Agnes Scott this year in scholarships and grants awarded to students and faculty for graduate study. Three members of the Class of 1955 received Fulbright grants for study abroad, Georgia Belle Christopher, Constance Curry and Margaret Williamson. (Georgia Belle and Margaret are both Granddaughters, and Georgia Belle had her alumna mother and aunt at her Phi Beta Kappa initiation this Spring.) Georgia Belle also was the recipient of one of the coveted Woodrow Fellowships for graduate study, but chose the Fulbright grant for study in England.

FACULTY MEMBERS who will be away on leave to do further graduate study next year are Frances B. Clark '50, Instructor in French, who will pursue studies towards the Ph.D. degree at Yale on a grant awarded her by the General Electric Corporation—one of only six such grants made by the company for graduate study in the humanities: Marie Huper, Assistant Professor of Art who will work toward the Ph.D at the State University of Iowa; Dr. Margaret B. DesChamps, Assistant Professor of History, who has been granted one of two scholarships awarded by the Presbyterian Church, U.S., and will be in Scotland doing research on the Scottish background of the Presbyterian Church in America; Dr. Elizabeth G. Zenn, Assistant Professor of Classical Languages and Literatures, who will do archeological research at the American Academy in Rome, on a grant from the Fund for the Advancement of Education.

WORKING WITH PROSPECTIVE STUDENTS

Mitzi Kiser Law '54

Between September and May I have joined the ranks of those called seasoned travellers. Perhaps the title alumnae-admissions representative would not at first seem to carry this distinction. I have, however, driven approximately 25,000 miles in the college car; climbed in and out of 10 planes, 25 taxis, and innumerable cars of alumnae; and, within the space of four months, have four times covered the distance between Florida and New York with side trips to Arkansas and Texas.

The college has had field representatives at various times; but the position as it now is began developing in the fall of 1949 when Doris Sullivan Tippens was named alumnae representative. She was followed by Su Boney Milner, Sybil Corbett Riddle, and Ann Cooper Whitesel.

We have all found that we are not representing Agnes Scott to "sell" the college but rather to assist in the selection of students and also in the important task of interpreting the college to school personnel and to candidates for admission and their parents. My own program this past year has included visiting applicants in their homes and at their schools, representing Agnes Scott at the high school college-day programs, and attending alumnae meetings and parties which alumnae have given for prospective students.

Most of the seniors who apply have been on the mailing list (a list this year made up of girls from 41 states) because of a request for information from them, their parents, an alumna, or a friend—or because they have talked with the Agnes Scott representative at a college-day program or have attended a party for prospective students (often a tea or coke party given by alumnae). When I visit these applicants, I try to answer any questions they might have or discuss any problems; we usually cover everything from roommates and location of the bathrooms to course of study and social life in Atlanta. I have seen approximately 115 of the incoming freshman class, and this partially accounts for my mileage.

The college day programs to which I have already referred have been planned by high schools in an attempt to help their students as they choose a college. At these programs the students have an opportunity to ask questions and to receive information from official representatives of the colleges in which they have some interest. Dates for the programs in different states

often conflict, but I have been able to attend 50 this year and have visited an additional 50 high schools by appointment.

Contact with Agnes Scott alumnae has been one of the most rewarding and refreshing parts of my work. I find it quite easy to see why many a freshman indicates that an alumna has been a decisive factor in making her college choice. Agnes Scott alumnae have continued to be interested in and to support the college; alumnae and alumnae groups have entertained a number of prospective students during the past year (high school sophomores and juniors as well as seniors) at functions apart from regular alumnae meetings; some have planned to do this when our college students have been home at vacation times.

Presenting Agnes Scott to school administrators in the Pittsburgh and Philadelphia areas and in parts of Texas and Arkansas has been my contribution to the widening scope of alumnae-admissions work. Seasoned traveller becoming Long Island commuter, I feel confident that Florrie Fleming will continue in the development of alumnae-admissions work.



SOME MARKS OF A FREE MIND

Although addressed to the Class of 1955 at their Commencement, Dr. Harbison's words go directly to all of us who rejoice or rebel with the "free minds" with which Agnes Scott's liberal education endowed us. Dr. Harbison is the Henry Charles Lea Professor of History at Princeton University, and his special field of interest is the Renaissance and Reformation. He is the author of Rival Ambassadors at the Court of Queen Mary, which in 1942 won the Adams Prize of the American Historical Association.

E. Harris Harbison

FOR FOUR YEARS you of the graduating class have been happily absorbing a "liberal" education — that is, an education designed to "free the mind." Years ago a Renaissance school teacher said, "We call those studies liberal which are worthy of a free man." And we might say today that ideally the liberal studies are those best able to inspire and nourish free minds.

Now in all the flood of commencement oratory that is going to wash over college campuses this week and keep restless people from their luncheons, I think there should be *someone* who gets up and says that this business of freeing minds—if it is done successfully—is a very dangerous and subversive enterprise. Take a young person and free him or her from the narrow bounds of time and place, of here and now; emancipate her from personal and parochial prejudices by showing her glimpses of a wider world as seen by the great philosophers poets, artists, and scientists; break down those invisible guide-lines that keep her field of vision narrowed to her own family or vocation, her own class, her own nation, or her own race—do all this, and almost anything may happen. A truly free mind is a very disturbing thing to most people, because it cannot comfortably be dismissed as just another representative of a party or pressure-group, another example of a familiar fad or ism. Intelligence is always disturbing. And when it is mated with integrity, it can be positively terrifying.

What I am saying is that if Agnes Scott has really accomplished what it has meant to do with those of you who are graduating today, then I really ought to warn the world about the hundred-odd emancipated minds that are being loosed upon it this morning. And at the same time I ought to warn you that free minds don't necessarily mean happy minds. If your minds have acquired the marks of real freedom in your four years here, don't expect to find the world ready to welcome you with open arms, and don't expect that life will be a bed of roses for you from now on.

I had a student this year from the Mid-West—Chicago *Tribune* territory—who did a paper for me on "Munich 1938." He came out of it with some dis-

turbing ideas. The most unsettling was that there are no simple parallels in history—that "appeasement" in 1938 was futile, but that to call every suggestion of compromise in 1955 "appeasement," and so to rouse political passion by false historical association, might be stupid or wrong, if not actually suicidal. He tells me his idea will not be especially popular back home.

I had another student this spring from South Carolina who did some research on education in his native state. He too ran into a very disturbing idea. Can one say, as many of his sources maintained, that the Negro is naturally incapable of the same kind of education as the white when the Negro has been excluded from such education for so many generations, thus preventing the production or any evidence which might answer the question? He told me *his* question might not be very popular in some circles at home.

Now this sort of thing has been going on in hundreds of liberal arts colleges throughout the country during the past year. It is what has always happened for over five hundred years whenever a student really rises to the bait of "an education worthy of a free man."

The first mark of a free mind, then, is a sense of perspective, a hunch about how it looks from "over there," a feeling for alternatives that comes from study and reflection. This means that a free mind is impatient with simple answers to complex questions, with intellectual short-cuts and quack-remedies. My mother had this sort of mind, but she had one very loveable weakness. She liked to send her three sons, when they were away at school, the names of the latest remedies she had found for the simple ills of mankind like the common cold. My youngest brother used to accuse her of running a "Medicine of the Month Club." One time he thought he'd humor her and get a bottle of the latest remedy. "What's it for?" he asked the druggist. "What've you got?" said the druggist.

It is all too easy to turn this into a parable of the way we approach our national ills today. Whatever it is we've got—chiefly national insecurity, with all its associated symptoms—somebody has a nice, simple remedy for it that we can buy at any political soda-fountain.

Are we in danger from spies and saboteurs? Closing our doors to immigrants, purging high-school history books, and televising congressional hearings will fix it. At least all this will make us *feel* better. Are unstable free governments in Asia in danger? The threat of "massive retaliation" will fix it. Or at least it will soothe our pride. A free mind is suspicious when such simple, easy nostrums are offered to it. It cannot bring itself to believe, for instance, that 500,000,000 Chinese turned Communist simply because a few men in our State Department did the wrong thing ten years ago; and that to turn these men out now will somehow fix everything. I cannot see any remedy for our present insecurity in a two-power world but patience, emotional maturity, courage, and intelligence.

This brings me to the heart of what I want to say today. You of the graduating class may well agree with me. You may say, we *see* all this—but what can we *do* about it? What's the use of what you call a "free mind" if it can see perfectly clear what's wrong with the world, but is condemned to frustration by its helplessness? The idealist of graduation week is too often the cynic of ten years later. Particularly in the case of women graduates of liberal arts colleges, the exaltation of glimpsing horizons beyond one's own time and place, one's own nation, class, and race, may become a source of mere torment during the long discipline of dishpans and diapers.

Now the last words of a colleague of mine before I came down here were, "Don't say anything to disturb them. Remember it's a commencement and they're all nice girls. Above all, don't mention dishpans and diapers." My wife was more honest. She said to tell you the truth—namely that you may thoughtlessly curse your liberal education in the next few years ahead before you come in the end to a full appreciation of it. With more right than a man, a woman may feel impelled to say to her Alma Mater, "You freed my mind, but did nothing to free my body from its ancient slavery to the home." This suggests then, that to *free the mind* without also somehow *freeing the spirit*—the spirit that determines our inner attitude toward ourselves, our fellow human beings, and the universe—may be futile and even destructive.

The Greeks used one word, *psyche*, to describe both what we call the mind and what we call the spirit. The association suggests something very important: namely that mind and spirit are ultimately inseparable. The second mark of a free mind, in other words, is that it is grounded in a free spirit. The truly free mind is so because it is unafraid, because it is committed to something ultimate, because it has a point to which it can always return, as a man to his home.

The ultimate test of a free mind is moral and spiritual, not intellectual. The brilliant, frustrated intellectual is not a "free mind." But neither is the happy, well-adjusted member of what Mencken called the "booboisie," the woman college graduate whose conversation never gets beyond bridge and babies. Too many of our college graduates end up one or the other.

As for the particular problem of the liberally-educated woman, no mere male can pretend to offer a solution. But two friends of mine—one from the twentieth century and one from the fourteenth—have suggested solutions which I am going to pass on to you for what they are worth. And I think each is worth a good deal of reflection.

The first is from Lynn White, who is President of Mills College, and who has wrestled long and hard with the irony of preparing young women for a dozen years of cooking and washing by four years of Shakespeare and French. He gives not an inch on the long-run value of a traditional liberal education, particularly during those later years of a woman's life after the children are old enough to be out of the house most of the day. But he insists that if we can only rid ourselves of our prejudices about the slavery of the home, home-making can itself become one of the "liberal arts." He looks forward to the time when women's colleges will not only "offer a firm nuclear course in the Family, but from it will radiate curricular series dealing with food and nutrition, textiles and clothing, health and nursing, house planning and interior decoration, garden design, applied botany, and child development."

"Would it be impossible," he asks, "to present a beginning course in foods as exciting, and as difficult to work up after college, as a course in post-Kantian philosophy would be? . . . Why not study the theory and preparation of . . . a well-marinated shish kebab, lamb kidneys sautéed in sherry and authoritative curry, . . . or even such simple sophistications as serving cold artichokes with fresh milk?" [Lynn White, Jr., *Educating Our Daughters*, (Harper 1950), pp. 77-78]

Well, this may go a bit too far. Let me simply say that *one way* women with free minds have got through those first dozen years with a fair degree of content has been to make a "liberal study," so to speak, of some aspect of their daily round of home-making—like an engineer who can't resist reading about the history or social significance of the narrow technique which occupies him eight hours a day.

But there is another and more profound way—and it is suggested by a great Christian mystic of the later Middle Ages, Meister Eckhart. Eckhart once preached a sermon on Mary and Martha—and I urge you to

read it. He came up with the astounding idea that *Martha's* was really the better part, and that this was the lesson of the story. Why? Because Mary was still unsure of herself, still searching, still dependent on the spiritual guidance of others. Like you during the past four years, she was still at school. But Martha, Eckhart thought, had been through all this and had come out into serenity. Thus she was able to go about the menial tasks of the house, and to prove again that spiritual exaltation is always validated by the practical service which overflows from it. Martha's calling was not really a hindrance to her, Eckhart says. "Work and calling, both, she turned to her eternal profit." But she was worried that Mary might sit forever at the feet of Christ. That was why she urged, "'Lord, bid her get up,' meaning to say, 'Lord, I do not like her sitting there just for the pleasure of it. I want her to learn life and really possess it. Tell her to rise and really be Mary.' She was not really Mary," Eckhart adds, "while she was sitting at Christ's feet . . . While she sat at the feet of our Lord and listened to his words, she was learning . . . But later on, when she had learnt her lesson and received the Holy Ghost, she began to serve . . . Only when the saints are saints,

and not till then, do they do meritorious works." [*The Works of Meister Eckhart*, ed. C. deB. Evans, (London 1931), Vol. II, pp. 90-98.]

What does all this mean? I think it means that the freeing of the mind is never completed until it culminates in freely-accepted responsibility and service. Men are more in danger of losing sight of this fact than women, because women are thrust sooner and more completely into responsibility and service in their families. It may be, then, that a woman's curse is also her blessing. Her slavery to kiddies and cookery *can* serve as a bulwark of responsible intellectual freedom, as a man's career often cannot. If truly great minds are to be found ten years after graduation—unprejudiced and wide-ranging, but also unclouded by cynicism or despair—there is a better chance of finding them among your sex than among mine—provided you preserve the balance between Mary and Martha.

Mary and Martha are really one person. They are you—each of you—rising from learning and going out to serve, not drowning your visions in drudgery, but keeping your mind alive and free in the discipline of responsibility. "Freedom," says Robert Frost, "is feeling easy in your harness." And it's not a bad definition.

TO CHARLOTTE BARTLETT

How very much we miss Charlotte, here at our fifth year class reunion. I was happy when Tuck asked me to write a tribute to her, for she meant so much to me, and I know there are so many others who loved her as I did. Yet I know that whatever words I may say about Charlotte will only be as *I* knew her — any one of you might choose other words, for you knew her in other ways. So if when I'm through, you feel I've not spoken of the Charlotte you knew, forgive me. These things are spoken only to remind us of her, for, after all, no words can recapture the real Charlotte who lived and played and worked with us those four years.

I shall not attempt a biographical sketch — I know very little of her life before college, and you all know of her many and varied activities while at Agnes Scott. While all these activities indicate her wide interests, unbounded energy, and zest for life, they don't seem to me so important as the way in which Charlotte did all these things — her approach to life, or rather her reception of life as it came to her. Indeed, there was always a path beaten to her room, and that is the thing that one remembers first — the

countless scores of friends. It was often amazing, and always interesting, the group of girls one could find in her room. Girls from every class and clique on campus would claim Charlotte as their friend—and she was. Often the least loved girl in school would find love and understanding from Charlotte. Not only the less popular, but the most attractive social butterflies were among her closest friends, as well as the active leaders on campus. Charlotte loved across all social or intellectual barriers, because for her these barriers simply did not exist. It was not only on our own campus that Charlotte was a friend, but on the campuses of Emory and Tech as well. She loved the world, and so the world loved back.

But she was not so engrossed in activities that she missed the education for which she came to college. Charlotte found her friends in books as well as people. Though she set no scholastic records, she had the genuine intellectual curiosity that marks the real student. No field of study was beyond her interest, and many delightful hours could be spent in discussion with her the joys of a newly discovered author, a political movement, a new idea. As one who passed a re-exam

in Chemistry through her coaching efforts, I knew her desire for knowledge. Delving into some new subject could excite her to the point of exasperation at not being able to grasp it all immediately.

Charlotte loved "the good, the true, and the beautiful" in the natural world much as did St. Francis, who also found his friends among the birds and flowers. A clear warm morning in the spring would send Charlotte bounding across the campus to classes with an irresistible gait that even before breakfast made one smile. A sunset, a moonlight night, a playful squirrel would set her heart and imagination running, so that she seemed almost as one with the creation. And who will ever forget that first snowfall our freshman year, when with the other Florida girls, she helped wake us to see it cover the ground? With an elflike spirit, she entered into every phase of life

with her whole self. She kept back no part for herself — what was hers was held in an open hand— herself, her possessions, her time — and she never tired of the many claims upon her.

Then Charlotte loved God. He was indeed her Friend of Friends, a daily companion to whom she could and did turn for guidance, strength, and comfort. Hers was a joyful faith, and she was never ashamed to confess Him in the lowliest or most sophisticated company. Her whole life was a joyous dedication to God — so much so that there was the common saying on campus, "she's too good for this world." Perhaps that is why God, in His unsearchable Providence, called her back. For us it is a comfort to know that her life is now perfected in pure communion with Him. What a blessing it was to have had her with us! What a joy to remember throughout all our lives.

Ann Williamson Campbell '50

CLASS NEWS

Edited by Eloise Hardeman Ketchin

DEATHS

INSTITUTE

Anna Peek Robertson died July 16, 1954.

Marie Goetchius Orr died Feb. 15, 1954.

Eleanor Cloud Bryan died March 18, 1953.

Annie Morton Dodd died March 5.

1910 Eloise Oliver Ellis died Feb. 10.

Edith Louise Brown Combs died July 25, 1954.

1914 Zelma Allen Tabor died Feb. 28, 1954.

Mary Brown Florence lost her mother in November 1954.

1917 Hooper Alexander, Jr., brother of Amelia Alexander Greenawalt died March 6.

1921 Lucile Smith Bishop lost her husband Dec. 1, 1953.

1924 Sarah Aline Kinman died April 18.

1925 Robert Albert McKay, husband of Ruth Harrison McKay and brother of Anne McKay and Ethe McKay Holmes '15, died April 26.

1930 Elizabeth Eaton Leinbach died in March.

O. L. Adams, Jr., husband of Katherine Crawford Adams, died May 7.

Lillian Dale Thomas lost her mother Oct. 26, 1954.

1931 Mrs. W. A. Bellingrath, mother of Elmore Bellingrath Bartlett and Suzanne Bellingrath Von Gal '41, died Feb. 28.

1934 Adam H. Unsworth, husband of Kathryn Maness Unsworth, died in January.

Ruth Shippey Austin lost her Father in April.

1940 Eugene B. Cass, father of Ernestine Cass McGee, died May 6.

1941 Margaret Murchison's father died in March.

1949 R. H. Johnson, father of Henrietta Johnson, died Feb. 15.

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AGNES SCOTT

ALUMNAE QUARTERLY



FALL 1955

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The AGNES SCOTT
Alumnae Quarterly

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Academic tools on the steps of Presser Hall await their owners' return from Chapel. Photo by Bill Wilson — Atlanta Journal-Constitution.

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Annually, a member of the faculty speaks at a chapel program on some aspect of the liberal arts. Miss Glick, professor of classical languages and literature, chose to talk about Homer. Here she gives us, as she says Aeschylus has been credited with describing his own work, "slices from Homer's banquet."

M. Kathryn Glick

HOMER teacher of the liberal arts

I WANT TO TALK to you this morning about a phase of the Liberal Arts which I find exciting.

We used to use the term Humanities rather than Liberal Arts. I like Humanities better because it seems to me to focus the attention more nearly where it belongs, that is, on *Homo*, Man. But the teachers of established disciplines, or subjects, were selfish and, as new fields of knowledge were added to college curricula, the entrenched groups refused to admit that such subjects as science and social science were humane subjects. For many years a battle raged, the humanists behaving most unhumanely and forgetting entirely the famous phrase of Terence: *homo sum: humani nil a me alienum puto* (HT.77). The result was the general adoption of the term Liberal Arts comprising "three broad areas: the world of nature, the world of human society, and the world of human ideals, aspirations and values" with the term Humanities designating the last division of knowledge.

My own feeling is that what makes an art a liberal one is the manner in which it is presented and the purpose for which it is taught. I know that both Latin and Greek have been sinned against in this respect and both subjects have paid a heavy penalty for the sins of some teachers. And while we do not spend all of our time in Latin and Greek classes on Latin syntax and Greek verbs, as many of you think, I maintain that both Latin syntax and Greek verbs can be liberally taught. I also know, from personal experience, that History and English literature can be illiberally taught. The subject matter in itself, though it may help, does not guarantee that any body of material is always a Liberal Art. In brief, I should say that any subject which is taught for the enlargement of the human spirit rather than the enrichment of the human pocket book is a liberal subject.

Liberal Arts, however, is not a new term. Cicero says that arts, i. e., liberal arts and practise of the virtues are the most fitting arms against old age

(aptissima omnino . . . arma senectutis artes exercitationes virtutum. de Sen. 9). And again in his defense of the poet Archias, speaking especially about the study of poetry which was the principal Liberal Art of his time, he says:

Quod si non hoc tantus fructus ostenderetur, et si ex his studiis delectatio sola peteretur, tamen, ut opinor, hanc animi remissionem *humanissimam ac liberalissimam* iudicaretis. Nam ceterae neque temporum sunt neque aetatum omnium neque locorum; at haec studia adulescentiam alunt, senectutem oblectant, secundas res ornant, adversis perfugium ac solacium praebent, delectant domi, non impediunt foris, pernoctant nobiscum, peregrinantur, rusticantur. (*Pro Archia* VII).

Now, as I have said, the Liberal Arts for Cicero and Vergil and the other Romans were Greek and Latin poetry, primarily Greek poetry. They were steeped in Greek poetry and particularly in Homeric poetry. The first Roman textbook was the XII tables of the Roman Law; the second, available in the latter half of the third century B. C. was a Latin translation of Homer's *Odyssey*. Horace speaks of using this translation of the *Odyssey* in the middle of the first century B.C. Horace also speaks of the moral value of Homer. In writing to a friend, he says:

I have been reading afresh at Praeneste the writer of the Trojan War: who tells us what is fair, what is foul, what is helpful, what not, more plainly and better than the Philosophers. (*Epist.* I.2).

The *Iliad* and the *Odyssey* have been called the Greek Bible. Certainly for centuries they were the chief ingredient in Greek formal education, and in Greek culture. Homer was the final authority on all sorts of questions from morals to diplomacy and Achilles was the model of Greek manhood certainly until the time of Alexander the Great. Sophocles is called 'the most Homeric of poets' and Aeschylus was said to have described his own work, modestly, as 'slices from Homer's banquet.'

The Greeks, beginning with Homer, wrote man

with a capital M. Certain qualities were inherent in manhood. The Greeks, I think, would not have understood our tendency to explain shoddy behavior and man's general shortcomings with "O, he is only human." It is not that the Greeks did not know that there are two sides to man's nature, but they chose to emphasize the noble side. This seems to me good. If you shoot at a star, you certainly have to aim higher than if you shoot at a worm.

Let us consider for a while some of the qualities inherent in the Iliad which, I believe, had very great influence on the Greeks and Romans. The Iliad is not the story of the Trojan war, but of the events of a few days during the tenth year of the war. However, by skillful use of episode and digression, Homer tells us much about the war, but does not include the fall of Troy. This very limitation of subject matter is evidence of an instinctive control of form which is typical not only of Homer but of the Greek mind generally.

But listen to the Iliad for a moment:

Sing, goddess, the wrath of Achilles Peleus' son, the ruinous wrath that brought on the Achaeans woes innumerable, and hurled down into Hades many strong souls of heroes, and gave their bodies to be a prey to dogs and all winged birds; and so the counsel of Zeus wrought out its accomplishment from the day when first strife parted Atreides King of men and noble Achilles.

The theme of the poem is noteworthy. I want to quote Kitto here:

What shapes the poem is nothing external, like the war, but the tragic conception that a quarrel between two men should bring suffering, death and dishonour to so many others. So 'the plan of Zeus was fulfilled.' And what does this mean? That all this was specially designed by Zeus for inscrutable reasons of his own? Rather the opposite, that it is part of a universal Plan: not an isolated event—something which, as it happened, so fell out on this occasion—but something that came from very nature of things: not a particular, but a universal. It is not for us to say whether it was from pondering on this episode of the war that Homer was led to this conception, which he then saw could be expressed through the Achilles-story: the important thing is that this is his subject, that such a cause had such an effect: and that it is out of this clearly conceived subject, and not merely from literary contrivance, that the Iliad derives the essential unity which informs it, in spite of its epic expansiveness. (*The Greeks*, p. 47.)

Homer, after this brief introduction, describes this quarrel in the most vivid manner. I should like to read it to you but time forbids. Briefly it is this: the Greek army is dying of a plague. Achilles is concerned for the army and calls council meeting to find out the cause. The priest says it is because Agamemnon has dishonored the priest of Apollo and refused to return the priest's daughter, a captive of war who has fallen to Agamemnon's lot. Agamemnon is unwilling to give

her up and, when forced to for the sake of his army, he angrily takes Achilles' prize, another woman captive. Homer reports it brilliantly, not by any description of abstract qualities, but by showing us the two men quarreling violently. Thus are we introduced to the characters and the action. Of this Homeric trait, Aristotle says:

Homer, admirable in all other respects, has the special merit of being the only poet who rightly appreciates the part he should take himself . . . After a few prefatory words, (he) at once brings in a man, or woman, or other personage; none of them wanting in characteristic qualities, but each with a character of his own. (*Poetics*, 1460a).

It may seem that so violent a quarrel over a girl was a petty thing. There is, however, something more involved. The girl is only the symbol of something much more serious. One of the key words in Greek thought is *Areté*, sometimes translated as *virtue*, more correctly perhaps, as *excellence* or *essence*. It means actually Manliness, that quality which makes a man a man and sets him off from all other beings. The *areté* of a Homeric hero is prowess as a fighter; Achilles was recognized by both Greeks and Trojans as the foremost Greek fighter. The girl, his prize of honor awarded by the army, was concrete evidence of his prowess. So, when Agamemnon using his position as commander-in-chief highhandedly took Achilles prize of honor, he was injuring him in the most vital part of his being.

This *areté* is emphasized by Homer. He mentions it specifically as part of the training of three of his characters: Achilles (Il. XI. 783ff.), Glaukus (Il. VI. 208ff.), and Hector. When Hector's wife, Andromache, begs him not to return to the battlefield, he replies:

Surely I take thought for all these things, my wife: but I would be ashamed before the Trojans and Trojan women with trailing robes, if like a coward I shrink away from battle. Moreover, my own soul forbids me, for I have learned to be ever valiant and fight in the forefront of the Trojans, winning my father's great glory and my own. (Il. VI. 441ff.)

As civilization progressed, the conception of *areté* changed, its importance did not. Oedipus' *areté* in Sophocles' *Oedipus Rex* is, perhaps, his prowess in the pursuit of truth, in defiance of the warning of Teiresias the prophet, the concern of his wife, and finally, I think, in defiance of his own knowledge that that truth would bring him ruin. In Plato, *areté* is a man's prowess in the development of his reason, or his soul if you please—that part of him which is divine, which is his means of communication with the divine, which his failure to use is sin, and without which he is not a man.

This appreciation of excellence also shows itself in

various phases of Greek life: in the quality of the literature, the lines of the temples, and the grace of the vases. Most of our Greek vases are not signed; they were made by ordinary potters. The great Ionic frieze on the Parthenon was executed by ordinary stonecutters. The Athenian population as a whole attended the productions of Greek tragedies. All of these things indicate the general high degree of excellence both in workmanship and appreciation.

Homer portrays Achilles magnificently: a man who chose a short but glorious life in preference to a long, undistinguished one; trained to be a "speaker of words" as well as a "doer of deeds"; a man loved and respected by his friends and equals, and loved by his captive slave woman, courteous to his friends, and considerate of their feelings; lenient towards his enemies before the death of Patroklos; willing to give up his life for his friend—he knew that his own death was to follow his killing of Hector; quick to obey the gods. He was also a man devoted to the truth—whether in himself or in another man, he says: "For hateful to me as the gates of Hades is the man who hides one thing in his mind and speaks another." (Il. IX. 312-313).

Yet with all these admirable qualities, Achilles was lacking in one important essential, namely an ability to control his emotions. It is this lack of self control which brings grief unbearable upon himself and misfortune to his friends and companions.

The importance of self-control is embodied in another key Greek word—*Sophrosyne*, not mentioned but implied by Homer in the *Iliad*. It is impossible to translate this word by a single English word. It means basically sound-mindedness. It is sometimes temperance, sometimes self-control, sometimes more nearly a recognition of the fact that man is only a mortal. It may at times have any one of these meanings or a combination of them. This word and all that it signifies was as important in the Greek character, in literature and art, as *areté*.

The lack of self-control in Achilles brought about the death of his friend, Patroklos, and led to the terrible vengeance which he took on Hector's body after killing him. Achilles is the first great tragic hero. It is only when Achilles recognizes the common humanity of Priam and pities him that he rises to his full stature as a man. Listen to Homer again:

And as they both bethought them of their dead, so Priam for man-slaying Hector wept sore as he was fallen before Achilles' feet, and Achilles wept for his own father, and now again for Patroklos, and their moan went up throughout the house. But when noble Achilles had satisfied him with lament, and the desire thereof departed from his heart and limbs, straightway he sprang from his seat and raised the old man by his hand, pitying his hoary head and hoary beard, and

spoke to him winged words and said: "Ah, hapless, many ill things truly have you endured in your heart. How dared you come alone to the ships of the Achæans and to meet the eyes of the man who has slain full many of your sons? Of iron truly is your heart. But come sit upon a seat, and we will let our sorrows lie quiet in our hearts, for all our pain, for no avail comes of chill lament. This is the lot the gods have spun for miserable men, that they should live in pain; yet themselves are sorrowless. (Il. XXIV. 508ff.)

Achilles is an individual and unique, yet he is also universal humanity in its greatness and in its sorrow and weakness.

The pessimism, or rather the tragic sense of life, so prominent in this passage, but existing throughout the poem is another typically Greek characteristic. The remarkable thing is that this feeling does not paralyze. They still go on and do their best. As Sarpedon says to his friend Glaukus:

Ah, friend, if once escaped from this battle we were to be forever ageless and immortal, neither would I fight myself in the foremost ranks, nor would I send you into the war that gives men renown. But now—for assuredly ten thousand fates of death do every way beset us, and these no mortal may escape nor avoid—now let us go forward, whether we shall give glory to other men, or others to us. (Il. XII. 321ff.)

Actually this feeling is coupled in the Greek character with a tremendous zest for life. It is really further evidence of their *sophrosyne*.

But as Matthew Arnold said of Sophocles, Homer truly "saw life steadily and saw it whole." The whole panorama is there in the *Iliad*. Hector—noble, dutiful son, loving husband, and devoted father, devout, says:

Moreover I have awe to make libation of gleaming wine to Zeus with unwashed hands; nor can it be in any wise that one should pray to the son of Kronos, god of the storm cloud, all defiled with blood and filth. (Il. VI. 266-268.)

He is the mainstay of his city though that city is upholding a cause for which he has no sympathy and which he knows means the destruction of all which he holds dear. He is always courteous to Helen though she is the cause of all his trouble.

And Andromache, a lovely lady, whose sufferings are those of every woman in every war, is portrayed with an unequalled beauty of sympathy and understanding.

There is Paris—attractive, handsome, a coward, and completely lacking in any sense of responsibility.

There is also Sarpedon with his unforgettable statement of the relation of privilege and responsibility:

Glaukus, wherefore have we twain the chiefest honor,—seats of honor, and messes, and full cups in Lykia, and all men look on us as gods? And wherefore hold we a great domain by the banks of Xanthos, a fair domain of orchard-land, and wheat-bearing land? Therefore now it behooves us to take our stand in the first rank

of the Lykians, and encounter fiery battle, that certain of the well-corsleted Lykians may say, 'Verily our kings that rule Lykia are no inglorious men, they that eat fat sheep, and drink the choice wine honey-sweet: nay, but they are also of excellent might, for they fight in the foremost ranks of the Lykians.' (Il. XII. 311ff.)

An appreciation of Beauty also appears on practically every page of the Iliad: physical beauty represented by Helen—so unusual that old men understand why young men fight for such a woman; and also by young men; the beauty of nature—trees, clouds, flowers, the snow, the rainbow—are all effectively set forth in the many similes. There is the beauty of various kinds of works of art, and pervading the whole, the beauty of the poem itself.

While the Iliad is full of war, I think it is fair to say that Homer does not approve of its tragic waste. That is obvious from the very theme of the poem which I mentioned at the beginning of this paper. There is also a recurrent note of regret running through the poem over the destruction of youth and beauty. Consider this simile used to describe the death of a rather conceited young man engaged in his first combat.

As a man grows a healthy young olive tree in a special place, where there is plenty of water—a fair thing, full of life, tossed by the breath of every wind, and covered with white blossom; suddenly a wind comes with a mighty blast and wrenches it from its place and stretches it upon the earth. (Il. XVII. 55-58.)

Let me summarize briefly just some of the humane qualities which are impressed upon a student of the Iliad: an instinctive control of form; adherence to the highest quality within one; the importance of self-control and temperance at all times; a realization of the seriousness of life and at the same time a zest for life; the relation of responsibility to privilege; an appreciation of beauty in all of its forms; a healthy regard for the truth; and a deep realization of the position of man and his proper relation to God.

It is not always possible to judge the effect of any one teacher of the Liberal Arts. I think we do have some indication of the effectiveness of Homer as a teacher. Consider this partial list of names from the fifth century—all of them men who certainly owed much to Homer: Aeschylus, Sophocles, Phidias, Herodotus, Pericles, Socrates, Euripides, and even Plato who admits that he loves him even though he criticizes him..

But we have another judgment of a people brought upon Homer set forth in the pages of Thucydides. In

this first quotation a Corinthian, an enemy of Athens is speaking:

The Athenians are addicted to innovation, and their designs are characterized by swiftness alike in conception and execution . . . they are adventurous beyond their power, and daring beyond their judgment, and in danger they are sanguine . . . Further there is promptitude on their side . . . They are swift to follow up a success, and slow to recoil from a reverse. Their bodies they spend ungrudgingly in their country's cause; their intellect they jealously husband to be employed in her service. A scheme unexecuted is with them a positive loss, a successful enterprise a comparative failure. The deficiency created by the miscarriage of an undertaking is soon filled up by fresh hopes; for they alone are enabled to call a thing hoped for a thing got, by the speed with which they act upon their resolutions . . . To describe their character in a word, one might truly say that they were born into the world to take no rest themselves and to give none to others. (Bk. I, 70f.) This next quotation is part of the funeral oration which Pericles is represented as delivering in honor of the Athenians who fell in the first year of the Peloponnesian war. I cannot quote it all.

Further, we provide plenty of means for the mind to refresh itself from business . . . We throw open our city to the world, and never by alien acts exclude foreigners from any opportunity of learning or observing, although the eye of an enemy may occasionally profit by our liberality; trusting less in system and policy than to the native spirit of our citizens.

The freedom which we enjoy in our government extends also to our ordinary life. There, far from exercising a jealous watchfulness over each other, we do not feel called upon to be angry with our neighbor for doing what he likes, or even to indulge in those injurious looks which cannot fail to be offensive, although they inflict no positive penalty.

Again, in our enterprises we present the singular spectacle of daring and deliberation, each carried to its highest point, and both united in the same persons; although decision usually is the fruit of ignorance, hesitation of reflection. But the palm of courage will surely be adjudged most justly to those, who best know the difference between the hardship and pleasure and yet are never tempted to shrink from danger.

In short, I say that as a city we are the school of Hellas; while I doubt if the world can produce a man, who where he has only himself to depend upon, is equal to so many emergencies, and graced by so happy a versatility as the Athenian. (Bk. II, chs. 39ff.)

To have had a part in such an achievement is something which any teacher might well envy. If there were time, we might go on to list other Greeks, Romans, Englishmen, even Americans, and men of other nationalities whom Homer has had a hand in molding. It would be a truly remarkable tribute to a great teacher.

Mr. Distler, former president of Franklin & Marshall College, has been for the last ten years Executive Director of the Association of American Colleges. He will be Commencement Speaker for Agnes Scott June 4, 1956. In this article, first delivered as a talk to the 1955 conference of the American Alumni Council, he points out a few paths leading to the two-way street of alumnae-college responsibilities.

RESPONSIBILITIES OF ALUMNI FOR QUALITY

IN EDUCATION

Theodore A. Distler

AS A FORMER COLLEGE president and now the executive director of an association that represents our colleges of liberal arts and sciences on the national level, I welcome the opportunity of talking to the American Alumni Council about an issue which is of vital importance for the future of higher education in the United States.

I take it for granted you all agree that quality is a vital issue for higher education. This is not the kind of operation in which we can get by with a rough and ready job. Unless we are prepared to set ourselves high standards of performance and strive with might and main to live up to them, we might as well give up pretending.

At the present time this is very much of a practical problem. There is no blinking the fact that quantity is often inimical to quality. In setting up the goal of providing higher education for a far larger proportion of our youth than has ever been attempted anywhere, we are faced with unexampled difficulties in preserving an adequate standard of quality in the education we offer them.

Broadly speaking, the difficulties grow with the student population. We are now feeling the first surge of what has come to be called the tidal wave of enrollments. In ten or fifteen years it may double the already prodigious volume of college entrants. We are at our wit's end to find means of merely accommodating this vast inrush of students—of providing enough living space, teaching equipment and above all teachers to cope with it. In this situation the danger of losing sight of quality is greater than ever. We shall all have to strain every nerve to keep quality in its rightful place in our educational planning and practice.

And in this responsibility I deliberately include alumni. That is the theme of the ideas I want to put before you today.

Alumni responsibility is a relatively new idea. In the past everybody else had his place in the scheme of educational responsibility for general policy and financial

management. The several administrators had their specific responsibilities for detailed planning and day-to-day operation. The faculty were primarily responsible for the maintenance of academic standards. Even the student had at least a theoretical responsibility for contributing to the attainment of the institution's aims. Only the alumnus was left out in the cold.

Robert Hutchins once remarked that "alumni are interested in all the things that do not matter." If this is taken at its face value as a statement about the attitude of alumni, I am sure you disagree with it as strongly as I do. As a reflection of the opportunities alumni were usually given for interesting themselves in the things that do not matter, it is not far from the mark.

Fortunately the picture is changing fast. "In the centuries ahead," notes President Robert G. Sproul of the University of California, "the record of history may well show that the greatest contribution that the United States has made to the advancement of education is in the creation and cultivation in alumni of a sense of continuing membership in and responsibility toward their colleges and universities . . . The alumni of American colleges and universities never cease to think of themselves as members of the family. By their loyal affection for alma mater, by their active labor in its support, and by the contributions they make to it, they bear witness to a relationship as vital as that accepted by any student, professor or administrative officer."

The characteristic relationship between educational institutions and their alumni associations is now one of interdependence. The institutions recognize a responsibility for promoting alumni activities, not only through financial subvention but equally through administrative organization. In many colleges the alumni secretary has the status of a regular member of the administrative staff. Personally I regard this as a desirable arrangement. At the same time alumni are expected and encouraged to take an increasingly active part in the administrative and academic business of their alma mater, as well as furnish financial support.

In the words of President Arthur S. Adams, of the American Council of Education, "They should be asked to assume responsibility; they should have full information, and their opinions on vital matters of university policy should be seriously sought and seriously considered."

If I were giving advice to my former colleagues and their development officers, I should emphasize those words, "*asked to assume responsibility.*" There is a temptation to think that alumni have an automatic *obligation* to devote their time and energy and money to their alma mater just because they are alumni. If they show any hesitation, one can always remind them how much the college has done for them. After all, their education, which played a vital role in whatever success they may have achieved, cost far more than they ever had to pay for it, and it follows that they are now under a corresponding obligation to repay the debt.

For my part I do not think this argument is either tactically sound or logically justifiable. In the first place, if you believe that a fellow is under an obligation to you, it is not smart to keep on reminding him of it. Even if he is disposed to admit the obligation, he may well resent your harping on it. Beyond that, it does not square with my idea of the aims of a liberal education. We pride ourselves on equipping our students to live a full life and to play the part of good citizens. Then are we entitled to assume that alma mater holds a first mortgage on their social energies? Must we not show some trust in the judgment we claim to have developed in them and allow them to make their own decisions in allotting their available resources of time and money among the many demands made on a responsible citizen?

I like to think of alumni as being in an analogous position to that of stockholders in a modern corporation—though of course they may have drawn substantial dividends in advance of their main investment. They are not obliged to go on investing or to take an interest in the business. They can sit on their capital and leave policy to the management. Or they can insist on knowing what is going on and why, and, by taking a lively interest in the affairs of the institution, establish their right to a voice in its direction. This is how I think it should be. Alumni cannot be compelled to admit an obligation; they can and should be encouraged to assume a voluntary responsibility.

What then are the particular responsibilities that alumni may be expected to assume in the effort to maintain quality in higher education? To arrive at them we must analyze the main factors that govern educational quality.

First of all I would place educational opportunity. No form of education can do an effective job unless it is suited to the needs and capabilities of the student. In particular, higher education in the United States of America cannot do the job the nation expects of it unless it enables every young man and woman of ability to develop his or her talents to the highest possible degree, regardless of accidents of birth or economic status.

The historic response of alumni in this field has been through financial aid. There is scarcely a college in America that has not at least one alumni scholarship. In many institutions a major share of the burden of providing scholarship funds is borne by alumni. It is not an accident that scholarship aid is woven into the fabric of American education. If higher education were to be limited to those who could pay tuition without the help of scholarships, a disastrous dilution of quality would result. No college has all the scholarship resources it needs to make sure that its educational facilities will be used to the greatest advantage. Many private colleges are forced to supplement gifts and endowment income earmarked for scholarships by diverting badly needed operating funds to student maintenance. So by accepting the responsibility for raising increased scholarship funds, alumni can help both to improve the quality of the student body and indirectly to improve the facilities which the college offers.

You will have noticed that I take it for granted that alumni will devote their attention to meeting the needs of students of scholarly capacity. I am well aware that in a few colleges highly organized groups of alumni seem to feel that their main responsibility is to furnish so-called scholarship for athletes. I suppose that in any alumni body there will always be perennial sophomores who will contribute cheerfully to capture a promising tackle no matter what his academic record or prospect of serious attainment. But I am happy to see many other alumni responding with equal enthusiasm to the call for support of a promising and deserving student regardless of his athletic ability. And I have sufficient faith in the liberal education to which our students are exposed to believe that future generations of alumni will choose the better part.

The Student Aid Plan

A different form of financial assistance, even more widespread in its potential benefits, to which alumni are giving and will, I hope, continue to give their support, is the so-called Student Aid Plan. I refer to the proposal, sponsored by the American Council on Education and embodied in several bills introduced into the

current session of Congress from both sides of the House, for a tax credit to be granted to those who are responsible for meeting the fees and tuition costs of college or university student. I have been pleased to see articles in support of the plan appearing in many alumni magazines. I hope you will carry on the good work.

Although the bills before Congress command a good deal of bipartisan sympathy, they have not yet been taken up by the appropriate committees, partly perhaps because tax relief in general is a somewhat sensitive issue at present. If you agree that the plan would make a substantial contribution to the welfare of higher education, I am sure you will urge your members to make their views known to their congressional representatives. You will no doubt find it a pleasant change to make an appeal that calls for no money but the cost of a stamp and very little time.

The part that alumni can play in keeping the avenues open to talent is not limited to financial assistance. I was interested to find that you are devoting a session of your conference to discussion of "How to Use Alumni in Student Recruiting." At a time—which now seems as unreal as a dream—when enrollments were at a low ebb and the problem was to find "bodies" that could pay the price of admission, a few colleges turned in desperation to their alumni as barkers. Just a few years later, we had the other extreme—or thought we had—and colleges were deluged with applications from qualified students far beyond the numbers they could accommodate. In pursuit of some means of screening the applicants, especially in areas remote from the campus, they turned again to the alumni. Some relied on informal reports; others developed elaborate procedures of interviewing and reporting that raised alumni volunteers almost to the status of assistant admission officers.

As the tide of enrollment rises, the calls made upon alumni for this kind of service will surely increase. Alumni will have the task of carrying the college's message to promising students in their local high schools, representing their particular institution on College Night, standing ready to furnish answers to the inevitable questions, keeping in touch with prospective students and their parents in order to smooth the path to admission and subsequent adjustment to college life. To make a job of this they will have to be more than loyal alumni; they must be well-informed alumni. To be quite frank, this means that they will have to know far more about the college—of today, not of their own day—than the average alumnus knows at present.

Through this kind of service, whether on the part

of individuals or of alumni schools committees, your alumni will be making a more far-reaching contribution to educational quality than may be evident at first sight. Their primary concern, like mine at this moment, will be with quality in the colleges and universities. But quality begins at a lower level. It is a truism that higher education is dependent for the quality of its student material on the performance of the high schools. In doing a job for their colleges the missionary alumni will be making a contribution to progress in the schools. Simply by seeking to make sure that prospective college entrants have the necessary preparation, they will stimulate thinking and may ultimately provoke action to improve curricula and methods. At least they can hardly avoid taking a more active and intelligent interest in the school system of their communities. In fact enthusiastic college alumni are often candidates for local school boards and amongst the most vigorous promoters of school bond issues and other measures aimed at raising the standards of primary and secondary education.

My last word on the subject of alumni responsibility for educational opportunity is perhaps a harsh one. We have looked at fields of service that involve financial sacrifices and sacrifices of time and energy, but the toughest service of all is one that entails a sacrifice of personal pride and affection. Most colleges give some degree of priority in admission to the sons and daughters, or other close relatives, of alumni. It is natural and proper that they should. But, as the demand for college education swells, the day may come when the number of applications from the families of alumni equals the quota of admissions. In that situation should a college be expected to let family connections outweigh all other considerations in the selection of its student body? Alumni may take some convincing to accept the fact that their responsibility for quality in education may entail the exclusion of one of their own children from following in father's footsteps. Yet if need be, we must strive to convince them. Our success or failure may well depend in turn on the quality of the liberal education we are purveying.

The Second Responsibility

The second factor in educational quality is good physical conditions for teaching and learning. I need hardly elaborate it for this audience beyond saying that I include the whole of the plant and equipment needed by an institution of higher education—dormitories, dining-rooms and student unions no less than classrooms, libraries and laboratories.

In this field alumni responsibility is primarily financial. As you know, the total building needs of colleges

and universities over the next decade and a half have been estimated at upwards of twelve billion dollars. This is a pretty tall order. Publicly supported institutions may be reasonably confident that their essential needs will be met by the responsible legislatures. Private institutions must rely on private generosity. The educational organizations, including my own, have been urging the Congress to make more funds available on more favorable terms for loans under the College Housing Program, but at best the program can meet only a fraction of housing deficiencies, and housing represents no more than half of all the buildings needed.

This formidable bill calls for all the funds we can raise from trustees, parents, friends and corporations as well as from alumni. Industry has already set a splendid example of generosity, and its contributions are growing from year to year. But wealthy alumni constitute our best single hope for large individual gifts and bequests. The alumni body as a whole is the only source we can rely on for the steady support on which to build a development program. Above all, the faith and devotion that alumni manifest by their own gifts is the best starting point a college can have for appealing to the generosity of others.

The Third Responsibility

The third factor that I wish to emphasize is even more important than the other two. Good education means good teaching. The backbone of the college is the faculty.

Let me quote from the statement issued by Henry Ford II in announcing the Ford Foundation plan for contributing \$50,000,000 toward the improvement of faculty salaries:

All the objectives of higher education ultimately depend upon the quality of teaching. In the opinion of the Foundation Trustees, private and corporate philanthropy can make no better investment of its resources than in helping to strengthen American education at its base—the quality of its teaching. . . . Nowhere are the needs of the private colleges more apparent than in the matter of faculty salaries. Merely to restore professors' salaries to their 1939 purchasing power would require an average increase of at least 20 per cent. Even this would not bring teachers in our private colleges to their economic position before World War II in relation to that of other professions and occupations. They have not yet begun to share the benefits of the expanded productive system of this nation, and the whole educational system suffers from this fact.

In more than its purpose and its dimensions, the Ford grant is the most significant contribution made in recent years to the welfare of higher education in America. Personally I am glad to see one of the major foundations coming back to the practice of making

capital gifts, which I believe to be an essential function of foundations. But a still more valuable feature of the plan is that it is deliberately designed as a stimulus to further giving. As the whole program is based on matching gifts, it is a direct challenge to the colleges and their well-wishers to put out their own best efforts.

In finding the matching dollars the colleges are going to rely mainly on their alumni, both for personal contributions and for carrying the appeal to a larger audience. In this connection, I was impressed by the words of Thomas A. Gonsler in the annual Fund Issue of the AMERICAN ALUMNI COUNCIL NEWS: "We won't be able to do what we should for the teacher, or for any aspect of the life of our college, until we can show that the alumni are strongly behind the program. No other leadership group has one tenth their power." He added that, according to a public opinion survey, a majority of those who make gifts to universities prefer to see the money used for faculty salaries.

The economic position of our faculties, however, need not be simply a function of the basic salary scale. In an article entitled "The Salary with the Fringe on Top," in the May issue of the *Association of American Colleges Bulletin*, Dean Brooks of Williams College urges the desirability of extending the use of special, non-recurring grants, compulsory saving devices, central purchasing and other forms of group action. He argues that such fringe benefits may be a far more effective means of meeting real need than any general salary increase that could be achieved at a similar cost. I hope you will throw the weight of alumni opinion behind active exploration of the potentialities of these measures, which may sometimes make the difference between losing and holding a first-class teacher.

"And Gladly Teach"

Even this is not the whole story. Over and above financial aid, there is another, relatively unexplored field in which alumni can give effect to their sense of responsibility for good teaching. While it is intolerable that society should presume on the devotion of men and women who, in the classic expression of scholarly dedication "gladly teach," it is a fact they do not seek their main satisfaction in material rewards. Otherwise they would not resist the attraction of greatly superior remuneration offered by other careers, or in some cases would not have deliberately turned from better-paid jobs to teaching. The professor's greatest thrill arises from kindling the spark of intellectual curiosity in the growing mind, in seeing the torch handed on and his own dreams of discovery realized in

succeeding generations of students. People who are remote from academic life may lose sight of, or never grasp this fact.

Is it not then a prime duty of alumni to show their appreciation of the fact and interpret it to others? I do not mean that they should paint idealized portraits of the professor, inspired by dim but roseate recollections of the giants of their youth. I mean that they should get to know the present faculty, show interest in their work, and perhaps help to create opportunities for them to demonstrate its social value outside the campus. I see no reason why we should not "take the professor on the road" to explain the program of his department. I believe that by conveying in such ways their recognition of what the teacher has done to en-

rich their own lives and the life of society in general, alumni can have an incalculable effect on faculty morale and thus on the quality of higher education.

You alumni executives—as interpreters of alma mater to her former students—must take the lead in bringing home to them the importance of adequate educational opportunities, satisfactory teaching conditions and, above all, a good faculty. Your goal may be set by the dictum of John Stuart Mill that "one person with a belief is a social power equal to ninety-nine with only an interest." If you can shift a fair proportion of the ninety-nine among your alumni into the class of those with a belief, they will clearly recognize and cheerfully accept their full responsibility for quality in education.

NEW RECORDS

The Department of Speech has made four new recordings this year to add to their series of "Agnes Scott voices." Why don't you order them from the Alumnae Office and gather together the alumnae in your town on Founder's Day to listen to:

MISS GOOCH and MISS WINTER

MR. STUKES

MR. TART

JOHN FLYNT, WESLEY STARKE, HENRY SIMMONS and
MR. ROGERS.

AGNES SCOTT HEWS TO I



TOP: Susan Coltrane '55 visits a student art exhibit in Buttrick gallery.



CENTER: Dr. Robinson and Laiese Robinsan '55 (no kin) solve a math problem after chapel.



BOTTOM: Miss Anne Salyerds, instructor in Biology, initiates a lab class in the intricacies of dissection.

A LIBERAL ARTS COLLEGE like Agnes Scott is an island in an academic sea of mass education.

The problems facing the 66-year-old college for women in Decatur are typical of those confronting similar schools all over the nation.

Here are a few of them:

Developing a well-rounded individual student in a time of specialization and "assemblyline" instruction.

Retaining good teachers when other fields beckon with more tempting salaries.

Planning for the future in the face of rising costs.

Dealing with the expected upsurge in the number of applicants for entry—the result of the much-discussed "war baby" crop.

In addition, a woman's college must compete for the best students with co-ed schools.

Agnes Scott believes it has a ready answer on this point. In co-ed schools, college officials state, the top campus posts go most frequently to the males, leaving the bright girls in the roles of little helpers. In an all-girl college feminine qualities of leadership have fuller play. And a girl can do her best to shine in the classroom without making her boy friend look like a dud in comparison.

Limited Enrollment

Whether to expand is the question looming largest in the minds of many college presidents nowadays. The peak of college enrollment is expected in the 1960's. Dr. Wallace M. Alston, president of Agnes Scott for the last four years, has made his decision—to keep the college small. Enrollment will not be allowed to go above 550. In his opinion, that is the size student body which can best profit from the Agnes Scott program of individual attention and close association between professor and student.

There are 537 young women attending classes during the present 1954-55 season. Of these, 465 board at the college. While the total number of students has remained fairly constant in recent years, the ratio of boarding students to day students has changed. Approximately 100 more girls are living on campus now than during the 1952-53 session. Thirty of them are

Dorothy Cremin Read '42

Atlanta residents. College officials credit this trend in part to the fact that students' parents have more money to spend. Tuition, room, meals and fees cost a boarding student \$1,275 per year. Costs for a day student total \$525.

The phrase "hand-picked group" is mentioned often at Agnes Scott, and while it may bring a shudder to students, the statement is literally true. Prospective students are weeded out through examinations, interviews and investigation. With increasing competition among students for entry, a college spokesman suggested that "admissions policies may become more selective."

Weeding Program

The weeding program makes for a diversified student body. At present, Agnes Scotters are graduates of 144 secondary schools in 26 states and half a dozen foreign countries. Georgia still contributes the greatest number of students, with Alabama in the number two position.

Dr. Alston describes the plan of education at Agnes Scott as one "predicated upon the conviction that a mind trained to think is essential if life is to be unfettered, rich and full . . . we are concerned with the enrichment of the whole personality . . . The Agnes Scott ideal includes high intellectual attainment, simple religious faith, physical well-being and the development of attractive, poised, mature personality." Selecting students who will most profit from such a regimen is a serious matter. Some scholars flourish in the atmosphere of a small campus, others accomplish more in the bustle of huge institutions with thousands of students.

Each student, "hand polished" as at Agnes Scott, represents a greater investment on the part of the college than the student pays in fees and tuition. That is generally accepted by educators as one of the greatest dangers to the independent liberal arts college in our time. The state-supported schools look to greater tax appropriations to meet their deficits. The private school has to depend upon its endowments. These are built up through the gifts of alumni (in the case of Agnes Scott, "alumnae"), corporations, estates and

well-wishers. The income from endowments provides the war chest for upkeep funds for buildings, scholarships for deserving students and better salaries for professors.

Winship Bequest

Agnes Scott received a magnificent bequest last November from the will of the late Mrs. Frances Winship Walters of Atlanta, amounting to some \$4,050,000 and more than doubling the endowment fund. Her gift has provided a tremendous boost to the college's \$10,000,000 long-range development program, scheduled to culminate in 1964 on the 75th anniversary of Agnes Scott's founding. Ground will be broken on a half-million-dollar dormitory to bear Mrs. Walters' name as soon as classes are dismissed in June.

Of the new long-term plan, which includes new buildings, scholarships, lectureships and departmental improvements, one unit has been completed. That is Hopkins Hall, named for the first dean of students, Miss Nannette Hopkins. Previous recent building programs produced the new science building and the observatory building which houses the largest telescope in the Southeast.

Agnes Scott has had only two deans of students—Miss Hopkins and the incumbent, Miss Carrie Scandrett. Also symbolizing the loyalty of the school's leaders, Agnes Scott has had only three presidents. The first was Francis Gaines, then Dr. James Ross McCain and now, Dr. Alston.

What keeps a professor at his classes despite the siren song of industry and of larger institutions? It isn't the superior pay. Inequities in salaries still exist at Agnes Scott and in other small colleges. And retirement programs are inadequate.

Love of Teaching

Part of the picture takes in the pleasures of the academic life, the freedom to think and teach without interference, the sheer love of teaching and the feeling of discovery when an occasional good mind comes to light. Many of the professors at Agnes Scott are frankly idealists who do not want to see the humanities lost in a flood of over-specialization.

"Youth," said an English professor of formidable intellect. "Youth holds us here."

There are numerous extracurricular activities. And Georgia Tech and Emory are not far away, for social activity.

A student put the matter of brains and Agnes Scott very succinctly, however.

"Studying here is like playing tennis — you enjoy it more if you are good at it."

DEATHS

INSTITUTE

Cora Strong died June 5.

Harriett Eliza Guess Goddard died May 11.

Dr. William Leon Champion, husband of Sue Harwell Champion and father of Jennie Champion Nardin '35, died July 2.

Edward Henry Mitchell, husband of Leuelle O'Neal Mitchell, died in May, and her sister, Mrs. Verna O'Neal Watkins died in August.

1921 Elva Keeton Kelly died Feb. 28.

1923 Mary Elizabeth Harris Yon-gue died April 26.

1926 T. L. Johnson, brother of Sterling Johnson, died June 12.

1927 Mildred Cowan Wright lost her father in May, 1954.

1928 Easai Gershcow, father of Hattie Gershcow Hirsch, died July 6.

1930 Clarene Dorsey lost her father in March.

1931 Clarence R. Ware, father of Louise Ware Venable, died July 16.

1932 Julia Grimmet Fortson lost her mother Feb. 26 and her father April 27.

Dr. William H. Trimble, husband of Grace Fincher Trimble, died July 26.

1933 John Francis Ridley, father of Margaret Ridley Beggs, died Aug 1.

Rosalind Ware Reynolds lost her father this summer.

1939 Lucius Tyler, father of Elinor Tyler Richardson, died March 17.

1940 Charles R. Bixler, husband of Sally Matthews Bixler, died Feb. 8.

1941 Ruth Allgood Camp and her husband, Dr. Raymond S. Camp, died August 30.

1947 John Hume Hyrne, husband of Susan Jordan Oliver Hyrne, was killed in a plane accident this summer, shortly after they were married.

REUNION JUNE 2 for '96, '97, '98 and '99.



AGNES SCOTT PLATES

A view of Buttrick Hall as seen from Inman Porch is pictured in blue on Wedgwood's white "Patrician" pattern plate.

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