ALUMNAE QUARTERLY

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**WINTER 1968** 

46:2



THE

Front Cover: Winter of 1968's first snowfall covers campus magnolia trees. Students Johnnie Gay, Joanna Reed and Janice Autrey delight in a moment of frolic in the snow.



### THE ALUMNAE QUARTERLY VOL. 46 NO. 2

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## "A Different Drummer"

### **By MARGARET W. PEPPERDENE**

THE TRADITIONAL TOPIC for a talk on such an occasion as this, when a community of scholars come together to honor academic achievement, is the value and meaning of a liberal education: how it frees the mind from provincialism and prejudice; how it gives the individual a sense of values and of direction; and how it restores to him an awareness of what Howard Lowry calls the "human privilege," by which he means

the opportunity offered to a person to seek and obtain the fullest meaning he can for his own life—to know the best he can know, and to live by that best against all comers...; the privilege to learn to use his own mind rather than just somebody else's mind; to judge and choose and renounce and, if possible, create ...; to live not just off the questionnaires and burgeoning statistics of his own age, but out of history and the significant hours of human imagination.

These are words one is accustomed to hear in an "honor's day" talk; and they are words which evoke rich associations from those who can take their "tame abstractness" back to the "wild particulars" (to use Donald Davidson's words) from which they have come, who can recall significant hours of the imagination-the "call of the tall nun" in the "black-about air" of the foundering Deutschland, the intoxicating moment when Criseyde falls in love with Troilus ("who yaf me drinke"), Dr. Rieux's words to Tarrou: "Heroism and sanctity don't really appeal to me . . . What interests me is being a man." These are the kinds of words that have for generations expressed the deepest realities of the intellectual life for those who "gladly teche" and the aspirations of those who just as "gladly lerne."

Yet, anyone who has read a newspaper, magazine, or learned journal in education, who has listened to a radio or watched a television newscast, or who has just been on a college campus during the past two years knows that these words about the meaning and value of an education are not being heard any more. They are being said; we have had a parade of speakers at Agnes Scott who have eloquently extolled the gifts of the liberal education. But one gets the distinct impression that what they have said is more a comfort to the faculty than a challenge to the student, more an invitation to remember than incentive to respond.

Students all over the country have been making clear the felt absence from their educational experience of "those significant hours of the human imagination." A young woman at the University of Georgia, Miss B. J. Phillips, in a recent column in *The Atlanta Constitution*, puts the problem under the metaphor of academic "languages," saying that she is looking forward to the day she applies for her first job because, as she says

when I come to the blank that says, "List the languages which you can speak and/or write," I'm going to have a field day. I'll get to list political science, sociology, psychology, economics, education, history, etc., etc., until I finish the list of all (Continued on next page)



ABOUT THE AUTHOR: Jane Pepperdene (B.S. Louisiana State University; M.A., Ph.D. Vanderbilt University) joined the English faculty in 1956. She is now professor of English and chairman of the department. Students consider it a high and joyous privilege to study with her. One parent said, during the recent Sophomore Parents' Week End, "Mrs. Pepperdene, that wasn't just a lecture you gave us—that was a performance!" This article was an address she made for thonors Day at Georgia Southern College, May 8, 1967.

### A Different Drummer

### (Continued)

academic departments and fields of study that I've encountered in four years of college. It isn't funny. In order to succeed in a given course, you've got to speak the language, the jargon. You've got to learn that "a conceptual understanding" in political science is "an overview" in education. These are the same things as "knowledge of the historical tendencies" but don't try to slip one department's terminology on another's test. That proves you have "failed to grasp the significant facts and understand the basic assumptions." . . . The thing that really bothers me is that all this jargonism is symptomatic of a bigger, more serious problem-the diversive nature of education today. Sociologists explain man within the context of his social organizations; the political scientist seeks to define his life in terms of his government; the economist tells us that it is money, goods, and trade that make him behave as he does. All this is fine. But what happened to the whole man? He got lost somewhere in the shuffle and they forgot to tell us what he is like, or should be like when he's all put together.

Miss Phillips is not complaining about the quality of her college training, about the way it has prepared her to get a job, to earn a good salary, or to enter one of the professional schools. The burden of her criticism is that she has been deprived of a human, liberal education, what Howard Lowry calls the

armor that gives protection "to souls of more than mortal privilege" against settling for some view of themselves as fractional men—as "biological" man, "political" man, "economic" man, "power" man, "corporation" man.

Mario Savio, the outspoken non-student leader of the Berkeley rehellion, gives a characteristically direct assessment of the situation. Many students, he says, find

that for them to become part of society, to become lawyers, ministers, businessmen, people in government, they must suppress the most creative impulses that they have: this is a prior condition to being part of the system.

If we are prone to dismiss what some might call the rabble-rousing comments of Mr. Savio, we are cautioned by the remarks of Victor L. Butterfield, president of Wesleyan University. In a recent address to the Association of American Colleges President Butterfield says of the student movement at Berkeley,

. . . behind the more dramatic display and shouting about personal and political rights were the even more important but quieter voices of students complaining of their status as IBM cards and protesting. despite, mind you, one of the most distinguished faculties in the world, that the education they were getting was "irrelevant." Moreover. these students were mainly not, as popular image had it, the "beats" or the self-appointed "protestors" or the "hangers-on" of the extramural community. They were mostly the cream of the Berkelev student crop -bright, doing their work and getting good grades, strong in personal qualities of character and leadership.

Robert M. Hutchins, addressing the graduating class of the University of

Chicago a few weeks ago, attacked the concentration of education on meeting the immediate needs of society, as the most powerful pressure groups interpret them, by the methods that appeal to those pressure groups, namely, training, information, and service.

Adding that this concentration is "obviously the direct opposite of what the times require," he warned the students:

the danger that will threaen you in the next 25 years is sclerosis, of the imagination, the vision, the character, the mind and the heart.

Easy explanations of the student revolt—"it's part of growing up," "students never know what they want," "students are basically anti-intellectual," are thus being dismissed by responsible educators as "questionable cliches that hardly seem to get at the heart of the matter." Instead, there has been a flurry of academic activity paralleling the wave of student discontent. Students themselves are setting up free universities; faculties and administrators are adjusting curricula, introducing "enriched" courses, and interdepartmental seminars, inaugurating "wonderful Wednesdays" (and sometimes "terrific Tuesdays" and "marvelous Mondays" as well). And everyone, it seems, is evaluating the teacher. President Hutchins has suggested the creation of an entirely new sort of institution in which students and faculty engage in a common enterprise of thinking-perhaps a little like his own Center for Study of Democratic Institutions. So far, these efforts have been more a way of diverting attention from the problem than of dealing with it. And, it seems to me unlikely that they will ever provide what the students are asking for and what the honest educator knows they need; what is missing from the learning experience can hardly be restored by gimmicks-by altering this course or adding that one, by cutting down the number of class days, or by introducing more interdepartmental courses. There is no magic formula for engaging the human being in the act of learning. [A piece in a current New Yorker makes a splendid commentary on abortive academic efforts to "challenge" students and ""interrelate" courses in the curriculum. Here are some excerpts from an "imaginary, handsomely printed course bulletin": (1) "Yeats and Hygiene, a Comparative Study: the poetry of William Butler Yeats analyzed against a background of proper dental care. (Course open to a limited number of students.)" (2) "Philosophy XXIX-B: Introduction to God. Confrontation with the Creator of the universe through informal lectures and field trips." (3) And there is another sequence, suited to the notoriously discontented student: "Introduction to Hostility; Intermediate Hostility; Advanced Hatred; Theoretical Foundations of Loathing."]

What has not been recognized in the complaints of students, the cri-

tiques of educators, and the frantic manipulation of curriculum and schedules is the reality we all seem loathe to accept, the reality that our college and universities in their serious and successful attempt to prepare the student for an economically profiitable life in contemporary society have brought the special character of that society right into the academic institution itself. However separate some students may feel from the world outside the college, the first fact of modern academic life is that the college is no longer the ivory tower into which a relatively few intellectually favored or economically privileged young men and women can withdraw to devote themselves to four years of leisurely study of the arts and sciences. The diversity, the specialization, the mechanization which characterize the society we live in also describe the universities we teach and study in; our colleges are just as computerized as our businesses and our campuses just as hectic and crowded as our cities. The worlds of the town and gown have merged into the one world, the city. And since the academic community is a microcosm of our modern, technological, urban society, it inevitably shares with that society its most characteristic feature: its un-if not antihumanness, Some years ago Paul Tillich defined precisely the "special character of (our) contemporary culture" and he warned of the way such a culture jeopardizes man's humanity. He said that under industrialism man has made a progressive conquest of nature. both inside and outside himself, but that in the process

he has become a part of the reality he has created, an object among objects, a thing among things, a cog within a universal machine to which he must adapt himself in order not to be smashed by it. But this adaptation makes him a means for ends which are means themselves, and in which an ultimate end is lacking. Out of this predicament of man in the industrial society the experiences of emptiness and meaninglessness, of dehumanization and estrangement have resulted. Tillich's words describe the society inside and outside the university; there is no longer any difference. And this is what the students are really rebelling against; it is what we all recoil from. None of us wants to be a cog in a machine, an IBM card, or to become part of a system—legal, medical, governmental—at the cost of being a man.

If we can see the student rebellion as a verbalizing of the anxiety felt by all of us who refuse to accept man as a mere thing, who fear that the machine will reduce man to thinghood where he will cease acting, or even being able to act, like a responsible moral being, then we can perhaps get a more comprehensive view of the student movement, one that can suggest a way of dealing with a problem that touches us all. We will see that the problem is not just an academic one. It has been given its most vehement expression in the universities because of an intuitive awareness on the part of old and young alike that if these places which preserve, interpret, and recreate the history and meaning of the human experience succumb to the dehumanizing influences of our technical age, the only barrier between manhood and thinghood will crumble. From this new perspective we can more accurately evaluate the charges of the critics of the academic community-B. J. Phillips' plea that someone find the whole man who got lost in the shuffle, Savio's reminder that students have to repress their "most creative impulses" to get along in the university environment, Hutchins' prediction about the sclerosis of the imaginstion.

An equally important implication of these quarrels with things as they are in the present university is the faith that the university not only has been but that it can and must continue to be the place where man's creative powers are evoked, nurtured, and cherished, where the imagination can follow "trails that slip around technology/To gulfs of ferns and banks of memory" where one can find Miss Phillips' whole man. This faith calls (Continued on next page)

### A Different Drummer

(Continued)

on everyone who teaches and all who learn to recover, if necessary, and to reassert the primary function of any academic institution: to foster the idea of learning as a creative act, an act so vivid and personal that it can comprehend, and perhaps emulate, Keats' experience where the wonder of a night of reading is an act of personal discovery, of finding his own El Dorado, his own "new planet," his own vast Pacific.

This then is the place to begin: with the recognition that there is no essential difference between what Brecht calls "this buzzing confusion" of the world outside the college and that within its walls; and with the awareness that the only force which can order this confusion is man in his creative capacity, man whose imagination can put a shape on "this mess" (Brecht's inelegantly vivid term) and give it meaning. Admittedly, this holding is a small one from which to launch so major an offsensive as the recovery of life in learning; but awareness is the beginning of wisdom. It would be nice if we could take President Hutchins' suggestion to create an institution where a community of selected scholars young and old could come together "in the search for understanding;" but Edenic simplicities are not really one of the possibles in contemporary life. We begin where we are, not where we would like to be or might have been.

The possible itself is not without a challenge. If learning is a creative act, if it is the imaginative possession of those things which man has said and done through the ages, the task of the student (and I use the term to include all who "gladly lerne" and "gladly teche") in the present-day college or university is to accept the givens and to exert a conscious and positive effort to create new meaning out of what has become fragmented and meaningless. His task is not unlike that of the artist in contemporary society. In the same essay referred to earlier, Tillich talks about the role of the artist and he says that artists today "show in their style both the encounter with non-being and the strength which can stand this encounter and shape it creatively." Recognizing what R. W. B. Lewis calls "the severance of the relation between man and whatever reality he is willing to acknowledge," encountering Graham Greene's "sinless empty graceless chromium world" of modern civilized society, facing the ultimate isolation of the human condition, and admitting the ravages on the human psyche made by an increasingly mechanized culture, the contemporary artist has taken the given-life itself-and tried to find there some reason for existence. He does not do as his Joycean forbears did, escape into art and call it "life," nor does he exclude the annihilating and literally dehumanizing experiences that are part of life as he finds it-perversion, sickness, death. They are everywhere but they are not all of life. And the serious artist refuses to see the human condition as all sickness and death, refuses to reduce the human being to a thing contemplating his mortality, as if that were all that it means to be human. The principle to which the artist ultimately subscribes is that expressed by Henry James:

The poet essentially *can't* be concerned with dying. Let him deal with the sickest of the sick, it is still by the act of living that they appeal to him, and appeal the more as the conditions plot against them and prescribe the battle. The process of life gives way fighting, and often may so shine out on the lost ground as in no other connection.

With the "man who gives way fighting" even, or especially, when conditions plot against him and prescribe the battle, the artist has always been concerned. One recalls the Beowulfpoet who sings of heroes, haelep under heofenum, doomed to defeat in a hostile universe, dying on their own terms so that their bravery and courage shine out on the lost ground. One thinks of the whiskey-priest of Greene's The Power and the Glory who recognizes during his one night imprisonment in the squalid, stinking cell in Tabasco the image of God shining through the degraded human countenances all around him; this warmth of fellow-feeling gives him the strength to endure his mission and finally to prevail over the forces of death, even his own. And one is reminded of all those Hemingway people in whom "life gives way fighting": the waiter in A Clean Well-Lighted Place who lives with the knowledge that the eafe,

a clean, well-lighted place, made by man, is man's only refuge against the dark; of Jake Barnes who endures his emasculation without letting it jeopardize his manhood: of the major in *In Another Country* whose iron will conceals a powerful passion and whose endurance exceeds mere bravery. Hemingway's heroes are lonely, their world alien and frightening and hostile; but they live in it on their own terms and they are men.

We could labor the analogy but there is no need. The parallel is clear. All the forces that kill or disease the human spirit are in the academic world just as they are everywhere else: IBM cards, television teaching, and the pieces of man broken on departmental wheels. With the knowledge that his world is "all in pieces, all coherence gone," the student has to find the strength to stand the encounter with it, to shape that encounter creatively, and thereby put the pieces of humpty-dumpty man back together again. Concerned with living, with those acts of man that will never die. he cannot let this concern be lost or dissipated by his dealings with man's mortal needs. As Einstein once said,

The concern of man and his destiny nust always be the chief interest of all technical effort. Never forget it among your diagrams and equations.

The student will find the difficulty of his task to make a "stay against confusion" is eased by his discovery of those "clean, well-lighted places" which are an arrest of disorder in man's disorderly history: Lear measuring himself against the rain and thunder of the heath; Mathilda of Tuscany leading her knights in battle to defend her fief: Pietro Spina, in the filthy hovel of the deaf mute, finding nourishment of the spirit in their shared bread. These encounters can be for the student his moments in a rose garden; they can provide him with the perspective from which, in Howard Lowry's words,

to examine and make reflective commitments to principles that will exist for him beyond all convenience and group pressures, beyond all the strategy and passing fashions of the world: to hear beyond the common noises of his time, the old Concord music of "a different drummer."

It is this possibility that we honor today.

### DEATHS

### Faculty

Mrs. Raymond Bishop, formerly in the Art Department, February, 1967. Miss Melissa Annis Cilley, former assistant pro-

fessor of Spanish, January 31, 1968. Dr. S. Leonard Doerpinghaus, associate professor

of biology, January 19, 1968, in an automobile accident.

### Institute

Augusta Davidson Rhodes (Mrs. J. Frank), September 17, 1965.

Attie Duval Lamar (Mrs. G.W.), January 22, 1968. Georgia Freeman, date unknown.

Leila Ross Wilburn, sister of Alice Wilburn Frierson '07 and Llewellyn Wilburn '19, November 13, 1967.

Lucy Thomson, February 1, 1968.

### Academy

Neva Edmundson McIlvanie (Mrs. E. T.), date unknown.

### 1906

Mary Crocheron Whorton (Mrs. Lee), date ununknown

### 1908

Juanita Wylie Caldwell, (Mrs. William F.), December 10, 1967.

### 1909

Margaret Hoyt, sister of Elizabeth Hoyt Clark, Spec., November 6, 1967.

### 1914

Robina Gallacher Hume (Mrs. E. Stockton), December 14, 1967. Essie Roberts Dupre (Mrs. Walter), mother of Ann Roberts Dupre Allen '47, October, 1967.

### 1915

Martha Elizabeth Bishop, December 1967.

### 1917

Sverre Siqueland, husband of Gjertrud Amundsen Siqueland, September S, 1967. Margaret Pruden Lester (Mrs. Paul M.), sister of

Elizabeth Pruden Fagan, '19 and aunt of Joen Fagan '54, November 22, 1967 in an automobile accident.

### 1919

Richard George Jones, husband of 81anche Copeland, February, 1967.

### 1923

Nannie Campbell Roache (Mrs. Jesse), date unknown.

Margaret Parker Turner (Mrs. Malcolm E.), February 2, 1968.

### 1924

Ruebush George Shands, husband of Elizabeth Henry Shands, May, 1967. Mary Hemphill Greene, January 28, 1968.

Sidney Coleman, husband of Lucy Oliver Coleman, October, 1967.

### 1926

Richard Woodruff Fitzgerald, husband of Allene Ramage Fitzgerald, December 31, 1967.

### 1927

Lucia Nimmons McMahon (Mrs. David J.), November 20, 1967. Mrs. Thomas C. Satterwhite, mother of Evelyn Satterwhite, December 14, 1967.

### 1928

Edna Page Ackerman, sister of Page Ackerman '33, November, 1967.

### 1929

Luther G. MacKinnon, husband of Eleanor Lee Norris MacKinnon, March, 1967. Lois Smith Humphries, November 7, 1967.

### 1933

Homer Sutton, husband of Lalia Napier Sutton, July, 1967.

#### 1938

Mrs. Ludie H. Johnson, (Mrs. Rockwell W.), mother of Ann Worthy Johnson, December 3, 1967.

### 1939

Mr. A. T. Thompson, father of Mary Frances Thompson, November 4, 1967.

### 1941

Helen Gilmer Lifsey (Mrs. Julian), January 4, 1968.

### 1943

Dr. E. C. Frierson, father of Anne Frierson Smoak, April 1, 1967. Mr. and Mrs. T. C. Pegram, father and stepmother of Betty Pegram Sessoms, November 29, 1967, in an automobile accident.

### 1945

Alice Rucks Kendall (Mrs. William J.), date unknown.

### 1947

James Pedakis, father of Phia Pedakis Papador, December, 1967.

Adeline Huff Rosenblatt, mother of Ellen Rosenblatt Caswell, December, 1967.

Gloria McKee Howard (Mrs. Raydeen R.), sister of Gwendolyn McKee Bays '38, December 10, 1967.

### 1949

Mrs. W. A. Wood, mother of Betty Wood Smith, June, 1967. Mr. W. A. Wood, father of Betty Wood Smith,

January 26, 1968.

### 1952

Dr. Emery C. Herman, father of Ann Herman Dunwody and Carolyn Herman Sharp '57, September, 1967.

### 1954

Dr. Waldo E. Floyd, father of Virginia Lee Floyd Tillman, December 5, 1967.

#### 1956

Marilyn Mobley, December 10, 1967, in an automobile accident.

### 1957

Mrs. Emily Miller, mother of Susie Miller Nevins, July 21, 1967.

### 1958

Alice Miller Thurmond (Mrs. Roy, Jr.), June 16, 1967.

### 1960

W. M. Acree, father of Elizabeth Acree Alexander, September, 1967.

### 1963

Roy D. Tabor, father of Nell Tabor Hartley, December 23, 1967.

## Younger Alumnae Achieve Recognition

**Outstanding Young Women of America** is an annual biographical compilation of 6,000 outstanding young women between the ages of twenty-one and thirty-five. These are some of our Agnes Scott alumnae who have distinguished themselves in civic and professional activities and are listed in the 1968 edition.

Linda Lentz Woods (Mrs. Harold) '62. Linda received her M.A. degree in English from Emory University where she has had several publications in her major field and will join the Agnes Scott faculty next vear. Marilyn McClure Anderson (Mrs. William) '57. Marilyn served as president of the College Park Service League, chairman of the P.T.A., Sunday School Teacher, and secretary of the Georgia Women's Auxiliary of the Georgia Pharmacy Association.

Anne Terry Sherren (Mrs. William) '57. Anne received her Ph.D. degree in Chemistry from the University of Florida, taught at the Texas Women's University where she was also Assistant Director of the Secondary Science Training program, and was a research participant at the Oak Ridge National Laboratory. She is now Associate Professor of Chemistry at North Central College in Illinois.

Willa Dendy Goodroe (Mrs, Robert Stanley) '59. Willa has held various offices in the Dalton, Georgia Junior Woman's Club including president. She has also been president of the Dalton Little Theatre and president of the Dalton Mutual Concert Association.



Charlotte King Sanner (Mrs. Richard E.) '60. Charlotte graduated cum laude from Woman's Medical College of Pennsylvania where she received the President's Prize, Mosby Book Award and was given honorable mention by the American Medical Women's Association for her high average. Charlotte did her internship at Grady Memorial Hospital and is now in the practice of internal medicine in Sandy Springs, S.C.



Nancy Holland Sibley (Mrs. William) '5B. Nancy is active in the Junior League, church and the Youth Concert Program in Greenville, S.C.



Mary Evans Bristow Milhous (Mrs. James) '60. Mary Evans is Entertainment Chairman of the Agnes Scott Alumnae Association. She has also been active in the United Appeal in Atlanta including chairman of the 1967 United Appeal Women's Unit as well as heading the residential and special gifts division in DeKalb and Fulton Counties.

## Coming Attraction for Spring ....

## Alumnae Week End April 27, 1968

	EVENTS		REUNION CLASSES			
April 26	Dance Group Presentation	DIX PLAN				
	Presser Hall, 8:15 p.m.	1906	1925	1944	1963	
		1907	1926	1945	1964	
April 27	What Kind of Education do Today's Students	1908	1927	1946	1965	
	Demand?	1909	1928	1947	1966	
	Student-Faculty Symposium, Rebekah Hall,					
	10:00 a.m11:45 a.m.	MILESTONE				
	"Meet the Faculty" Colonnade and Quadrangle, 11:45 a.m12:45 p.m.		1918	50th		
			1933	35th		
			1943	25th		
	Alumnae Luncheon and Annual Meeting of		1958	10th		
	Alumnae Association. Evans Dining Hall,		1967	1st		
	1:00 p.m.		1928	40th		

Alumnae of all vintages crowd the Dining Hall to its capacity.





## Happiness Is:

## Junior Year In Paris

### By ANN HOLLOWAY TEAT '68

EDITOR'S NOTE: Ann Holloway Teat will graduate in June. She is the daughter of Susan Self Teat '41 and Jim, from Charlotte, N.C. Her delight in spending her junior year abroad is reflected in this article. Watch for another impression of such programs in the next issue of the Quarterly.

A CLOSE FRIEND of mine likes to compare the effect of France upon me to that of L.S.D. upon the hippie, meaning that France "turns me on." The comparison is good to the extent that a year spent in France heightened my sensibility, broadened my understanding of a great many things, and certainly brought me face to face with a world which was, as Marivaux described it in La Vie de Marianne, new, but not at all foreign to me. The comparison breaks down, however, in that the L.S.D. "trip" is temporary and often destructive; whereas, the J.Y.F. (Junior Year in France) "trip" is enduring and most constructive. To presuppose, however, that a year in France has made me an authority on either the French family, the French educational system, or the heart of French life, Paris, is beyond all reason. I did, however, have a "lovin' spoonful" of these aspects of French life through my year in France with the Sweet Briar College program, and, as the taste still lingers. I am always happy to try to share my impressions of them.

The American student who goes to France to live with and become part of a French family is invariably disappointed. The relationship of an American student to the French family is primarily that of a boarder to his landlord. Only in rare cases does the American form any lasting bonds with his family. This is not to say that the French family is openly hostile to the boarder; however, no effort is made to make him a part of the family. Such a lack of integration into French family life is not offensive to the student for two reasons. First, when rapport *is* established between the student and family, the student feels as if it is a sincere feeling rather than a hypocritical concern for the 'foreign' student. Secondly, the independence from the family is one of the rewards of the Junior Year in France. One is integrated into neither the French society nor the American society. In this situation, the responsibility that one feels is genuine rather than imposed by society.

I was extremely happy in my family situations both in Tours and in Paris. My "provincial" family was formidable. Monsieur Bérard, a retired army colonel, was tall, white-haired, and awe-inspiring: the type of man whom one would choose to play God giving Moses the Ten Commandments in a Sunday-School play. He ruled everyone in the household except Madame Bérard. The three children of the home were all of college age. Michel and Jean-Pierre were handsome young men



Illustrated by Ike Hussey

## **Junior Year in Paris**

### (Continued)

who, by virtue of being the first French men I knew, were the first French men to capture my heart. Françoise, my French "sister," was a warm girl who remains the closest French friend that I have.

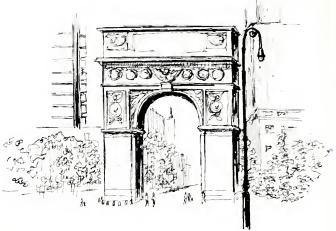
My Parisian family and home were as Parisian as the Bérards were provincial. Original Rüysdael and Van Goyen paintings decorated the living room which was itself a complement to Madame Renaudin, my hostess in Paris. She was a tall and dignified woman who held our attention with the stories of her school days with Simone de Beauvoir. Although I am still quite fond of the Renaudin family, I do not retain the close ties with them which I retain with the Bérards. One of the Renaudin grandchildren, Manu, age seven, did, however, propose marriage to me and I must return to Paris after sixteen years to fulfill my promises to him. Therefore, although the relationship between an American student and his French family is not the equivalent of the relationship between an exchange student and his family, it can be a rewarding relationship.

A second important aspect of my year in France is the formal study at the University of Paris and with Sweet Briar College. The French university system lends itself to independent study rather than to daily assignments. Any grades were the result of one paper and/or one report in class and a final examination made up of a written and oral examination. There were no day-to-day assignments since most classes were purely lecture classes with from fifty to 3000 in the class.

Everyone who has spent a year of study in Paris is asked whether he has studied at the Sorbonne. The name of this thirteenth-century citadel is known to most educated Americans, even if they are not quite sure what the words la Sorbonne designate. I was lucky to be able to take a course at the Sorbonne, lucky not only because my professor, M. Antoine Adam, was excellent nor because it is prestigious to have studied there, but because a course at the Sorbonne is a circus in itself. After having spent hours figuring which course I wanted and what the course really is (course titles are seldom a good indication of what the course is about), I plowed through 3000 other students to find a place between an Indochinese nun and a Swedish blond "bombshell" in the last crowded row of an overflowing amphitheater, only to be told by the professor that the class was too large and that all first year and foreign students must leave. After having fought so hard for a place in the course, I refused to leave, as (Continued on next page)

Ann caught Paris spreading to infinity.





### Junior Year in Paris (Continued)

did most foreign students. The first day of a class at the Sorbonne is an education in itself!

I took another course at another branch of the University of Paris, the Institute of Political Studies. What a contrast! Here, classes were no larger than 200 people. The students wore suits and ties to all classes, and the atmosphere was one of serious study. Perhaps the main reason for my preference of "Science Po" over the Sorbonne is that at Science Po there was a ratio of 10 men to every woman—a fact not to be discounted when the student has spent the first two years of college in a woman's college.

My two favorite courses were Art History and Contemporary Theater, courses conducted by French professors but sponsored by Sweet Briar. In the course in art history, we studied nineteenth and twentieth century painting in class but spent two hours a week of formal study in the Louvre museum, the Jeu de Paume, and the Museum of Modern Art. What a perfect city in which to study art! Added to the weekly museum visits were the special exhibitions such as the Vermeer or Bonnard exhibitions, the Picasso exhibition at the Grand Palais with 800 of his works, or the psychedelic "Light and Movement" exhibition at the Museum of Modern Art.

The course on the modern theater was taught by M. Alfred Simon, a critic in Paris who is presently teaching at the University of Kentucky. There were two aspects to this course: The first was the study of French theater from the texts including plays by such authors as Musset, Claudel, Giraudoux, Sartre, Ionesco, Beckett, Genet. This study was supplemented by the plays we saw. We attended at least one performance each week. These magical evenings were spent seeing plays by Brecht, Shakespeare, or Giraudoux at the large National Popular Theater or avant-garde drama in the pocket theaters of Montmartre or Montparnasse.

In his novel. Le Père Goriot, Honoré de Balzac paints the portrait of a student in Paris whose school was really the city itself. This is the delightful situation of the student on the Junior Year in France. A great deal of his education takes place outside the amphitheater at the Sorbonne or the library at 4 *rue de Chevreuse*. The student learns in a crowded subway car, in a small theater, in a public garden, or walking down *Boul' Mich*.

A kaleidoscope of adventures—this is what Paris is all about. Balzac describes the phenomenon thus:

... but, then, Paris is in truth an ocean that no line can plumb. You may survey its surface and describe it; but no matter what pains you take with your investigations and recognizances, no matter how numerous and painstaking the toilers in this sea, there will always be lonely and unexplored regions in its depths, caverns unknown, flowers and pearls and monsters of the deep overlooked or forgotten by the divers of literature. [Honoré de Balzac, Old Goriot (New York, 1900), p. 350.]

The student can hear the Paris Opera Troupe present Gounod's *Faust* or attend a concert by Charles Aznavour or the Rolling Stones at the Olympia. He can study the works of Van der Weyden, Raphael or David at the Louvre or those of Picasso, Villon, or Singier at the Modern Art Museum. He may dance at a ball at Neuilly or in Jacky's Far West Saloon on the left bank. He can eat hamburgers at the American Embassy or *beignets* in the Luxemburg Gardens. The choice is his and he has only to make it.

I do hope that I have been able to give you a taste of my "lovin' spoonful" of what Ernest Hemingway called "a moveable feast." As one of my fellow JYFers said, we only regret that we cannot stay for seconds.



## Worthy Notes

## "Meanwhile, Back at the Ranch..."

Being on the other side of thirty, I find the "generation gap" yawning ever wider before me. I'll share with you *A Prayer for the Middle-Aged* which, in the words of a currently popular song, "stays ever gentle on my mind." (There are several versions of the prayer in circulation this one comes from Dr. Alston, and I don't know where *he* obtained it!):

Lord, thou knowest better than I know myself that I am growing older and will some day be old—Keep me from the fatal habit of thinking I must say something on every subject and on every occasion. Release me from craving to try to straighten out everybody's affairs. Make me thoughtful but not moody; helpful but not bossy. With my vast store of wisdom, it seems a pity not to use it all—but thou knowest Lord, that I want a few friends at the end.

Keep my mind free from the recital of endless details—give me wings to get to the point. Scal my lips on my aches and pains. They are increasing and love of rehearsing them is becoming sweeter as the years go by—I dare not ask for grace enough to enjoy the tales of others' pains but help me to endure them with patience. I dare not ask for improved memory, but for a growing humility and a lessening cock-sureness when my memory seems to clash with the memories of others. Teach me the glorious lesson that occasionally I may be mistaken.

Keep me reasonably sweet; I do not want to be a saint—some of them are so hard to live with but a sour old person is one of the crowning works of the devil. Give me the ability to see good things in unexpected places and talents in unexpected people. Give me the grace to tell them so. Amen.

I am praying at this moment for the grace to say thank you in the best possible way to those of you who have responded so splendidly to the "special gifts" solicitation of the Annual-Giving Program. Betty Lou Houck Smith '35 is Special Gifts Chairman and Sarah Frances McDonald '36 is General Chairman of the Fund this year (July 1, 1967-June 30, 1968).

As of February 29, 1968, 580 alumnae had contributed \$66,500. The lion's portion of this magnificent sum (cf. the chart on p. 14 of the Fall, 1967 issue of the *Quarterly* —total gifts from alumnae through last year's Fund amounted to \$82,142) has come from the special-gift donors.

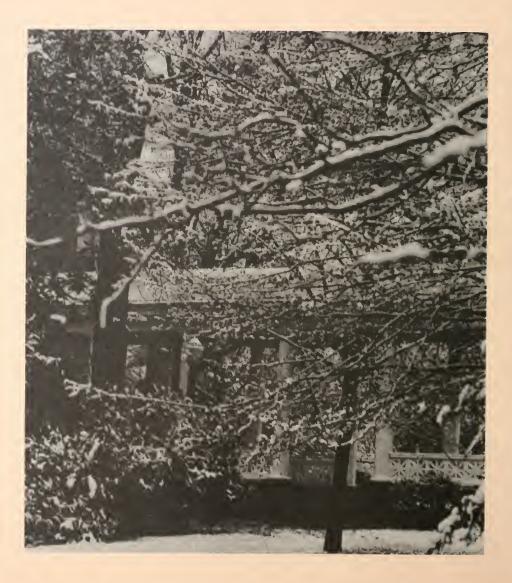
Add to this a special note of rejoicing: would you believe that the "general solicitation" for this year's Fund doesn't "kick-off" till March 11? Between that date and June 30 (the end of this fund year) more than 750 "Class Agents" will be writing classmates to secure gifts.

So far the only casualties the program has caused have been to the eyes, minds and backs of alumnae staff members—Barbara Murlin Pendleton '40, Pattie Patterson Johnson '41, Dianne Snead Gilchrist '60, Margaret Dowe Cobb, 22 and me. We've had to "think ahead" to numerous target dates; prepare materials for the special donors, for Class Chairmen and Class Agents; deal with the idiosyncracies of alumnae office equipment and the U. S. Post Office, meanwhile continuing to carry out the normal program of the Alumnae Association. We did have help from alumnae volunteers, members of the three Alumnae Clubs in this area, on compiling some of the major mailings, and to them go our heartiest thanks.

Kudos go, also, to Alumnae Clubs and groups around the nation for their Founder's Day events this year. Founder's Day has become an occasion when we *can* bridge that generation gap—it is with delight that I discover, at a Founder's Day meeting, a class of '17 graduate communicating quickly with a '67 graduate, for example.

Founder's Day, February 22, 1968 found faculty members and administration officers visiting Alumnae Clubs as speakers—another kind of communication for which we are all grateful.

Arm Worthy Johnson '38



Agnes THE Scott ALLMANE QUARTERS

SPRING 1968



Front Cover: Atlanta's dogwood this year burst forth in its most splendid state. Here a dogwood branch brushes one of the great Gothic brick arches composing the outer wall of the Dana Fine Arts Building



### THE ALUMNAE QUARTERLY VOL. 46 NO. 3

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# On the Importance of the Inner Life

By PAUL SWAIN HAVENS, President, Wilson College

AGNES SCOTT stands before the nation as one of the distinguished colleges for women for whose service to society all rejoice who have a conscience for the role of women in our contemporary world.

Ten days ago, the Board of Trustees of Wilson College held its mid-winter meeting. Knowing I was to address you, by unanimous vote my Board adopted this resolution:

We salute Agnes Scott College upon the celebration of her seventy-eighth anniversary. We applaud the position of leadership which Agnes Scott has occupied for many decades in the liberal education of young women, and we wish the College every success as she plans for the years ahead. We realize that all independent colleges face grievous problems—and not least colleges face grievous problems—and not least colleges face scott will meet every challenge that will confront her and will move forward with strength. We have expressly charged the President of Wilson College to bear this greeting and this message to the faculty and students of Agnes Scott College on this seventy-eighth Founder's Day.

Seventy-eight years are a long span of time. For a few minutes—so brief by comparison to seventy-eight years—I wish to talk to you about the importance of the inner life. You must judge, when I am done, whether seventy-eight years have dulled or enhanced the importance of the inner lift. After all, the founders may have believed in its importance (and I am sure they did) and you may not; or you may agree that the inner life, like all life, is something with which we must reckon.

First, there is a topic that may seem to have no bearing on the inner life. But I beg you to suspend judgment. Let us contemplate for a moment the subject of communication. And then let us work forward.

In recent years we have been told again and again by critics and commentators that one of the principal weaknesses of our time is lack of communication. This argument runs that labor and management do not talk together; that government does not explain itself adequately to the governed; that an unbridgeable gap exists between parents and children because they do not communicate; that the Pentagon will not talk to the State Department, or the Stock Exchange to the investor, or yet, the corporation with its stockholders. In the same way we are told that faculties do not communicate with student bodies or administrations with faculties. Mao Tse-tung will not speak to Mr. Kosygin, and hence Communist unity is threatened. General De Gaulle will talk to anyone, but will listen to no one. Lack of communication perhaps reaches its greatest expression in the familiar jingle:

> Here's to the city of Boston, The home of the bean and the cod, Where Lodges talk only to Cabots And Cabots talk only to God.

Thus, this argument concludes, one of the principal weaknesses of our time is lack of communication.

While communication can always be improved, and should be, this allegation, in my opinion, is an untruth. It is not a lie, for an untruth is simply something that is not a fact with no deliberate attempt to deceive.

What is the fact? The fact is that never in history has there been so much communication as now. Books pour from the presses in such numbers that one wonders that there are readers for them all. Every retired general tells you how he conducted his various campaigns. Every retired politieian, statesman, and judge writes his memoirs, often disclosing things that might better go unsaid. Mr. Manchester gives us an account of the late President Kennedy, Mme. Svetlana Alleluyeva tells us about her father, Stalin. Travelers tell us things about remote countries and cultures; and, in a different category and a more somber mood, surviving victims of the concentration camps of the Second World War describe the sordid horrors they have endured.

As for the newspapers, one may regret the recent extinction of such revered names as *The Herald Tribune* and *The Boston Post*, but there still remain enough newspapers to consume hundreds of thousands of tons of newsprint each year. And the radio brings us news *ad nauseam*, often more rapidly than every hour on the hour, and sometimes around the clock, broadeasting throughout the world every little event that happens, often magnifying the event out of all perspective. A murder in Chicago somehow seems to have importance equal to conversations in Geneva that may shape the future of the world; and the basketball scores seem more important than the manmoth federal deficit. And television, fighting for an ever larger audience, brings us symposia, opinion-reviews, current happenings, riots,

(Continued on next page)

## On the Importance (Continued)

battle scenes, and all the rest. Never has there been so much communication, so much rapid communication, as there is now.

No, the principal weakness of our time is not lack of communication. The flaw is that there is so little of any real significance to communicate. We communicate that little avidly, but the effect, since what we say is often not significant and only trivial, is that we crave real meat and so think there has been no communication. We multiply words, but we do not multiply meaning. By a simple rule of chemistry, when you increase the quantity of the solution you dilute the chemical itself. This is what is going on.

But why is this so, why does it happen? There are many answers, and some of them are beyond my scope this morning. There is not time for instance, to explore the conflict in radio, television, and many newspapers between a conscientious search for quality on the one hand and the commercial motive on the other. This is a real problem, and fortunately there are signs that some persons are devoting their best thoughts to solving it.

More important, I believe, is the problem presented by the vast audience of listeners and viewers. They represent a cross section of our culture, from the uneducated to the highly educated, from the povertystricken to the affluent. There is perhaps an unintentional irony in the phrase we use for the common means of communication, mass media. These are indeed the media for the masses; and with almost diabolical cleverness they are adjusted to speak to the mass mind; and, in the opinion of some sociologists and educational observers, they shape the mass mind as much as do all the classrooms of the nation, if not more.

We have set for ourselves in this country a noble ideal of providing free elementary and secondary education for all of our children, and in recent years opportunities for higher education have grown almost beyond the imagination of those who can recall the days of ten or twenty years ago. The danger, as many have warned, is that we may end up by producing a nation of *semi*educated people. "A little knowledge is a dangerous thing," said Alexander Pope. "Drink deep, or taste not the Pierian spring." F. M. Hechinger, Education Editor of *The New York Times*, did not quote Alexander Pope recently when commenting on the demand for lower tuition charges for the college and university years, but one of his comments touches the very center of the mass education problem:

A . . . question is whether a massive subsidy of those with average ability will interfere with quality that emerges from competition. It may seem reactionary to say that this is a problem, but it would be unrealistic to pretend that it is not.

It might shed some light on this problem if we were to look for a moment at the early years of the Nineteenth Century, which, for reasons too long to explore here, were a time of malaise in many countries. As yet there was no mass education, but there was very good education for some.

The educational systems of those days have been subjected to some bitter words by later critics, but they had virtues of their own, particularly the virtues of breadth of horizon and depth of penetration. Moreover, they were man-centered, not technique-centered. Read the names of some of those who, not educated en masse, have produced some of the noblest writings of the century: Keats, Byron, Shelley, Wordsworth, and Coleridge; Lamartine, de Musset. Chateaubriand, Hugo, and Flaubert; Schiller and Heine: Tolstov. Dostoevski, Pushkin, and Turgenev. One could form a longer catalogue, but these are enough. These authors were not mass produced; they were not writing for the masses. They were inspired by a powerful impulse to create according to the highest standard they could perceive. Without consciously realizing it, I believe, they were striking always for excellence with no consideration of the number of persons they might reach. They were above any quantitative goal. And because what they wrote was good, of high significance, and deserving to be read, they have communicated with every subsequent generation.

All of this has a direct bearing upon this Founder's Day Convocation. Agnes Scott College is engaged in the very opposite of mass education, and there is no place here for the semi-educated. This is a public service institution in the sense that you serve our nation, our time, and our world through what you do, through what you produce, and through what you are: and this fact is recognized by your tax exempt status. This places you under a special obligation.

What then is the nature of the service which this College must render to the present and to the future? The answer is implicit in what I have just said. The task is to shape the fully educated person, educated in mind, spirit, and character—to give her proper training and incentive, or at least to help her find the right pathway, for all true education is in the end self-education. At the opening ceremony of my own College on October 12, 1870, the first President of the College spoke as follows:

The effort will not be to eram the minds of pupils with facts, but to spend time in development of thought so that the pupils will learn to think for themselves, and thus be enabled in after life to become leaders, instead of followers, in society. This was strong doctrine in those days, but it must remain one of the principal aims of Agnes Scott College as well as of Wilson College.

We shall live the rest of our lives, I suppose, in an era of mass education, but we shall not get what we need for salvation from the mass-educated. Let it continue to be our task to train persons who may give us ideals that will stir us, art and literature and music and science and philosophy and mathematics and social science that will exhilarate us and enlarge our imagination and our perspective, making us better human beings. Let us join together to train those—and they can be of any age or all ages—who can lead us to a triumph of the *creative* spirit in a time so tragically marked by the *destructive* spirit.

Now, the creative spirit does not rely upon communication but upon the nurture of the inner wells. It will be our salvation as a civilization to see that these inner wells are kept full. Whatever contributes to their fullness and to the purity and potency of what fills them is good. And this is an individual matter, having nought to do with assembly lines or mass production. Use, then, the means at your disposal here—and they are many to keep the inner life healthy and to nuture the creative and generous spirit that may help set the direction of our time toward decency and constructive effort. Agnes Scott College can offer no greater or more needful service to our time.

There are some who will rail at any allusion to the inner life. All of their life belongs to the outer realm. Among these are the persons who are the victims of the superfluous communication to which I alluded a few minutes ago; those to whom *things* are most important—cars, TV sets, stocks, bonds, pretentious homes, the various badges of success; and still others who are cynical about everything that cannot be weighed, tested, and measured in the highly efficient modern laboratory.

But are these people right? Should we not be cautioned by Pascal's famous—and correct—comment that "le coeur a ses raisons que la raison ne counait point"; and Shakespeare's that "There are more things in heaven and earth, Horatio, than are dreamt of in your philosophy."

On a Founder's Day at Agnes Scott College it is fair enough to ask what the founders wished to hold in honor in their College, now seventy-eight years old. As I read the catalogue and the history of this College, I believe they wished to foster not only sound learning, intellectual discipline, and scholarship but also a quotient that I have called the inner life. Agnes Scott College offers no course with this title. Thus there are no grades—and what a deliverance! Can we not somehow devise a better measurement of achievement than a grade? No single person is assigned the responsibility of promoting the inner life, for this is the commonly shared responsibility of all. The public relations office need not send out "stories" about it; it is too intimate for public comment.

But a college with a basic Christian commitment is teaching the importance of the inner life—now, let us give it its proper title, the spiritual life—in a hundred ways direct and oblique; through subtle and often unseen influences in the classroom, in the laboratory, at chapel, on the sports field, in the student government meeting, in the long talk-fests late at night in the residence houses, at gatherings in faculty homes. There is no formula, for the inner life is not shaped by a formula, nor is it responsive to a fixed rule, Benedictine or otherwise. The inner life is the possession of each of us in a different form, nurtured in differing ways, known in various guises.

But it is at the center of true liberal education—the end-product of all the convolutions of the curriculum, all the virtues and advantages that our catalogues advertise about us, all the activities and causes and good things we are exhorted to espouse. It defies exact description because it is "inner" and the spectator cannot see it. But it is real, determining, priceless, the prerequisite of sanity and health, the vessel into which the Holy Spirit pours wisdom, compassion, hope, and all those aspirations that mark what Milton called "the true wayfaring Christian." For all of us there is nothing more important than the nature of that life. Wordsworth came close to penetrating the secret of all this when he wrote, at the end of his moving "Ode to Duty," these lines:

> Give unto me, made lowly-wise, The spirit of self-sacrifice. The confidence of reason give, And in the light of truth Thy bondman let me live.

When all the grades are in, the commencement over, and the honors declared, all the clothes packed in the car, the diploma tenderly stored in a suitcase, the farewells said and the road to the future defined—perhaps not finally, but at least for a year or two—the importance of the inner life should begin to come into new focus. It will be the final residue—this private, intimate life—of the full four years at Agnes Scott. Some of the facts you have learned will fall away, victims of rust and erosion. But the nurture of the inner life should continue with accelerated zeal, for this is the possession for which you came to college. The founders will feel their task well justified if you can say, with Matthew Arnold, "On to the bonds of the waste,/ On to the city of God."

## From Decatur to Kilimanjaro

### By PENELOPE CAMPBELL

THE FIRST THING most people want to know about my trip to Africa is why, of all places on earth, I chose to spend a summer on that seemingly unpleasurable continent. Aside from an interest developed in graduate school. I recently completed my dissertation on the colony of free Negroes and exslaves founded along the Liberian coast in the 1830's by Maryland colonizationists. My primary motive for going, then, was to continue research on that subject at the national archives in Monrovia, Liberia. The rest of my time was to be spent visiting other African nations.

I had little practical knowledge about travel in Africa, but I soon found that the best bargain is to buy a round-trip air ticket to Johannesburg. One can fly from New York to Dakar, Senegal, and then make as many stops as she wishes between Senegal and South Africa. Returning, she may stop anywhere between Johannesburg and Athens. With this general scheme, I worked out a tentative schedule for the nations I thought I would have time to visit and applied for visas.

The day of embarkation was July 7, 1967, I carried only one soft-sided suitcase, a handbag and a coat. The clothes I took were a poor choice, I found. Except in West Africa, it was winter and not the mild Miami winter that I expected, either, I soon wished that one of the two cotton dresses was wool and that I had more than one sweater. The three pairs of shoes proved adequate. My parents drove me to Kennedy Airport in New York and my mother, who had never reconciled herself to the trip, tried to dissuade me right up to the end. I am sure she thought that she would never see me alive again.

ABOUT THE AUTHOR: "Penny" Campbell was born on Maryland's Eastern shore, holds the B.A. degree from Baylor University, the M.A. and Ph.D. degrees from Ohio State and has taught at Hanover College before joining the Agnes Scott history faculty. She wants to continue her African safari this summer.



Return from attempt to scale the snows of Kilimanjaro.



African animals sighted in Ngorongora Crater.

Penny begins third morn of Kili- manjaro climb.



Native of Ashanti tribal home, Kumaisi, in Ghana.



After an overnight flight, I arrived in Dakar early on a Saturday morning. The enervating heat and humidity, coupled with a drab, sandy landscape at first disillusioned me with Africa. After some dickering with tax drivers who insisted upon what seemed exorbitant fares for a ride downtown. I engaged one for the five-mile trip. I soon found that Dakar's skyscraper outline is a facade for what most Americans would call slum conditions. In the city, each block consists of a fringe of rather modern shops and a core of shacks, outhouses, goats and chickens. Senegal was formerly a French colony and that influence still dominates. There is a large resident French population and many Frenchmen come annually to Dakar's beaches on holiday. The Africans in Senegal wear probably the most elaborate and colorful clothes of any people on the continent. Most of the cloth used in Africa, by the way, is made in Japan. Enterprizing Japanese manufacturers have copied designs and colors particularly favored by the inhabitants and produced a line of cotton goods called "African prints" which is sold everywhere.

Further down the west African coast, Liberia fits more readily into the concept held by many that Africa is a land of jungles. The main airport, Roberts Field, is fifty-five miles from Monrovia and enclosed on one side by mangrove swamp and on the other by the Firestone rubber plantations. Monrovia is a city of tin-roofed shacks and petty traders. As I trod streets named for erstwhile American colonizationists who fathered this experiment, I wondered if they would have been as unimpressed as I. The National Archives are housed in the old Presidential Palace and consist of several rooms and an attic of unorganized and uncataloged papers. The archivist, addicted to Mickey Spillane paperbacks and roasted corn-on-thecob, explained that he had not one assistant who could alphabetize. The value of documents and the importance of preserving them, a difficult task in that climate, have apparently never been perceived. Materials relevant to my project were negligible.

In spite of that disappointment, I learned a good deal about Liberia and Africa during the ten days I was in Monrovia. I stayed at the Peace Corps hostel and got an inside view of volunteers. In fact, at first I was suspected of being a spy for some United States government agency which wanted information on Peace Corps progress and morale. What 1 saw was generally favorable. Many volunteers, it is true, were unhappy with how little they seemed to accomplish. Their disillusionment was perhaps commensurate with the idealism they brought to the job. Many volunteers were fugitives from graduate schools and uncertain of their futures, but none appeared to regret this interlude.

I found Ghana a nice contrast to Senegal and Liberia. The air was more invigorating, the people energetic. Accra is quite modern and the extensive drainage systems are used. The markets were the most colorful and orderly of any I visited in Africa. Inexpensive and numerous "mammy wagons" enable one to travel about quite freely. I visited several early European castles along the coast, including Elmina, built by the Portuguese in the fifteenth century. I also went up-country several hundred miles to Kumasi, the old Ashanti tribal home. Ghana has advanced rapidly in recent years and even has television. Most programs are American or British, I found the African reaction to Daktari and Peyton Place far more interesting than the programs themselves.

From Ghana, I flew to the Republic of South Africa. The weather was now cold and dry. Most buildings, including all but the newest hotels, have no heat. After one freezing night in Johannesburg, I discovered I could rent a small electric heater from the hotel desk. Johannesburg is a large, modern city, culturally and numerically enriched by the continuing arrival of European immigrants. Its citizens evidence a high standard of living and even quite modest homes sport either a swimming pool or a tennis court.

Altogether I was in Johannesburg a week. Another two weeks I traveled about South Africa by train. The thousand mile journey to Cape Town takes about twenty-four hours. Until one approaches the vineyards and mountains outlying from Cape Town, one sees only the seemingly endless karoo, or plateau, where stretches of desert alternate with fields of sunflowers, corn and hay.

Cape Town is a pleasant little city nestled at the foot of Table Mountain. It was the home of Cecil Rhodes, prominent in the development of South Africa. When he died in 1902, his huge estate went to the government and became the site for Cape Town University and the recently famed Groote Schur Hospital. Cape Town harbor was especially busy when I was there because of the Suez closure, but I was more interested in a fine little restaurant on the wharf where a South African rock lobster dinner cost only \$2.00. Cape Peninsula runs forty miles south of the city. One day I traveled to the tip to the Cape of Good Hope and felt the exhibitation of seeing what, since grade school, I had considered one of the magic spots on this earth.

At the recommendation of numerous South Africans, I took the scenic route from Cape Town along the Indian Ocean toward Durban. The views were spectacular and the ostrich farms interesting, but the train averaged only twenty miles an hour. It took two nights and a day to cover just the four hundred miles to Port Elizabeth. Meanwhile I sat in a compartment by myself and waited for mealtimes.

Between Port Elizabeth and Durban I stopped at the small independent African republic of Lesotho. It is a largely mountainous nation whose inhabitants tend sheep, wear blankets, and ride sleek ponies up the hillsides. I had the chance to accompany a Save the Children Federation driver who took a Land Rover of food eighty miles into the mountains for distribution by an Anglican mission. The trip took fours up and nearly that long back, although the returning driver was a dare-devil.

Durban is a modern city along the Indian Ocean. Its beaches and surf are its chief attractions. Along the water, the line of large hotels reminds one of Miami Beach. Until a few years ago, bathers were discouraged by the shark menace, but now a threemile long net affords protection.

On the whole, I found South Africa an extremely attractive and prosperous nation. Its beauty is unquestioned. Within a short time, however, one's enjoyment is clouded by the apartheid question. Everywhere one goes, facilities are segregated, Benches, water fountains, buses and all other public conveniences are designated "Europeans Only," which means all persons classified white by the government, *(Continued on next page)* 

## From Decatur to Kilimanjaro (Continued)



Penny "shot" a lioness with wildebeeste or gnu.



Rhodesia's big attraction, Victoria Falls, deserves its reputation.

or "Non-Europeans." Even the Johannesburg zoo has one afternoon a week set aside for non-Europeans. Interestingly, the Japanese, perhaps because of extensive trade relations between Japan and South Africa, are classified white. Chinese, who have been entering as laborers for over a century. are considered non-white. Most Africans are required to live in reserves on the outskirts of town. Every day they pour into urban areas where they serve as domestics, janitors and such: every night they return to impoverished surroundings. Yet, the story of apartheid is a two-sided one. Staunch apartheid supporters claim that Africans are a thousand years behind whites in their evolution, that they cannot be assimilated into a complex, industrial society. However that may be, one cannot deny that their heritage and culture little equips them to live side by side with Europeans in contemporary South Africa. The unfortunate aspect which libels the European is the lack of public or private effort made to train the African in skills needed in a highly technological economy or to raise him to the place where he can contribute to society more than his back.

Like South Africa, Rhodesia is also white Africa, but it lacks the prosperity and booming quality of its sister republic. Since its declaration of independence from Great Britain and the consequent economic sanctions. Rhodesia has sought to become self-sufficient. Rationing and a "buy-Rhodesia" campaign have been undertaken by the break-away government, apparently with success. The big attraction of that nation is Victoria Falls, Unlike some widely trumpeted African sights, the Falls deserve their reputation. My first view of them came after a flight over miles of scrub brush and barren country. The plane circled twice and seemed so close to them that I was alarmed, 1 staved at the Victoria Falls Hotel, and from a half-mile away the sound of the Falls was ever present and the mist clearly visible. On the path between the hotel and the Falls, I encountered a troupe of baboons. They ignored me, but I felt as though I was truly in Africa.

To enter Tanzania is to return to black Africa. Although immigration and customs formalities were carried out less punctually by the new African civil servants. I had the satisfying

feeling that at least the rightful citizens were in command. Dar es Salaam is a small port city on the Indian Ocean and was apparently more sleepy than usual when I was there because of the Suez problem. From here I flew to Zanzibar, the exotic tropical island known for its clove production. David Livingstone, repulsed by the Arab slave markets and accompanying conditions, called the island "Stinkibar," and a certain bouquet still persists, but today decadence and somnolence are the dominant characteristics. The streets of Zanzibar City are wide enough only for one-lane traffic. The harbor, where copra and cloves are loaded aboard ships during the day, has more activity in the late afternoon as dhows pull anchor and sail for the East African coast. The chief social activity seems to be wandering about the narrow streets during the warm evenings. One can buy betel nut from Indian merchants and, shunting inhibitions imposed by family and society in America, enjoy a unique experience.

After just a short visit on Zanzibar, I flew up the East African coast and then inland to the small Tanzanian town of Moshi. This is the jumping off place for safaris to Kilimanjaro. I took an African bus the twenty-five miles to the Kibo Hotel in Marangu and made arrangements for the fiveday climb. For visitors to Africa, there are two primary ways to undertake it. One can tell the hotel management that she wishes to begin the following morning and leave the planning up to it, For about \$80, the hotel supplies a guide, two porters, all equipment, and food, which is cooked by the guide enroute. It is truly a deluxe tour, including tea in bed each morning. Or, as I did, one can buy her own food (and cook it herself), hire a guide and porter, rent some equipment and start out.

The general scheme is to cover ten miles a day, spending nights in huts at 9,000, 12,000 and 15,500 feet. On the fourth morning, climbers start out at 2 a.m. in order to reach the top and return to the third hut by early afternoon. The equatorial sun dictates this, although most hikers swear that the real reason for beginning in the dark is to prevent them from seeing where they must climb and thereby becoming discouraged. On the fourth day, after either reaching the summit or failing, most hikers return to the hut at 12,000 feet and complete the journey on the fifth day.

The day that the two Africans and I started was exceptionally clear. At the lower levels, from amidst coffee plants and banana trees, one could see Kilimanjaro more than thirty miles away. The hike to the 9,000-feet stop was mildly exhausting. The hut was a white-washed stone building with three rooms, bunk beds, and a single fireplace. There was an outhouse behind it and the sole water supply was a nearby creek. There were six other people there that night and we seemed to feel a special comaraderie as we sat around the fire.

The second morning was rainy and cold, and it rained during four of the five hours that it took to cover the ten miles. We arrived at the 12,000 feet level a little after 1 p.m. There was one large metal hut, divided in half, with wooden bunks and no fireplace, light or water. I was cold, wet, and had nothing to do until the next morning. Fortunately, a Belgian couple on the deluxe trip came along and joined me. Their extra food and companionship made the day tolerable. I was afraid that we might have a siege of bad weather, but the third morning was as bright and clear as the first. The climb that day should have been the easiest, for most of it was across a desert-like plateau where buzzards circled, but the altitude made the journey difficult. My exhaustion long before we reached Kibo hut made me doubt whether I could reach the 19,321-feet summit.

The last camp consisted of several tin huts, mostly already occupied by a party of fifteen from Nairobi. As soon as night falls at that altitude, one goes to bed, but the cold and the wooden bunks make sleep impossible. Most climbers simply lie awake waiting for the starting hour. I had half of a hut to myself and when 1 climbed into the sleeping bag I either wore or pulled into it everything I intended to use the next day. I even slept in my boots. It was a miserable night, The wooden bunk was so uncomfortable that 1 had to shift weight every short while. To turn from one side to the other was a major operation. The sleeping bag by now seemed like a mummy bag, and I had first to move the camera, film, gloves, hat and miscellanea and then inch my feet to the opposite direction. Affected somewhat by the altitude, I also had the delusion that a lion was about to enter the unlatched door.

The guide and I started out at 2 a.m. under a bright star cover. The temperature was about 20°F and even steady climbing did not warm me. I soon found that frequent breath-catching stops were necessary. After an hour or so I was so exhausted that I could go no further and we returned to the hut. I slept several hours and began the journey back to Marangu. Disgusted with my failure, I walked the whole thirty miles that day. By the time I reached the Kibo Hotel, my feet were terribly blistered, and the two big toenails were pulled off. Moreover, the sun had scorched my legs right through the slacks, and my lower lip was so sunburned that for two days I did not know when a cup touched it. It is a horrible tale, 1 know, but during the entire safari 1 felt the exhilaration of doing something I had long dreamed about. It is often not the purely enjoyable events that keeps one alive, 1 find, but the challenging and the self-fulfilling. This, for me, was the attraction of Kilimanjaro and, for this reason. I must return.

Everything else was anticlimactic after this experience. 1 did go to Ngorongoro Crater to see the animals for which East Africa is famous. One day 1 traveled miles and miles over that natural zoo in a Land Rover, seeing zehras, gazelles, sable antelope, hippopotamuses, rhinos, and, most fun of all, lions. In fact, we came across a lioness which was still panting from the successful chase of a large Wildebeeste. It was fascinating to watch her pull her prey apart limb by limb and cat it.

The last African nation on my itinerary was Kenya. I was in Nairobi only a day or two before I headed upcountry to visit a family friend at Kisumu, on Lake Victoria's shores. There I staved at a mission station and saw something of the educational work being done. In less than a week I was back in Nairobi, where I took a flight home via Zurich and Lisbon. My impression upon leaving Africa was much more a realization of how much of the continent I had missed than how much I had seen. I was scarcely aboard the plane before 1 started thinking about where I will go next time.

7



A sidewalk cafe by the Rhone in Lyon.

EDITOR'S NOTE: This is the second of two articles on the Junior Year Abroad. The first was published in the winter, 1968 issue of the *Quarterly*. The editor's thanks go to the two seniors who shared their experience with us.



Pat spent part of her travel time in Nice.

# **Apartment Over**

MY JUNIOR YEAR ABROAD officially began when the *France* pulled away from the dock in New York on September 15, 1966, headed for Southampton and Le Havre. My destination was Lyon, France, where I was to study at the Université de Lyon with the U. N. C. Year-at-Lyon program. Five exciting days later I arrived in Lyon, situated midway between Paris and Marseilles, in time for a six weeks' introductory course offered to foreign students before the university courses regularly began at the first of November.

Our U. N. C. group was composed of thirty-three students from such colleges as the University of North Carolina, St. Mary's, Emory, Georgetown, and the College of Charleston. We studied with other foreign students (Germans, Italians, Spanish, English, Austrian, Vietnamese, etc.) such basic courses as French grammar, literature, history, geography, and art. We also elected three courses to be taken with French students in the regular university classes. My three courses were the early twentieth century French novel, contemporary French literature, and a course which involved a detailed study of *The Education of Henry Adams*. This schedule of classes was very good in that it gave us a chance to become more proficient in basic courses, become acquainted with both French students and other foreign students, and learn about the French university system. Our French university courses met once a week and the other basic courses for foreign students met three times a week.

We were forced to learn very quickly the necessity of picking up the sense of a lecture rather than trying to understand each word. We had fairly close relationships





Skiing offered respite from French studies....

... As did finding a bench in front of the apartment.

# The Rhone

with our professors in the special classes for foreign students. with much discussion in the classes. The regular French university classes, however, were different. This system is set up as a series of lectures terminated by one exam at the end of the year. The professor never takes roll, and the only thing required for completion of the course is a passing grade on this exam. Most of the time there was no direct professor-student interchange. The students are there to learn what the professor has to teach, and not to get to know the professor as a person. This was one of the most striking differences I noticed between our system here at Agnes Scott and the French University system, and it was a little difficult to adjust to at first.

Our U. N. C. group did, however, have one regular assignment to be done each week, a composition on

By PAT STRINGER '68

various subjects in French literature, to be handed in to a tutor hired by U. N. C. We found that these weekly sessions with the tutor, a professor in the French equivalent of the high school, helped us a great deal with basic composition, as well as giving us still another means of meeting the French people.

The academic year ended in June with exams. We first took a written exam on the material we had studied, then if we received passing grades, we took oral exams given by the professors. This was an experience in itself, because one rarely takes oral exams in the United States. It seems, however, to be a very appropriate method because it tests not only one's knowledge of the subject, but also one's ability to express this knowledge in French. After the exams, our U. N. C. group scattered, some returning directly to the United (Continued on page 10)

### Apartment Over the Rhone

(Continued)

States, and others of us traveling around Europe during the summer.

At first, however, the studies were not our main challenges. Twenty-six of the thirty-three students in our U. N. C. group were living with French families, so we all had new customs with which to become acquainted. Many of us had thought of the Junior Year Abroad as being exactly like exchange programs in the United States, an assumption which is definitely not true. Exchange programs are aimed mainly at highschool students who are taken into families. American college and university students, in contrast, merely live with the families in Europe, as a rule rarely taking part in the actual family life as we understand it in the United States. Most of the foreign students in Lyon merely rented rooms from the French families—they were boarders.

At first this came as a shock to us, but it also made it very easy to understand why so many Europeans consider Americans the friendliest people in the world. The main adjustment for the American student to make is to understand that French families are not being impolite; that is just the way the boarding system works. The fact that the students are not "babied" meant that we had to be rather resourceful in trying to seek out and get to know the French, rather than just depending on the family to introduce us to their friends and show us their country.

I had a very happy experience with my "family," and I feel that it was also a very unique experience. Most of the other students in our group lived with families, though a few rented rooms from widows, and a few lived in the university dormitories. My own room was in a huge apartment with fourteen rooms which overlooked the Rhône River. The apartment is the city home of a family of five, the Florennes: a boy, fourteen; a girl, nincteen; their parents; and an ancient grandmother. The parents are authors; Mme. Florenne is working on her second book, and M. Florenne is a literary critic for *Le Monde*.

In comparing experiences with the other American students in my group, 1 found that my "family" was very lenient with regard to privileges they gave me. 1 was given complete freedom in the whole apartment, kitchen privileges, and was allowed to have guests at any time. I was even allowed to take a bath whenever I chose! This was very unusual, I learned later, because many French families consider it a waste of water and electricity to take more than one bath a week. Most of the other students were limited to one bath a week, and some of he boys even had to go to the public baths, because their "families" did not have bathtubs!

An American student learns much while living with a French family. We U. N. C. students observed that the families with whom we lived were very close-knit

groups. Their closest associations are formed within the immediate family and branches of these families. I very rarely saw just "friends" come to visit my family. The French are not quite so neighborly as Americans tend to be, especially southerners. Toward the middle of the year, my "family" seemed to become more of a family to me, and the apartment became my home. but this involved the gradual changing of some of my ideas. When I came to realize that they were being friendly in their own way, things changed rapidly. It was in December that I was really touched for the first time by their hospitality. The occasion was the annual December 8th celebration, for which all the Lyounais put candles in their windows, decorate the streets and stores, and begin Christmas festivities. When I returned to my room that night, I found that my family had decorated it, had laid a fire in the fireplace, and had put tiny candles in the windows. The atmosphere was so friendly and cheerful that I felt as though I was a real member of the family.

One day in September as I was walking down the quai from my apartment to the University. I stopped to ask a French girl for directions, and discovered that this had been a very lucky encounter. Several days afterwards she invited me to her home, and as a result. I made one of the best friends I had in France. Her family asked me to dinner frequently, included me in jaunts to the country, and generally made me feel at home with them. We went to plays, movies, parties, and the theatre; throughout the year I felt that our friendship was very special, and added much to my stay in Lyon.

I feel that this "social" aspect of the Junior Year Abroad is very important. The Junior Year Abroad can be very broadening, enlightening experience, especially for Americans who are relatively unfamiliar with Europeans and the European way of life. Suddenly, when the American student is placed in unfamiliar surroundings, he finds himself proving or disproving clichés he has heard for years; he has the chance to form his own opinions and evaluations of a foreign way of life, especially of the European educational system. Opportunities for travel and for meeting many different kinds of people are great. Because our world is rapidly becoming smaller due to advances in communication and transportation systems, I feel that these opportunities to learn about others should not go to waste. Americans, who today control so much wealth and power in the world, cannot afford to be isolated from the rest of the world. To be able to understand other peoples, in even a small way, is indispensible in today's world. The Junior Year Abroad offers this opportunity to learn about others, and this is why I feel that it is so valuable for American college students. Although it is in many ways an adventure for American students, it can also be a great responsibility and one which I feel more college students should take. Everything we learned there is valuable: my experiences in Europe and the friends I made there will never be forgotten.

### DEATHS

### Institute

Arlene Almand Foster (Mrs. E. G.), March 10, 1968.

Lila Arnold Morris (Mrs. W. L.), February 13, 1968.

Myrtis Buchanan Risse (Mrs. F. A.), date unknown.

Mattie Loyd Kimbrough (Mrs. J. O.), 1965. Evelyn Tate Morton (Mrs. I. Powell), December, 1967.

Nell Taylor Boggs (Mrs. W. Kyle), sister of Amanda Taylor, Academy, date unknown.

Wayne Thornton White (Mrs. Hal Hugh), December 26, 1967. Audrey Turner Bennett (Mrs. M. C.), February

Audrey Turner Bennett (Mrs. M. C.), February 4, 1968.

### Academy

Kate Jones Boller (Mrs. Carl), date unknown. Winnie Perry Romberger (Mrs. E. W.), date unknown.

Emma Wood Matthews (Mrs. Henry), date unknown.

### 1908

Mary Dillard Nettles (Mrs.), January 24, 1968.

### 1909

Ada Darby Jones (Mrs. DeWitt C.), mother of Elise Jones '31, January 11, 1968.

### 1913

Elizabeth Emma Standifer Taft (Mrs. Arthur L.), date unknown.

### 1915

Katherine Summers Birdsong (Mrs. Henry H.), date unknown.

### 1917

Louise Halliburton Johnson (Mrs. George M.), January 14, 1967 Georgia Riley Knisley (Mrs. R. J.), February 13, 1968.

### 1920

Rubye Carroll Walker (Mrs. Roosevelt P.), date unknown.

### 1921

Marion Bowling Jenkins (Mrs. G. L.), date unknown.

Lois Thompson, 1965.

### 1922

Edward M. Claytor, husband of Helen Barton Claytor, January 30, 1968.

Joseph G. Mathews, husband of Genie Blue Howard Mathews, February, 1968. Edith Mabry Barnett (Mrs. Edward W.), October

17, 1967. William Jeter Weems, husband of Frances White

Weems, February 25, 1968.

### 1923

Harriet Costin, date unknown

### 1925

Araminta Edwards Pate (Mrs. Ralph C.), January 24, 1968.

Mrs. M. H. Keith, mother of Dot Keith Hunter and Margaret Keith '28, January, 1968.

### 1927

Mrs. James H. Strickland, mother of Edith Strickland Jones, January, 1968.

### 1928

Nell Hillhouse Baldwin (Mrs. John C.), sister of Ruth Hillhouse '19, April 20, 1966. Bayliss McShane, March 1, 1968.

### 1929

William Hoyt Pruitt, husband of Lillie Bellingrath Pruitt, father of Caroline Pruitt Hayes '59, March 14, 1968.

### 1932

Mrs. W. 8. Hollingsworth, mother of Louise Hollingsworth Jackson, January, 1968. The Rev. Arthur Maness, Tather of Margaret Maness Mison, December, 1967.

### 1933

Jack Virgin, husband of 8etty Fleming Virgin, September, 1967.

Mrs. F. P. Ivy, mother of Alma Earle Ivy, Claire Ivy Moseley '34, and Mary Ivy Chenault '41, March 2, 1968.

### 1939

Hector M. McNeill, father of Man) Wells Mc-Neill, October 7, 1967.

### 1940

Frances Morgan Williams (Mrs. Earle D.), November 14, 1958

### 1942

Dr. Gregory W. 8ateman, husband of Anne Chambless Bateman, February 29, 1968.

### 1945

Thomas Alva Mitchell, father of Sue Mitchell, February 19, 1968.

### 1946

Mrs. Sandy Beaver, mother of Lucile Beaver, September 8, 1967.

### 1952

Mr. S. L. Gentry, father of Kathryn Gentry Westbury, March, 1967.

### 1953

Shatteen Taylor Blalock (Mrs. John C.), May. 1967.

### 1954

Emmett Crook father of Jane Crook Cunningham, January 7, 1968.

### 1956

Thomas N. Colley, husband of Mary McLanahan Colley April 17: 1968.

### Special-1928

Margaret Thornton Hill (Mrs. James M.), June, 1966.

### Special-1935

Gladys Jones Bell (Mrs. Henry), August, 1963.

## Worthy Notes

## Would You Believe "No Saturday Classes" at Agnes Scott?

WHAT IS SPRING, vintage 1968, at Agnes Scott? Since this campus community continually reflects today's society, spring brings kaliedoscopic contrasts: hope and frustration, peace and unrest, beginnings and endings.

Hope takes many forms. One is the announcement that there will be, starting with the 1968-69 academic session as an experimental year, a five-day class week. The prospect of no Saturday classes brought delight to students who complain of increasing academic pressures and to faculty members who have long met skimpy classes on Saturdays.

How was this hopeful decision made? In essence, it grew out of frustration, and the way it came about may point to the way future like decisions can come into being. (I do not want to labor this point, and I cannot document it, but I am personally convinced that bringing students into this kind of decision-making is both warranted and healthy in Agnes Scott's life).

It is trite in the face of today's headlines to say that college students want to be involved in policies regarding their education. But it is as true of students on this campus as of those on other campuses. Will you accept the premise that the method of involvement becomes important, and let's go from there?

About eighteen months ago at the request, not demand, of the student-body president, a faculty-student committee was formed to be the channel for discussion and suggested action in academic matters. The committee has co-chairmen this year, Kathryn Glick, chairman of the classics department, and Betty Derrick '68. Other members are C. Benton Kline, Jr., dean of the faculty, Chole Steele, chairman of the French department, W. J. Frierson, chairman of the chemistry department, Jack L. Nelson, associate professor of English, Geraldine Meroney, associate professor of history, and Joy Griffin '68, Mary Chapman '69, Sally Wood '69, Martha Harris '70, Dusty Kenyon '70 and Alice Zollicoffer '68, student-body president.

(In my opinion there are healthy signs about the composition of this committee: two sophomores are included —the "sophomore slump" is still with us, and a dean serves—in current students parlance, deans are often unheeded because they are "members of the Establishment").

The major concern of the committee (and the major underlying frustration causing the concern) was and is a broad area, the amount of academic pressure on students. It would take a report of dissertation length to identify and analyze the myriad factors contributing to this pressure. A few come to mind quickly: competition for grades, use of time, other pressures from other areas of campus life.

The committee did not waste time quibbling over whether there was an undue amount of academic pressure. To students this was a basic reality, and committee discussions brought it out in the open. Discussions there were, are, and will be—ad infinitum.

During Alumnae Weke End the committee held an open meeting for alumnae on April 27. By this time students had learned that faculty and administrative people suffered pressures, too, and committee members felt free to "speak up" with each other on many points.

From the big subject, academic pressure, the committee has been able to extract several areas and offer practical suggestions for improvement. For example last year they requested, through faculty meetings, that a "pass-fail" system be established. A faculty committee studied this, the faculty voted approval, and this year many juniors and seniors have taken courses outside their major fields on which no letter grade was recorded.

The same but more intensive study this year went into the problem of class schedules. A "Five-Day Class Week Committee" of the faculty, with Miriam K. Drucker, professor of psychology as chairman, worked for several months to determine the academic feasibility of such a schedule. They reported a positive recommendation to the faculty on April 19; the faculty voted (62 to 7) approval. The Academic Council then gave assent, as did the Executive Committee of the Board of Trustees.

So, now "no Saturday classes" will be about as legal as anything can get on this campus! Immediate reaction from the Alumnae Association's Executive Board, when this was announced at its May meeting, was to the effect that we were born too soon.

For the future, channels of all kinds are open for free exchange among faculty, students and administration, and this augurs well for the future of Agnes Scott College. Perhaps alumnae will be delighted to hear that for next year there is established a joint "Committee on the Problems"—and its name is, naturally, COP.

Arm Worthy Johnson '38



yfully "no Saturday classes next year."





**SUMMER 1968** 



Front Cover: Dr. Walter B. Posey, professor of history and one of his former students "settle the problems of the world" during a few brief moments at Alumnae Week End.



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# To Hell and Back

### By EDMUND STEIMLE

C. S. LEWIS tells a delightful and perceptive story of a trip from hell to heaven and back. It's in his book, *The Great Divorce*,<sup>1</sup> and the point is that those who live in the endless gray city called hell can't stand heaven when they are given the opportunity to go up and try it out. All of them—except one—prefer to go back to hell. Well, maybe you and I would prefer it, too. But Jesus tells a story in this familiar parable that does just the opposite; it takes us to hell and back hoping that maybe we won't. It's the story of a rich man—tradition has called him Dives—and Lazarus the beggar. And the point of it is not to give us a literal picture of hell, or heaven for that matter, but rather to open our eyes to what's going on right here and now.

So the story begins in this life with these two characters, Dives and Lazarus. Dives is the rich man clothed in purple and fine linen, who dined sumptuously every day. And our guards go up instinctively. This is no picture of me! What's Jesus getting at here? Moreover, I've yet to meet a wealthy man who would ever admit that he was rich. Well off, perhaps; comfortably situated, possibly; but never "rich." Well, would you believe this rich man is the man you'd like to be, perhaps? No? Or maybe his wife? Still no?

Well, don't be so hard on him just because Jesus calls him rich. Because actually he's not nearly so bad as you think and besides, he's the man advertisers are quite sure you really would like to be or the man you'd like to marry. And the ad men, for all their cliches and obvious pitches, are rarely wrong!

For he's the man with a good investment counsellor, his wallet bulges with credit cards, and he knows better than to keep his nest egg in that fat and foolish egg chained to his leg. His purple and fine linen obviously mean that his clothes come from Brooks Brothersat least! For he is obviously a man of taste: his buttondown collars bulge neither too little or too much, and he knows enough not to wear a tie-clip to keep his regimental stripe in place. A man of refinement and of distinction, for his sumptuous feasting indicates that he has a discerning palate. He knows the difference between Beefeater gin and just plain Gordon's or Gilbey's. And the food is really "decent" food, you know, with all the proper wine sauces, condiments, spices, and brandies. Perhaps like many a man of taste and distinction today Dives, himself, could serve up a gourmet dish which would tempt the gods. Anyway, Jesus intends this to be a picture of living, man, real living.

Nor, for all his wealth and taste, is he an uncharitable man. Lazarus would hardly have picked the spot at Dives' gate for his pitch if Dives were known to be skimpy and stingy with the poor. One scholar suggests that he may well have given the money for putting up the synagogue in town. Quite possibly he was on the committee that backed the local poverty program. At least he sent off checks to his favorite charities and

(Continued on next page)

<sup>&</sup>lt;sup>1</sup>C. S. Lewis, The Great Divorce (N.Y.; The MacMillan Co., 1946)

### (Continued)

was as concerned as any decent man of means is about the social problems in his community so long as they don't invade his privacy. No doubt the rooms in his mansion were decorated not only with good art, a Cezanne and a Picasso, perhaps, but also with framed testimonials for his good citizenship and philanthropy. In sum, in addition to his obvious culture, he is as good as most and better than some who have it made in the affluent society.

### Not even "a mumbling word"

Now in stark contrast to Dives is the beggar Lazarus, Jesus is usually more subtle in drawing the characters in his parable-stories, but not here. Except in the irony of his name-for this is the only character in all of Jesus' parables that he takes the trouble to namefor he ealls him "Lazarus" which means, "God helps." And the irony, of course, is what possible good that does for Lazarus, this picture of utter and complete human misery and helplessness. Lazarus doesn't have a dime, of course. Someone plops his ulcerated body down in front of Dives' gate each morning-a revolting sight, right out there in public and all-and to make revolting matters worse, flea-bitten dogs, symbol of the unclean in those days, muzzle him and lick his sores. No, Jesus is hardly subtle here, with the delicate taste and culture of Dives and this revolting spectacle of human misery lying at his gate.

Moreover, Lazarus conducts himself like all romantics think the miserable poor should always conduct themselves. Lazarus never says a word, not even "a mumblin' word." He suffers in silence as all poor sufferers should. This is what makes some of us so impatient with the poor and unlovely in America today. They're so noisy about it! From Saul Alinsky to Stokely Carmichael and H. Rap Brown. Pushing, protesting, picketing, singing, shouting, demanding, threatening, rioting. And the result, too often for our taste, is ugly violence. They really ought to be better behaved, isn't it so? Why can't they act like poor old Lazarus who never says "a mumblin' word"? He suffers in decent silence like any self-respecting miserable human being should. He demands nothing. All he does, according to the record, is to "desire"-to "desire to be fed with what fell from the rich man's table." His quite proper desire was for garbage, the hunks of bread which were used as napkins to wipe greasy fingers and then thrown under the table. It also reminds you of those crepehangers who keep telling us Americans that what's



Dr. Steimle, Union Theological Seminary, New York was Religious Emphasis Speaker for the third time last January.

thrown away of our steaks and rib roasts and pork chops by any single family could feed hundreds of halfstarved people in India. Well, Lazarus' desire was only for the left-over garbage. Lazarus knew his "place," all right, suffering, mute and with a desire only for garbage. Admirable Lazarus! Unlike the poor and dispossessed today! Lazarus simply faded into the landscape, an ever-present unpleasantness which, no doubt, like flies, we will always have with us.

### "A great gulf fixed"

At this point, of course, the story takes its dramatic turn. Both men die: Dives with a funeral fitting for a man of discernment and distinction: Lazarus in some Potter's field. Then comes the great reversal in their fortunes: Lazarus in bliss; Dives in torment. We can understand Lazarus and his bliss. Heaven knows. he'd earned it. But Dives? Why should this man—no worse than most and better than some—land in hell? What has happened to forgiveness here and the universal salvation for all men we sometimes think is implicit in God if he is a loving Father? God wouldn't actually damn anybody to hell, would he? And especially a man as decent and cultured as Dives?

But there is a "great gulf fixed" between them. Lazarus still says nothing. Dives is now the one who shouts and cajoles and pleads and demands. But his desires have dwindled now, All he wants is a drop of water for his tongue which had become so accustomed to wine sauce, condiments, spices, and brandies. But even that drop of compassionate water is denied him. "There is a great gulf fixed" and even compassion eannot cross over. No doubt good old Lazarus, admirable, humble Lazarus, would have been more than willing to repay the garbage with a drop of cold water. But it is not possible.

### One human family

What Jesus is doing, of course, in this trip to hell and back is not to lay down a theology of the after life or to discuss the question whether universal salvation is a possibility or not; that's not his point. The point is to show us by these stark contrasts what's really going on in life here. The great gulf fixed is one of our own digging here and now. And as we dig it and defend it and rationalize it and justify it-even from the Bible at times for is it not written that "the poor you have with you always"-we are in fact destroying one of the fundamental facts of creation. For from the very beginning we are created to become involved, to live in relationship to each other in a community of mutual concern-one human family. We are created to be dependent upon one another or, as Robert Frost says somewhere, "love and need are one."

Jesus, apparently, thinks it necessary to take us to hell and back to see what a hell we can make of life here and now, a hell that is inexorable, "eternal" in the sense of being ultimate—so long as we deny our basic humanity by failing to identify with the brother in need whether he be the fink in your class, a drunk in the gutter, a drug addict hooked on heroin, a teenage hoodlum in trouble with the law, a half-starved child in India, a homeless family in Viet Nam, or whether he simply wears a different skin, prefers a different ereed or different God or a different way of ordering society—like communism for example.

According to this grim story, "no man is an island," to coin a phrase—no matter how lush his island, how suburban, how secure he has made it from the threats of others, no matter that he has secured it honestly and by the sweat of his brow, no matter how you may camouflage your island by sending checks to charity or by building churches and praying in them for "others less fortunate than we." You and I are involved by our very creation as human beings in the lives of those in need of what we may have to give, and "those in need" is not an abstraction. It's the man at the gate of your island—in particular. And you know—and you know you know—who he is. He's the man or woman in your community or elsewhere, whether Negro or white, Jew or Gentile, who is denied or ignored because you say you are not involved in his difficulties or problems. And no longer is he going to be patient or mute like good old Lazarus waiting for garbage from our well-stocked tables.

I wonder sometimes if it is not God in his wrath in this world stirring up the mute descendants of Lazarus in our day to ery out for justice-not love, you understand, just simple justice. A voice like James Baldwin's, for example, when he writes, "There is no reason that black men should be expected to be more forbearing, more far-seeing than whites; indeed, quite the contrary. The real reason that non-violence is considered to be a virtue in Negroes . . . is that white men do not want their lives, their self-image, or their property threatened. One wishes they would say so more often."<sup>2</sup> Maybe it's God in his wrath stirring up the riots at home-another long hot summer coming up!as well as the revolutions overseas. Maybe after two thousand years, he's lost patience at last and since this story which takes us to hell and back apparently hasn't been enough, he's resorting to these drastic measures so that we can actually see with sharp and unpleasant clarity the "great gulf fixed" which we have dug-and continue to dig.

For would we be convinced if one came back from the dead as Dives thought? One *has* come back from the dead, you know; we worship him here and in a thousand churches every Sunday. And still . . . Would you really believe if one were to come back from the dead?

### "to hell and back by way of a cross"

For, you see, you and I are neither Dives—for no one of us is that rich; nor Lazarus—for no one of us is that miserable—or mute—or admirable. No. You and I are the five brothers Dives was so concerned about, the spectators, who, like Dives, might think that we had been horribly tricked if we landed in torment... or, and this is more to the point, if we really saw the torment for what it is here and now as our own doing or our lack of doing.

It's no trick, as Dives thought. We do have Moses and the prophets. We do have one who has been to hell and back by way of a cross. And would you believe any one of them? Even our Lord Christ? That this is the way things really are with us?

But perhaps all this is a bit much with the sun coming out for the first time in three days and winter dance weekend coming up. Isn't it so?

<sup>&</sup>lt;sup>2</sup>James Baldwin, The Fire Next Time

## Alumnae Association President

IN JANUARY of this year you heard over national TV and radio one retiring President's "State of the Nation" Address. In May of this year I bring you another retiring President's "State of the Association" Address.

Nationally, President Johnson has his Great Society, and among the Alumnae we have our own Great Society, which we feel has been a tad more successful than his. Where he has his Cabinet, we have our Alumnae Executive Board whose members are elected to serve for a two year term, half the group being chosen each year. The job of the Board Member is two-fold: she first of all represents the College in the Community, and secondly she does her specific task as an officer or committee chairman. We feel our Cabinet has done exceptionally well in both areas, as the results in our Alumnae Society show.

Nationally, the Poverty Program has been an active arm of the Great Society, Among the Alumnae our annual-giving program each year is an effort to erase poverty in all areas of the College life. Results this year surpass all former years!

Nationally, Vista seeks to bring enlightenment to those in need of education throughout our land. Among the Alumnae, our Continuing Education Committee is the Vista which has brough help to graduates wishing to enrich their intellectual life. Through the joint efforts of this Committee and the Faculty Committee on Alumnae Affairs, evening classes have been offered in the fall and winter quarters and a symposium at each Alumnae Day. The classes this academic year were "The Theology of Paul Tillich"



Dr. Alston welcomes Elizabeth Blackshear Flinn '38, immediate past president of the Alumnae Association and Jane Meadows Oliver '4", incoming president.

## linn Reports to ASC Trustees

taught by Dean Ben Kline and "Economic Theory and Policy and Investment information" taught by Dr. Renate Thimester in the fall quarter: and "Current Developmental Theories in Psychology" taught by Dr. Miriam Drucker, "Religion in the Old South" taught by Dr. Walter Posey in the winter quarter. The Alumnae Day Symposium was an open meeting of the Faculty-Student Committee on Academic Matters speaking to the question, "What Kind of Education do Today's Students Demand?"

Nationally, the Peace Corps aims to bring understanding to people in different worlds. Among Alumnae, our Sponsor Program is our Peace Corps seeking to bring understanding between the world of the student and our adult world. This is intended to be a burden to no one but a simple show of concern on the part of Alumnae for the Freshman Class. It is an effort to establish a happy social relationship and bridge the generation gap. Evaluation surveys show this is a valuable program to students and Alumnae.

Nationally, Better Housing programs are at work and with the Alumnae, a better housing program is planned for their house. Since 1951, when the Tea Room was closed, the Alumnae Office has been housed in that one large room which provides little privacy and great confusion for all who work there. In the summer, thanks to the College, the old Tea Room and kitchen area will be rebuilt into offices providing both privacy and quiet for the Staff. One outmoded guest room, known as the 1917 Room (or the Tulip Room because of its floral wall paper), will be redone along with the Victorian plumbing.

Nationally, the Health, Education, and Welfare Department seeks to make these blessings available to everyone in America. Our Club Chairman has the same desire for all Agnes Scott alumnae, and through local and distant clubs and their fine programs has brought mental health, modern education, and social welfare to them. The College professors and administrators were generous with their time, speaking locally at meetings of the Atlanta Club, Decatur Club, Marietta Club, Young Atlanta Club, and throughout the country on Founder's Day. The current Club Chairman is revising the Club Manual for the first time since 1948 and helping new clubs get started in Houston, Texas, Augusta, Ga., and Wilmington, Delaware.

Nationally, there are thousands of Government Publications which inform American citizens about every thing from "How to Raise Hamsters" to "Housing for the Senior Citizen." The Alumnae have their publication too. It is the *Quarterly* which goes to all Alumnae, graduates and nongraduates, and informs them about everything from the birth of babies to achievements of Agnes Scott graduates to the writings of Tillich and Sartre. Its circulation numbers over 9,000.

Nationally, to make the Great Society go, there is the work of Civil Service. To make the Agnes Scott Alumnae Society go, there are also Civil Servants: the Director of Alumnae Affairs, Miss Ann Worthy Johnson '38, and her Associate Director, Mrs. E. Banks Pendleton '40. These wonderful ladies are just that, as well as Jacks of all Trades and are the very heart of alumnae activity. There have been two fine Assistants, Mrs. H. S. Johnson, Jr. '41 and Mrs. K. W. Gilchrist '60 who have handled the details of the Annual Giving Fund as well as the office routines. These latter two have resigned and there is great need to fill these vacancies as soon as possible. Mrs. Margaret D. Cobb v-'22 is the House Manager who handles the details of hostessing visitors. The College Administration makes the services of this capable staff possible and the Alumnae are grateful.

Nationally, it is campaign time, and everybody is campaigning for or against the Great Society. It is campaign time for Alumnae, too, and the push is on to get the Class of 1968 to join our ranks and become active participants in Alumnae Affairs and active givers to the Annual Fund. The afternoon of Graduation rehearsal, the Board of the Alumnae Association gave last year and will give this year a tea for the Seniors, secured from them information needed for alumnae files and, hopefully, started them on a lifetime of support for the Agnes Scott Party.

Nationally, the Great Society has not been without its slogans. There's "All the Way with LBJ," and "Hubert H. for '68." Similarly for the past two years in our Alumnae Society it has been, "In With Flinn," and "Everyday with AWJ." We sincerely hope we have moved forward in accomplishment for the College and as we pass the leadership to other hands, in the spirit of this election year, may we say, "Give All You've Got to Agnes Scott."

> --Elizabeth Blackshear Flinn '38 President

#### ALUMNAE QUARTERLY / SUMMER 1968



50th Reunioners gather at the Alumnae Luncheon.

## Class of '18 Celebrates Their 50th

by Anna Leigh McCorkle

OF THE THIRTY-TWO graduates of the class of 1918, ten were present for the fiftieth reunion. We had to look hard to find the person we had known, but after a second or so the old face came back and old friendships were renewed.

At the luncheon given by the college, Dr. Alston recognized each member and presented her with a gold pendant to wear on the "grandmother bracelet." Our memories were jogged by having a recountal of our class exploits such as initiating the black cat. Dr. Alston announced that this class had given over five thousand dollars to the Alumnae Fund for this year.

In the afternoon Dr. and Mrs. Alston gave a tea for the group and again we became acquainted with the people we have become. How proud Dr. Gaines, Miss Hopkins and Dr. McCain, our teacher, not our president, would be of everyone. Each has truly developed as Agnes Scott ideals would have us do.

Our class president through all these years gave a

dinner for us that night in Atlanta—and we didn't have to take the street car to get there! Ten of us went and the highlight of that meeting was to hear each one present tell of her life during the past fifty years. You should hear of the school for drop-outs that Hallie Alexander Turner has! Edith Hightower Tatom had come all the way from California, and she told of her life as the wife of an army officer.

We paused to remember those who are no longer with us: Belle Cooper, Elizabeth Denman Hammond, Lois Grier Moore, Virginia Lancaster McGowan, Caroline Randolph and Myra Scott Eastman.

Three have attained Phi Beta Kappa fame: Nancy Jones, Katherine Seay and Belle Cooper.

Those attending were: Ruth Anderson O'Neal, president, Martha Comer, Carolyn Larendon, Margaret Leyburn Foster, Anna Leigh McCorkle, Edith Hightower Tatom, Eva Mae Willingham Park, Hallie Alexander Turner, Ruby Lee Estes Ware and Rose Harwood Taylor.

#### DEATHS

#### Faculty

Maude Morrow Brown (Mrs. Calvin S.), formerly in the classics department, May 3, 1968.

#### Institute

Grace E. Bate, May 20, 1968. Charlotte Kefauver Johns (Mrs. J. C.), July 10,

Nanetta Schuler Bell (Mrs. Thornton Fletcher), sister of Florence Shuler Cathey, February 29, 1968.

Mattie Wright Goodwin (Mrs. Ray), December 1964.

#### Academy

Ruth Duncan Frary, May 13, 1968.

#### 1907

Jeannette Shapard, May 22, 1968.

#### 1914

Margaret Baumgardner, April, 1968.

#### 1915

Maude V. Gary, date unknown.

#### 1917

A L. Davis, hushand of Elizabeth Gammon Davis (deceased) and father of Billie Davis Nelson '42, May 12, 1968.

#### 1918

Mrs. J. W. Hightower, mother of Edith Hightower Tatom, June 1967.

#### 1919

Gordon 8ell Hanson, husband of Goldie Suttle Ham Hanson, tather of Anne Hanson Merklein '55 and Elizabeth Hanson McLean '58, April 8, 1968 at sea. 1921 Mrs. H. P. Park, mother of Adelaide Park Webster, date unknown.

#### 1922

Grat M. Bowen, Sr., hushand of Harriet C. Scott Bowen, Oct. 27, 1967 and Mrs. W. A. Scott. mother of Harriet C. Scott Bowen, Dec. 31, 1967.

#### 1924

Priscilla Porter Richards (Mrs. R. V.), February 11, 1968. Walter McDowell Rogers, husband of Rehecca

8ivings Rogers, December, 1967.

#### 1925

Mrs. James Steven Brown, mother of Mary Brown Campbell, March 31, 1968. James H. Burns, husband of Montie Sewell Burns, January, 1968.

#### 1926

Mrs. Fortune Chisholm Ferrell, mother of Dora Ferrell Gentry and Alice Ferrell Davis '28, June 25, 1968.

#### 1928

Frank E. Veltre, husband of 8etty Fuller Veltre, Jan. 6, 1968

Eloise Slocumh McDavid, May, 1966.

#### 1930

Mrs. James Paul Crawford, mother of Katherine Crawford Adams, Dec. 29, 1962 and Mr. James Paul Crawford, father of Katherine Crawford Adams, Nov. 1, 1965.

Dr. Henry Sweets, Jr., husband of Elizabeth keith Sweets and brother of Douschka Sweets Ackerman '33, April 11, 1968.

#### 1931

Melton A. Goodstein, husband of Carolyn Heyman Goodstein, June 1968.

#### 1932

Elizabeth Willingham Crump (Mrs. James T. E.), March 25, 1968.

#### 1933

Edward Jones, father of Polly Jones Jackson and Molly Jones Monroe '37, April 16, 1968. Mrs. John P. Lynch, mother of Elizabeth K. Lynch, February 16, 1968.

#### 1935

Mae Duls Starrett, sister of Louise Duls '26, March 17, 1968.

#### 1939

Mrs. Leo F. Lichten, mother of Helen Lichten Solomonson and grandmother of Nancy Solomonson Portnoy '65, September 2, 1967.

#### 1940

Mrs. W. J. Deas, mother of Eleanor Deas Chiles, May, 1968.

Lutie Tylor Moore Cotter, mother of Martha Cotter '70, June 14, 1968.

#### 1942

Clay W. Penick, Jr., husband of Ailene Barron Penick, June 19, 1968.

Everett Clay Bryant, husband of Mary Davis Bryant, March 22, 1968.

Charles Haddon Nabers, father of Dorothy Nabers Allen, June 19, 1968.

#### 1944

Scott Noble, son of Betty Scott Noble and brother of Betty Noble '71, April 13, 1968 of leukemia.

#### 1949

Amanda Duncan, eleven-year-old daughter of Shirley Simmons Duncan, April 29, 1968.

#### 1963

R. A. Davis, tather of Patricia Davis Poe and Anne Davis '67, June 24, 1967.



# ALUMNAE WEEKEND 1968



The 25th Reunion Class joyfully finds one another on the Quadrangle.

Long-time Decatur friends as well as Agnes Scott associates Dr. Henry Robinson and Julia Pratt Smith Slack '12 meet on Alumnae Day.





Registration of over 500 Alumnae was handled by volunteers from the Young Atlanta Club.

Miss Chloe Steel (r), Chairman of the French Department, is happy to greet two of her former students.



## ALUMNAE WEEKEND

(Continued)

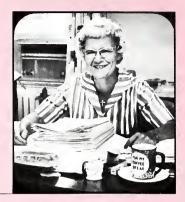


Dean Kline meets a 50th Reunioner, Rose Harwood Taylor.

Professor Emeritus George Hayes comes back to see former students.

Time for a few more words before the Dining Hall doors are opened for the Alumnae Luncheon.





### Worthy Notes

### The Long, Hot Summer in Georgia Sizzles On ....

Two words, a noun and a verb, characterize this summer for me: "heat" and "move." Not since my early childhood in Atlanta can I recall living in Georgia heat that smothers, enervates and depletes the simplest energies. Contrast is sharpened by air-conditioning: I walk out from an airconditioned office and the heat attacks me with an almost physical force.

Another, more tragic, kind of heat was part of the summer's experience. In the early morning hours of June 19th fire of undetermined origin gutted the inside of the Murphey Candler Building—the "Hub" (see p. 11). Built originally as a library, the Hub has served for over thirty years as the major student center on the campus. (as one young alumna expressed it: "This *is* the end of an era. In those ashes lies my childhood innocence—I grew up, suddenly, in The Hub.")

The building was fully covered by insurance and is now being repaired. Rather than have P. J. Rogers, Jr., Business Manager, add this massive responsibility to his already overburdened summer staff and schedule, the College has contracted with an off-campus firm to rebuild The Hub. Let's all keep our fingers crossed in hope that new hub doors will open when college ones do in late September.

It seems to me that if we can be glad about anything regarding the fire, we can rejoice over two circumstances. One is that college was not in session when the fire occurred (and it happened during the night), so no human beings were in danger. The second is that if a building on campus had to burn, the Hub was probably the one to be "chosen." It has long been inadequate, and in campus planning the construction of a new Student Activities Building holds a priority place.

Moving all the charred debris from the Hub is a mammoth task in itself. Those of us on the Alumnae Office staff have felt this summer that we faced mammoth moving chores in our own bailiwick. Last summer, '67, an officesupply firm in Atlanta drew a plan to rebuild the Alumnae Office for more efficient work space. This is being accomplished now.

Before I try to help you visualize what an undertaking this is, you should know that in June we physically moved the Alumnae Office next door to the Faculty Club—old Lupton Cottage. For a forced "temporary" situation, the Faculty Club environment has been most pleasant for me and my staff (The fact that 1 can't find everything I need isn't the Faculty Club's fault!)

Since 1951 the Alumnae Office has been located on the first floor of the Alumnae House in what many will recall as the "Silhouette Tea Room," a long room broken by shelf-partitions. As demands on the Office grew, so did efforts to meet those demands—like Topsy, without much guidance. The noise level at certain times, for example, has been almost unbearable.

Here, you must imagine the steps in getting out a mailing to all alumnae (a not infrequent occurrence, as you are aware!) The mimeograph starts whirring first. Then the addressing machine groans ominously as the 8,500 envelopes start through it. Meantime, someone is frantically attempting to cut new address stencils on a special typewriter which sounds like machine-gun fire. On two other typewriters are discarded envelopes from the addressing machine—or envelopes needing typed addresses because the machine chewed rather than printed the others. Then the folder-stuffer revs up, folds the letters and smacks them into the envelopes. At last the postage meter starts its cackling, and the soft thud, thud of full mail sacks dragged across the floor lets me know it's almost over, halleluia! (I do not even have a door to close!)

So, the area of the old kitchen and pantry, plus the present office space, is being completely revamped. My office will be in the back of the former kitchen. There is a completely new kitchen built just behind the dining room. All the machines will be in one room. Soundproof ceilings are already installed, with new lighting. Carpeting will cover all the offices and cut noise tremendously. We hope to move into these splendid quarters by mid-September.

My quite special hearty thanks are due Mollie Merrick '57, assistant dean of students, who moved into the alumnae staff for the summer, while Barbara Murlin Pendleton '40, associate director, had major hip surgery.

Anne Worthy Johnson '38



Second place winner, 1968 Arts Council Peace Photography Contest, by Sharon Hall '70.

Ignes Scott Alumnae QUARTERLY A THE

FALL 1968



FRONT COVER: Investiture, the formal recognition of senior status, is a cherished event each fall at Agnes Scott. The Class of 1969 is the "last" to be capped officially by Dean Carrie Scandrett '24 who retires in June.



THE ALUMNAE QUARTERLY VOL. 47 NO.1

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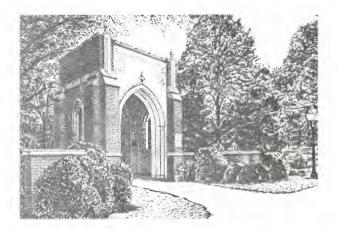
Hal L. Smith Chairman of Agnes Scott's Board of Trustees

## The Charter of AGNES SCOTT

provides that the College was established for the purpose of

"perpetuating and conducting a college for the higher education of women under auspices distinctly favorable to the maintenance of the faith and practice of the Christian religion, but all departments of the College shall be open alike to students of any religion or sect, and no denominational or sectarian test shall be imposed in the admission of students."

In selecting faculty and staff, the Board of Trustees, upon the recommendation of the president, shall elect those who can best carry out the objectives as set forth in the Charter, giving consideration to any competent person who is in accord with these purposes.



## The Firm Foundation You Are Building

A special report on the "best year yet" in alumnae annual giving, The Agnes Scott Fund for 1967-1968

How CAN WE on the campus find adequate words of thanks to you, alumnae scattered literally around the world, for your splendid help in "producing" the 1967-1968 Agnes Scott Fund? Please just know that we are most mindful of and grateful for both the time and money many of you gave. Particularly those who served as Class Fund Chairmen or Class Fund Agents earned special *kudos* for laying a fund-raising foundation which can be built on for years to come.

What is this foundation? It is alumnae organized to ask each other for gifts to Agnes Scott. Such personal involvement means better understanding of Agnes Scott's financial needs. As you share understanding, a cornerstone of the annual-giving program, with classmates, a chain reaction leading eventually to adequate support, is set in motion.

Let's investigate the kinds of brick and mortar which make this foundation. Many of us may dislike the "professional jargon" which creeps into any discussion of fund-raising. But we can put semantics aside and take the great leap to understanding why, then how, the Agnest Scott College Alumnae Association must have a strong, soundly-built alumnae fund-raising organization.

The "why" is set forth clearly and cogently by President Alston in an interview beginning on p. 2 of this magazine. The "how," a new type of organization, is the immediate concern. Bricks in this foundation equal alumnae, stalwart ones who worked in the 1967-1968 Agnes Scott Fund. A Class Chairman was selected and she, in turn, selected Fund Agents among her classmates: a listing of all these workers will be found on the following pages. It is they who were responsible for the splendid success of what is called the "general solicitation" portion of the annual-giving program.

The mortar cementing the bricks is, of course, the dollars, the money itself. The financial reports on the next pages speak, loudly, for themselves. Many of the dollars were given through what is termed the "Special Gifts" portion of the annual-giving program. In November, 1967, some alumnae were asked to be members of special-gift groups. These groups, also listed on the next pages, are: The Mainliners (\$100 or more); The Quadrangle Quorum (\$250 or more); The Colon-nade Club (\$500 or more); and The Tower Circle (\$1000 or more).

Now comes the time to build on the strong foundation. The 1968-1969 Agnes Scott Fund (July 1 - June 30) is already launched. A "fund workshop" for Class Chairmen was held in early November on the campus, to help these key leaders strengthen their volunteer efforts. In November, too, the special-gift solicitation, by letters, was done. Next fall we hope to report on an even more meaningful annual-giving year.



## Annual Giving Program-Report by Classes

### July 1, 1967-June 30, 1968

Class	Number Contributed	Percentage of Class Contributing	Amount	Class	Number Contributed	Percentage of Class Contributing	Amount
Institute	25	9	\$ 2,075.00	1940	47	29	1,324.58
Academy	13	14	560.00	1941	41	26	1,562.32
· 1906	1	20	25.00	1942	44	29	2,552.54
1907	-4	40	31.00	1943	43	32	1,526.72
1908	4	27	160.00	1944	41	26	1,626.00
1909	12	38	341.00	1945	53	35	1,526.00
1910	9	23	152.00	1946	57	34	2,259.12
1911	9	27	570.00	1947	58	37	1,455.68
1912	6	22	241.00	1948	56	36	1,646.90
1913	14	-44	385.00	1949	56	34	2,281.22
1914	14	26	457.78	1950	47	32	5,505.72
1915	12	22	1,876.00	1951	44	27	1,841.00
1916	21	31	635.00	1952	53	33	1,174.30
1917	34	45	2,817.00	1953	51	37	868.50
1918	24	49	4,916.44	1954	39	31	910.32
1919	27	32	1,246.86	1955	51	34	975.50
1920	16	19	988.00	1956	61	37	1,047.00
1921	43	33	2,939.02	1957	70	38	1,588.89
1922	30	29	678.00	1958	72	43	2,288.50
1923	33	22	2,299.14	1959	57	32	787.09
1924	33	24	1,893.20	1960	55	30	1,057.96
1925	37	28	1,198.00	1961	78	41	1,442.60
1926	45	34	1,510.00	1962	67	30	1,381.89
1927	44	28	2,440.00	1963	58	28	952.50
1928	44	32	1,946.00	1964	30	14	439.02
1929	60	37	15,247.50	1965	41	20	894.75
1930	50	37	1,219.00	1966	46	21	759.70
1931	42	39	5,298.13	1967	42	22	538.10
1932	40	33	3,104.37	1968	9	11	50.50
1933	48	36	2,210.50	1969	16	20	117.00
1934	39	41	3,285.00	1970	8	30	40.00
1935	38	31	3,870.00	1971	21		114.00
1936	50	35	2,076.50	Special	7		120.00
1937	41	33	1,443.00				
1938	44	31	1,365.27				
1939	39	27	1,561.00	TOTAL	2,564		\$115,716.63

## 1967-1968 Agnes Sco

General Chairman: Sarah Frances McDonald '36 Special Gifts Chairman: Betty Lou Hourk Smith '35 Honor Guard Chairman: Mary Wallace Kirk '11

#### 1909

Margaret McCallie, Chrm. Agents: Adalene Dortch Griggs Mattie Newton Traylor Lutie Pope Head Jean Powell McCroskey

#### 1911

Mary Wallace Kirk, Chrm Agents: Adelaide Cunningham Charlotte Reynolds Gavin Mary Robinson Myrick Theodosia Willingham Anderson

#### 1913

Janin McGaughey, Chrm. Agents: Kate Clark Mary Enzor Bynum Emma Pope Moss Dieckmann

#### 1914

Annie Tait Jenkins, Chrm Agents: Bertha Adams Kathleen Kennedy

#### 1916

Mary Bryan Winn, Chrm. Agents: Laura Cooper Christopher Evelyn Goode Brock Jane Rogers Allen

#### 1917

Mary Spotswood Payne, Chrm. Agents: Gjertrud Amundsen Siqueland Louise Ash Mildred Hall Pearce Anne Kyle McLaughlin Claude Martin Lee Janet Newton Regina Park Pirkston

#### 1918

Hallie Alexander Turner, Chrm. Agents: Ruby Lee Estes Ware Caroline Larendon Anna L. McCorkle EvaMaie Willingham Park

#### 1919

Goldie Ham Hanson, Chrm. Agents: Blanche Copeland Jones Alree Norman Pate Mary Katherine Parks Mason Elizabeth Pruden Fagan Margaret Rowe Jones Lulu Smith Westcott

#### 1920

Agents: Eloise Buston Sluss Virginia McLaughlin

#### 1921

Sarah Fulton, Chrm. Agents Margaret Bell Hanna Myrtle Blackmon Thelma Brown Aiken Eleanor Carpenter Lois Compton Jennings Marguertte Cousins Holley Elizabeth Floding Morgan Wary Olive Gunn Summers Helen Hall Hopkins Anna Mare Landress Cate Sarah McCurdy Evans Margaret Wade

#### 1922

Alice Whipple Lyons, Chrm Agents Elizabeth A. Brown Elizabeth A. Brown Elizabeth A. Brown Edwine Davis Croley Edwithe Davis Croley Edwithe Davis Croley Eurice Decan Major Ruth Hall Bryant Ruth Pirkle Berkeley Dinab Roberts Parramore Harriett Scott Bowen Ruth Elizabeth Virdeo

#### 1923

Agents: Helen Faw Mull Lucie Howard Carter Eloise Knight Jones Jane Knight Lowe Lucile Little Morgan Beth McClure McGeachy Martha McIntosh Nall Rosalie Robinson Santord Marty White Caldwell

#### 1924

Agents: Evelyn Byrd Hoge Helen Lane Comfort Sanders Frances Gilliland Stukes Victoria Howe Kerr Corrine Jackson Wilkerson Nonie Peck Booth Cora Richardson

#### 1925

Mary Ben Wright Erwin, Chrm. Agents: Bryte Daniel Reynolds Josephine Douglass Smith Isabel Ferguson Hargadine Lucille Gause Fryvell Martha Lin Manly Hogshead Mary Stuart Sims McCamy Charlotte Smith Sarah Tate Tumlin Eugenia Thompson Akin Eugenia Thompson Akin

#### 1926

Allene Ramage Fitzgerald, Chrm. Agents: Ellen Fain Bowen burgaret Bull toursa Duls Mary Freeman Curtis Eleanor Gresham Steiner Mary Ella Hammond McDowell Blanche Hastam Hollingsworth Elizabeth Little Merweither Nelle Richardson Susan Shadburn Watkins Rosalte Wootten Deck

#### 1927

Louise Lovejoy Jackson, Chrm. Agents: Lillian Clement Adams Mildred Cowan Wright Staherine Houston Sheild Haa Jacobsen Morris Lizabeth Lilli Swedenberg Fiizabeth Lynn Margie Wakefield

#### 1928

Mary Sayward Rogers, Chrm. Agents' Sally Abernathy Virginia Carrier Patricia Collins: Andretta Patricia Collins: Andretta Patrica Collins: Andrets Hattie Gerschow Hirsch Irene Lawrence Wright Jane McCov Gardner Julia Napier North (deceased) Virginia Norris Evangeline Papageorge Margaret Rice Elizabeth Roark Ellington Ruth Thomas Stemmons

#### 1929

Dorothy Cheek Callaway, Chrm. Agents Lucile Bridgman Leitch Hazel Brown Ricks Bettina Bush Jackson Ethel Freeland Darden Betty Gash Elise Gibson Marion Hodges Anthony Hazel Hood Charlotte Hunter Elaine Tacobsen Lewis Geraldine LeMay Edith McGranahan Smith T Esther Nisbet Anderson Josephine Pou Varner Helen Ridley Hartley Mary Warren Read Violet Weeks Miller

#### 1930

Jo Smith Webb, Chrm. Agentis: katherine Crawtord Adams June Maloney Otticer Emily Noore Couch Lynn Noore Hardy Carolyn Nash Hathawaa Margaret Ogden Stewart Sallie Peake Martha Stackhouse Grafton Belle Ward Stowe Abernathy Mary Louise Thames Carlledge Harriett Williams Raemood Wilson Craig

#### 1931

Iulia Thompson Smith Chrm Agents. Ruth Etheredge Grittin Marion Fielder Martin Dorothy Grubb Rivers Katherine Morrow Norem Ruth Pringle Pipkin Katharine Purdie Jeannette Shaw Harp Elizabeth Simpson Wilson Martha Sprinkle Ratteriv Cornelia Tatlor Stubbs Louise Ware Venable Margaret Weeks Elicabeth Wooltolk Moye

#### 1932

LaMvra Kane Swanson, Chrm.

## t Fund Organization

Agents: Virginia Allen Woods Penny Brown Barnett Louise Cawthon Mary Dunbar Weidner Diana Dyer Wilson Grace Fincher Trimble Louise Hollingsworth Jackson Jane Shelby Clay Oliwe Weeks Collins

#### 1933

Page Ackerman, Chrm. Agents: Willa Beckham Lowrence Neil Brown Davenport Porter Cowles Pickell Ora Craig Stuckey Lucile Heath McDonald Margaret Loranz Gail Nelson Blain Tish Rockmore Lange Mary Sturtevant Bean Katharine Woltz Farinholt

#### 1934

Mary McDonald Sledd, Chrm. Agents: Lucy Coss Herbert Kathryn Maness Nelson Margaret Massey Simpson Ruth Moore Randolph Rossie Richie Johnston Carolyn Russell Nelson Louise Schuessler Mahel Talmage Pauline Woods Johnnie May York Rumble

#### 1935

Mary Green Wohlford, Chrm. Agents: Vella Behm Cowan Carolyn Cole Gregory Sarah Cook Thompson Sara Davis Alt Mary Lillian Deason Fidesah Edwards Alexander Frances Espy Cooper Anna Humber Little Carolyn McCallum Marguerite Morris Saunders Nell Pattillo Kendall Grace Rohinson Wynn Amy Underwood Trowell Elizaheth Young Hubbard

#### 1936

Carrie Phinney Latimer Duvall, Chrm. Agents: Meriel Bull Mitchell Mary Cornely Dwight

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Sara Estes Jean Hicks Pitts Frances James Donohue Augusta King Brunby Dean McKoin Bushong Sarah Nichols Judge Adeline Rountree Turman Emily Rowe Adler Marie Townsend Sarah Turner Ryan Lilly Weeks McLean Mary Vines Wright

#### 1937

Lucille Dennison Keenan, Chrm. Agents: Elosa Alexander LeConte Elosa Alexander LeConte Kitty Daniel Spicer Annie Laura Galloway Phillips Mary Gilespie Thompson Fannie Harris Jones Kitty Jones Malone Rachel Kennedy Lowthian Mary King Critchell Frances McDonald Moore Virginia Stephens Clary Virginia Stephens Clary Vivienne Trice Ansley Evelvn Wall Robbins

#### 1938

Jean Barry Adams Weersing, Chrm Agents: Martha Brown Miller Margaret Douglas Link Jane Gutherie Rhodes Mary Anne Kernan Ellen Little Lessene Mary Primrose Noble Phelps Alice Reins Boyd Catherine Ricks Love Joyce Roper McKey Mary Smith Bryan Virginia Suttenfield Anne Thompson Rose Eizabeth Warden Marshall Virginia Watson Logan Louise Young Garrett

#### 1939

Mary Hollingsworth Hatfield, Chrm. Agents. Mary Frances Guthrie Brooks Jane Hamilton Ray Jacqueline Hawks Alsobrook Josephine Larkins Flora MacGuire Dukes Lou Pate Koenig Jula Potter Scurry Mamie Lee Ratliff Finger Mirram Sanders Aileen Shortley Whipple Anary Pennel Simonton Boothe Elinor Tyler Richardson Mary Whetsell Timmons Margaret Willis Dressler

#### 1940

Helen Gates Carson, Chrm. Agents Frances Abbot Burns Elizabeth Alderman Vinson Evelyn Baty Landis Anna Margaret Bond Brannon Barbara Brown Fugate Grace Elizabeth Anderson Cooper Anne Enloe Annette Franklin King Marian Franklin Anderson Mary Evelyn Francis Ault Mary Long Gill Olson Nell Moss Roberts Katherine Patton Carssow Nell Pinner Sannella Mary Reins Burge Ruth Slack Roach Edith Stover McFee

#### 1941

Anne Martin Elhott, Chrm. Agents: Martha Boone Shaver Gentry Burks Bielaski Josephine Cates Lucile Gaines MacLennan Helen Harde Smith Julia Lancaster Marcia Mansfield Fox Louise Meiere Culver Valgerda Neilson Dent Lillian Schwencke Cook Hazel Scrugg Outz Tommay Luiner Peacock Ida Jane Vaughan Price Anita Woollolk Cleveland

#### 1942

Betty Medlock Lackey, Chrm. Agents: Martha Arant Allgood Anne Chambless Bateman Edith Dale Lindsey Dale Drennan Hicks Susan Dyer Oliver Maragaret Erwin Walker Margaret Entstook Emmons Mary Kirkpatrick Reed Ida Belle Levie Bagwell Caroline Long Armstrong Julia Ann Patch Weston Mary Seagle Edeiblut Margaret Sheffall Chester Margiorie Simpson Ware Jane Taylor White Cavie Cave

#### 1943

Mary Anne Atkins Paschal, Chrm. Agents. Sue Barker Woolf Alice Clements Shinall Joella Craig Good Betty DuBose Skiles Helen Hale Lawiton Leona Leavitt Walker Sterly Lebey Wilder Anne Paisley Boyd Ruby Rosser Davis Clara Rountree Couch Margaret Shaw Allred Susan Spurlock Wilkins Pat Stokes Barnes

#### 1944

Martha Ray Lasseter Storey, Chrm. Agents Claire Bennett Kelly Kay Bisceglia Shangler Louise Breedin Griffiths Jean Clarkson Rogers Mary Louise Duffee Philips Elizabeth Edwards Wilson Laurie Looper Swann Quincy Mills Jones Katherine Philips Long Margaret Powell Flowers Anne Sale Weydert Marjorie Smith Stephens Robin Taylor Horneffer Katheryne Thompson Mangum Elise Tilghman Marjone Tippins Johnson Betty Vecsey

#### 1945

Barbara Frink Allen, Chrm. Agents: Elizabeth Carpenter Bardin Betty Davis Shingler Martha Lean Gower Woolsey Emily, Higgins Bradley Eugenia Jones Howard Dorothy Kahn Prunhuber Montene Melson Mason Mary Mely Norris King Ceevah Rosenthal Blatman Jula Slack Hunter Lois Sullivan Kay Wendy Whitle Hoge

#### 1946

Mary Cargill, Chrm. Agents: Mary Lillian Allen Wilkes Margaret Bear Moore Jean Chewning Lewis

## 1967-1968 Agnes Sc

#### (continued)

Mary Ann Courtenay Davidson Mary Duckworth Gellerstedt Shirley Graves Cochrane Nancy Hardy Abberger Bonnie Hope Robinson Elizabeth Horn Johnson Retty Long Sale Mary MicConkey Reimer Jane Anne Newton Marquess Anne Noell Wyant Celette Powell Jones Louise Reid Strickler Mary Jane Schumacher Bullard Maud Van Dyke Jennings

#### 1947

Eleanor Calley Story, Chrm. Agents: Marie Adams Convers Elizabeth Andrews Lee Glassell Beale Smalley Dale Bennett Pedrick Charlotte Clarkson Iones Virginia Dickson Phillips Anne Eidson Owen Ann Hough Hopkins Marianne Jeffries Williams Marguerite Mattison Rice Margaret McManus Landham Jane Meadows Oliver Virginia Owens Mitchell June Thomason Lindgren Betty Turner Marrow

#### 1948

Tee-Toe Williams Roan, Chrm. Agents Mary Alice Compton Osgood Edna Claire Cunningham Schooley Nancy Geer Alexander Kathleen Hewson Caroline Hodges Roberts Marianna Hollingsworth Connell Amanda Hulsey Thompson Beth Jones Crahill Bette Kitts Kidd Lady Major Harriet Reid Anna Clark Rogers Sawyer Rebekah Scott Bryan Lida Walker Askew Marian Yancey Carroll

#### 1949

Martha Ann Board Howell, Chrm. Agents: Mary Io Ammons Jones Susan Bowling, Dudney Julianne Cook Ashmead Lee Cousar Tubbs Helen Crawford White Betsy Deal Smith Mary Hays Babcock Nancy Huey Kelly Henrietta Johnson Mary Jones Woolsey Joan Lawrence Rogers Harriet Lurton Major Lynn Phillips Mathews Dorothy Quillian Reeves Charlsie Smith Harris Edith Stowe Barkley Doris Sullivan Tippens Martha Warlick Brame Elizabeth Williams Henry Harriotte Winchester Hurley

#### 1950

Sara Jane Campbell Harris, Chrm. Agents: Jessie Carpenter Holton Betty Crowther Beall Dorothy Davis Yarbrough Helen Edwards Propst Jessie Hodges Kryder Norah Anne Little Green Marjorie Major Franklin Dot Medlock Bond Gretta Moll Dewald Jean Osborn Sawyer Pat Overton Webb Vivienne Patterson Jacobson Joann Peterson Floyd Polly Anne Philips Harris Sally Thompson Aycock Isabel Truslow Fine Mary Louise Warlick Niblock

#### 1951

Louise Hertwig Hayes, Chrm. Agents: Dorothy Adams Knight Gail Akers Lutz Mary Hayes Barber Holmes Betty Averill Durie Charity Bennett Stelling Anna DeVault Haley Sally Dickert Conlin Ellen Hull Keever Page Hutchison Lay Amy Jones McGreevy Jeanne Kline Brown Jean Longino Hiler Jimmie Ann McGee Collings Sarah MicKee Burnside Julianne Morgan Garner lenelle Spear Cissie Spiro Aidinoff Marjorie Stukes Strickland Virginia Feddeman Kerner Ruth Vineyard Cooner

#### 1952

Betty Sharpe Cabaniss, Chrm Agents: Charlotte Allsmiller Crosland Ann Bover Wilkerson Barbara Brown Waddell June Carpenter Bryant Betty Cheney Watkins Clairelis Eaton Franklin Emy Evans Blair Shirley Ford Baskin Kitty Freeman Stelzner Phyllis Galphin Buchanan Susan Hancock Findley Ann Herman Dunwoody Betty Moyer Keeter Ann Parker Lee Helen Jean Robarts Seaton Frances Sells Doss Jackie Simmons Gow Lorna Wiggins Sylvia Williams Ingram

#### 1953

Mary Anne Garrard Jernigan, Chrm Agents Allardyce Armstrong Hamill Frances Blakeney Coker Jane Dalhouse Hailey Susan Dodson Rogers Betty Ann Green Rush Frances Ginn Stark Sarah Crewe Hamilton Leathers Carol Jacob Dunn Anne Jones Sims Sarah Leathers Martin Belle Miller McMaster Lilla Kate Parramore Hart Anne Thomson Sheppard Vivian Weaver Maitland Mary Wyatt Chastain

#### 1954

Lois Anne Dryden Hasty, Chrm Agents' June Broxton Lucy: Dovle Brady Elizabeth Ellington Florne Florning Corley Julia Grier Storey Genevieve Guardia Chenault Louise Hill Reaves Jacquelyn Josey Hall Mitzi Kiser Law Mary Lou Kleppinger Lackey Anne Patterson Selma Paul Strong Sue Purdom Arnall Joan Simmons Smith Joan Simmons Smith

#### 1955

Carolyn Crawford Chesnutt, Chrm. Agents: Carolyn Alford Beaty

#### Georgia Belle Christopher Jane Davidson Tanner (deceased) Helen Fokes Farmer Letty Grafton Harwell JoAnn Hall Hunsinger Jane Henegar Loudermilk Helen Hinches Williams Hannah Jackson Alnutt Mary Alice Kemp Henning Tunshy Kwilecki Ausband Peggy McMillan White Lib McPheters Yon Louise Robinson Singleton Agnes Scott Willoch Harriet Stovall Kelley Pauline Waller Hoch

#### 1956

Dorothy Weakley Gish, Chrm, Agents: Ann Alus Shibut June Gassert Naman Harriett Grifin Harris Sarah Hall Haves Louise Harley Hull Nancy Jackson Pitts Jane Johnson Waites Peggy Jordan Maytield Alice Ann Klostermeyer Erwin Virginia Love Dunaway May Muse Sionecypher Louise Rainey Ammons Robbe Shelnutt Upshaw Nancy Thomas Hollberg

#### 1957

Margaret Benton Davis, Chrm. Agents Elizabeth Ansley Allan Frances Barker Sincox Betsy Crapps Burch Virginia Ferris Hodges Sally Forester Logue Margaret Foskey Catherine Girardeau Brown Marian Hagedorn Briscoe Helen Hendry Lowrey Margie Hill Krauth Byrd Hoge Bryan Suzanne McGregor Dowd Dorothy McLanahan Watson Jacquelyn Murray Blanchard Mary Oates Burton Jean Porter Myrick Emily Starnes Gibbs Anne Terry Sherren

#### 1958

Sue Lile Inman. Chrm. Agents: Nancy Alexander Johnson

## t Fund Organization

Anne Blackhear Spragins Mary Ann Campbell Padget Elizabeth Cline Melton Hazel Ellis Patricia Gover Bitzer Nancy Grayson Fuller Frances Gwinn Wolf Elizabeth Hanson McLean Sara Heard White Nancy Holland Sibley Eleanor Kallman Griffin Carolyn Magruder Ruppenthal Martha Meyer Blythe Posey Ashmore Caroline Romberg Silcox Frances Sattes JoAnn Sawyer Delafield Langhorne Sydnor Mauck Harriet Talmadge Mill Margaret Woolfolk Webb

#### 1959

Jane King Allen, Chrm. Agents: Archer Boswell Parsons Mary Clayton Bryan DuBard Leoniece Davis Pinnell Caroline Dudley Bell Elizabeth Edmunds Grinnan Marjorie Erickson Charles Gertrude Florrid van Luyn Betty Garrard Saba Carolyn Hazard Jones Jane Kraemer Scott Martha McCoy Eleanor Lee McNeill Mildred Ling Wu Scotty Maddox Gaillard Leah Mathews Fontaine Runita McCurdy Goode Mary Moore Sara Lu Persinger Snyder Caroline Pruitt Hayes Annette Teague Powell

#### 1960

jill Imray Shapard, Chrm. Agents Angelyn Alford Bagwell Mary Crook Howard Nancy Duvall Louise Florance Smythe Myra Glasure Weaver Katherine Hawkins Linebaugh Betty Lewis Higginbotham Julia McNairy Thornton Caroline Mikell Jones Anita Moses Shippen Jane Norman Scott Emily Parker McGuirt Laura Parker Lowndes Mary Pfalf Dewees Mary Jane Pickens Skinner Sybil Strupe Rights Marci Tobey Swanson Carolyn West Parker

#### 1961

Anne Broad Stevenson, Chrm. Agents: Alice Boykin Robertson Jean Brennan Betsy Dalton Brand Lucy Davis Harper Margaret Bullock Harriett Elder Manley Katherine Gwaltney Remick Alva Hope Gregg Spillane Sarah Helen High Van Clagett Ellen Hines Smith Patricia Holmes Cooper Jo Jarrell Wood Martha Lambeth Harris Mildred Love Petty Nina Marable Ann McBride Chilcutt Anne Modlin Burkhardt Mary Jane Moore Emily Pancake Ann Peagler Gallagher Betsy Shepley Underwood Page Smith Morahan Mary Ware

#### 1962

Lebby Rogers Harrison, Chrm. Agents: Sherry Addington Lundberg Susan Alexander Boone Vicky Allen Gardner Sue Amidon Mount Pat Flythe Koonts Peggy Frederick Smith Susan Gray Reynolds Edith Hanna Holt Jan Heard Baucum Elizabeth Hopkins Stoddard Betsy Jefferson Boyt Beverly Kenton Mason Helen Linton Watson Ellen Middlebrooks Davis Lana Mueller Jordan Dorothy Porcher Ioanna Praytor Putman Marjorie Reitz Turnbull Elizabeth Carol Rogers Whittle Kayanne Shoffner Massey Margaret Shugart Anderson Jo Allison Smith Brown Mary Stokes Morris Bebe Walker Reichert 1963 Betty Ann Gatewood Wylie, Chrm. Agents:

Patricia Allen Dunn

Virginia Allen Callaway Willette Barnwell Rebecca Bruce Jones Nancy Butcher Wade Sarah Cumming Nancy Duvall Hargrove Mary Ann Gregory Dean Maggy Harms Sandra Johnson Barrow Lucy Morcock Milner Linda Plemons Haak Sally Rodwell Whetstone Anne Rose Vosler Colby Scott Lee Connie Slade Kaye Stapleton Redford Nell Tabor Hartley Rosslyn Troth Zook Margaret Van Deman Blackmon Ann Williams Wedaman Cheryl Winegar Mullins Elizabeth Withers Estes

#### 1964

Elizabeth Stewart Allen, Chrm Agents: Elizabeth Alvis Girardeau Brenda Brooks Anne Foster Curtis Garnett Foster Karen Gerald Pope Judy Hollingsworth Robinson Betty Hood Atkinson Lynda Langley Burton Martha MacNair Caryl Pearson King Anne Pennebaker Arnold Judy Eltzroth Perryman Judy Stark Romanchuk Joh-Nana Sundy Walker Becky Vick Glover tynn Weekley Suzanne West Gav Maggie Whitton Ray

#### 1965

Peggy Bell, Chrm. Agents: Barbara Adams Hillhard Becky Beuse Holman Sally Blackard Margaret Brawner Nancy Carmichael Bell Helen Davis Kay Harvey Beebe Angela Lancaster Kay Lewis Lapeyre Marilyn Little Libhy Malone Boggs Marcia McClung Porter Margaret Murphy Schaeffer Laura Sanderson Miller Anne Schiff Catharine Sloan Carol Sutton Sue Taliaferro Betts Lelia Taylor Brown Sarah Timmons Patterson Carol Wilson Owens

#### 1966

Susan Thomas, Chrm. Agents Judy Ahrano Marilyn Breen B. J. Brown Eleanor Cornwell Bonnie Creech Carol Davenport Marganne Hendricks Price Angelyn Holt Hooks Linda Lael Alice Lindsey Blake Ginger Martin Westlund Sonja Nelson Cordell Sherry O'Neal Bassett Peggy Porter Linda Preston Watts Lucy Scoville Louise Smith Martha Thompson Sarah Uzzell Ruth Van Deman Walters Wendy Williams Patricia Williams Caton

#### 1967

Norma Jean Hatten, Chrm. Agents: Marilya Abendroth Helen Heard Lowrey Betty Hutchison Cowden Judy Jackson Freyer Jo Jeffers Thompson Lucy Ellen Jones Pam Logan Bryant Day Morcock Gilmer Day Control State Silly Penningar Twine Florence Powell Ann Roberts Susan Stevens Barnett Genia Wisehart Dial

#### 1968

Elizabeth Ann Jones Georganne Rose Cunningham

#### 1969

Lynn Cook White

### Special Gift Groups-1967-1968 Agnes Scott Fund

#### The Mainliners\*

Susan Ahernathy McCreary '61 Bertha Adams '14 Gail Akers Lutz '51 Clara May Allen Reinero '23 Vicky Allen Gardner '62 Virginia Allen Potter '17 Jeannette Archer Neal '22 Atlanta Agnes Scott Club Emily Bailey '61 Agnes Ball '17 Sallie Boineau Freeman '62 Frances Brannan Hamrick 49 Frances Breg Marsden '41 Lucile Bridgman Leitch '29 Hazel Brown Ricks '29 Mary Brown Florence '14 Penelope Brown Barnett '32 Sahine Brumby Korosy '41 Bettina Bush Jackson '29 Virginia Cameron Taylor '29 Allie Candler Guy '13 Helen Gates Carson '40 Sylvia Chapman '64 Cama Clarkson Merritt '50 Alice Clements Shinall '43 Mary Ann Cochran Abbot '43 Sally Cothran Lambert '29 Jane Coughlan Hays '42 Mary Crook Howard '60 Laura Cumming Northey '43 Sarah C. Cumming '63 Amelia Davis Luchsinger '48 Margery Detord Hauck '37 Lucile Dennison Keenan '37 Eileen Dodd Sams 723 Eugenie Dozier '27 Madelaine Dunseith Alston '28 Frankie C. Enzor '09 Mary Lois Enzor Bynum '13 Helen Etheredge Griffin '33 Emv Evans Blair '52 Elizabeth Farmer Brown '45 Mary Ficklen Barnett '29 Louise Franklin Livingston '41 Marian Franklin Anderson '40 Jean Fraser Duke '49 Ethel Freeland Darden '29 Mary Freeman Curtis '26 Katherine Geffcken '49 Philippa G. Gilchrist '23 Frances Gilliland Stukes '24 Eilleen Gober Inst. Lucy Goss Herhert '34 Caroline Gray Truslow '41 Sallie Greenfield Blum '56

Carol Griffin Scoville '35 to Ann Hall Hunsinger '55 Sarah Hall Hayes '56 Goldie Suttle Ham (19) Harriet Hampton Cuthbertson (55) Elizabeth Hanna Miller (59) Elizabeth Harvard Dowda '44 Maryellen Harvey Newton '16 Mary Elizabeth Hays Babcock '49 Janice Heard Baucum '62 Helen Hendry Lowrey '57 Ann Henry '41 Kathleen Hewson '48 Edith Hightower Tatom '18 Tourse Hill Reaves '54 Peggy Hippee Lemmann '34 Victoria Howie Kerr '24 Bertha Hudson Whitaker Acad. Charlotte Hunter '29 Eleanor Hutchens '40 Elizabeth Jefferson Boyt '62 Marguerite Jones Love '3 Mary Keesler Dalton '25 134 Mary Wallace Kirk '11 Susan Kirtley White '45 Jane Knight Lowe '23 Henrietta Lamhdin Turner '15 Barbara Lawson Mansfield '50 Mary Beth Little Weston '48 Laurice Looper Swann '44 Elizaheth Lovett '20 Isabel Lowrance Watson '34 Harriet Lurton Major '49 Lady Major '48 Marjorie Major Franklin '50 Jean McAlister '21 Anna Leigh McCorkle '18 Martha McIntosh Nall '23 Caroline Mckinney Clarke '27 Jane Meadows Oliver '47 Mary Jane Milford Spurgeon '58 Margaret Minter Hyatt '57 Catherine Mock Hodgin '26 Patty Marie Morgan Eisher '53 Frances Murray Hedberg '31 Charlotte Newton '21 Janet Newton '17 Fanny Willis Niles Bolton '31 Alice Norman Pate '19 Frances O'Brien '34 Evangeline Papageorge '2B Julia Ann Patch Weston '42 Anne Patterson '54 Sarah Patton Cortelyou '17 Julia Porter Scurry '39 Virginia Prettyman '34 Ruth Pringle Pipkin '31

Claire Purcell Smith '42 Helen Jean Robarts Seaton '52 Letitia Rockmore Lange Lebby Rogers Harrison '62 Lorenna Ross Brown '47 Ruby Rosser Davis '43 Margaret Rowe Jones '19 Barhara Rudisill '65 Rebekah Scott Bryan '48 Hazel Scruggs Ouzts '41 Virginia Sevier Hanna '27 Jeannette Shaw Harp '31 Gene Slack Morse '41 Julia Pratt Smith Slack '12 Lula Smith Westcott '19 Celia Spiro Aidinotí '51 Carol Stearns Wey '12 Sarah Tate Tumlin '25 Alice Taylor Wilcox '37 Frances Tennent Ellis '25 Mary Louise Thames Cartledge '30 Marjorie Tippins Johnson Rosslyn Troth Zook '63 Norma Tucker Sturtevant '26 Christine Turner Hand '25 Tommay Turner Peacock '41 Louise Van Harlingen Ingersoll Inst Mary Vines Wright '36 Elizabeth Warden Marshall '38 Catherine Warren Ball '51 Virginia Watson Logan '3B Marguerite Watts Cooper '19 Clara L. Weeks '16 Nancy Wheeler Dooley '57 Annie Laurie Whitehead Young '33 Anne Whittield '57 Kathryn Willams Lesley '36 Ann Williamson Campbell '50 Florence Williamson Stent '50 Theodosia Willingham Anderson '11 Lovelyn Wilson Heywood '32 Raemond Wilson Craig '30 Sandra Hay Wilson '65 Roberta Winter '27 Louise Woodard Clitton '27 Elizabeth Wooltolk Moye '31 Jacqueline Wooltolk Mathes '35 Louise Young Garrett '38

#### QUADRANGLE QUORUM\*\*

Katherine Anderson '18 Doroth, Brown Cantrell '29 Patricia Collins Andretta '28 Dora Ferrell Gentry '26 Annie Laura Galloway Phillips '37 Leila Holmes Clowes '45 Ida king Akers Acad. Invephine Larkins '39 Vivienne Long McCain '37 Sarah Frances McDonald '36 Ruth VacMillan Jones '27 Jula Mulliss Wyer '29 Scott Newell Newton '45 Bivhe Posev Ashmore 58 Celetta Powell Jones 46 Havden Sanford Sams '39 Joann Sawer Delaifield '38 Virguna Suttentield '38 Virguna Suttentield '38 Catherine Wood Marshall LeSourd '36 Suban Young Eagan '06

#### COLONNADE CLUB\*\*\*

Anonymulus Marv Beadev White '36 Sarah Flowers Beadev '34 Elinor Hamilton Hightower '34 Lourse Hollingsworth Jackson '32 Sue Life Imman '38 Lou Pate Knorng '39 Margaret Powell Flowers '44 Carrie Scandrett '24 Ruth Thomas Stemmons '28 Maid Van Dike Tennins' '36 Olive Weeks Collins' 32 Jashella Wilson Lewis '34

#### TOWER CIRCLE\*\*\*\*

Ruth Anderson O Neal 118 Ida Brittan Patterson 121 Sara Jane Campbell Harris 150 Margaret Cannon Clarkson Inet Mary Duckworth Gellerstadt 46 Nate Durr Flmore 149 Drana Dver Wilson 32 Martha Eskridge Avers 33 Martha Eskridge Avers 33 Martha Eskridge Avers 33 Betty Lou Houck Smith 35 Chapin Hudson Hankins 31 Kuth Hunt Little 37 Isabelle Leonard Spearman 129 Hvia Plowden Mederer 34 Dears Scott O'Neill 42 Mare Simpson Rutland 35 Augusta Steen Cooper 17 Julia Thompson Smith 31 Man Warren Read 129 Margaret Weeks 31 Violet Weeks Miller 129 Mar West Thatcher 15 Louve Woodard Clitton 27

\*Group composed of donors of \$100 or more \*\*Group composed of donors of \$250 or more \*\*Group composed of donors of \$500 or more \*\*\*Group composed of donors of \$1,000 or more

## The Agnes Scott Fund-Financial Report

### July 1, 1967 - June 30, 1968

#### Alumnae Break Through \$100,000 for the First Time!

		ANNUAL FUN	D		CAPITAL	FUND	TOTAL	
	Paid		Ple	dged	Pai	d	Number Contributed	Amount Contributed
	Number Paid	Amount	Number Pledged	Amount	Number	Amount	or Pledged	or Pledged
Alumnae	2,411	81,685.11		410.00	153	34,031.52	2,564	115,716.63
Parents and Friends	126	12,524.50		100.00	73	8,628.00	199	21,252.50
Foundations	19	41,230.76			2	2,500.00	21	43,730.76
Business and Industry	See* Below	20,413.89	See* Below	500.00	See* Below	35.00	See* Below	20,948.89
Students					See** Below	420.71	See* Below	420.71
Alumnae Clubs	5	434.37			1	250.00	6	684.37
TOTAL	2,561	156,288.63		1,010.00	229	45,865.23	2,790	202,753.86

\*The gifts from business and industry have been received primarily through the Georgia Foundation for Independent Colleges, Inc.

\*\*Cash contributions from students,

Based on the solicitation of 8,410 alumnae, graduates and non-graduates, are these statistics:

Average gift: \$45.00

Percent of alumnae contributing: 28.5%

Editor's Note: A brief explanation may help you interpret this report. 1. The Agnes Scott Fund (the name of the College's annualgiving program) runs on a fiscal year of July 1-June 30. 2. However, for this report, 1967-1968, we have included alumnae gifts received July 1-September 1, 1968 and recorded them under the Annual Fund section above. 3. Alumnae gifts to the Annual Fund, used for current operations, and those to the Capital Fund, invested money or "Endowment," make the total of alumnae financial support of Agnes Scott College in the fiscal year.

#### ALUMNAE QUARTERLY / WINTER 1968

# The Plain Truth Is...

### ... Agnes Scott faces its future with both confidence and concern, reports Dr. Wallace M. Alston in a special interview for *The Quarterly*

#### Q: President Alston, what in your own words is the real purpose of Agnes Scott College in higher education?

A: I think one sees our purpose against the backdrop of pluralism in higher education, a pluralism that I consider fortunate, not unfortunate. By pluralism in higher education I mean that we have in the nation all kinds of institutions, large and small—universities, liberal arts colleges, junior colleges. The individual has a choice of the sort of institution that will meet his needs. Against that background, Agnes Scott has tried through the years to be a good, relatively small, liberal arts college for women operating in a Christian context.

Every word in this statement is important to me. When I say *relatively* small, one has to be aware that we have 750 students as against 475 when I came to Agnes Scott more than twenty years ago. Yet, we are relatively small. If we have 1,000 students ten years from now, I think we would still be a "relatively small" college. We are an undergraduate college for women, stressing the liberal arts, and our Christian commitment offers us the context in which the educational process takes place.

#### Q. In order that education of this kind might be carried on, there is one factor which, sometimes, women are a little loathe to face; one five-letter word: M-O-N-E-Y. Can you tell us what Agnes Scott's sources of income are?

A: Agnes Scott has three sources of financial support. We have student charges, income received from invested funds, and annual gifts. Student charges include money students pay for tuition, for student activities fees, for room and board, and for infirmary and laundry services. Second, we have at the present time a book-value invested fund (or endowment and scholarship portfolio) of some \$12,000,000.00. The market value of these investments is currently about \$29,-000,000. The income from these endowment and scholarship funds is used for general educational purposes. The third source of income, annual gifts, comes from alumnae, friends of the college, business and industry, and foundations. The plain truth is that at the moment the private college like Agnes Scott is dependent on these three sources for operation.

## Q: What is going to happen to these sources in the next ten years as we face an increasingly complex system of higher education?

A: First, we have confidence in the validity and in the continuance of these three sources of income. Second, a college like Agnes Scott, even in a time of inflation, does not require an indefinite amount of money. Our situation is different from that of a university with an increasingly large student body, with an expensive outlay for graduate and professional studies and for research programs. While Agnes Scott needs considerably more money than we now have for operation—that goes without saying!—we do not require an indefinite sum of money in order to make our contribution as a liberal arts college of high caliber.

Having said these two things, I would like to comment briefly upon our sources of income. Presumably, a college can price itself out of the students' market. Agnes Scott has not done that. It has been the concern of many of us that if private colleges increase charges to students year after year, they may eventually make such colleges available only to people who are financially able to attend, thereby closing the doors to many fine young people of real ability. Even with scholarship help, some excellent young people would not look hopefully in the direction of private colleges. Colleges like ours that find it necessary to make increases in tuition must remain sensitive to the danger of becoming exclusive class institutions. The second source of income that I have mentioned is endowment. We must increase our capital funds in years to come, as we have been striving to do in the past. We need several times the amount of invested money we now have in order to produce income for scholarships. We ought to have, within the next five to ten years, \$2,500,000 in permanent funds producing income for scholarships. Also, we want to increase endowment so that the income can be used to increase faculty salaries, to strengthen our library, to provide laboratory and other educational equipment, and to finance our academic work generally.

The third source of income is annual giving. Annual gifts and grants are essential to the health of a college like ours. I think the experience of recent years in building the Annual Fund with gifts from alumnae, friends, foundations, business and industry evidences the ability of Agnes Scott to increase the yearly income available for operational purposes. We are devoting much time in the administrative staff and the alumnae office to "upgrading" the Annual Fund. This money is very important to us because our increases in faculty salaries and the increased resources for scholarships must come in large measure from gifts and grants.

#### Q: Does Agnes Scott expect to receive federal funds? Can you help us understand the use of federal funds in higher education and especially in a college like Agnes Scott?

A: There is a great deal of misunderstanding about this matter on the part of Tom, Dick, and Harry. The notion held by some people seems to be that private colleges, simply by applying for federal funds, can relieve their rather desperate financial plight, if they will. This is just not the case. The federal money that is now obtainable is available, for the most part, for scholarships or loans for individuals, research grants for faculty (given with a small overhead allowance to the institution where the faculty nember works), loans for new dormitories, loans for certain other types of buildings, and some grants for capital purposes. In general, the federal government is not making funds available to a college like Agnes Scott to help with annual operation.

It is generally assumed that this situation may be changed considerably after the war in Viet Nam is over. This is a matter of discussion and debate. There are people who feel that the government will make new kinds of grants to all sorts of institutions, public and private. I doubt that anyone knows whether that will be the case or not. It may well be that within twentyfive years the private colleges in America will be more like the so-called "public" institutions in England. The sharp line of demarcation between the private and public institution, the tax-supported and the non-tax supported institution, is becoming blurred and may be largely obliterated within a decade or two. and a new form of higher education, so far as the relationship between public and private institutions and the government goes, may emerge. I have many qualms about this, of course!

#### Q: Do you also include state governments?

A: Yes. A number of state governments are already thinking a good deal about what ought to be done for private institutions. Some have taken action of one kind or another. It may be that in the future there will be grants from the state to private institutions to help with current operation.

### Q: What is this fiscal year's (1968-1969) operating budget at Agnes Scott?

A: It is approximately \$3,000,000.

### Q: Could you spell out in more detail what operating expenses are?

A: Operating expenses, the annual expenses that we budget, are for faculty and staff salaries; fringe benefits such as our medical program, social security, and our retirement program; the care of the campus; the upkeep of buildings (which now comes to a very large figure); dues paid to organizations to which we belong; the cost of operating the library and laboratories; academic equipment; the cost of bringing lecturers and visiting professors to the campus; the cost of entertaining; and the cost of faculty travel to professional meetings. All these things must be in the budget, and all have a part in the annual operation of the college.

#### Q: Aside from our needs for current operation, can you project capital expenses in the foreseeable future for the campus as a whole?

A: Yes. As you probably know, some months ago our Board of Trustees became interested in having a survey done of the Agness Scott campus and surrounding areas. We asked Mr. Clyde D. Robbins, who is on the staff of the development office at Georgia Tech, to conduct this survey. Mr. Robbins has made helpful planning surveys on other college and university campuses, as well as in community-type enterprises. He did a very careful job for us. His results were accepted in principle by our Board of Trustees, and under the leadership of a strong committee of our Board, were presented to Decatur and Atlanta city officials, to the Decatur Planning Commission, to a group of civic leaders, and also to our neighbors who live in the vicinity of the present campus.

The purpose of these meetings was to try to find out, for one thing, how the City, County and State might cooperate in the matter of thoroughfares as we think of the campus tomorrow. We realize that we (Continued on next page)

### The Plain Truth Is (continued)

are a college in an older community, and we need to know where property acquisitions should and should not be made in the future. The Robbins report settled for us, by the way, the fact that we ought to stay where we are. It recommends that the campus have as its northern boundary the Georgia Railroad and College Avenue; as its boundary on the east, the west side of Avery Street; as the boundary on the south, the low-lying area in the vicinity of Kirk Road.

The Robbins report, then, gives us clear guidance for the purchase of property as it becomes available. Please note that, generally speaking, the College does not need all this property right now. But we do need to let the neighborhood know the extent of the campus twenty-five to fifty years from now. Moreover, we want to ask of our neighbors that, when they get ready to sell their respective homes, they communicate with Agnes Scott before accepting another offer.

In the Robbins report there is also excellent guidance about the future location of campus buildings. Future academic buildings should be located in one area, and future dormitories, and perhaps an additional food-service building, ought to be located in another area (most of which we do not now own). Our proposed students' activities center, for example, ought to be located, according to the Robbins report, where McCain and Alexander cottages now stand. This structure would face not only on South Candler but also on Dougherty Street. Also, it is recommended that our next dormitory be constructed on property across S. Candler Street from the home of the Dean of Students, and the physical education building on a site previously selected by the Board of Trustees, across Dougherty Street from the tennis courts.

#### Q: If the Robbins report contains good guidelines for the next twenty-five to fifty years in the physical plant, do we have any way of establishing guidelines for new curriculum needs? Can, and should, we meet the demands of current students for more voice in the kind of education they receive?

A: I believe there has never been a time at Agnes Scott when curriculum matters have received such particular attention as at present. We have a most active curriculum committee of our faculty and administration, which has done admirable work during the past several years. Also, we have an active student-faculty committee that has been doing constructive thinking. (The students call this committee "CAP", the Committee on Academic Problems.) More than this, we have a group of relatively new faculty people who have been interested in interdepartmental courses, and they, on their own and with the full consent and cooperation of the administration and the curriculum com-



For this article Dr. Alston was interviewed by Memye Curtis Tucker '56, Publications Chairman of the Alumnae Association, and the editor, Ann Worthy Johnson '38.

mittee, are making plans for interdepartmental work in our curriculum.

I think I should add that we are all aware that the contemporary culture in the United States lays upon us now, and upon every other college and university in our country, a necessity for accenting curriculum study. 1 might mention two facts that are quite obvious but that pose the need for curriculum changes. One is in the sphere of the sciences. We are living in the space age, a nuclear era, a time when the average person, even the average college person, is woefully ignorant of what is being discovered in the field of the physical sciences. The oft-quoted fact that 90% of all the first-rate scientists who ever lived are still living helps us to understand this. Undoubtedly, the selection of scientific knowledge that can be brought to focus for the undergraduate as an integral aspect of the curriculum is a necessity.

The other illustration that poses the need for curriculum change is the emergence of nations with all their variety of cultures. The realization that we in the West are pitifully uninformed on the literature, the art, the music, the political science, the mores, the religion, the philosophy, of, for example, India, Japan, and the Middle East, makes us aware we need very desperately to step up our efforts to understand the Eastern peoples and their cultures.

## Q: Will new curriculum growth affect the size of the student body, the size of the faculty, the College's income needs?

A: The only official planning that I can quote from our Board of Trustees is that we believe that by 1975

we should be ready to have a student body of about 900 students. This may not be an adequate projection. Two or three things must be kept in mind. One is that with the accelerating number of junior colleges and the increasing size of public institutions, there may not be a necessity for a greatly enlarged student body in colleges such as Agnes Scott, where students are very carefully selected and admission standards are high. In fact, I am by no means certain how much demand there will be for Agnes Scott to increase its size in the next ten years. On the other hand, we will do well to remember that we are a part of a community of more than a million and a quarter people, a community that is going to have greatly enhanced cultural, academic, and economic importance in the nation. It may well be that Agnes Scott's projection of 900 students by 1975 is much too conservative. I stand ready, personally, to see the institution become larger than that if there is reason for such change. But I am not ready, and I think our Board is unwilling, for us to enroll more students than we have equipped ourselves to care for adequately.

Your question has to do also with the need for increased money. That more funds are essential is true and relevant to everything we are discussing. We will have to build a new dormitory—one at least, preferably two. To become much larger, we will require a new dining-hall facility, new classroom space and equipment, and additional faculty and staff. So, the necessity for capital expenditures as well as the need for additional income will be factors to keep us from a too rapid development.

#### Q: Do you think the "fear" expressed often among alumnae about increasing the size of the student body is based on genuine concern that the purposes of Agnes Scott shall in no way be watered down by an increase?

A: Yes. I share that "fear." I feel that if Agnes Scott is to become just another educational institution, it would be far better to let tax-supported education take over. I fail to see much reason for Agnes Scott if we are going to duplicate the efforts of a Georgia State, or University of Georgia, or some other public institution. It seems to me that the need is for Agnes Scott to be a distinctive institution. To continue to adhere to the purposes that gave rise to the College and that have distinguished it from the early years is the important matter. I am certain that we can do this. It will take good leadership and strong support and understanding from alumnae. I doubt whether anyone knows how many students will be here five years from now, ten years from now, but what is important is that we keep the student in the center of the whole operation; that the student-faculty relationship always be important; and that we bring to our faculty and staff men and women of academic competence, strong Christian character, and personal attractiveness. My judgment is that concern for the individual needs of students must be a continuing characteristic of Agnes Scott's program. Growth of the individual student and the achievement of maturity and independence ought always to be distinguishing qualities of an Agnes Scott education.

#### Q: Here is a quote from a special report prepared by Editorial Projects for Education. (See pp. 00-00) A university president has said: "Nothing is more important than the growing critical and knowledgeable interest of our alumni. That interest leads to general support. It cannot possibly be measured in merely financial terms." Will you comment on this?

A: I believe the statement as quoted is true. The important thing is what our alumnae mean to Agnes Scott as persons. Wherever I go, it is the quality of Agnes Scott people that really matters to me, I am proud of the Agnes Scott alumnae whom I have met and known in virtually every community in which I have stayed for any length of time. And I am proud of the things other people say about them. Always, an institution has to be judged by the quality of its alumnae. Let it be said that Agnes Scott alumnae can do some things for the College which are indispensable. They can try to keep abreast of trends in higher education and, in a knowledgeable context, understand Agnes Scott as this college tries to deal with young people now. Moreover, alumnae can be both constructively critical and genuinely loval to the College. This lovalty can express itself in the warmth and kindness our alumnae show in sharing our problems with us, in their generosity in making their gifts available to us, in making their wills remembering the College, and in sending the sort of students Agnes Scott can and ought to enroll.

## Q: The thing many alumnae think about when they give money to Agnes Scott is upgrading faculty salaries. Are we competitive in this area?

A: The competition in salaries and fringe benefits is very keen. We are inviting the same people to come to Agnes Scott in the faculty and staff who are being invited to institutions that are supported by tax money. This is one of the crucial challenges of an institution like ours, and we are going to have to meet it. I have little hope in the foreseeable future that Agnes Scott's salary scale will compare with that of some of the larger tax-supported institutions, but there are many intangible benefits that one receives as he or she teaches at Agnes Scott. We must be realistic, however, about the necessity of making our salaries increasingly adequate and competitive. They must, at least, compare favorably with salaries of comparable non-tax-supported institutions.

We have increased our salaries annually for the last eighteen years, and we are getting salaries to the point where they are rather respectable. But this is one of the *(Continued on next page)* 

### The Plain Truth Is (continued)

continuing challenges before us, and one of the reasons we need alumnae support. I might quote the former Chancellor of the University of Chicago, Lawrenee Kimpton, who said, in plain language, "It is hard to market a product at a fair price, when down the street someone is giving it away." To be sure, public institutions have problems of their own, but they have tax resources available to them for operational purposes. A private institution, on the other hand, has to come by this money in the hardest possible fashion. We must depend upon our own resources and upon money annually solicited as gifts and grants. But this is our role, and we are not complaining. We simply say that we are going to have to work harder than we have ever worked before to be competitive.

I think it is important to relate what has been said to our context here in Atlanta. There are fourteen institutions related now to the University Center in Georgia. We are discovering each other today in ways that are mutually beneficial. I think it is inexcusable for us to duplicate services needlessly and to be blind to the opportunities for ecoperation. Unnecessary competition between public and private institutions is unjustified and undesirable, and I think unnecessary competition between neighboring institutions searcely makes sense. I think what our colleges and universities in this area need to do is to discover each other at a deeper level; and to find new ways of cooperation in the use of faculty, in the interchange of students, in making our resources available to each other, and in making a more constructive impact academically upon the whole community.

We have one of the rarest opportunities in higher education here in Atlanta to be found anywhere in America. There are very few cities in this country with institutions so varied and so favorably located with reference to each other. I think there is before us a challenge to academic leadership to do imaginative and creative things in higher education. This puts the individual institution and what it is trying to accomplish into a new perspective, does it not?

#### Q: Do you believe, as some institutions seem to, that Agues Scott has an obligation to the larger community to press for specific political or social measures?

A. No. I do not believe the purpose of Agnes Scott is to serve any political party purpose or to be a propaganda agent for any scheme, no matter how idealistic. All kinds of views ought to be heard freely in an institution of this kind. Freedom to think, speak, write, and to differ is essential to the integrity of a college. I think the purpose of this institution is to provide the opportunity for young women to educate themselves. We provide the tools, the clues, and the environment. But I do not think we exist for the purpose of organizing our campus community, or the larger community, in an attempt to "put over" some scheme of things. This is an educational institution, and I hope and pray it will remain just this.

#### Q: Why does Columbia University, for example, receive a one-and-a-half-million-dollar grant from IBM, in connection with IBM's set-up there, when IBM says that the nation needs highly trained manpower, not highly educated?

A: Of course, a big university makes provisions for professional preparation in the program offered to students. It is sometimes difficult to be definitive about the utilitarian purpose of an educational institution as over against an academic purpose. I think a liberal arts college is a little easier to understand in that respeet. My thinking is that we are a fellowship of younger and older students living at close range, trying to discover truth together, and helping each other to grow. Of course, there is a formal curriculum, and I believe there is also an informal curriculum. The formal curriculum, as we have already mentioned, consists of the courses we come by through careful selective processes. with able faculty to give encouragement and guidance in understanding and academic achievement. The informal curriculum is important at Agnes Scott where 92% of our students live on campus. I refer to the events planned and unplanned in the dormitories, on the athletic field, on the campus, in the Hub, and in the homes of faculty members. Wherever people at Agnes Scott are associated with each other in any way. we have the possibility of education, good or bad. I am confident that the most potent single possibility here is the impact of a life upon a life. That's why I think the choice of faculty members is of incalculable importance.

#### Q: As faculty members became more and more committed to their academic field instead of their institution, it will be harder and harder to find those you want, won't it?

A. Yes, But I believe the commitment does not need to be "either-or." I think we sometimes say that the older generation of faculty people became tremendously involved in the institution. This was the ease, to be sure. But these people, as you think back, recalling names and faces-Emma May Laney, George Haves, Ellen Douglass Leyburn, Mildred Mell, Leslie Gaylord, and a host of others-were also devoted to their professions. I don't think it is an "either-or" matter. I do think there are some younger teachers in the more recent generation who are committed to their respective professions more than to the institutions where they now serve. I, personally, hope our young faculty members at Agnes Scott are going to be interested in both their profession and in this institution. Agnes Scott needs that-expects it, indeed, in order to continue to be the kind of institution that we all want.

A Special Report

# The Plain Fact Is...

...our colleges and universities "are facing what might easily become a crisis"

UR COLLEGES AND UNIVERSITIES, over the last 20 years, have experienced an expansion that is without precedent—in buildings and in budgets, in students and in professors, in reputation and in rewards—in power and pride and in deserved prestige. As we try to tell our countrymen that we are faced with imminent bankruptcy, we confront the painful fact that in the eyes of the American people—and I think also in the eyes of disinterested observers abroad—we are a triumphant success. The observers seem to believe—and I believe myself—that the American campus ranks with the American corporation among the handful of first-class contributions which our civilization has made to the annals of human institutions. We come before the country to plead financial emergency at a time when our public standing has never been higher. It is at the least an unhappy accident of timing.

-McGeorge Bundy President, The Ford Foundation



### A Special Report

STATE-SUPPORTED UNIVERSITY in the Midwest makes a sad announcement: With more well-qualified applicants for its freshman class than ever before, the university must tighten its entrance requirements. Qualified though the kids are, the university must turn many of them away.

► A private college in New England raises its tuition fee for the seventh time since World War II. In doing so, it admits ruefully: "Many of the best high-school graduates can't afford to come here, any more."

• A state college network in the West, long regarded as one of the nation's finest, cannot offer its students the usual range of instruction this year. Despite intensive recruiting, more than 1,000 openings on the faculty were unfilled at the start of the academic year.

► A church-related college in the South, whose denomination's leaders believe in strict separation of church and state, severs its church ties in order to seek money from the government. The college must have such money, say its administrators—or it will die.

Outwardly, America's colleges and universities appear more affluent than at any time in the past. In the aggregate they have more money, more students, more buildings, better-paid faculties, than ever before in their history.

Yet many are on the edge of deep trouble.

40

Te ec an

"The plain fact," in the words of the president of Columbia University, "is that we are facing what might easily become a crisis in the financing of American higher education, and the sooner we know about it, the better off we will be."

HE TROUBLE is not limited to a few institutions. Nor does it affect only one or two types of institution. Large universities, small colleges; state-supported and privately supported: the problem faces them all.

Before preparing this report, the editors asked more than 500 college and university presidents to tell us off the record, if they preferred—just how they viewed the future of their institutions. With rare exceptions, the presidents agreed on this assessment: That the money is not now in sight to meet the rising costs of higher education ... to serve the growing numbers of bright, qualified students ... and to pay for the myriad activities that Americans now demand of their colleges and universities.

Important programs and necessary new buildings are

ALL OF Us are hard-put to see where we are going to get the funds to meet the educational demands of the coming decade.

-A university president

being deferred for lack of money, the presidents said. Many admitted to budget-tightening measures reminiscent of those taken in days of the Great Depression.

Is this new? Haven't the colleges and universities always needed money? Is there something different about the situation today?

The answer is "Yes"-to all three questions.

The president of a large state university gave us this view of the over-all situation, at both the publicly and the privately supported institutions of higher education:

"A good many institutions of higher learning are operating at a deficit," he said. "First, the private colleges and universities: they are eating into their endowments in order to meet their expenses. Second, the public institutions. It is not legal to spend beyond our means, but here we have another kind of deficit: a deficit in quality, which will be extremely difficult to remedy even when adequate funding becomes available."

Other presidents' comments were equally revealing:

► From a university in the Ivy League: "Independent national universities face an uncertain future which threatens to blunt their thrust, curb their leadership, and jeopardize their independence. Every one that I know about is facing a deficit in its operating budget, this year or next. And all of us are hard-put to see where we are going to get the funds to meet the educational demands of the coming decade."

► From a numicipal college in the Midwest: "The best word to describe our situation is 'desperate.' We are operating at a deficit of about 20 per cent of our total expenditure."

► From a private liberal arts college in Missouri: "Only by increasing our tuition charges are we keeping our heads above water. Expenditures are galloping to such a degree that I don't know how we will make out in the future."

▶ From a church-related university on the West Coast: "We face very serious problems. Even though our tuition is below-average, we have already priced ourselves out of part of our market. We have gone deeply into debt for dormitories. Our church support is declining. At times, the outlook is grim."

▶ From a state university in the Big Ten: "The budget for our operations must be considered tight. It is less than we need to meet the demands upon the university for teaching, research, and public service."

▶ From a small liberal arts college in Ohio: "We are

on a hand-to-mouth, 'kitchen' economy. Our ten-year projections indicate that we can maintain our quality only by doubling in size."

▶ From a small college in the Northeast: "For the first time in its 150-year history, our college has a planned deficit. We are holding our heads above water at the moment—but, in terms of quality education, this cannot long continue without additional means of support."

► From a state college in California: "We are not permitted to operate at a deficit. The funding of our budget at a level considerably below that proposed by the trustees has made it difficult for us to recruit staff members and has forced us to defer very-much-needed improvements in our existing activities."

▶ From a women's college in the South: "For the coming year, our budget is the tightest we have had in my fifteen years as president."

HAT'S GONE WRONG?

Talk of the sort quoted above may seem strange, as one looks at the unparalleled growth of America's colleges and universities during the past decade:

► Hardly a campus in the land does not have a brandnew building or one under construction. Colleges and universities are spending more than \$2 billion a year for capital expansion.

► Faculty salaries have nearly doubled in the past decade. (But in some regions they are still woefully low.)

▶ Private, voluntary support to colleges and universities has more than tripled since 1958. Higher education's share of the philanthropic dollar has risen from 11 per cent to 17 per cent.

► State tax funds appropriated for higher education have increased 44 per cent in just two years, to a 1967–68 total of nearly \$4.4 billion. This is 214 per cent more than the sum appropriated eight years ago.

► Endowment funds have more than doubled over the past decade. They're now estimated to be about \$12 billion, at market value.

▶ Federal funds going to institutions of higher education have more than doubled in four years.

▶ More than 300 new colleges and universities have been founded since 1945.

► All in all, the total expenditure this year for U.S. higher education is some \$18 billion—more than three times as much as in 1955.

Moreover, America's colleges and universities have absorbed the tidal wave of students that was supposed to have swamped them by now. They have managed to fulfill their teaching and research functions and to undertake a variety of new public-service programs—despite the ominous predictions of faculty shortages heard ten or fifteen years ago. Says one foundation official:

"The system is bigger, stronger, and more productive than it has ever been, than any system of higher education in the world."

Why, then, the growing concern?

Re-examine the progress of the past ten years, and this fact becomes apparent: The progress was great but it did not deal with the basic flaws in higher education's financial situation. Rather, it made the whole enterprise bigger, more sophisticated, and more expensive.

Voluntary contributions grew—but the complexity and costliness of the nation's colleges and universities grew faster.

Endowment funds grew—but the need for the income from them grew faster.

State appropriations grew-but the need grew faster.

Faculty salaries were rising. New courses were needed, due to the unprecedented "knowledge explosion." More costly apparatus was required, as scientific progress grew more complex. Enrollments burgeoned—and students stayed on for more advanced (and more expensive) training at higher levels.

And, for most of the nation's 2,300 colleges and universities, an old problem remained—and was intensified, as the costs of education rose: gifts, endowment, and government funds continued to go, disproportionately, to a relative handful of institutions. Some 36 per cent of all voluntary contributions, for example, went to just 55 major universities. Some 90 per cent of all endowment funds were owned by fewer than 5 per cent of the institutions. In 1966, the most recent year reported, some 70 per cent of the federal government's funds for higher education went to 100 institutions.

McGeorge Bundy, the president of the Ford Foundation, puts it this way:

"Great gains have been made; the academic profession has reached a wholly new level of economic strength, and the instruments of excellence—the libraries and



Drawings by Peter Hooven

EACH NEW ATTEMPT at a massive solution has left the trustees and presidents just where they started.

—A foundation president

laboratories—are stronger than ever. But the university that pauses to look back will quickly fall behind in the endless race to the future."

Mr. Bundy says further:

"The greatest general problem of higher education is money .... The multiplying needs of the nation's colleges and universities force a recognition that each new attempt at a massive solution has left the trustees and presidents just where they started: in very great need."

HE FINANCIAL PROBLEMS of higher education are unlike those, say, of industry. Colleges and universities do not operate like General Motors. On the contrary, they sell their two primary services—teaching and research—at a loss.

It is safe to say (although details may differ from institution to institution) that the American college or university student pays only a fraction of the cost of his education.

This cost varies with the level of education and with the educational practices of the institution he attends. Undergraduate education, for instance, costs less than graduate education—which in turn may cost less than medical education. And the cost of educating a student in the sciences is greater than in the humanities. Whatever the variations, however, the student's tuition and fees pay only a portion of the bill.

"As private enterprises," says one president, "we don't seem to be doing so well. We lose money every time we take in another student."

Of course, neither he nor his colleagues on other campuses would have it otherwise. Nor, it seems clear, would most of the American people.

But just as student instruction is provided at a substantial reduction from the actual cost, so is the research that the nation's universities perform on a vast scale for the federal government. On this particular below-cost service, as contrasted with that involving the provision of education to their students, many colleges and universities are considerably less than enthusiastic.

In brief: The federal government rarely pays the full cost of the research it sponsors. Most of the money goes for *direct costs* (compensation for faculty time, equipment, computer use, etc.) Some of it goes for *indirect costs* (such "overhead" costs of the institution as payroll departments, libraries, etc.). Government policy stipulates that the institutions receiving federal research grants





nust share in the cost of the research by contributing, in some fashion, a percentage of the total amount of the grant.

University presidents have insisted for many years that the government should pay the full cost of the research it sponsors. Under the present system of costsharing, they point out, it actually costs their institutions money to conduct federally sponsored research. This has been one of the most controversial issues in the partnership between higher education and the federal government, and it continues to be so.

In commercial terms, then, colleges and universities sell their products at a loss. If they are to avoid going bankrupt, they must make up—from other sources—the difference between the income they receive for their services and the money they spend to provide them.

With costs spiraling upward, that task becomes ever more formidable.

ERE ARE SOME of the harsh facts: Operating expenditures for higher education more than tripled during the past decade—from about \$4 billion in 1956 to \$12.7 billion last year. By 1970, if government projections are correct, colleges and universities will be spending over \$18 billion for their current operations, plus another \$2 billion or \$3 billion for capital expansion.

Why such steep increases in expenditures? There are several reasons:

► Student enrollment is now close to 7 million twice what it was in 1960.

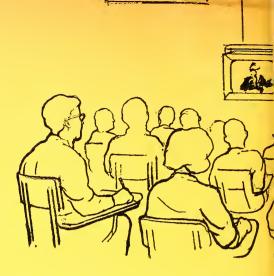
► The rapid accumulation of new knowledge and a resulting trend toward specialization have led to a broadening of the curricula, a sharp increase in graduate study, a need for sophisticated new equipment, and increased library acquisitions. All are very costly.

► An unprecedented growth in faculty salaries—long overdue—has raised instructional costs at most institutions. (Faculty salaries account for roughly half of the educational expenses of the average institution of higher learning.)

• About 20 per cent of the financial "growth" during the past decade is accounted for by inflation.

Not only has the over-all cost of higher education increased markedly, but the *cost per student* has risen steadily, despite increases in enrollment which might, in any other "industry," be expected to lower the unit cost.

Colleges and universities apparently have not improved their productivity at the same pace as the economy generally. A recent study of the financial trends in three private universities illustrates this. Between 1905 and 1966, the educational cost per student at the three universities, viewed compositely, increased 20-fold, against an economy-wide increase of three- to four-fold. In each of the three periods of peace, direct costs per student increased about 8 per cent, against a 2 per cent annual increase in the conomy-wide index.



Some observers conclude from this that higher education must be made more efficient—that ways must be found to educate more students with fewer faculty and staff members. Some institutions have moved in this direction by adopting a year-round calendar of operations, permitting them to make maximum use of the faculty and physical plant. Instructional devices, programmed learning, closed-circuit television, and other technological systems are being employed to increase productivity and to gain economies through larger classes.

The problem, however, is to increase efficiency without jeopardizing the special character of higher education. Scholars are quick to point out that management techniques and business practices cannot be applied easily to colleges and universities. They observe, for example, that on strict cost-accounting principles, a college could not justify its library. A physics professor, complaining about large classes, remarks: "When you get a hundred kids in a classroom, that's not education; that's show business."

The college and university presidents whom we surveyed in the preparation of this report generally believe their institutions are making every dollar work. There is room for improvement, they acknowledge. But few feel the financial problems of higher education can be significantly reduced through more efficient management.

NE THING seems fairly certain: The costs of higher education will continue to rise. To meet their projected expenses, colleges and universities will need to increase their annual operating income by more than \$4 billion during the four-year period between 1966 and 1970. They must find another \$8 billion or \$10 billion for capital outlays.

Consider what this might mean for a typical private



university. A recent report presented this hypothetical case, based on actual projections of university expenditures and income:

The institution's budget is now in balance. Its educational and general expenditures total \$24.5 million a year.

Assume that the university's expenditures per student will continue to grow at the rate of the past ten years— 7.5 per cent annually. Assume, too, that the university's enrollment will continue to grow at *its* rate of the past ten years—3.4 per cent annually. Ten years hence, the institution's educational and general expenses would total \$70.7 million.

At best, continues the analysis, tuition payments in the next ten years will grow at a rate of 6 per cent a year; at worst, at a rate of 4 per cent—compared with 9 per cent over the *past* ten years. Endowment income will grow at a rate of 3.5 to 5 per cent, compared with 7.7 per cent over the past decade. Gifts and grants will grow at a rate of 4.5 to 6 per cent, compared with 6.5 per cent over the past decade.

"If the income from private sources grew at the higher rates projected," says the analysis, "it would increase from \$24.5 million to \$50.9 million—leaving a deficit of \$19.8 million, ten years hence. If its income from private sources grew at the *lower* rates projected, it would have increased to only \$43 million—leaving a shortage of \$27.8 million, ten years hence." In publicly supported colleges and universities, the outlook is no brighter, although the gloom is of a different variety. Says the report of a study by two professors at the University of Wisconsin:

"Public institutions of higher education in the United States are now operating at a quality deficit of more than a billion dollars a year. In addition, despite heavy construction schedules, they have accumulated a major capital lag."

The deficit cited by the Wisconsin professors is a computation of the cost of bringing the public institutions' expenditures per student to a level comparable with that at the private institutions. With the enrollment growth expected by 1975, the professors calculate, the "quality deficit" in public higher education will reach \$2.5 billion.

The problem is caused, in large part, by the tremendous enrollment increases in public colleges and universities. The institutions' resources, says the Wisconsin study, "may not prove equal to the task."

Moreover, there are indications that public institutions may be nearing the limit of expansion, unless they receive a massive infusion of new funds. One of every seven public universities rejected qualified applicants from their own states last fall; two of every seven rejected qualified applicants from other states. One of every ten raised admissions standards for in-state students; one in six raised standards for out-of-state students.

ILL THE FUNDS be found to meet the projected cost increases of higher education? Colleges and universities have traditionally received their operating income from three sources: from the students, in the form of tuition and fees; from the state, in the form of legislative appropriations; and from individuals, foundations, and corporations, in the form of gifts. (Money from the federal government for operating expenses is still more of a hope than a reality.)

Can these traditional sources of funds continue to meet the need? The question is much on the minds of the nation's college and university presidents.

► Tuition and fees: They have been rising—and are likely to rise more. A number of private "prestige" institutions have passed the \$2,000 mark. Public institutions are under mounting pressure to raise tuition and fees, and their student charges have been rising at a faster rate than those in private institutions.

The problem of student charges is one of the most controversial issues in higher education today. Some feel that the student, as the direct beneficiary of an education, should pay most or all of its real costs. Others disagree emphatically: since society as a whole is the ultimate beneficiary, they argue, every student should have the right to an education, whether he can afford it or not.

The leaders of publicly supported colleges and universities are almost unanimous on this point: that higher tuitions and fees will erode the premise of equal opporTUITION: We are reaching a point of diminishing returns. —A college president

It's like buying a second home.

-A parent

tunity on which public higher education is based. They would like to see the present trend reversed—toward free, or at least lower-cost, higher education.

Leaders of private institutions find the rising tuitions equally disturbing. Heavily dependent upon the income they receive from students, many such institutions find that raising their tuition is inescapable, as costs rise. Scores of presidents surveyed for this report, however, said that mounting tuition costs are "pricing us out of the market." Said one: "As our tuition rises beyond the reach of a larger and larger segment of the college-age population, we find it more and more difficult to attract our quota of students. We are reaching a point of diminishing returns."

Parents and students also are worried. Said one father who has been financing a college education for three daughters: "It's like buying a second home."

Stanford Professor Roger A. Freeman says it isn't really that bad. In his book, *Crisis in College Finance?*, he points out that when tuition increases have been adjusted to the shrinking value of the dollar or are related to rising levels of income, the cost to the student actually declined between 1941 and 1961. But this is small consolation to a man with an annual salary of \$15,000 and three daughters in college.

Colleges and universities will be under increasing pressure to raise their rates still higher, but if they do, they will run the risk of pricing themselves beyond the means of more and more students. Indeed, the evidence is strong that resistance to high tuition is growing, even in relatively well-to-do families. The College Scholarship Service, an arm of the College Entrance Examination Board, reported recently that some middle- and upper-income parents have been "substituting relatively low-cost institutions" because of the rising prices at some of the nation's colleges and universities.

The presidents of such institutions have nightmares over such trends. One of them, the head of a private college in Minnesota, told us:

"We are so dependent upon tuition for approximately 50 per cent of our operating expenses that if 40 fewer students come in September than we expect, we could have a budgetary deficit this year of \$50,000 or more."

▶ State appropriations: The 50 states have appropriated nearly \$4.4 billion for their colleges and universities this year—a figure that includes neither the \$1-\$2 billion spent by public institutions for capital expansion, nor the appropriations of local governments, which account for about 10 per cent of all public appropriations for the operating expenses of higher education.

The record set by the states is remarkable—one that many observers would have declared impossible, as recently as eight years ago. In those eight years, the states have increased their appropriations for higher education by an incredible 214 per cent.

Can the states sustain this growth in their support of higher education? Will they be willing to do so?

The more pessimistic observers believe that the states can't and won't, without a drastic overhaul in the tax structures on which state financing is based. The most productive tax sources, such observers say, have been pre-empted by the federal government. They also believe that more and more state funds will be used, in the future, to meet increasing demands for other services.

Optimists, on the other hand, are convinced the states are far from reaching the upper limits of their ability to raise revenue. Tax reforms, they say, will enable states to increase their annual budgets sufficiently to meet higher education's needs.

The debate is theoretical. As a staff report to the Advisory Commission on Intergovernmental Relations concluded: "The appraisal of a state's fiscal capacity is a political decision [that] it alone can make. It is not a researchable problem."

Ultimately, in short, the decision rests with the taxpayer.

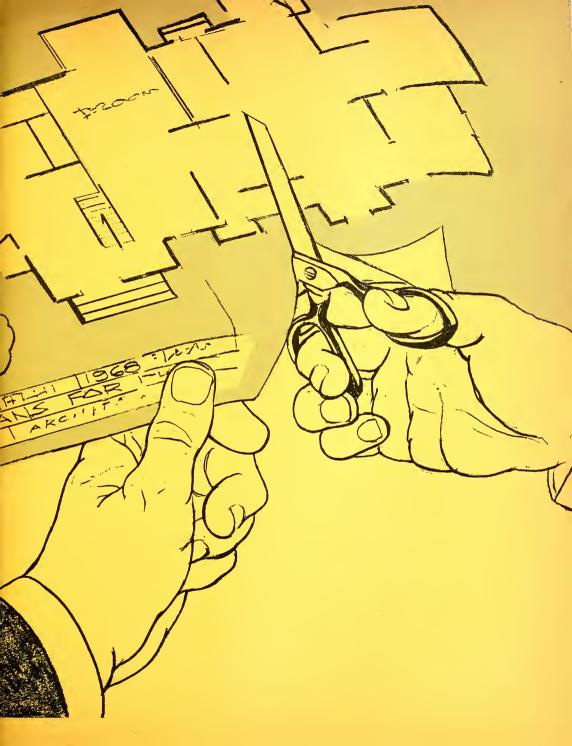
• Voluntary private gifts: Gifts are vital to higher education.

In private colleges and universities, they are part of the lifeblood. Such institutions commonly budget a deficit, and then pray that it will be met by private gifts.

In public institutions, private gifts supplement state appropriations. They provide what is often called "a margin for excellence." Many public institutions use such funds to raise faculty salaries above the levels paid for by the state, and are thus able to compete for top scholars. A number of institutions depend upon private gifts for student facilities that the state does not provide.

Will private giving grow fast enough to meet the growing need? As with state appropriations, opinions vary.

John J. Schwartz, executive director of the American Association of Fund-Raising Counsel, feels there is a great untapped reservoir. At present, for example, only one out of every four alumni and alumnae contributes to higher education. And, while American business corporations gave an estimated \$300 million to education





in 1965–66, this was only about 0.37 per cent of their net income before taxes. On the average, companies contribute only about 1.10 per cent of net income before taxes to all causes—well below the 5 per cent allowed by the Federal government. Certainly there is room for expansion.

(Colleges and universities are working overtime to tap this reservoir. Mr. Schwartz's association alone lists 117 colleges and universities that are now campaigning to raise a combined total of \$4 billion.)

But others are not so certain that expansion in private giving will indeed take place. The 46th annual survey by the John Price Jones Company, a firm of fund-raising counselors, sampled 50 colleges and universities and found a decline in voluntary giving of 8.7 per cent in 12 months. The Council for Financial Aid to Education and the American Alumni Council calculate that voluntary support for higher education in 1965–66 declined by some 1.2 per cent in the same period.

Refining these figures gives them more meaning. The major private universities, for example, received about 36 per cent of the \$1.2 billion given to higher education —a decrease from the previous year. Private liberal arts colleges also fell behind: coeducational colleges dropped 10 per cent, men's colleges dropped 16.2 per cent, and women's colleges dropped 12.6 per cent. State institutions, on the other hand, increased their private support by 23.8 per cent.

The record of some cohesive groups of colleges and universities is also revealing. Voluntary support of eight Ivy League institutions declined 27.8 per cent. for a total loss of \$61 million. The Seven College Conference, a group of women's colleges, reported a drop of 41 per cent. The Associated Colleges of the Midwest dropped about N THE QUESTION OF FEDERAL AID, everybody seems to be running to the same side of the boat.

-A college president

5.5 per cent. The Council of Southern Universities declined 6.2 per cent. Fifty-five major private universities received 7.7 per cent less from gifts.

Four groups gained. The state universities and colleges received 20.5 per cent more in private gifts in 1965-66 than in the previous year. Fourteen technological institutions gained 10.8 per cent. Members of the Great Lakes College Association gained 5.6 per cent. And Western Conference universities, plus the University of Chicago, gained 34.5 per cent. (Within each such group, of course, individual colleges may have gained or lost differently from the group as a whole.)

The biggest drop in voluntary contributions came in foundation grants. Although this may have been due, in part, to the fact that there had been some unusually large grants the previous year, it may also have been a foretaste of things to come. Many of those who observe foundations closely think such grants will be harder and harder for colleges and universities to come by, in years to come.

EARING that the traditional sources of revenue may not yield the necessary funds, college and university presidents are looking more and more to Washington for the solution to their financial problems.

The president of a large state university in the South, whose views are typical of many, told us: "Increased federal support is essential to the fiscal stability of the colleges and universities of the land. And such aid is a proper federal expenditure."

Most of his colleagues agreed—some reluctantly. Said the president of a college in Iowa: "I don't like it . . , but it may be inevitable." Another remarked: "On the question of federal aid, everybody seems to be running to the same side of the boat."

More federal aid is almost certain to come. The question is, When? And in what form?

Realism compels this answer: In the near future, the federal government is unlikely to provide substantial support for the operating expenses of the country's colleges and universities.

The war in Vietnam is one reason. Painful effects of war-prompted economies have already been felt on the campuses. The effective federal funding of research per faculty member is declining. Construction grants are becoming scarcer. Fellowship programs either have been reduced or have merely held the line.

Indeed, the changes in the flow of federal money to the campuses may be the major event that has brought higher education's financial problems to their present head.

Would things be different in a peacetime economy? Many college and university administrators think so. They already are planning for the day when the Vietnam war ends and when, the thinking goes, huge sums of federal money will be available for higher education. It is no secret that some government officials are operating on the same assumption and are designing new programs of support for higher education, to be put into effect when the war ends.

Others are not so certain the postwar money flow is that inevitable. One of the doubters is Clark Kerr, former president of the University of California and a man with considerable first-hand knowledge of the relationship between higher education and the federal government. Mr. Kerr is inclined to believe that the colleges and universities will have to fight for their place on a national priority list that will be crammed with a number of other pressing



JOLLEGES AND UNIVERSITIES are tough. They have survived countless cataclysms and crises, and one way or another they will endure.

—A college president

problems: air and water pollution, civil rights, and the plight of the nation's cities, to name but a few.

One thing seems clear: The pattern of federal aid must change dramatically, if it is to help solve the financial problems of U.S. higher education. Directly or indirectly, more federal dollars must be applied to meeting the increasing costs of *operating* the colleges and universities, even as the government continues its support of students, of building programs, and of research.

N SEARCHING for a way out of their financial difficulties, colleges and universities face the hazard that their individual interests may conflict. Some form of competition (since the institutions are many and the sources of dollars few) is inevitable and healthy. But one form of competition is potentially dangerous and destructive and, in the view of impartial supporters of all institutions of higher education, must be avoided at all costs.

This is a conflict between private and public colleges and universities.

In simpler times, there was little cause for friction. Public institutions received their funds from the states. Private institutions received *their* funds from private sources.

No longer. All along the line, and with increasing frequency, both types of institution are seeking both public and private support—often from the same sources:

► The state treasuries: More and more private institutions are suggesting that some form of state aid is not only necessary but appropriate. A number of states have already enacted programs of aid to students attending private institutions. Some 40 per cent of the state appropriation for higher education in Pennsylvania now goes to private institutions.

► The private philanthropists: More and more public institutions are seeking gifts from individuals, foundations, and corporations, to supplement the funds they receive from the state. As noted earlier in this report, their efforts are meeting with growing success.

► The federal government: Both public and private colleges and universities receive funds from Washington. But the different types of institution sometimes disagree on the fundamentals of distributing it.

Should the government help pay the operating costs of colleges and universities by making grants directly to the institutions—perhaps through a formula based on enroll-

ments? The heads of many public institutions are inclined to think so. The heads of many low-enrollment, hightuition private institutions, by contrast, tend to favor programs that operate indirectly—perhaps by giving enough money to the students themselves, to enable them to pay for an education at whatever institutions they might choose.

Similarly, the strongest opposition to long-term, federally underwritten student-loan plans—some envisioning a payback period extending over most of one's lifetime comes from public institutions, while some private-college and university leaders find, in such plans, a hope that their institutions might be able to charge "full-cost" tuition rates without barring students whose families can't afford to pay.

In such frictional situations, involving not only billions of dollars but also some very deep-seated convictions about the country's educational philosophy, the chances that destructive conflicts might develop are obviously great. If such conflicts were to grow, they could only sap the energies of all who engage in them.

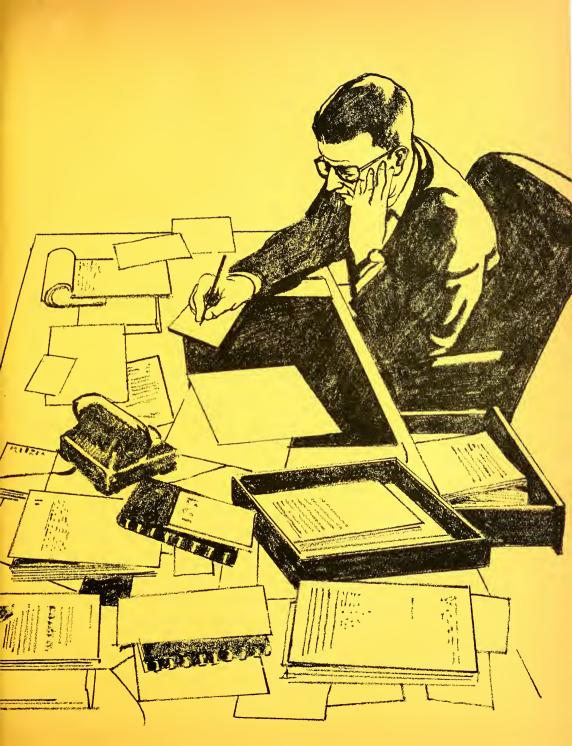
F THERE IS INDEED A CRISIS building in American higher education, it is not solely a problem of meeting the minimum needs of our colleges and universities in the years ahead. Nor, for most, is it a question of survive or perish; "colleges and universities are tough," as one president put it; "they have survived countless cataclysms and crises, and one way or another they will endure."

The real crisis will be finding the means of providing the quality, the innovation, the pioneering that the nation needs, if its system of higher education is to meet the demands of the morrow.

Not only must America's colleges and universities serve millions more students in the years ahead; they must also equip these young people to live in a world that is changing with incredible swiftness and complexity. At the same time, they must carry on the basic research on which the nation's scientific and technological advancement rests. And they must be ever-ready to help meet the immediate and long-range needs of society; ever-responsive to society's demands.

At present, the questions outnumber the answers.

How can the United States make sure that its colleges and universities not only will accomplish the minimum task but will, in the words of one corporate leader,



OTHING IS MORE IMPORTANT than the critical and knowledgeable interest of our alumni. It cannot possibly be measured in merely financial terms. -A university president

provide "an educational system adequate to enable us to live in the complex environment of this century?"

▶ Do we really want to preserve the diversity of an educational system that has brought the country a strength unknown in any other time or any other place? And, if so, can we?

▶ How can we provide every youth with as much education as he is qualified for?

Can a balance be achieved in the sources of higher education's support, so that public and private institutions can flourish side by side?

▶ How can federal money best be channeled into our colleges and universities without jeopardizing their independence and without discouraging support either from the state legislatures or from private philanthropy?

The answers will come painfully; there is no panacea. Quick solutions, fashioned in an atmosphere of crisis, are likely to compound the problem. The right answers will emerge only from greater understanding on the part of the country's citizens, from honest and candid discussion of the problems, and from the cooperation and support of all elements of society.

The president of a state university in the Southwest told us: "Among state universities, nothing is more important than the growing critical and knowledgeable interest of our alumni. That interest leads to general support. It cannot possibly be measured in merely financial terms."

A private college president said: "The greatest single source of improvement can come from a realization on the part of a broad segment of our population that higher education must have support. Not only will people have to give more, but more will have to give."

But do people understand? A special study by the Council for Financial Aid to Education found that:

▶ 82 per cent of persons in managerial positions or the professions do not consider American business to be an important source of gift support for colleges and universities.

▶ 59 per cent of persons with incomes of \$10,000 or over do not think higher education has financial problems.

▶ 52 per cent of college graduates apparently are not aware that their alma mater has financial problems.

To America's colleges and universities, these are the most discouraging revelations of all. Unless the American people-especially the college and university alumnican come alive to the reality of higher education's impending crisis, then the problems of today will be the disasters of tomorrow.

The report on this and the preceding 15 pages is the product of a cooperative endeavor in which scores of schools, colleges, and universities are taking part. It was prepared under the direction of the group listed below, who form EDITORIAL PROJECTS FOR EDUCATION, a non-profit organization associated with the American Alumni Council.

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At reception are Leslie Schooley '72; Kay White '72; Virginia Crane '72; Tina Brownley '69, President of Student Government; Ann Worthy Johnson '38, Director of Alumnae Affairs; Linda Story '72; Lou Frank '69, Judicial Council Chairman; Catherine Wilson '72. Freshmen are daughters of alumnae.

### The Class of 1972 and Black Cat



Juniors come to Black Cat as Christopher Robins.



A moment of action caught during Black Cat skit.



Class of '69's faculty sponsors, Michael Brown and Jane Pepperdene, lead parade.



Senior Raggedy Anns pose with faculty sponsors, President Alston, and young mascot, Mary Kathleen Brown, daughter of sponsor Michael Brown.





### Freshman Activities



Freshman alumnae daughters Nancy Weaver, Beth Cathey, Betsy Laseter, Louise Hardy meet Social Council President, Minnie Bob Mothes.



Dean Carrie Scandrett '24 greets a freshman's mother and father.



Assistant Dean Mollie Merrick assures Mr. and Mrs. Raymond Jones that Sharon Jones '72 will have a good year.



Dean C. Benton Kline meets parents at an informal coffee following a special orientation program for freshmen parents.



On Freshman Registration Day new students are entertained in "Rebekah Rec Room."



Social Council holds a drop-in coffee for freshmen.

#### DEATHS

#### Faculty

Maude Morrow Brown (Mrs. Calvin S.), former chairman of the Department of Ancient Languages, May 3, 1968.

#### Institute

Levis Coley Owens (Mrs. Marvin F.), December, 1967.

Corrine Cotten Hodges (Mrs. T. S.), mother of Marian Hodges Anthony '29, July 20, 1968. Lucy Durham Goss (Mrs. John H.), date unknown. Anna Green Barry (Mrs. R. E.), October 24, 1968.

#### 1915

James Noble Shryock, husband of Martha Brenner Shryock, June 28, 1968.

#### 1920

Crawford Shealy, husband of Lurline Torbert Shealy (deceased), date unknown.

#### 1925

Mrs. Marshall Pope, mother of Julia Pope and Letty Pope Prewitt '29, recently.

#### 1927

Bascombe Britt Higgins, husband of Katharine Gilliand Higgins, Sept. 1968. Lucia Nimmons McMahon (Mrs. David), fall, 1967.

#### 1928

Mrs. H. S. Harper, mother of Dorothy Harper Nix, March 5, 1968. Janet Lauck MacDonald, July 17, 1968.

#### 1929

Joseph Lynch Anthony, husband of Marian Hodges Anthony, August 11, 1968.

#### 1930

Mrs. William F. Dunbar, mother of Augusta Dunhar, October 8, 1968. Mildred Lamb Lindsay (Mrs. Carl W.), summer, 1968.

#### 1932

Frances Arnold, November, 1967.

#### 1935

Frank Daniel Wood, father of Virginia Wood. Allgood, April 16, 1968.

#### 1938

A. L. King, lather of Eliza King Paschall, Sept. 9, 1968

#### 1941

Helen Gilmer Lifsey (Mrs. J. H.), Jan 4, 1968.

#### 1946

Mrs. Walter Hurt Cargill, Sr., mother of Mary Cargill, Nov. 30, 1967. Dr. J. S. Hall, father of Carolyn Hall Medley, summer 1967. Mr. F. P. Robinson, tather of Betty Jane "Robin" Robinson Boykin, Feb 24, 1966.

#### 1949

Mrs Richard Lee Beale, mother of Glassell Beale Smalley '47 and ''Lasy'' Beale McGaughey, Sep-September 9, 1968 Brown M. Hamer, lather of Margaret Louise Hamer Floyd, July 12, 1968

#### 1951

 F. M. Akers, father of Gail Akers Lutz, June 20, 1968.
Dr. Henry G. Jones, tather of Amy Jones Mc-Greevy, winter, 1967.

#### 1955

Jane Davidson Tanner (Mrs. Terrell B.), Sept. 7, 1968.



### Worthy Notes

### Farewells and Greetings Mark the Fall of '68

A SECRET well kept on a woman's college campus is an unbelievable event. It happened at Agnes Scott this fall when Dean C. Benton Kline's resignation, a decision made many months ago, was announced.

The resignation was effective January 1, 1969, when Dr. Kline assumed duties as professor of theology and dean of the faculty of Columbia Theological Seminary in Decatur. Because he will be next door and will continue to teach some of his philosophy courses at Agnes Scott, the wrench of "losing" him is not as severe as it might be.

But there is a feeling of grief, of personal loss, among us on this campus. Because Ben Kline, aside from his sensitive and competent administrative work as dean of the faculty and his superb teaching, formed the kinds of relationships with others in the college community which are irreplaceable.

This was particularly true in his contacts with students. Only he (and, perhaps, his wife, Chris) know about the numberless hours he spent counselling individuals (and groups of) students. A student might go to him with an "academic" problem (somehow, in current student parlance Dean Kline was not part of "The Establishment"— I would guess because he could listen so splendidly and did not have to say "no") and find herself pouring out to him all sorts of personal worries and frustrations. In short, Ben Kline lent the talents that make up his personality to supporting the growth of young women at Agnes Scott.

Students can say what they feel about Dean Kline better that I can. Here is the lead editorial from *The Profile* (student newspaper) of November 15, 1968, titled "Polynesia":

"Polynesia and his friends. The phrase from the 1967 Junior Jaunt faculty skit is a good way to describe the affection between Dean of the Faculty C. Benton Kline and Agnes Scott students. It captures both the lightness and solidarity of the relationship.

ship. "When he announced his resignation to assembled students Tuesday night, a number of girls gasped audibly. In those gasps were held the years of personal relationships he had had with us. Memories of annual April Fools Day tricks, the sound of his voice reading the lists of names at Honors Day Convocation, and heaps of sodden Kleenex's full of tears that must have been shed in his office will stay with him and with us. "The loss of Dean Kline is primarily personal. As Dr. Alston said after the Tuesday night meeting, the machinery of the college "will never miss a stroke." Dean Kline did his job well and his successors will carry on in the same vein. This we are assured of and can be thankful for.

"The only void left will be the personal one, empty of Dr. Kline the man, the friend. But we're really lucky—Columbia Seminary is only a bike ride away. He will not go out of our lives completely. And seniors were lucky enough to have him speak at their Investiture.

"We're lucky in another way also. We have Miss Gary and Mr. Brown to get to know better now. And in the years to come we'll find others to play pranks on, to lead us and to comfort us."

So, instead of saying farewell to Dean Kline, let's say "aloha" which in Hawaii can mean a greeting as well as a farewell. And let's speak a special greeting to two faculty members who move into the Dean of the Faculty's Office for the remainder of the academic year: Dr. Julia Gary, associate dean, who becomes acting dean; and Dr. Michael Brown, associate professor of history, who will occupy Miss Gary's former quarters.

Farewells of another kind will be in order in June when, as most of you are aware, three of Agnes Scott's "key" people retire: Dean of Students Carrie Scandrett '24, Librarian Edna Hanley Byers, and Chairman of the Art Department Ferdinand Warren. We can say "aloha" to them also, greeting them as new neighbors.

We spent September and October welcoming the class of 1973, 230 strong, the second largest freshman class in the history of the college. For them the Alumnae Association revamped its "alumnae sponsor" program, naming it "Alumnae Associates" and entertaining freshmen and participating alumnae at a brunch on a Saturday morning in October following "Black Cat."

My most special greetings I reserved for the two new members of the Alumnae Staff. They are: Mary Cargill '46, office manager, and Anne Diseker Beebe '67, assistant to the director for fund raising. We are back in elegant offices—come to see us!

Arm Worthy Johnson '38



The Class of 1969 marches into Gaines Chapel for their Investiture.