

*Agnes  
Scott* THE ALUMNAE QUARTERLY

WINTER 1969



FRONT COVER: Tina Brownley '69, President of Student Government, finds a most rare moment for relaxation and reading. She says (see article, p. 2), "I personally suspect that Student Government is the greatest sapper of academic vitality on this campus."



THE ALUMNAE QUARTERLY VOL. 47 NO. 2

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Front Cover, p. 3, Billy Downs, Back Cover, pp. 22, 31 Carl Dixon Associates, pp. 7, 9, 14, 15 Staff Photos, pp. 24, 33 Morgan Studios, pp. 28, 29 Eric Lewis, p. 27, Wide World Photos

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**Published four times yearly:** Fall, Winter, Spring and Summer by Agnes Scott College, Decatur, Ga. Second class postage paid at Decatur, Georgia 30030.



## Agnes Scott's Third Dean of Students

MISS ROBERTA K. JONES has been named dean of students at Agnes Scott College. She succeeds Miss Carrie Scandrett, who retires in June, having served as dean of students for 31 years.

Miss Jones will join the Agnes Scott staff on August 1 and will become the third dean of students in the college's eighty year history, following Miss Nanette Hopkins, dean for 49 years, and Miss Scandrett.

Miss Jones has been associate dean at Valdosta State College for the past two years and was formerly on the staff of the dean of students at Ohio State University, where she was director of a coeducational residence hall. She was on the dean's staff at the University of Georgia for six years.

In announcing the appointment of Roberta Jones, President Wallace M. Alston said, "I am impressed with the fact that Miss Jones combines youth with

maturity to a remarkable degree. Her preparation consists of both academic achievement and practical experience in her chosen profession. I am convinced that she will make a significant contribution to the lives of our students at Agnes Scott."

The daughter of Lt. Col. (ret.) and Mrs. Virlyn Y. Jones, now of Athens, Georgia, Miss Jones studied and traveled in the Orient and in Europe before taking her A.B. degree at the University of Georgia. She holds an M.A. degree in student personnel administration from Ohio State University.

The new dean's professional memberships include the National Association of Women Deans and Counselors, the American Personnel and Guidance Association, the American College Personnel Association, the Georgia Association of Women Deans and Counselors, and the American Association of University Women.

*“Resolution of both the traditional traumas and the unique personal calamities of growing up rests ultimately with the individual and the other individuals to whom she may go for help.”*

## A USUAL, IF PAINFUL, PHENOMENON —

IN THE PAST few months we have all been inundated with the type of political oratory which Robert Bendiner describes as “. . . those grandiloquent outpourings, which credit one political sect with genius, patriotism, courage, and defense of the American home while holding the other responsible for wars, crime, early frost, and the Colorado beetle.” The only thing certain at this point is that we are in for ever so much more of this fare for the next few months, and so I’ll spare you all the aspects of the usual rah-rah rhetoric. We know our purpose; I can safely assume that we are all here because we care for Agnes Scott for various reasons and because we feel that Student Government can make some kind of a contribution to life at our College—for after all, judging from past experiences, nobody comes to “Retreat” simply for a comfortable, relaxing extension of summer vacation.

Since this will be the next-to-last time that I can address Student Government and freely express my own personal opinions, and since the last time will be when I turn this marathon operation over to my successor next spring, when our attempt at realizing the actual from the potential will be over and done, I want to speak of what I would like to see us accomplish—or at least begin—through our collective *kinesis*.

Every new Student Government begins in the spring with the proverbial efficiency of the new broom, but somehow in the fall as we exert all our energy in welcoming the freshmen and extolling the virtues of Agnes Scott to them, we seem to grind to a halt and lose the impetus of the spring beginning which was driving us toward confrontation of basic problems of life at Agnes Scott. Now don’t get me wrong—I think the orientation of freshmen, the striving to incorporate new students into our community, is one of Student Government’s most important endeavors. What I am saying is that even as we pursue our work in introducing the College to its newest inhabitants, we must continue the tasks we began in the spring. Even as we convey to the

freshmen the enthusiasm and deep feeling we have for Agnes Scott, we need to let them know, subtly, that they are stepping into a situation that is not static but is constantly being studied and changed to meet the needs of students. Freshmen need to be made aware not only that we love this College and this way of life, but also that we are continually trying to make it even better.

At this moment I’d like us to think about one of the things we began working on last quarter, the pervasive discontent and dissatisfaction at Agnes Scott so compellingly unsettling that in the spring faculty, students, and administration joined to form a committee named the “Committee on the Problem” (COP) to work on this. The catch, sad to say, is that no one really knows what the *problem* is. And yet we can trace its course through the school year.

Obscured in the hustle-bustle of the school’s opening and the happiness at being back with friends and returning to ever-promising prospects, this uneasiness, unhappiness surfaces briefly about the middle of fall quarter, to be partially assuaged by Thanksgiving homecomings, and to be well-covered with bright anticipations of Christmas, which offers a by-this-time welcome chance for a new beginning in January. But with the advent of winter quarter, with no Thanksgiving and no Christmas, and with the bleak weather, the *problem* plagues various people in many different ways, and each winter quarter at Agnes Scott becomes increasingly to be considered *the* “Winter of our discontent.”

Spring blooms forth, bringing with its weather improvement hopes of change, expectations of a “different” next year with a new Student Government. One feels that perhaps the old guard exits just in time. But this year many of us are to be the old guard, and I want us to exit not just crawling out exhaustedly thankful that it’s all over, but to leave with the knowledge that we have tried to face and grapple with the essential dissatisfactions on this campus. How can this cycle of



# Student Malcontent

uneasiness and unhappiness which appears as regularly as the blight in middle fall quarter and grows to climactically epidemic proportions in winter quarter be dealt with?

Now, before you dismiss all this as over-dramatization, I want to say that I realize that this discontent does not affect everyone at Agnes Scott. Perhaps it has never hit you personally—but I doubt that there is a person in this room who hasn't seen some close friends of hers suffer this experience. I don't feel this malaise is a death blow, but I do believe it is crippling and demoralizing to both the individuals involved and by association to the campus as a whole; I think the unhappiness is wide-spread enough to make it a legitimate concern of Student Government and of every sensitive person at Agnes Scott.

The problem could be generated from one or both of two sources: 1) the individual student, or 2) the environment. Let's take the individual first. Historically, students have always been restless; as a Stanford professor writes in *Saturday Review*:

Students have always been difficult to live with . . . Medieval students rioted, dumped garbage on passersby, wrote erotic or ribald poems and read them on church steps . . . coerced their professors and occasionally killed one. Colonial college students rioted about food, stole, took pot shots at university presidents, protested infringement of their private lives . . . Nineteenth-century college students took sides over the Civil War and demanded a voice in academic governance. Twentieth-century students signed the Oxford Peace Pledge, joined in the Spanish Civil War, rioted over food, violated the Eighteenth Amendment, and experimented with sex.

The alienation and unhappiness of youth are perennial themes in literature; W. Somerset Maugham poignantly expresses the feeling in portraying one of his characters:

He did not know how wide a country, arid and pre-  
(Continued on next page)



ABOUT THE AUTHOR: Martine W. Brownley from Clemson, S. C. is President of Student Government at Agnes Scott this year. Her ability to face academic and social questions both fairly and squarely, her attractive personality and concern for others have enabled her to function as an incomparable student leader. Tina is a member of Mortar Board, is now engaged in the Independent Study program and has just been elected to Phi Beta Kappa.

# Student Malcontent

(Continued)

citious, must be crossed before the traveller through life comes to an acceptance of reality. It is an illusion that youth is happy, an illusion of those who have lost it; but the young know they are wretched, for they are full of truthless ideals which have been instilled into them, and each time they come in contact with the real they are bruised and wounded . . . they must discover for themselves that all they have read and all they have been told are lies, lies, lies; and each discovery is another nail driven into the body on the cross of life.

So, given historical and literary perspective, student malcontent can be accepted as a quite usual, if painful, phenomenon.

I think there is not any question that the personal discontent of individual students plays a part in the general *problem* at Agnes Scott. Nothing is as infectious as dissatisfaction, and being as closely associated and interdependent as we are in our community, we cannot help but care and worry if one of our fellows is unhappy. So what can Student Government do for individual problems? Actually, nothing much as a group, except perhaps offer opportunities such as CA's "Cabin Discussions," for free exploration of the commoner obstacles encountered in college life. Only as individuals responding to other individuals can we help, and this interaction is strictly a personal and private matter. Resolution of both the traditional traumas and the unique personal calamities of growing up rests ultimately with the individual and with other individuals to whom she may go for help.

Now to the environment. Having already artificially disengaged the individual from her surroundings to take a close look at her, I ask you to forgive me as I again artificially divide the environment into the academic area and the social domain with social including all community functioning and interacting not strictly related to the academic. As far as academic activities are concerned, discontent in this area seems minimal. Channels are wide open here, and students can respond and are responded to; the Committee on Academic Problems has proven most energetic in effecting desired changes. Given that no one can hope to personally respond to and like every single teacher and course she encounters, academic affairs at Agnes Scott are relatively satisfactory to everyone. Granted, there is pressure. Unless the content of courses is sharply decreased, little can be done to lessen the work load. Also, much of the pressure here is the personal pressure the individual places or brings on herself. This is generally

going to be applied no matter what the situation. The one constantly aspiring to achieve never rests, and the procrastinator always will wait for the last-minute pile-up.

And so, finally turning to the social sphere of the Agnes Scott environment, we come face-to-face with the Honor System, the set of procedures governing our interactions with each other and with those outside the Agnes Scott community. I did not refer to the Honor System when reviewing academics, because it is generally felt that the Honor System functions quite effectively in this area. The social sphere presents a different picture.

Two statements from a National Student Association study of honor systems seem to sum up the Agnes Scott problem: 1) "An Honor System can function properly on a campus only as long as the students actively accept and respect its standards"; and 2) "When the legislative body of a college institutes laws which are not commonly respected, it is natural for a part of the student body to view the entire system as a police action." There is no question that a sizable segment of the Agnes Scott student body is not accepting some of the social standards delineated in the Honor System. Student Government in my three years here has, with notable exceptions, skirted the major centers of discontent in the social sphere and in addition has shown itself increasingly powerless to deal with groups or individuals known as flagrant rule-breakers.

## Abuse of Honor System

I used to think that Student Government was simply ignorant of various abuses of the Honor System, but now I realize the facts. Student Government knows perhaps even more than the average student about just where infractions are taking place; but the "I'll do it, deny it, and just try to stop me" student attitude becoming more widespread prevents action, either rehabilitative or retaliative. This is the attitude of Agnes Scott students who would never consider cheating or stealing; who would not smoke in undesignated areas, because they realize that most of the Smoking Policy is to protect buildings from fire rather than to keep students away from cigarettes; but who drink, and proclaim that, if caught, they will deny everything, because they deeply believe that a state law with forces detailed to arrest infractors has no place in an Honor System where rules are enforced by individual consciences.

As one writer notes, "When a man feels that he is living in somebody else's world, he withdraws from it into a world that he can control. He gives the other world lip service but he does not care for it." It is always easier to destroy than to create, to disregard and ignore

rather than to face and challenge, and much of our student body, having dismissed working for changes as fruitless and wasted effort, have retreated to do as they please in certain areas.

One novelist has written: ". . . the real trials of life are not the great tragedies. Not these, but the small vexations that come back over and over." Small vexations incorporated into rules become a nuisance; small vexations incorporated into rules incorporated into a system resting on personal integrity, the core of one's being, become a true burden for the individual. I have three objections to the way the Honor System is functioning today: first, petty rules are providing a scapegoat for those whose personal problems stand at the core of their difficulty; second, constant controversy generated over parts of the Honor System is interfering with academic endeavor on this campus, and third, and most important, the Honor System's present functioning is in too many cases hurting rather than helping individual development.

### Rules as Scapegoats

First, rules as scapegoats. I have said that some of the problem here stems from personal troubles of individuals. Too many people who are simply dissatisfied with themselves now turn to the rules as a too-convenient scapegoat. "If I could only do so-and-so, then I'd be happy" runs the plaintive cry. The truth, of course, is that no matter what the student could do, she would be unhappy, because she is carrying her unhappiness within. By attributing discontent to the environment, students escape from facing essential unhappiness within themselves. I have said Student Government in general cannot make any mass moves to settle individual problems; it can, however, remove certain of the small frustrations which in some cases amplify the original problems to unbearable degrees. Removal of such vexations would insure that rules would not provide convenient substitutes for true difficulties.

Second, interference with the academic. G. A. Miller writes, "Unfortunately the American ideal of the good mixer somehow become dominant over the American ideal of individualism; intellectual excellence became second in importance to life adjustment." Far too much of the effort expended on this campus goes toward constant discussion and reiteration of the same old frustrations. (I personally suspect that Student Government is the greatest sapper of academic vitality on this campus.) The more time we spend in constant meetings hashing over but never doing anything about the same old problems, the less time is left for study.

The frustration generated as we try to deal with problems engendered by an Honor System outmoded in

several areas is tremendous; and frustration is not only, in the words of Louis Auchincloss, "the hardest thing in the world for a woman to make attractive," but it is also a real barrier to effective living and working. Let a Student Government member go to Rep Council, attend a committee meeting, talk to a few people about the general topic discussed, and when she finally sits down late at night to study, the average soul is too tired, disturbed, discouraged, stirred-up, or just plain mad to do any worthwhile work. Let's deal with the small vexations and frustrations so that our environment can be conducive for those wishing to pursue academic goals to do so. Those who now want to study almost have to completely disregard Student Government and disengage themselves from campus problems to have peace of mind, a prerequisite for satisfying study.

Finally, detrimental effects on individuals. The most important purpose of our Honor System, secondary even to the System's importance in regulating community functioning, is its role in developing and strengthening the character of the individual student. Yet, when many students face regulations they cannot believe in, but are bound by their personal honor to uphold, impossible situations result. Some uphold although they do not accept or respect; others abandon the whole system in disgust; some obey parts and forget the rest. It stands to our collective shame that the most important lesson many learn at Agnes Scott is how to rationalize honor. Those who obey are frustrated; those who do not obey are even more harmed, for as George Eliot writes, "The yoke a man creates for himself by wrongdoing will breed hate in the kindest nature . . ." Those who disobey do not believe that they are doing wrong, but they know the community would disapprove their actions; this sense of disparity, plus the hypocrisy necessary to continue living outside rules at least nominally accepted by those around them, places a burden on students which certainly breeds resentment, dissatisfaction, and unhappiness.

### Guidelines for Individuals

I realize that some restrictions on the individual are necessary for insuring a safe, effectively functioning community. It is unfortunate but true that the great unfettered individual went out with the Achaeans; Homer centered the greatest work of western literature on Achilles, but our society today would court-martial him. Nevertheless, within the necessary parameters of community living, each individual should be allowed the maximum of personal freedom. What we need is a set of guidelines adhered to by a majority of the student body, and then we need to make these regulations stick.

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# Student Malcontent

(Continued)

With sensible rules accepted and respected by the student body, Student Government could in conscience stand for complete enforcement.

To make changes will require tolerance. Some elements at Agnes Scott, found perhaps more in the student body itself than in the administration or faculty, do not wish to relinquish their supposed hold over the lives of others. Students hesitate even to allow freedom of dress to their fellow students, much less freedom of action. The only answer to this kind of attitude is succinctly stated by Camus: "There can be no question of holding forth on ethics. I have seen people behave badly with great morality and I note every day that integrity has no need of rules."

## Freedom in the Social Sphere

Whether or not we want to give the student greater freedom in the social sphere, all around us the trend is being set. I call your attention to the following:

Colleges . . . are not churches, clinics, or even parents . . . It is when the institution claims too much that it becomes suspect. And it is when an institution attempts to regulate beyond what is necessary to achieve its limited educational goals that it becomes vulnerable. Whether or not a student burns a draft card, participates in a civil rights march, engages in premarital or extramarital sexual activity, becomes pregnant, attends church, sleeps all day, or drinks all night is not really the concern of a collegiate institution, as an educational institution. When colleges regulate such behavior, as many do, they are by implication taking responsibility for developing patriotism, one system of social standards, one system of health standards, and one religious stance—activities which more properly are the province of other social institutions.

This is not to say that such matters may not be of concern to an institution or that it cannot deal with them. But if they be of concern, it should be an educational concern—even a curricular one. Instruction in sex hygiene, ethics, law, or health is appropriate. Requiring a specific kind of behavior is no more appropriate than a requirement that all who finish a course in American government vote for the Democratic party.

No, not Columbia's Mark Rudd, nor Berkeley's Mario Savio. That was Dr. Lewis B. Mayhew, president of the uncontroversial American Association for Higher Education.

Please be exactly clear on what I mean. I am not saying *no rules*. I, personally, strongly dislike the chaos of an unregulated person or group. I am not saying have no care or concern for the lives of your fellows. Our Christian commitment, the bedrock on which Agnes Scott was founded, makes such concern a vital part of our heritage. I am not screaming for riot and revolution. But what I am urging is an honest, realistic assessment of our Honor System. Long ago Socrates defended the conduct of his life by saying, "The unexamined life is not worth living for a man," and it is time for close scrutiny of our way of life. As one author notes, "Systems can run for a long time and seem healthy. Systems are no better than men; both have a built-in inability to know what saps their vitality. All too often a man, or a system, fails to realize that vitality is going until it is gone. Every now and then there comes a time for stock-taking." Moves for change should be carefully thought out and responsibility made through existing channels, as long as these channels remain as effective as they have been. Gradual alterations are the best and most lasting. But at the same time I do not minimize the urgency of the situation. "Time" magazine's summation of the world situation reflects the surging impulse of our times, which even Agnes Scott is feeling in a way:

Everywhere is sweeping a vast yearning for new freedoms and fulfillments . . . In this heated situation, old institutions are too often archaic and unresponsive to change. Instead of plunging forward with history, the Kremlin fears the Czech disease of freedom. The Vatican is impelled to ban the pill. Congress rejects effective gun regulation. Whatever the issue or nation, something loosely called "the establishment" resists aspiration and innovation.

## Reform is Difficult but Necessary

So, in the end it's up to you all, for Student Government leaders can only do what you want: it is we who in the end are in the truest sense followers. This Student Government has instituted two big changes—the Dormitory Sign-out System and the Reorganization of Rep Council—but these were actually the work of Zolly and the 1967-68 Student Government: in what Thomas Hardy calls "the ill-judged execution of the well-judged plan of things," we simply put the final official stamp of approval on their work. Our own work lies ahead. Reform is always a difficult, usually thankless, task: reform, however, is also necessarily a part of the move from the potential to the actual. How much you are prepared to do to effect this *kinesis* is yours to determine.



# Adaptation, Adaptability...

## And Something More

By JOHN A. TUMBLIN

WHEN I WAS growing up some of my best friends were turtles, and monkeys, and dogs. Though I never really *knew* one, I was fascinated by some lions I met in a zoo and by wolverines of whom I had only read in nature books. I would have enjoyed being friends with a lion, but wolverines are said to be incapable of friendship.

Some of my best friends still remind me of animals, and a college is a veritable menagerie. Just look at the faculty in this light: there are basset hounds, and airdales, and shaggy Labrador retrievers. Why is it that most of them remind me of dogs? There are sophomores who are like turtles, and cocker spaniels, and gazelles, and squirrels, and colts, and wonderful combinations of several species at once. I've seen a few lionesses on the campus in my day: cool, proud, strong, killer types . . . killers who can also relax, and purr, and be friendly-playful like an overgrown cat. I don't think I've met any wolverines during my years here, although I could be mistaken. Since I've never known a non-human wolverine I might not recognize the real essence of wolverineness. But I've been told that they are relatively small, few in number, extremely strong, and obsessively destructive. They are said to enjoy eating carrion, to kill what they don't intend to use, to destroy what other animals have laid in store, and to pollute what they can't destroy so that others cannot use what is left when they are finished. There are some terribly aggressive animals in this college, and I'm glad that there are, but there aren't any wolverines as far as I can tell.



EDITOR'S NOTE: Dr. Tumblin is back from a year's leave, complete with mustache and pipe. Sophomores asked him to address their parents, and this article is edited from the delightful talk he gave during Sophomore Parents' Week End in February.

Animal-watching is fun, be it in the Okefenokee Swamp or on this campus. To do it effectively one must know and understand something of what the habitat is like, and that is *one* reason for inviting parents to become participant observers from time to time. You will notice, dear parents, that in spite of what your daughter says when she phones for fifty dollars in order to escape for a week-end at Suwanee, this habitat is *not* like a zoo. It is better described by the *title*, though not by

the *content*, of Mary McCarthy's book, *The Groves of Academe*.

There are lines of demarcation between our grove and other ecosystems, and territories within it have been hacked out both by custom and competition. But there are no fences, no iron bars. Some of its inhabitants spend their academic lives hidden in the dark cool recesses; others use it only as a reference point and place of rest from which to explore environments beyond, and many regularly cross back and forth on the bridges that link it with what they like to call "the world outside."

I've been in this grove for eight years, now, and find it a fascinating, surprisingly complex habitat. So are its many individuals and classes of inhabitants. As a participant observer I must be careful to compare continually what I think I see with what other observers report about this and similar habitats. We ask each other questions and exchange sage answers which are then modified by new observations and observers. Are students changing? Of *course* they're changing, in *many* ways; that's what education and development are all about. Are students revolting? *Sure*, they're revolting, in *both* senses of the word, at times. Are they insensitive? No, they're not insensitive! They fairly bristle with nerve-endings attuned to every kind of experience that is human. And their heightened sensitivity is goading many of *us* back into a new examination of the fundamental values. (which they may express in novel ways), out of which the whole rationale of liberal arts

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## Adaptation

(Continued)

colleges arose. Students on another woman's college campus, last fall, fearful that their brand-new President would not understand this aspect of their lives, because he is a famous mathematician and former director of automation research for IBM, first reacted to him with coldness. But they "turned on again" and gave him a standing ovation when he outlined his ideals for a college in humanistic terms that included the following statement: "If a college has to have a motto today, it ought to be 'feel.'" I'm not sure I know what he meant, but they loved it. They're sensitive all right! Are they smart? Gads; many of them are so bright it's downright frightening!

### Turtles versus Monkeys

When I sort out the many descriptions and questions about the kinds of people we have on campus today, two stacks of them stand considerably higher than the rest. This would seem to indicate that these stacks contain either pronounced characteristics in the student population or an exaggerated concern on the part of the observers, or both. I think it's *both*. Now, one stack of descriptions/concerns says, in essence, that students are distressingly conforming, pliable, accepting, adjusted to the following of unchanging rules of rather dull and unamazing games. They're turtles! The other pile of observations/concerns states, basically, that students are undisciplined, personalistic, selfish, segmented, and so hell-bent on individualism that they won't cooperate with *any* program, including programs of non-cooperation! They're undisciplined monkeys!

How could one possibly reconcile these points of view when they seem so absolutely contradictory? Are the observers crazy, or incompetent? If they *are* . . . we might as well close up shop, for some keen minds have analyzed it this way. Is it that *some*

students are turtles and others are monkeys? That is part of the answer, but not all of it, by any means. As I see it, both kinds of statement are partly true, and there is reason to be thankful that they are.

### Change in Two Directions

In working toward a resolution of this seeming paradox, let's go back to a consideration of non-human animals, and be guided by the insights of a group of younger anthropologists at the University of Michigan. (Cf. Marshall Sahlins and Elman Service (eds.) *Evolution and Culture*.) These men have noted that in the evolution of living creatures, change takes place in two directions, or in two ways. One direction is adaptation to a limited environment, by specialization. The other is toward a more complex, sophisticated animal, not especially adapted to any one environment, but able to function in a variety of settings.

In the first of these (the improvement of chances for survival by adaptation) the emphasis in the evolutionary process is on conformity, plasticity, and the kinds of adjustive changes that produce organisms capable of surviving and prospering by effectively using the resources of a given environment, *as it is*. Success, in this context, is to be judged in strictly relative terms, relative to that one, particular environment, without reference to what the organism might do in other, perhaps more challenging, situations. In this sense a turtle is a highly successful animal. He is admirably suited for meeting the limited set of problems he faces where he lives and, as a consequence, has survived for hundreds of years. But a concomitant of adaptation is stabilization, or if we use a value-laden term, *stagnation*. Good turtles don't learn to climb trees like squirrels, or fly like birds; their lives are much less filled with anxiety than a monkey's, but as Professor Harlow of the University of Wisconsin demonstrated here Wednesday night, they also miss out on a lot of interesting experiments.

Our Michigan anthropologists

call special attention to the *second* manner in which evolutionary change occurs. Along with the appearance of animals who are more and more *adapted* to limited environments there appear new types, evolutionary breakthroughs, who harness more energy, are more mobile and engage in more complex motions, have more parts and sub-parts, and need more complex nervous systems to regulate and coordinate their kind of increased intricacy. End-products of this kind of change have, in T. H. Huxley's words, "all-round adaptability." They can operate in a wider variety of environments and are less bound by a particular one, but they may actually have *less* chance of surviving in a limited setting than their specifically adapted cousins. Monkeys, when compared with turtles, are clearly seen to be the higher, adaptable form.

### Risks in Evolutionary Breakthroughs

Now it is important that we neither damn the turtles and praise the monkeys, nor vice versa. Both are successful, in their own way, and both kinds of change they represent are necessary to the life-systems in which they function. Within a species, fascinating variety is provided by adaptation, but extreme adaptation, from the life-systems standpoint, is non-progressive. Evolutionary breakthroughs for the total system occur by innovative, non-adjustive, initially deviant behavior. There are always risks in these breakthroughs, for the adaptive new individuals as well as for the life-systems of which they are a part. (It might be said incidentally, that one can usefully apply this same theoretical approach to social systems, such as colleges, instead of to their members. The groves of academe are also equilibria and mixtures of turtle-like adaptation and ape-like adaptability and more.)

But back to individual animals. The superficial parallels with inhabitants of the grove is quite obvious, of course. One occasionally sees some well-adapted turtles

among sophomores; they are so good at being daughters that they can't seem to become classmates; or so well adapted at being *Scotties* that it may be very difficult for them to become women. On the other hand one notices some who are so infuriatingly adaptable that they can't really become committed to *anything*. By comparison with the turtles these monkeys are so energetic, so individualistic, so curious about so many things, that they can no more engage in any kind of co-operative, concerted, regulated effort than they could fly by flapping their arms—but *that* they may be quite ready to try.

The parallels I have just drawn are really more caricatures than characterizations, for they are applicable in only a very few cases. My animal friends are clearly adapted or adaptable, but their human counterparts are something more than that. They are capable of changing both ways at the same time, for one thing. Furthermore, I've observed the majority of them exercising conscious choices, on the basis of values and goals they are quite capable of articulating, to be adaptable in activities to which close friends adapt, or to commit themselves with self-denying energy and single-minded purpose to causes

from which their roommates, under no pressure, remain comfortably aloof. I've seen them tough—planning and carrying out the destruction of a target—but hardly ever wantonly cruel. I've seen a great deal of behavior in support of justice, in the acting out of kindness, with unassuming uprightness.

I'm glad that in this grove animals don't have to be *either* turtles or monkeys, but can be turtlemonks, and monketigers, and eaglemice. And for a few years, anyhow, I hope it won't be inhabited by a wolverine. Although I might learn to like one as a student friend, I wouldn't want either of my sons to marry one!

Dr. Tumblin leaves Presser after his Sophomore Parents' Week End speech.





*"All normal people get discouraged at times. The forces against which we do battle often appear to be completely overwhelming, but . . . we can do what we are determined to do."*

## . . . A Mind

ONE OF THE MOST influential theologians of our day has been Dr. Paul Tillich. He was born in the little town of Schönfliess, Germany, in the year 1886. Schönfliess is one of the old walled towns of Prussia. Even in his early years Paul Tillich was aware of the walls which seemed to give him a sense of claustrophobia. He would leave the town to get out in the open spaces and would run across the meadows or walk into the woods. He felt that within the walls his mind and spirit could not be free. This came to symbolize the spirit of this man. As a great scholar and teacher he spent his life trying to set others free from narrow misconceptions of religion.

Ironically enough, he left Schönfliess to go to Berlin in order to have the privilege of living in the great free and open city. Today it is impossible to think of that vibrant metropolis without again thinking of a wall. The Russians put it there. It is a scar upon the escutcheon of a great city to symbolize the deep and ugly divisions between men and their ideologies.

Walls seem to play a vital part in the life of man. Robert Frost, the patron saint of Agnes Scott, has written, "Something there is that doesn't love a wall and wants it down." Being a meliorist, however, that great poet could not take a biased point of view, but had one to say in that some poem, "Good fences make good neighbors."

I have lived in New England where there were rock fences or walls between the fields of the farmers. Their fields were originally strewn with stones. They had to do something with them, so they used them as land dividers. The same is true in Scotland and in Israel. I also have visited

walled cities. I have been to Germany several times, but have not seen the Berlin Wall. It is evident that there are good walls and bad walls. The difference is not in the walls but in the men who build the walls. Robert Frost said that the stone walls of New England make good neighbors. The construction of the Berlin Wall was a nonverbal statement that the Communists will not have people of the West as their neighbors.

2400 years ago a man by the name of Nehemiah, who was a cupbearer to the Persian king, Artaxerxes I, returned to the destroyed city of Jerusalem to undertake the rebuilding of the walls of that city. They had been torn down by the armies of the Babylon king, Nebuchadnezzar. Jerusalem was the city of Nehemiah's ancestors. He knew that it could never be a safe city with a strong civil government, free economic enterprise, domestic tranquility, cultural activity, and unhampered worship in its own temple with the protection of a wall. During its construction he was constantly harassed by his enemies. His memoirs, which are in the Bible, have cryptic insertions that indicate why that wall was finally completed. One entry says, "The people had a mind to work." When his detractors tried to get him to stop the work in order to have a discussion about the wall, he gave an answer also noted in his memoirs, "I am doing a great work and cannot come down." Triumph is noted with the additional entry, "And so we built the wall." The completion of this significant task enabled the prophet, Ezra, to see a fulfillment of his dreams in the reconstruction of the temple. It did even more than that, however.

It revitalized the Hebrew race itself, making it a pure ethnic division even unto this day.

In this discussion today I want to emphasize for you the particular frame of mind without which Nehemiah and the people of Jerusalem never could have built that wall. Without this same frame of mind we shall never be able to protect, nurture, and project the basic institutions and movements which are vital to our way of life. The home, the school, the church, the law, the government, economic enterprise, social amelioration, all draw their rock and mortar from the faith, the attitudes, the motivations, the industry, of the people.

Indecision is one of the chief enemies that confronts us all, both leadership and people. It is well for us to recall that when 300 years ago John Bunyan wrote Pilgrim's Progress, he was confronting his people with these same ideas. He presented to them his chief character, Christian, saying, "I dreamed and behold I saw a man clothed with rags standing in a certain place, with his face from his own house, a book in his hand, and a great burden upon his back. I looked, and saw him open the book, and read therein; and as he read he wept and trembled; and, not being able longer to contain, he broke out with a lamented cry, saying, 'What shall I do?'"

What serious person in our day, looking upon the massed array of public problems and issues in immediate confrontation does not raise the cry, "What shall I do?" Ours is a world of cause and effect, of resources and developments, of means and ends. We operate under inexorable laws. The



# to Work

By WAIGHTS HENRY

resources available to us are material, intellectual, spiritual, emotional, but in every case man has to begin with himself. If he is to be equal to his opportunities and responsibilities, he must engage in self-analysis to understand both his powers and his limitations. Then he must look outward to see what there is to augment his powers.

In literary discussions we often quote at this juncture Alexander Pope, who two and a quarter centuries ago said, "The proper study of mankind is man." This, of course, comes from his Essay on Man, and we need to read the oft-quoted line at least in a considerable portion of its context.

*"Know then thyself, presume not  
God to scan;*

*The proper study of mankind is  
man.*

*Plac'd on this isthmus of a middle  
state,*

*A being darkly wise and rudely  
great;*

*With too much knowledge for the  
skeptick side,*

*With too much weakness for the  
stoick's pride;*

*He hangs between, in doubt to  
act or rest;*

*In doubt to deem himself a god  
or beast;*

*In doubt his mind or body to pre-  
fer;*

*Born but to die, and reasoning but  
to err;*

*Alike in ignorance, his reason  
such,*

*Whether he thinks too little or too  
much;*

*Chaos of thought and passion all  
confused;*

*Still by himself abus'd or dis-  
abus'd;*

*Created half to rise, and half to  
fall;*

*Great lord of all things, yet a prey  
to all;*

*Sole judge of truth, in endless er-  
ror hurl'd;*

*The glory, jest, and riddle of the  
world!"*

We may smile when we hear man characterized as the glory, jest, and riddle of the world, but certainly man is all three. Alexander Pope sees man as restrained, not by the lack of any resources at his command, but by his own doubts. It is well for one to ask, as does Christian in Pilgrim's Progress, "What shall I do?" It is only by inquiry that we begin to initiate a program that puts Telstar in its place, or accomplishes the transplantation of vital organs in a human body. But the questioning must not become a crystallized status.

An Englishman said to an American, "You Americans have a habit that we simply cannot abide. You answer every comment that we make with another question." The American looked at him and said, "Is that so?" Along with any question that is raised there must be what Nehemiah termed "a mind to work." In this regard his framework of reference was faith in God, confidence in himself, and the assurance that his purposes were valid.

The lack of faith, or the loss of it, constitutes the greatest tragedy in human life. In either case, a verbal denial of God is not required. If one fails to see, or refuses to see, God at work in the life of the world, he be-

ABOUT THE AUTHOR: Dr. Waights G. Henry, Jr. president of LaGrange College, delivered this address on Honor's Day at Agnes Scott in October, 1968. A Yale graduate, he has been president of the Georgia Foundation for Independent Colleges and has served on committees of the Southern Association of Colleges and of the Association of American Colleges.



## A Mind to Work *(Continued)*

comes for practical purposes an atheist. His world view, therefore, is jaundiced. I enjoy reading Thomas Carlyle. A hundred years ago he poured forth from his home on Cheyne Row in London thoughts that came to influence a great number of his fellows. He was not only facile with his pen, but eloquent in conversation. However, he rarely finished any conversation without giving attention to either one of both of his two major themes, which were moral collapse and political decay. He failed to see that England was going through a great historical metamorphosis and that out of the struggles of working people who were disfranchised by the middle class industrialists through the nefarious Reform Bill of 1832, the English people were coming of age and British law would ultimately be the foundation of freedom, not only for England, but for a great part of the world.

A revolution broke out in 1848 in England. The English Common Law was adjusted to give not only a voice to British people, but to set a pattern that has made a difference in the voice of the common man around the world. Not the least of the influences was the unobtrusive influence of Jeremy Bentham, a great student of legislative methods, who said, "The way to be comfortable is to make others comfortable. The way to make others comfortable is to appear to love them. The way to appear to love them is to love them in reality." The end result of the working and thinking of Jeremy Bentham was economic and political freedom for the English people. He was a man of faith. A point of view that is steeped in pessimism can never accomplish a high purpose. People do not respond to negatives. They respond to positives. God is not pessimistic. If He were, we would likely not

be here. Martin Luther once made the statement that if he were God he would long ago have swept man from the face of the earth. But God, you see, is not a pessimist. Therefore they who believe in God must not be pessimists.

There are many illustrations to prove that the psalmist was right when he said, "They that wait upon the Lord shall renew their strength, they shall mount up with wings as eagles." Some of you may know Dr. and Mrs. James Turpin. He is a graduate of the School of Theology at Emory University as well as of the Emory Medical School. He married Martha Williamson, who attended Duke University and was a graduate of Agnes Scott. I knew them both when they were young people at Camp Glisson. After graduating from the Medical School he served his internship and residency and went to southern California to engage in his practice. He found himself waiting upon increasing numbers of Spanish speaking patients, many of whom were unable to pay for the services. The very fact of the vastness of the need made Dr. Turpin feel that he should leave this place and go to another where there was no medical aid available for the people. He and Martha therefore went to Hong Kong and established a clinic on a junk anchored in the harbor, supported by businessmen, professional men, pharmaceutical houses, and general philanthropy. Dr. Turpin inaugurated a fine medical practice for the water people of Hong Kong. Other doctors and nurses wanted to work with him. He therefore turned the program over to them and went down to Singapore, and then to Vietnam where other medical centers have been established by him. His is one of the most romantic stories in modern medicine. He and

Martha are still young have have much to give. Theirs is an unshakable faith in God. This faith is their chief resource. They believe in John Wesley's directive, "Do all the good you can, to everyone you can, in every place you can, at every time you can, in every way you can."

Along with faith in God one must have confidence in himself. This is not narcissism. It is not conceit. It is the recognition that a person is made in the image of God and therefore should love, create, and contribute. All normal people get discouraged at times. The forces against which we do battle often appear to be completely overwhelming, but generally speaking, we can do what we are determined to do.

### Korean Student's Confidence

This I saw graphically illustrated in the life of a young Korean student who came to LaGrange College. She was once seated on a bench on the Quadrangle with an open book in her lap. In her hand was a small English-Japanese dictionary. When she found a word she did not understand in English, she looked it up in this Japanese dictionary and then transposed that into her Korean thinking. I asked her what she was reading. She said she did not know. I inquired if she understood the content of the chapter on which she was working. She said she did not. I asked if she understood the paragraph that she was reading. She said she did not get the message. I asked if she understood the sentence that she was now reading. She said she did not yet understand all of it. There was genuine suffering written on this young lady's face. She had come here to get an education and she was determined that she would do it. Later on I read in a student literary magazine a poem written by her on

the subject of the moon just before daybreak. In it she described the lonely appearance of the thin outline of one quarter of the moon in a waning phase. She said it was symbolic of her own condition, so thin was its outline that it gave no illumination to the heavens. She felt that her life was like that. The students in reading it thought that the poem was an expression of moodiness or melancholia. I knew what it meant. This girl had stayed up night after night into the wee hours of the morning, and even into daybreak in an effort to dig from textbooks and collateral readings the assignments that had been given to her. Later on she went to Cornell to work on a doctorate. Today she teaches in a Medical College in Seoul. She attends international conferences representing her government in a paramedical field. She sent me a book in Korean, on an opening page of which I found a dedication to me and to the late Kendall Weisiger, of Atlanta, because said she, we had believed in her and were confident that she was capable of accomplishing her goals. It helps to have others believe in us. It is even more important that we believe in ourselves. Nehemiah did and as a result Jerusalem was rebuilt.

### Projection and Perpetuity

It is not only important that we believe in God and ourselves, we also have to believe in what we are doing. What we do is a projection of ourselves. Some wise man has said that you never make footprints on the sands of time sitting down. Another added that often in church you hear people singing, "Standing on the Promises" and they are only sitting on the premises. One has to know

that what he is seeking to do is right and good and that he has only one lifetime in which to do it and do it right. The inference here is not for us after we have graduated from college or university and have hung a shingle over our places of business. The implication is very strong for the student. You are putting stones into the walls of protection and perpetuity right now. When Nehemiah undertook to construct the wall at Jerusalem, he was laughed at by a man named Sanballat, who told him that if he did build his wall it would be so weak that a fox, in jumping over it, would knock it down. We are not in school to build that kind of a wall. We are here to find ourselves, to furnish our minds, to strengthen our purposes, to sharpen our directives, to balance our perspectives, to increase our skills, to enhance our value to other people, to evolve a reasonable and workable faith—in short, to fabricate a life. These are not merely lofty aims, they are directly tied in with the nitty-gritty of everyday experience. The way in which one undertakes the job at hand is a reflection of his philosophy with reference to all things.

### Small Events and New Perceptions

Sometimes a relatively small event triggers us into a consciousness of what life is all about. This past year we heard a student speak at a college Assembly in which he gave an account of a relationship that had unexpected implications. Along with about seventy other students he volunteered to coach a Negro child in the public schools. After a couple of sessions with his protege he was fully convinced that he had made a vast mistake. He felt that he had been assigned a fool. The

little boy, though twelve years of age, could hardly read his own name. He seemed to know nothing. The college student sought to get the boy to call him by his first name rather than to call him Mister. Finally the boy learned to use the first name. So reluctant was the college student to deal with his charge that he twice failed to meet an appointment with him, confessing that it was because he simply did not want to see the boy. On the other hand, the little boy never failed to meet his appointments. As the year wore on, the boy improved in his academic skills. He demonstrated a great eagerness for knowledge; he responded well to commendations. In the spring the college fraternities were to be pitted against one another in intramural baseball. The fraternity asked this young man to pitch. He reluctantly declined saying, "I can't come, I have to coach a student in the afternoons." At the end of the school year the college boy had a farewell session with his protege. It was an emotion packed moment. The college student reported to the Assembly, "The greatest thing that has happened to me in my years at college has been a little Negro boy." The Academic Dean later observed that the college student's work had improved through the year, whereas previously he had been somewhat aimless in his attitudes and behavior. Life seemed to him to take on a new dimension as the months of the school year progressed. All of us need something to shake us alive to the possibilities about us. When we do wake up we become a Paul Tillich, a Nehemiah, a Jim Turpin, a Jeremy Bentham, a somebody. Then, as Robert Frost says in his poem of the two roads diverging in a yellow wood, the choice of the right one makes all the difference.

"THE TULIP ROOM, please . . ." How many alumnae have made this request in reserving a room at our Alumnae House! Now the tulips have departed—but not without a struggle—two extra days of workmen's time were required to steam them, part of the wallpaper, off the walls.

Augusta Skeen Cooper, Isabel Dew and I were attending the '68 Alumnae Luncheon when we first heard of plans to redecorate parts of the Alumnae House, including our '17 "Tulip Room." As we left the dining hall, we were distressed, because we feared we were losing our room.

"Our room" began to be ours in June, 1947, at our 30th reunion. We were grieved by the recent death of our Life President, Mary Eakes Rumble, and wanted to do something as a memorial. Then, too, we felt this was a milestone reunion and we wanted to do something for the College. We all loved the Alumnae House. Those of you who take it as much for granted as, for example, Buttrick Hall, can't understand how wonderful it was to have a place of our own. After all these years it is still a delight to us oldsters.

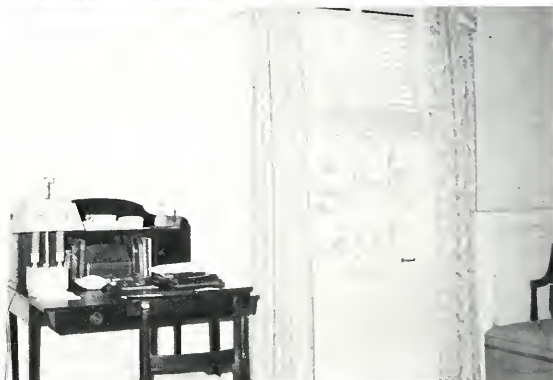
#### Class of '17 Accepts Project

These feelings came together in a suggestion from someone that we furnish, as a memorial, one available room with a private bath. At that time all the bedrooms in the House were furnished only with necessities and even some of them were cast-offs! After much discussion and many misgivings, the Class of '17 accepted the project and appointed a committee composed of Augusta, elected at that meeting as our second president, Willie Belle Jackson McWhorter, and Jane Harwell Rutland, to make plans to do the room over "from scratch."

Before we could begin a letter-campaign to our members for necessary money, Dr. McCain request-

# "Our Room" Has

By MARTHA



ed that we postpone our efforts until after the completion of the College Fund Campaign, then about to begin. In appreciation of our willingness to cooperate, he promised to advance us \$1,000—to be taken from our expected pledges to the campaign.

Authorization was not given to the College Business Office to ad-

vance the money until October 1949. Control of furnishing the room was given our committee by the Alumnae Association in August, 1950.

By this time prices had advanced, and the amount which had seemed adequate earlier, to do the room as we wished, had to be very carefully used. The original plan to have a



# Been Face-Lifted

DENNISON '17



well-known decorator do the actual work had to be abandoned, since those decorators consulted could do only a meager job for the money available. The Committee, consisting now of only Augusta and Willie Belle (Jane had moved to Chicago), felt they could stretch it further by using their own good taste and such help as they could glean from maga-

zines, visits to decorators' offices and stores, and discussions with knowledgeable persons. About halfway through the project, Willie Belle, who had worked with Augusta over every decision, had to withdraw. Augusta was left to complete the details alone and needed someone with whom to discuss many items; she used the services of

Miss Morgan, from Rich's Inc. decorating department. Rich's had been very helpful with many problems, and Miss Morgan proved to be a cooperative and kind consultant.

Augusta's reports to the class of the Committee's search for bargains, begging reductions from merchants, shopping from place to place for such things as prices and matched colors, indicate an appalling amount of headwork, footwork and time. Each item of furnishing, down to wash-rags in the bathroom, was carefully chosen. Other class members helped with presents, cash donations, and service. Our dear Georgiana White Miller, now departed, embroidered the 1917 monograms on the sheets, pillow cases and towels. But the responsibility fell upon Augusta, our new president. Finally, it was completed and presented to the College on February 1, 1951. It was introduced to our class and other alumnae at our reunion in June, 1951.

## Dr. McCain Praises Efforts

Many letters were sent to Augusta, praising its beauty, comfort and attention to details. One from Dr. McCain, dated September, 1951, tells "Dear Miss Augusta, I never cease to marvel at the efficiency with which you handle every assignment which you take for the College . . . . I had occasion not long ago to look at the 1917 room, and I was much pleased with all that has been accomplished through your personal efforts and sacrifice. It is the only room on the campus which I would regard as showing our best taste in providing comfort for a guest."

Since 1951 this room has been the Class of '17's headquarters at reunions or individual's overnight-visits to the College. We loved it as our home at Agnes Scott. Now we feared we were losing it. After fretting about it for several days, we

*(Continued on next page)*

# "Our Room"

(Continued)

decided to talk with Ann Worthy Johnson '38, Director of Alumnae Affairs, and find out just what the plan was. She was surprised at our worry and assured us that the room would always be "ours" and that as many as possible of our things would be retained in it. She explained that today the College has funds for care of the Alumnae House and, as the 1917 Room had become shabby, after eighteen years of hard use, it was planned to have a Decorating Co. (Ray Lang, Inc., in Atlanta) redecorate it. Another company, an office-supply one (Ivan Allen, Inc., Atlanta) was working with her to redesign completely the space for the Alumnae Office.

Thus reassured, we took a real look at our room. We had known it needed some refurbishing, but now, we had to admit, it needed a face-lifting as much as did some of us. The once gay and bright tulips against muted grey background had faded. The grey, with nearly twenty years' accumulation of dust, had darkened, and the whole effect was black—far from that of the Springlike freshness of the proud day when the room was first completed. We agreed it needed rejuvenation.

## "New Look" is Completed

Several times during the past year I checked progress with Ann Worthy, since I wanted to report to you on the "new look." The work went slowly and was not completed until after the 1968-69 school year began. Still I put off going to see it—possibly because I'm a natural procrastinator, but also possibly because I didn't want to realize that our room was "gone." Finally, one afternoon recently I visited the Alumnae House.

Mrs. Margaret Dowe Cobb x'22, House Manager, received me most graciously and showed me first the general changes.

The one-time, tiny "Alumnae Office" to the right of the entrance has been made into a small, attractive parlor; the living and dining rooms have been cleaned and brightened (but still look familiar); back of the dining room has been constructed a small, fully-equipped, all-electric kitchen. The old kitchen pantry, and "tea-room" have been made into offices for the staff of the Alumnae Association. Ann Worthy's office, part of the former kitchen, is beautiful, with wood panelling, book shelves, lovely drapes and carpet. Throughout these offices, carpets, acoustical-tile ceilings, walnut-stained filing cabinets, and an overall new lighting system help our Alumnae Staff be more efficient, as they carry on the myriad details of Alumnae Affairs for us! The upstairs excluding the '17 Room, has not been changed too much except for re-doing and entirely re-equipping the "general bathroom"—which has had, hard usage over the years since 1922, when the Alumnae House was built!

## Room Rests One's Soul

"Our doors" were closed, and while Mrs. Cobb opened the outer one, I looked at the bathroom. It has not been changed much (the plan for new equipment was dropped, temporarily, since the general bathroom required much more money than expected). However, walls and tiles in "our" bathroom are clean, and there are new, fluffy white curtains with greenish-gold ruffles at the window. The room itself was dark when the inner door was opened, because the new heavy drapes were drawn. I waited in the doorway as Mrs. Cobb opened the drapes. The late afternoon sunlight drifted in, blending the room's colors to such a perfection of unity that "my heart stood still." The colors are all goldish-greenish—the essence of springtime—caught by an artist into a bedroom of such peace and serenity that just to step into it gives rest to one's soul.

The walls are covered with pale-

cream fabric of the texture of raw silk. The curtains are yellow-green brocade, lined with off-white sateen, and the deep cornice-boards are covered with the brocade. There is a new "antique gold" rug. Graceful, low spool headboards have been added to the twin beds. (If you like to read yourself to sleep, as I do, they look very inviting for propping against!) The new bedspreads are gold, with a slight greenish cast. (Our old ones have long since become impossibly shabby and have been replaced twice!) Our desk, with its chair newly reupholstered in green, is there—in the same location, and on it is our guest book in which guests have been signing since 1951. Our dresser (with our porcelain Chinese lady and other do-dads) is in its accustomed place. The gold-framed mirror over it has been refinished—the mirror itself had become pock-marked.

## 1917 Room Awaits You

Two new, very comfortable arm chairs, upholstered in green with a gold stripe have been added. These are on either side of a beautiful parquetry table, which holds a large, new lamp. A new reading lamp has also been placed on the small table between the two beds. Over the armchairs, on the long side-wall, are two large pictures of Italian countrysides, framed in antique gold. Over the beds are four smaller prints of English countrysides. These pictures have touches of rose and blue along with their gold and green, which help warm up the color scheme and keep it from being too monotonous.

So much for details! Tulips are gone, but our room isn't! (Ann Worthy, by the way, says a brass plate will be put on the door designating 1917 as the original furnishers of the room.) But the feel of the New 1917 Room I cannot describe—that you must get for yourself. So keep reserving "our" room and we hope from henceforth that everyone will request, as we, members of the Class of '17, always have, "The Seventeen Room, please"—and sweet dreams to you!



Requesting a favorite number, Social Council members Minnie Bob Mothes (center), Margaret Gillespie, Lily Comer and dates chat with orchestra leader Larry Dixon at the bandstand.



Flowers and formals added to the festivity, as the first dance of the week end took place in the ballroom of Atlanta's Progressive Club.

# Agnes Scott NEWSLETTER

Spring 1969

## FOR RISING SENIORS

### Admissions Committee Outlines Schedule for Early Decision Plan

APPROXIMATELY ONE-FIFTH of Agnes Scott's freshman class enters on the Early Decision Plan, which involves junior year testing, good academic credentials through the junior year, and a single choice of college by early fall of the senior year.

Juniors who are interested in the plan will take College Board examinations (SAT and three achievement tests) this spring or July. Those who did not take the March series should register at least three weeks in advance in order to take the tests on May 3 or July 12. Full details may be obtained from the school counselor or the Agnes Scott catalogue.

Students who file on the Early Decision Plan certify that they will not place an application elsewhere until notified of the action of the Agnes Scott admissions committee. They obtain applications on or after September

1, file them between September 15 and October 15, and hear from the admissions committee (and the scholarship committee, if financial aid has been requested) by December 1. Those who are accepted are not required to take additional examinations in the senior year.

The December 1 notification date permits students not accepted on Early Decision to file applications elsewhere and to make arrangements to take January College Boards. They are also free to leave their applications at Agnes Scott for consideration with Regular Plan applicants in the spring.

## Dance Bands and Dates In Winter Spotlight

THE ARRIVAL of several hundred men and a busload of musicians ushered in the social highlight of last quarter, Mid-Winter Dance Week End.

Sponsored by Social Council, the plan to hold dual dances in late January during the semester break for many colleges allowed dates to come from most schools in the southeast, and some from greater distances. Several dress uniforms from West Point and Annapolis added dash to the Friday night formal held in the ballroom of the Progressive Club in Atlanta, where the orchestra of Larry Dixon was on stage. For breaks from the dance floor there were elegantly decorated tables in an adjoining room, where talk held sway with long-time friends from home, as well as with newer acquaintances from neighboring Emory University, Georgia Tech and the University of Georgia.

An informal dance at the DeKalb Armory on Saturday night changed the pace, with a performance by "The Showmen" followed by dancing to the music of a popular combo. "Wellston Junction."

## General Motors Scholarship Offered

AGNES SCOTT will participate in the General Motors Scholarship Plan for 1969-1970 with the award of a four-year scholarship to a member of the incoming freshman class, preferably one who is interested in the physical sciences or mathematics. The GM Scholar will be selected by the college's scholarship committee and will receive an award of from \$200 to \$2,000 per year, depending on financial need.



## Students Will Travel in English History Course

A COURSE in the Social History of Tudor and Stuart England, to be taught in England, will inaugurate an Agnes Scott summer study abroad program in 1970. Under the direction of Dr. Michael J. Brown, associate professor of history at Agnes Scott and a native of England, approximately twenty-three rising juniors and seniors will spend six weeks in selected historical sites that include London, Exeter, Oxford, Warwick, Chester, and Edinburgh.

The course will consist of several hours each weekday spent in lectures, discussion groups, historical tours, reading, and research. Week ends will be free. Distinguished British historians already committed as guest lecturers are Professors J. Hurstfield, University College, University of London; J. Scarisbrick, Queen Mary College, University of London; and A. L. Rowse, All Souls College, Oxford. Their topics include law and law courts in Elizabethan England; art, music and architecture of the period; and the royal court in the sixteenth and seventeenth centuries. The course will carry credit of seven quarter hours and will culminate in a research paper to be submitted at the beginning of the 1970 fall term.

The summer study abroad program is designed to conform to academic standards of the college, and, at the same time, to provide students an opportunity to know other lands and people in a way that cannot be duplicated in a distant classroom or on a summer tour. The English history course planned for 1970 is expected to be the forerunner of other courses taught in areas related to their fields of study.

## The College Calendar

**MARCH 1**  
2:30 p.m.

Speech and Drama Showcase: Children's Theatre Production, "The Sticky Pot" by alumna Nancy Kimmel Duncan. Blackfriars Theatre, Dana Fine Arts Building.

**MARCH 5**  
11:30 a.m.

Lecture: John Portman, architect for Dana Fine Arts Building. Topic: Creative Architecture Today.

**MARCH 8-14**

Examination Week.

**MARCH 15-25**

Spring Holidays.

**APRIL 1**  
8:15 p.m.

Concert: Agnes Scott College-Harvard University Glee Clubs. Robert Shaw, guest conductor. Symphony Hall, Atlanta Memorial Arts Center.

**APRIL 2-3**

Campus visitor: Dr. Celeste Uhlrich, professor of physical education, University of North Carolina at Greensboro; University Center in Georgia Visiting Scholar in Physical Education.

**APRIL 7**

Installation of student government officers for 1969-1970.

**APRIL 8**  
8:15 p.m.

Lecture: Dr. Klaus Mehnert, professor of political science, Institute of Technology, Aachen, West Germany, and guest professor, University of California at Berkeley. Topic: Europe After the Invasion of Prague.

**APRIL 9**  
11:15 a.m.

Phi Beta Kappa Convocation. Speaker: Dr. Klaus Mehnert. Topic: Restless Youth in West and East.

**APRIL 12**

Alumnae Day.

**APRIL 17**  
8:15 p.m.

Presentation of Sophocles' "Antigone," a new verse translation by Anne Allen, Agnes Scott senior. Blackfriars Theatre, Dana Fine Arts Building.

**APRIL 23**  
11:30 a.m.

Mortar Board Convocation.

**APRIL 25**  
8:15 p.m.

Spring Concert: Agnes Scott Dance Group.

**APRIL 24-26**

Junior Jaunt: Campus-wide charity drive.

**APRIL 28**  
8:15 p.m.

Concert: The New York Pro Musica. John White, director.

**APRIL 29-  
MAY 7**

Course Selection Week.

**MAY 1**  
8:15 p.m.

Spring Concert: Agnes Scott Glee Club.

**MAY 4**  
2-5:00 p.m.

Opening of Exhibit: Works by Ferdinand Warren, N.A., professor of art, Agnes Scott College. Dalton Galleries, Dana Fine Arts Building.

**MAY 14**  
11:30 a.m.

Convocation speaker: Bishop H. L. Higgs, Bishop of Hull, England.

**MAY 15-17**  
8:15 p.m.

Blackfriars Play. Blackfriars Theatre, Dana Fine Arts Building.

**MAY 21**

Awards Convocation.  
Community Picnic.

**JUNE 8**  
11:00 a.m.

Baccalaureate Service. Guest minister: Dr. H. E. Finger, Jr., Resident Bishop, Nashville Area, United Methodist Church.

**4:30 p.m.**

Eightieth Commencement.

## Self-Scheduling Format Introduced for Exam Week

THIS YEAR, Agnes Scott students are taking winter and spring quarter examinations on a timetable that they have each set for themselves, as a self-scheduled exam system comes to the campus in response to students who "wanted it badly" and faculty who believe that it may relieve some examination tensions.

Recommended by the student-faculty Committee on Academic Problems, the exam format was approved on a two-quarter trial basis by the Agnes Scott faculty and the Student Government Representative Council.

Under the new program, each student chooses from the exam week's twelve testing periods the time when she will take each of her examinations. She files her schedule in an administrative office and delivers to each of her professors a special envelope in which the examination questions are to be enclosed and returned to a central location. Immediately before each self-determined exam period, she picks up her envelope, writes her exam in one of several designated classrooms, and returns it to an appointed location.

The paper work and shuffling of

some 3,500 envelopes needed to carry out the individualized plan makes it necessary for each student to assume major responsibility in all aspects of self-scheduling: she must determine her entire schedule four weeks in advance of exam week, must adhere to this schedule unless illness prevents, must report at the proper time for the proper examination, and must abide by the honor system in not discussing any exams during the exam week. The students have indicated that they are more than willing to take these responsibilities in exchange for the new program.



# Sophomore Parents Enroll For a Week End

THE SOPHOMORE CLASS planned a varied week end of events for their parents who came to Agnes Scott in early February for SPWE, the sponsoring class's catchword for Sophomore Parents' Week End. Here, some of the 300 visitors mingle outside Presser Hall after a special convocation, and later, parents of students in Miss Cox's physical education class watch the classroom work-out. "Her Infinite Variety," an original review, lived up to its name in a production staged in the Dana Fine Arts Theatre, and a candlelight finale climaxed the Dolphin Club's production, "A Splash Into



Disneyland." The parents were also entertained at a luncheon in their honor, and President and Mrs. Alston hosted a dessert-coffee.

# Students Become Tutors of Campus Employees

IN A PROGRAM unique among colleges in the Atlanta area, a group of Agnes Scott students are tutoring employees on their own campus.

"I think it's wonderful. Things come to me now that I didn't think I could pronounce," says Oscar Zimmerman, who has studied with his tutor, Mildred Hendry, since last fall. An employee of the Agnes Scott mail room, he is one of seventeen college employees who meet with their individual tutors every week and practice their emerging reading and writing skills through homework assignments.

Knowing *how* to tutor was the major hurdle in getting the project under way. This was overcome when Mrs. D. Kirk Hammond, Executive Director of Literacy Action Foundation, Inc. of Metropolitan Atlanta, came to the campus to lead a workshop, training volunteers via the Laubach method.

Cheryl Granade, a junior whose home is Atlanta, and Jane Todd, a senior from Gastonia, N. C., organized the training sessions for campus volunteers as a service function of the campus Christian Association. Thirty Agnes Scott girls became certified tutors as a result of the workshop.

The Laubach method systematically increases the pupil's reading skills until he can master the seventh grade level,

the proficiency needed to read a daily newspaper.

At Agnes Scott the tutors bought Laubach teaching manuals, and the Student Government Association provided funds to buy books for students.

Summing up her tutoring experiences, Mildred Hendry, a senior from

Cocoa, Florida, sees Oscar Zimmerman's progress as her greatest enjoyment in teaching him to read. "He can sound out words now, rather than simply recognize combinations of letters that he had known before. He is coming right along in building from words to phrases, sentences and ideas."

The *Atlanta Constitution* recently commended the Agnes Scott girls for their work in the program. The editorial ended by saying "Good looks and good works—a hard combination to beat."



Agnes Scott senior Mildred Hendry tutors Oscar Zimmerman in the college mail room.

# Alumnae Are Honored

TWO AGNES SCOTT GRADUATES were among five outstanding women recently recognized by the annual Woman of the Year awards in Atlanta.

Mrs. Hugh M. Dorsey, Jr., was named Woman of the Year in Arts for 1968, and Dr. Betty Edwards is Atlanta's Woman of the Year in the Professions.

Mrs. Dorsey and Dr. Edwards join the ranks of thirteen other Agnes Scott alumnae and four Agnes Scott faculty members honored in one of the five categories. Two of the fifteen alumnae have held the title of Atlanta's Woman of the Year.

## Symposium Puts Emphasis on Other Nations

A SYMPOSIUM on developing nations, made possible by a grant from the S&H Foundation, Inc., brought speakers to the campus in February to discuss the aims of governmental, business and academic programs in Asia, Africa and Latin America, the reactions of the peoples of these areas to outside aid, and the progress and prospects for the future of the world's poorer countries.

Among guest speakers was the Deputy Administrator of the U.S. Agency for International Development, Rutherford M. Poats, whose daughter is a sophomore at Agnes Scott.

The academic sector was represented by David Bronheim, Director of the Center for Inter-American Relations. D. W. Brooks, chairman of Cotton Producers Association, spoke on agricultural cooperatives, and the role of business was also represented by Graeme G. Kirkland, Far East Coordinator for Corn Products Company.

The program for the two-day Symposium included informal student-participant gatherings, sessions of individual addresses and panel discussions, open to the public, and classroom visits by the guest speakers.

## Art Professor to Come from England

SIR JOHN ROTHENSTEIN, art critic, author and former director of the Tate Gallery in London, has been appointed visiting professor of art history at Agnes Scott for the fall quarter, 1969, and will teach a course on history and criticism of painting and sculpture in Britain, emphasizing the late 19th and 20th century.

Sir John came to the United States and taught for a year at the University of Kentucky, after completing his graduate work at Oxford University. He moved to the University of Pittsburgh for a year before resuming his career in England, and was director of the Tate Gallery from 1938-1964. A Commander of the Order of the British Empire, Sir John was knighted by Queen Elizabeth in 1952.

Lady Rothenstein, the former-Elizabeth Kennard Smith of Kentucky, will accompany her husband during his residency at Agnes Scott.



Although far from Iran, Lulu is "at home" in a fencing class.

## Fencing Is Her Sport

"FAST AND ACCURATE," is Saphura Saffavi's description of an expert fencer. "Lulu" speaks of the sport from her vantage point as the women's national fencing champion of Iran for 1967.

Now eighteen years old and a first-

year student at Agnes Scott, Lulu began her climb to the championship six years ago, and a bench mark along the way was her competing in the junior Olympics held in her hometown, Tehran. She had both Italian and Hungarian fencing masters as her private tutors after she was selected by the Federation of Iran to receive special coaching. French, one of several languages in which Lulu is fluent, was the common language of the student and her foreign masters.

At one point, horseback riding almost nosed out fencing as Lulu's main athletic interest. She explains that a fencer must keep up an alternate sport since "your right side will develop more than your left if you don't." She came to love riding, but has not "put away fencing" as she was once tempted to do.

Lulu is an example of self-discipline and training to aspiring classmates in their physical education class. She often helps the instructor in demonstrations of form and use of equipment, and is also an assistant instructor in weekly sessions at the Decatur Fencing Club.

## Campus Extends to State Capitol

TWO AGNES SCOTT SENIORS, both political science majors, are working in the State Capitol as intern aides to a legislator.

For several hours each day when the Georgia House of Representatives is in session, Margaret Green of Charlotte, North Carolina, and Kit McMillan, of Albany, Georgia, are in the office of Kiliaen V. R. Townsend, Republican 115th District Representative and minority whip. As well as running errands and handling general office work, the aides are called upon to research proposed bills in which the representative is interested and to substitute for him in committee meetings.

Under a program of directed study in her major department, Margaret will receive college credit for her work in the legislature, when supplemented by required reading and a paper.

Representative Townsend was the guest of a political science class on campus last fall, and the idea of using college students as aides developed from that meeting. Margaret and Kit run on a tight schedule between campus and Capitol, but both find their work enjoyable and educational. Kit commented, "It's wonderful to work

for a person like Mr. Townsend, who is so involved. He makes you feel a certain respect for the lawmaking process." Margaret enjoys the many people she meets as an aide, and expects her experience to be helpful in whatever field she decides to enter after graduation.

## Music for Maclean

A NEW PIPE ORGAN has been ordered for Maclean Auditorium in Presser Hall. Being built by the Schlicker Organ Co., Inc. in Buffalo, New York, the Two Manual and Pedal Tracker Organ is the "type that flourished in the Baroque period when the organ was literally the king of instruments," according to Raymond J. Martin, professor of music.

Being built by highly specialized craftsmen who represent the "last vestige of the old medieval guilds," the new classical organ will hopefully be delivered by next fall. Professor Martin says, The Schlicker will join three other organs on campus, a four-manual Austin "romantic" in Gaines Chapel and two practice organs, in offering variety for both sounds and the techniques of organ artistry.

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## DEATHS

### Faculty

J. C. Tart, treasurer of the college for 48 years, January 28, 1969.

### Institute

Thyrza Simonton Askew, January 27, 1969.  
Rena Cook Brandon Lawson (Mrs. Harley Fleetwood), June, 1968.

Alice Fisk Sanders (Mrs. Henry D.), October 2, 1968.

Anna Green Barry (Mrs. Robert Edwin), October, 1968

Mary Bynum Jarnigan Rodman (Mrs. Hugh), December 29, 1968

Maude Medlock Christian (Mrs. W. H.), November 10, 1968

May Ragland Dobbins (Mrs. W. E.), January, 1969

### 1911

Roland Burchard, husband of Eleanor Coleman Burchard, May 6, 1968.

### 1914

Roberta Florence Brinkley, June, 1967 after an extended illness.

### 1918

Samille Lowe Skeen (Mrs. John L.), November, 1968

### 1919

Agnes Wiley Marshall (Mrs. Alfred M.), mother of Lisa Marshall Simkins '46, Nov. 17, 1968.

### 1921

Kirk Theron Holley, husband of Marguerite Cousins Holley, Jan. 20, 1969.

### 1923

Neal Morgan, husband of Lucile Little Morgan, Sept. 10, 1968. Lucile Little Morgan, Dec. 13, 1968.

### 1926

Ralph Paris, husband of Edythe Coleman Paris, Dec. 23, 1968

### 1929

Charles Carter, father of Sara Carter Massee '29 and Annette Carter Colwell '27, February, 1969  
William Dickson, son of Jean Lamont Dickson, Nov. 3, 1968

### 1931

E. L. Duke, Sr., father of Helen Duke Ingram and Frances Duke Pughley '33.

### 1932

Mildred Hall Cornwell (Mrs. W. D.), December 23, 1968

### 1932

Mr. W. S. Taffar, father of Jura Taffar Cole, and Rudene Taffar Young '34 Dec. 11, 1968.

### 1937

Mrs. C. D. Cabaniss, mother of Dorothy Cabaniss Johnson, November, 1968.

Alice Taylor Wilcox (Mrs. Robert), Feb. 25, 1969.  
William Thompson III, son of Mary Jane Tigert Rivas, November 3, 1968 of injuries received in a motorcycle accident.

### 1938

Charles Chalmers, father of Jean Chalmers Smith, November, 1968.

### 1940

Frances Octavia Batz, mother of Evelyn Batz Landis, November 24, 1968

### 1945

Mrs. Emmie Matthews Higgins, mother of Emily Higgins Bradley, Dec. 17, 1968.

### 1946

Robert Peacock, Jr., 15-year old son of Stratton Lee Peacock, Jan. 26, 1969 of a cerebral hemorrhage suffered at football practice.  
Mrs. John W. Weinschenk, mother of Betty Weinschenk Mundy, June 13, 1968.

### 1947

Charles Alred Jones, father of Rosemary Jones Cox '47, Beth Jones Crabill '48 and Lucy Ellen Jones '67, Jan. 9, 1969.

### 1948

T. M. Griffin, father of Rose Mary Griffin Wilson, March 3, 1969.

### 1951

Mrs. C. H. Hudson, mother of Nancy Lou Hudson Irvine, Feb. 10, 1969.

### 1952

Dr. William Crowe, Jr., father of Catherine Crowe Dickman, January 1, 1969.

### 1966

Mrs. Mary Hayes Kiker, mother of Joan Kiker, October 22, 1968.

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## Worthy Notes



# "Why Do You Keep Sending Me Fund Appeals?"

ALMOST ALL of my career days (no fair guessing how many!) have been involved with some kind of fund raising. Prior to returning to Agnes Scott in 1954-55, I worked for eleven years with the American National Red Cross. During eight of those years I had responsibility for fund-raising in numerous Red Cross chapters—and Red Cross wrote the community fund-raising primer.

This experience is one of the reasons I am employed as director of alumnae affairs at my Alma Mater. In the majority of the better institutions of higher education in this nation, the words "alumnae/i" and fund-raising are synonymous.

Perhaps you will allow me one broad definition, based on what I've learned in this field. Among *homo sapiens* are two kinds of people: those who enjoy fund raising, and those who endure it. (This classification is not original with me, but I can cite numberless examples.) I belong to the former group—and those of you who belong to the latter will immediately conclude that I am sick, sick, sick!

One kind of fund raising that I've neglected is for myself. Oh, to be endowed like an institution—wouldn't it be "lovely"? (And my name, "Worthy," is a natural.) If I were so endowed, I'd like to take a couple of years' leave-of-absence and do real research on women and fund-raising. It is fascinating.

But sitting right here at my desk I can do some research, for among my "dailies" are letters, phone calls, constant conversations from many of you who believe, quite sincerely, that "a college like Agnes Scott" should not "stoop to" sending numerous fund appeals to alumnae.

Please believe me when I say, just as sincerely that I do not know all the answers to fund-raising questions. I do know, though, that Agnes Scott will not continue to be "like Agnes Scott" without adequate financial support from its only family, its former students. And another hoary adage is true: *alumnae* do not give without being asked. Maybe *alumni* do? (My male counterparts on other college campuses say "not so".)

So, I'll try to put into perspective the Alumnae Association's fund-raising program, designed to produce *annual* income for Agnes Scott College. I can rejoice in the fact that for the first time in the fifteen years I've had direct responsibility for alumnae fund raising, we have a pro-

gram on a sound organizational basis, with potential for growth and refinement that it is illimitable.

The reason I can say this is the involvement of alumnae in the program. There are over 800 alumnae serving as volunteer solicitors, and hearty thanks are due them individually and collectively. Most classes have a Class Chairman. She asks a number of her classmates to serve as Class Agents (each agent writes to a maximum of ten classmates).

There is also a volunteer General Chairman, Sarah Frances McDonald '36; a Special Gifts Chairman, Betty Lou Houck Smith '35, and an "Honor Guard" Chairman, Mary Wallace Kirk '11. (The Honor Guard is composed of those classes which have celebrated their 50th reunions and which do not have individual Class Chairmen.)

The annual program is divided into two parts, or phases. First, in the fall is the "Special-Gifts" phase. Letters are sent, over Betty Lou's signature, to some alumnae asking for specific amounts of money, from \$50 to \$1000 or more. A "follow-up" letter is mailed in January.

During the fall also Class Chairmen are getting their classmates organized. In February the chairmen assign classmates to Class Agents, and the second phase, or "general solicitation" begins in March, when the agents write their ten classmates for gifts. *The Fund Year runs from July 1 to June 30.*

The Alumnae Office, in support of the work volunteers are doing, mails, during the general solicitation, three small brochures, printed pieces, to inform alumnae about the College's financial needs. These are *not* "another appeal"—they are supportive information. A final piece is mailed in June.

There are myriad mechanics involved in the program. May I beg your understanding of these. We try, on campus, not to solicit any alumna who has contributed. But the exigencies of both frail office equipment (and frail human beings!) must be faced. The margin for error is always there, and a time lag in processing gifts and sending the next mailing piece is inevitable.

Anne Worthy Johnson '38



Mrs Edna Byers



THE *Agnes Scott* ALUMNAE QUARTERLY

SPRING 1969



**COVERS:** On the front, All Saint's College at Oxford is a beautiful panorama as caught on camera from St. Mary's Tower. On the back, "The High" is Oxford's busiest thoroughfare.



THE ALUMNAE QUARTERLY VOL. 47 NO. 3

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Front and Back Covers, pp. 3, 4, 5, 6 and 7 Mary Boney, pp. 1, 13, 18, 21 and 25 Billy Downs, pp. 16 and 22 Virginia Brewer.

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**Barbara Murlin Pendleton '40** Managing Editor  
**John Stuart McKenzie**, Design Consultant  
**Member of American Alumni Council**

**Published four times yearly:** Fall, Winter, Spring and Summer by Agnes Scott College, Decatur, Ga. Second class postage paid at Decatur, Georgia 30030.



Mrs. Byers smiles with alumnae over an autographed photo of Robert Frost, her "faithful friend."

## College Librarian, Indefatigable Frostiana Collector, Honored

THE EXTENSIVE COLLECTION of Frostiana at Agnes Scott has been named the Edna Hanley Byers Collection, in honor of the college librarian who retired in June from a career which led her to become a "faithful friend" of the late poet Robert Frost.

Gifts from Robert Frost of first editions and other original material form the nucleus of the collection, which Mrs. Byers and others began in 1945 after the poet's third visit to the college. Frost endeared himself to the college and the community, making twenty visits to the campus before his death in 1963. With the care of Mrs. Byers, whom Frost called "my faithful friend and indefatigable collector," the collection of Frostiana has become one of the most respected in the country.



ABOUT THE AUTHOR: Mary Boney, Professor of Bible at ASC, holds the Ph.D. degree from Columbia University. She came to ASC in 1949 and is an Elder in the Decatur Presbyterian Church. During July of 1968 she attended the American Summer School at Mansfield College, and in the fall she attended lectures at Mansfield, Trinity and Oriell Colleges at Oxford. The article below shows her keen insight into life at Oxford.

At Oxford, Hertford Bridge looks toward Sir Christopher Wren's Sheldonian Theater.

*"The English never scrap anything that works, they just add new elements as needed."*

# Education at Oxford: "Effortless Superiority"

By MARY L. BONEY

THE TERM that comes to mind when I think of education at Oxford University is the phrase that may have been coined for that place: "Effortless superiority." While no one who has been there only briefly can "tell it like it is" (or even "as it is"!), I can try to share what I observed.

For three weeks last summer and for twelve weeks in the autumn I was in that 800-year-old university among some 10,000 students. I lived during the summer session in a residence hall of Mansfield College, a Congregational institution that was the first "free church" establishment to be given status in the university community. During the fall I lived for two weeks at Halifax House, a graduate center just across the street from where penicillin was discovered, and then during the "Michaelmas Term" on Victoria Road in the North Oxford community of Summertown. Here I was the "lodger" of the Assistant Bursar of Mansfield, a native Oxonian who was good enough to share not only her home with its central heating but also her friends and her knowledge of the surrounding countryside.

The Principal of Mansfield College allowed me to have an affiliate relationship there, which meant that

I could be a part of Mansfield's "Senior Common Room." This privilege includes the opportunity of dining at "High Table" in "the Hall," where the civilized practice of taking time for conversation before, during, and after meals in the company of the senior members of the college community is a refreshing experience. An American is impressed with the solemnity of the evening meal: undergraduates stand, in their short gowns, while their be-robed elders file in; the Principal pounds the gavel, and a student intones the blessing in Latin—all under the surveillance of the ubiquitous portraits on the walls. Although much is made of the "class distinction" between the "Junior Common Room" (consisting of undergraduates) and the "SCR," there is a unity of spirit in which the younger and the older are considered together as "members of the college" and "members of the university," with each group fulfilling its own function and respecting that of the other.

During the eight-week Michaelmas Term I attended seven lectures a week in five different colleges and had the privilege of reading in four libraries that had theological books. (My particular work was concentrated in biblical study and theology.) *(Continued)*





Entrance to Christ Church Gardens (l.) and Christ Church Col-

# Education

*(Continued)*

I suppose you have to be born in England to understand the educational system. In fact, there seem to be many systems. The English never scrap anything that works; they just add new elements as needed. When I would try to find something in our system with which to compare their "O" (for ordinary) level examinations, or their "A" (advanced) levels, it was like the directions a man gave for getting to Boston: You can't get there from here.

But it is easy to see that higher education as we know it is not as widespread there as it is in our country, and everyone who goes to a college or university has been sifted through terrific competition. While this is particularly true of their ultra-Ivy League of "Oxbridge," it is also the case at the so-called "red brick" universities, and now at the burgeoning "plate-glass" colleges where contemporary priorities are reflected in the judgment that these institutions contain more "quant" than "Kant." It must be added that there is increasingly more emphasis on the scientific disciplines at Oxford and Cambridge, although it still seems to be true that the humanities maintain their lead. I shall try to describe, briefly, the three major areas, as I saw them, that compose education at Oxford: the university, the tutorial system and student life.

If you go to Oxford and look for "the university," you won't find it, for it is made up of colleges which are scattered around a city of 100,000 people. There are some buildings which all the colleges use in common, such as Sir Christopher Wren's Sheldonian Theater, where official meetings take place, and the Examination Schools, where testing is done for degrees. There is the University Chest, which is a sort of central treasury; and in personnel there are the Vice-chancellor and two Proctors. But responsibility is so diffused that

it is difficult for disgruntled students to find enough concentrated authority to picket!

There are twenty-four colleges for men, five for women, five co-ed, five "Permanent Private Halls," and eleven other institutions. Representatives of these bodies elect a Hebdomadal Council, which governs in some matters; other decisions are made by the "Congregation," which consists roughly of what we would call "joint faculties" in an American university; and still others by the "Convocation," which includes the approximately 30,000 individuals all over the world who hold advanced Oxford degrees. (It was the Convocation that voted on the person to fill the chair of Poetry while I was there; students vigorously promoted the Russian poet Evtushenko.)

Each college has its own head, though there are many titles used. There's the "President" of Magdalen, the "Warden" of All Souls, the "Dean" of Christ Church, the "Provost" of Oriel, the "Rector" of Exeter, the "Master" of Balliol, the "Principal" of Brasenose, as examples. To be a full-fledged college, an institution must be governed by its "fellows," who would be the equivalent of our faculty members, plus administrative officers, with no outside controlling board. Each college is built around a quadrangle, and most of them still have gates which may be closed at night. Stories still abound of the ingenuity of young men in getting back into the college after hours. One alarmed mother is said to have written to the head of a college: "Sir, did you know that there are forty-seven ways of getting into your buildings after the gates are closed? What are you going to do about this?" The reply was: "You are mistaken, Madam; there are fifty-three ways of getting into this college after the gates are closed, and I am not going to do anything about it." The unflappable spirit

# at Oxford



lege (r.) are beautiful ancient settings for the contemplative life.

of this reply is typical of the calm perspective with which Oxford seems to operate.

I attended two ceremonial occasions in the Sheldonian Theater: a matriculation and a graduation. Both ceremonies were conducted in Latin, with translations of what was going on thoughtfully provided for spectators. Full academic regalia is worn (in spite of chalk scrawls on the pillars outside, "Gowns are for clowns"). Victorian regulation decreed black hose, headgear, and skirts for women students, but no mention was made of the length of skirts, so today's crop of co-eds appear in the minniest of mini-skirts; and at least one of the lady principals was not exactly letting hers trail the floor! Ceremony seems to be taken seriously and casually at the same time. Everyone is expected to know his Latin; but no one was upset when it was discovered that a long-haired male had been matriculated with the St. Anne's College women.

For centuries Oxford was a man's world; but in the nineteenth century societies for women began being given the status of colleges and were accepted as an integral part of university life. Two of the women's colleges I visited, St. Anne's and St. Hugh's, have about 300 resident women each. The pressure for co-education at Oxford is mounting in the men's colleges there as it is in this country; financial considerations will probably be the chief factor slowing down the process of change.

When Henry II called home English students who were studying in Paris, they came to Oxford and began the monastic schools, with young monks gathering around older ones. So the Oxford tradition of a tutorial system dates back to the twelfth century. The idea is to surround eager young scholars with able older ones and let the young "catch" learning by exposure, much

as one catches a cold. Because of the caliber of older and younger students attracted there, the system usually works. (Because of the weakness and frailty of human nature, it does not *always* work.)

A student admitted to one of the colleges for his first degree must decide, as he "goes up," the field in which he will read, and all his work is centered in that area. The pattern of liberal arts familiar to us, in which a broad spectrum of the humanities and the sciences are included in a bachelor's degree, does not apply there. Students start specializing at an earlier stage than in the States.

Each young person is assigned to a "moral tutor," a senior member of the college who is his special guide in planning his academic program and anything having to do with the way he can live at Oxford and do his best work. If this tutor is not an authority in the particular field in which the student is to work, he arranges for the young person to get specific guidance from a qualified person, perhaps in another college. Although there is great flexibility, most of the students I saw were meeting their tutors once a week and were writing papers to be read and reviewed at each conference time. This weekly paper is the most relentlessly demanding part of an undergraduate student's life.

In trying, inevitably, to find analogies with our educational system, we would want to think of a tutor as a "faculty member." But since their major function is to spend time in personal conferences, with individuals or groups, most tutors do not give formal lectures. And as "fellows" responsible for governing their college, they are somewhat in the category we would consider "administration" also. They are the core and the gaffly of the learning process. Those I came to know were

*(Continued on next page)*





"One must promise not to kindle a flame in Old Bodleian Library."

*(Continued)*

generous with their time and were unflinchingly cordial to an American who really had no claim on them at all.

A student usually works first for a B.A. degree which involves extensive examinations at the end of three years, made up and graded by persons other than his tutors; or a B. Litt., which means, in addition to examinations, the writing of a paper. After he completes his first degree, if he continues doing scholarly work during the next seven years he may be awarded an M.A. (for a fee of about \$25!) The highest degrees awarded are the doctorates which have more extensive requirements.

The difficulty of getting away from our American presuppositions is evident in that we might think of early concentration in a particular field as narrowing. But the depth and breadth of the study that goes into whatever subject a student chooses, coupled with his high motivation and self discipline, means that a person doing a B. Litt. on a thirteenth century bishop will end up with a broad and extensive education. He will be literate and articulate in many areas.

In the tutorial system lectures have a distinctive but not a primary place. They are given by dons who have something to say, attended by those who want to hear what they have to say. Some lectures are geared toward

the exams students will take in certain fields; some are going to become chapters in books, and represent the research which the lecturer is doing currently. (A few lectures announced are not actually given, because no one shows up to listen!) Students, in consultation with tutors, may try out several lectures at the beginning of a term, dropping some that they do not find helpful as weeks go on, and continuing with others. Statements made by the professor, no matter how provocative, usually go unchallenged during the lecture hour, a practice which does not quite prepare an Oxford professor for visits to American campuses. This is not to say that the lecturer is dogmatic; but it is to say that he is allowed to make this case usually without interruption. His statements may be taken apart in tutorials and in other discussions. Lectures begin at approximately five minutes after the hour, when the professor strides in, black gown trailing, and they are concluded at about five minutes before the next hour. Distances between the colleges and the short period between lectures add up to much hurrying, afoot and on bicycle, through the narrow streets and lanes of the town.

Because all work amounts to independent study, rooms in residence halls are mostly singles: bedroom-study combinations, "bed-sitters," as they are called. The long periods between terms at Oxford do not mean play time but are the weeks when students do some of their hardest and most concentrated work.

Books may be checked out of college libraries for use in students' rooms; but in the main Oxford library, the Bodleian, books and manuscripts must be used in the reading rooms where seats are understandably at a premium. The Bodleian is one of the libraries with "copyright privileges," which means that it receives, free, a copy of every book printed in Britain. To secure permission to use this library one must have a recommendation and must promise not to "kindle a flame in the premises," a rule left over from the days when monks endangered manuscripts as they read by candlelight.

It was particularly interesting to watch the style of student life at Oxford, apart from their main concentration with studies. One of the most intriguing features was the "wall newspaper." The stony face of Balliol College on Broad Street was usually full of aphorisms: "Berkeley said, Oxford was an idea in the mind of God. Help God forget it." "Alcohol is a solvent; people are

the solution." "Karl Marx is a fink." (The porters were kept so busy cleaning the walls that someone finally wrote, "Remember Belshazzar.") And on the side of New College ("new" in 1379, that is!) there appeared, "Balliol walls are a bourgeois concept" and "Aphorisms are the death rattle of revolution." In the summer of 1968 there appeared such widely divergent suggestions as "Reinstate LBJ" and "Smash capitalism." "Che lives" and "Victory to the NLF" appeared often.

Five revolutionary societies in Oxford combined and from time to time would give out mimeographed material and try to have demonstrations. But there is so much freedom at Oxford (and the tutorial system assures each undergraduate of unrestricted access to the ear of at least one adult) that most of the students let the revolutionaries alone. When a small group of them decided that All Souls, a college consisting entirely of "fellows," should open up its facilities to undergraduates, they picketed outside with placards that made much of the fact that the warden's name happened to be "Sparrow," implying that he was responsible for the death of Cock Robin, and citing Luke 12:7. At the height of their vigil, one of the fellows, A. L. Rowse (who has lectured at Agnes Scott on several occasions) came out and addressed the group. "Who are you middle-class young people, and what are you doing here?" A youth retorted, "Who are you, and what have you ever done?" To which Dr. Rowse replied, "I am A. L. Rowse, and I have written thirty books, none of which you have read, nor have you written any yourself. Now begone from here and get to work."

So far as I could tell, the entire population stops in the morning for "elevenes" (usually "white" coffee) and in the afternoon for tea. Pubs are favorite meeting places and have their own charm: among them the Turf, which one reaches through a labyrinth of walls; the Bear, where the walls are lined with the tips of neckties cut off former patrons; and the Trout, a delightful place along the Thames River.

The dramatic societies produce excellent plays; the debating society is active. On the playing fields you can watch soccer and rugby football; on the Isis River, rowing races. "Soul" music is performed by such groups as the Mindbenders.

The student magazine reflected the fact that some issues are universal. In the last publication I saw, the lead article was on "The Problem of Loneliness at



Gargoyles of St. Mary's grimace down from the Tower.

Oxford." An interview reported a visitor as saying, "Oxford is too *pure*. Life's just not like that." An editorial about students living in unregistered "digs" accused the administration of being slow in making changes in rules. And the wisdom of the young is to be recognized in a letter from a "Fresher": "We are not so simple as to believe that we can get through three years of University without having to work at something that seems at first both boring and useless."

The architecture and atmosphere of Oxford are a constant reminder of the ecclesiastical origins of the university. It was the love of learning as nurtured by the church of Jesus Christ, on the foundations of a Hebrew and Greek heritage, that began the search for truth there and in many other places, including Agnes Scott College.

From what I could observe, working together at Oxford are able and diligent junior and senior members of an academic community, unselfconsciously concerned with widening the horizons of their minds to be of use to society, with an integrity that may be taken for granted. I did not feel that such an environment was strange.

"Effortless superiority" only seems to be effortless. Superiority demands constant, dedicated effort.

# Let's Keep the Generation Gap Discernible

By VIRGINIA SUTTENFIELD '38, M.D.

WHEN I SEE a television commercial based on the advice to American women to "use our product and even teenagers won't be able to distinguish you from your daughter," I sometimes wonder how many women believe that such a goal is desirable, and how many men would prefer two daughters to the usual arrangement of a family with an easily discernible generation gap.

To solve the conflicts which inevitably arise between two generations within a family, when adolescent members are reaching for adulthood, by eliminating the differences creates more problems than are solved. Even further, to solve the conflicts by becoming a teen-ager oneself robs the adolescent member of the family of anywhere to go, of anyone to emulate. To use the teen-ager's language: "the adult cops out." For me just to say that the adult members of a family should continue in their roles as adults is not enough. I will try to convey my reasons for thinking so and something of my frame of reference which may be helpful in understanding why I think so.

Where are our adolescents going? Geographically, they are going further, faster, and more frequently than our generation did. And they have the means to go with little expenditure of energy on their part, so that the ultimate aim is one of having pleasurable experiences in places far from home. Often they are going without adults—although those same easily accessible means are just as available to adults as to adolescents. I know of one group

who got up very early on a recent Saturday morning to join their friends for a two-hour bus ride to a ski area, four or five hours of skiing, some lunch somewhere, sometime, and then a two-hour bus ride back home. The only adult necessary was the one who drove the bus. Even he might have been left behind except that we have laws which say that a person must have reached a certain age before he is to be entrusted with driving a bus.

Those two hours on the bus were probably anxious ones for most of the youngsters. They were watchful of one another even while singing lustily, or talking animatedly, or just jostling around. They were concerned about who was sitting next to whom, who had enough nerve to say what to whom or to do what to whom, who was living up to their expectations of each other, and who was letting them down. There may even have been some discussion about parental attitudes and actions; but, mostly, they were self-consciously concerned with themselves. Most of them, in that two-hour bus ride, were making psycholog-

ical progress on the way to becoming adults.

These are Fairfield County, Connecticut youngsters whose parents are available to them in many settings for interaction between the generations: parents who are mindful that their children have enough opportunity to establish themselves firmly within their peer group; parents who have nurtured them through many crises, who breathed a sigh of relief when the bus left, and began worrying about them a half-hour later, hoping they would have a good day and half-fearful that something might go wrong. You never know. For most of the parents when the youngsters got back, there were few words to convey what had gone on. The majority of the actual conversations would have sounded pretty inane had they been recorded. Although these children have been taught to be verbal, few of them can accurately describe their feelings or can put into language for their parents what such a day means to them. Such matters are for English compositions—or for the favored relative or friend who is interested enough and uninvolved enough not to threaten the teen-ager with exposure as he tries to delineate himself.

Psychologically, today's adolescents are trying to go the same place the older generation was trying to go when they were adolescents. They are trying to become adults. They are looking over the opportunities which our society presents them, opportunities for becoming certain kinds of

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Illustrated by  
Joe McKibben

Much adolescent activity is directed toward testing one another.

adults. The careers available to them today are within the same categories as twenty-five years ago, inasmuch as we are still in a scientific-industrialized society. The specializations which have emerged within the last twenty-five years cause parents to gasp with their complexities and their vast potential yet unexplored.

Parents have to keep their composure while they encourage children to prepare for such things as computer programming, when the parents may not understand the new math, or for atomic research, or world politics, or organic transplants. (For comparison twenty-five years ago these career categories would have been: comptometer operation, bio-chemical or molecular research. Politics in any form was so frowned upon as a career choice it would probably not have appeared in the listing. Neurosurgery would have been the daring medical specialty then.) Nowadays the ethics of transplanting an organ from one human to another is being discussed, whereas the technical knowledge is accepted as worthwhile, and poten-

Parents work wonders when they keep the boundaries between the generations as clear as they can.

tially may lead to even greater possibilities not now known.

I dare say that our adolescents would like to have more indication from the older generation as to what we think about these career opportunities, or why we are spending so much on exploring outerspace, when so many of our citizens abhor the prospects of spending their lives in dead-end jobs. They certainly want clear indications from their parents of what the most important goals to put their energies toward attaining are. They welcome serious discussion of the ethics involved in the choices they are making. They don't want to be caught napping and later on discover that their lives have been spent meaninglessly.

Many of our youngsters are involving themselves in services to others. They may sign up for volunteer work in the hospital or boys' club because it will look good on the resumé they will be sending to colleges a few years from now, but they quickly find there are rewards in service to others which no one told them about. They find out money isn't everything. But, knowing how much money has meant to the older generation who lived through a depression, they are reluctant to talk about these inner feelings. Sometimes I think they may even feel sorry for us, sorry that we have worked so hard to build an affluent society for them!

Today's teen-agers are following in the footsteps of those young adults who, about ten years ago, began

dropping out of college to spend a year "thinking things over," or to roam aimlessly and wait for some direction to take shape in their lives, or just to wait awhile. Most of them  
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Mom and Dad may not recognize themselves in their first-grader's drawings.





# Generation Gap

(Continued)

found reasonable answers to their questions and have gone forward into adulthood and parenthood.

But they started a questioning which is far from finished. They dared to look at our values, our ultimate aims, and our ways of attaining those aims. They established a trend of looking at what they were getting before buying it. This process leads logically into open protest for those who think they are getting cheated in life. Many of our not-at-all-deprived youngsters have been joining in the protest. Perhaps they are trying to tell us something about brotherhood. The younger generation really seems to want everybody to have a chance to live a meaningful life. And not alone. They want companionship with depth, excitement, loyalty, generosity, and consideration. Much of their activity is directed toward testing one another for just these qualities. Furthermore, if parents keep the generation gap clearly discernible, they can help adolescents reach their goal of full adulthood.

From the point of view of the parent, let's review what they have contributed in the past fifteen years. For those of you who are parents, particularly mothers, perhaps a look at what you have done already without question will give insight into those areas which now cause you concern, even anger, when your children reach adolescence.

By your constant devotion and consistent attitudes towards your infants, you have taught them that you are trustworthy, that the piece of the world they know as theirs is one which can be counted on to have meaning and continuity. You even conveyed a sense of style and laid the groundwork for a religious orientation. By this I mean that, very early, young children get a sense of knowing whether their parents believe that everything comes from the parent, or whether there is humility about maintaining a common faith which has been proudly passed on from one generation to the next. You have conveyed by the very quality of your handling whether your infant was welcomed to the family, and he very soon discovered what his



place was within the family and how to bring you closer or how to send you away. Your anxieties were also communicated to the infant; and if the periods of anxiety were not too long or too intense, they were not likely to interfere with the development of *basic trust* so important for the first stage of a person's life.

When your child began to walk, you were proud of his accomplishment—and probably let your mother know at the earliest opportunity. The child was proud, too, and quickly learned that walking could get him towards something he wanted to reach as well as to get him away from what he didn't like. Climbing was something else again. Mothers are not so happy about children climbing onto things, or pulling things down onto themselves. To watch your child gain motor skills was not all pleasure, but any parent would be worried if her child did not develop them.

Then young children learn to hold on to what they like and let go what they do not. And there is a perplexing ambivalent stage during which both child and parent are confused about what to hold onto and what to let go. (If this ambivalence sounds similar to indecisiveness of teen-agers, you will agree that there is an ele-

ment of recapitulation of earlier stages passed through in the complexity of adolescence.) When your child was learning motor skills you were careful to guide his movements in such a way that he would not get discouraged in perfecting those skills while learning where you would allow him to apply them. Your delineation of limits at that stage was reassuring, to say nothing of being lifesaving. Even a very young child learns the wisdom of not running out into the street, or of not climbing onto the bookshelves because of danger of bodily harm.

When you stop to think about it, you may marvel at the complexity of the message you conveyed to your child. In effect, you and your husband said to your child in a way that reached the very core of his being: "We love you, we want you to learn to live with us, we are proud of your accomplishments, we want you to stay out of harm's way, and we want you not to get discouraged by our restrictions on your movements." And you conveyed all this to your child without producing deep shame. By so doing, you established your child's rightful dignity. This led to his readiness to live in a family where some order has been established and in which he could expect to enjoy



some individuality within a structure which continued to care for his basic needs.

He was by that time ready to tackle the outside world, which, at that stage meant learning to cope with whatever other youngster was available as a playmate. Many of you purposely chose his playmates by enrolling your child in a carefully selected nursery school. Your child learned not only to cope with other children but also to take pleasure in planning activities with them, in aggressively getting them to agree with him, or at least to take turns choosing what they would do together.

Also, many of your children had to deal with jealousy over a baby in the family and to come to some peace with the fact that Mother was no longer exclusively at the older child's disposal. You, meanwhile, were learning that you could trust your child to act predictably even out of your sight. This is to say that the beginnings of true conscience were established by the time you could comfortably leave your child to play unsupervised with another child for half an hour.

While the conscience is forming (and it is not complete until late in adolescence), it seems to me that the coalition of the two parents is of the

utmost importance. Often it is disagreement over the way the child shall be brought up which allows differences in the parents which were only vaguely hinted at before, to surface. When your child was in nursery school, you, as parents were balancing out between you your relative strengths and weaknesses as individuals and forming a coalition which would ready your child for formalized education. You were gratified to hear from your child's teacher that he was eager to learn, willing to share, interested in class projects, able to profit from example set by others. You glowed with understandable pride when your child said he wanted to grow up to be just like you. You may not have recognized yourself in the crayon portrait he drew in first grade, but you praised him and pinned it up for all to see and comment!

Subsequent development of these themes took place so rapidly that you may have forgotten just how it came about that your child began to notice what other fathers did for a living, how they spent their spare time, how their table manners compared, to name but a few of the areas which interest a child when he begins to move beyond the core of the family. Self-consciousness about

differences or weakness in the parental coalition puts the child at a disadvantage. He may become overly constricted, or overly obedient, or suspicious and evasive. He, or more precisely, she may set herself up as a self-righteous moralist like Lucy of the *Peanuts* cartoon strip who has a consultation booth to sell advice to other children.

The most damaging result to the child of weakness in the parental coalition is confusion over sexual identification. In order for each child to be secure within himself about his sex and about later expectations when he reaches biological maturity, each must grow up in a family where both parents are present, where they have respect for one another, where their expectations of each other are realistic, where they unself-consciously show affection for one another, and where they agree on important basic ideals. It is also nice if they can allow each other to make a mistake now and then without being covered with sarcasm. And there are certainly times when openly expressed anger is appropriate in response to thoughtless lack of consideration or unjustified displacement of emotions.

A girl learns from both her mother and her father what it is like to be  
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# Generation Gap

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a woman, and to be married, and what she can expect of men. A boy, in the same sense, learns from both parents what his role can be as a mature man. When either of the parents degrades the other in the eyes of the child, the child may give up completely trying to emulate his parent—or give up ever expecting to succeed in an adult world. He may resort to rages, or phobias, or any of the other forms of sickness indicating maladjustment.

When the coalition is strong between the parents, the child can enter his next phase vigorously and can apply great energy to the task of learning in a systematic way what school has to offer. He can begin learning fundamentals of technology, so important in our world. We are never really amazed to hear that a ten-year-old boy can fly a plane because he learned how from a comic book. We expect that sort of careful attention to details from our youngsters. What we need to be aware of is that it is frustrating to them that they cannot apply their technical knowledge immediately. But by the time a child finishes grade school, he will begin to realize with accuracy what the world has to offer, and he may begin to think about his career. Of course we would not hold him to the choice he makes at age eleven, as he may make a more discriminating one later, but the choice at eleven will not be based on the attractiveness of the uniform, or the immediacy of results. He can now think and project himself into future maturity.

What the mother, or father, was doing while the child was in elementary school may not have seemed very significant. It was to a large extent talking, explaining, answering questions, clarifying what was expected. Many of the important exchanges took place while you were

chauffeur your child to this and that worthwhile activity. The chauffeur situation is often fairly routine, and it is a time which the child can count on to have your attention for bringing up questions important to him. Those times he often remembers with pleasure.

When the elementary school years have not gone well for a child, he enters adolescence with a conviction of inferiority which is difficult to reverse. He may be convinced also that decisions are all based on prejudice, and that what he does (no matter what) would not make any difference inasmuch as he is inferior and doomed to failure.

When childhood has gone right, when his family remains strong and intact, the child will enter adolescence with the expectation that he will take his rightful place in adult life based on his efforts and his unique qualities as an individual. *And he will expect his parents to continue to represent for him the older generation.* This does not mean that he will not challenge the firmness and the soundness of the parental coalition. Any healthy youngster does a lot of testing the limits. You, as a parent, may be weary of the struggle at times. But if you keep your own role clear, even if you stumble, the adolescent will give you a hand, or give you a rest, or in some other way let you know that he wants you clearly to remain the parent. When he comes to the point of breaking away, he will help you to know that he is establishing a new generation, not trying to "break up" the older generation.

Let me say from my experience as a clinician who treats both children and adults, the generation gap is inevitable in a healthy family. And my best advice to you sounds simple: keep the boundaries between the two generations as clear as you can.

# Trustees Commend Dean Carrie Scandrett



IN THE AUTUMN of 1920, Miss Carrie Scandrett entered Agnes Scott as a freshman. From that day to this, with the exception of one year immediately following her graduation, she has been an integral and organic part of this college—four years as a student and forty-four years as a member of the administration, making a total of forty-eight years at Agnes Scott.

As an undergraduate, Miss Scandrett displayed the energy which has characterized everything she has done. Most students are content to major in only one discipline, but not Carrie Scandrett. She majored in both Latin

and chemistry and while doing so was president of Student Government, a singer in the Glee Club, and a member of the varsity hockey team, to name just a few of her activities. In the *Silhouette* for 1924, her fellow-students wrote as follows:

Dick is, without doubt, the most popular and best-loved girl in the college. If Agnes Scott can keep on having student government presidents like her, the greatness of the college is assured.

Graduating from Agnes Scott in 1924, Miss Scandrett spent one year working with the Y.W.C.A. In 1925

she returned to her alma mater to become secretary to the dean, a post which she filled until 1931 when she became assistant dean. In 1938 on the retirement of Miss Nannette Hopkins, Miss Scandrett was named Agnes Scott's first dean of students, a post from which she is retiring at the end of this academic session.

It is as dean of students for thirty-one years that Carrie Scandrett has been a major influence in determining the excellent college that Agnes Scott is. Indeed, it is not too much to say that she has touched more young people constructively and determinatively than has anyone else who has ever been at Agnes Scott. Miss Scandrett has always been available—twenty-four hours a day, seven days a week. Every student has been her individual concern, and in countless ways, many of which these young women have never been aware of, Miss Scandrett has sustained and helped them.

Dean Scandrett's duties have been legion. No area of Agnes Scott's life has escaped her notice, her attention, and her care. She has been the guide and stay of students; she has encouraged and counselled faculty members, and she has undergirded the administration with a strength and integrity that defy description and analysis. Devotion to duty, an abhorrence of sham and hypocrisy, a directness of approach, an unerring sense of propriety, unbounded energy and ingenuity—these are a few of the characteristics of this distinguished woman.

Now as Dean Scandrett retires from active service to Agnes Scott, the Board of Trustees registers its lasting appreciation of and for her. Indeed, so great is Agnes Scott's debt to Carrie Scandrett that it can only be acknowledged, never repaid. Ours, as a Board of Trustees, has been the good fortune to come to the Agnes Scott scene concurrently with this lady. We give thanks that we have had this privilege.



# Agnes Scott's Space Age Honor Guard

By ADELAIDE CUNNINGHAM '11

TODAY, WHEN THE TREND is for youth not to trust those over thirty, those alumnae, like me, who are "oldsters" especially appreciate the Alumnae Association designating our group as "The Honor Guard." (I'll tell the truth: when you are over thirty, you don't trust yourself!—I read that in *Saturday Review*, so I trust it.)

The older woman, in the Space Age, what is she like, in body, mind, and spirit? What are her opportunities? How is she using her talents, her training in today's world? Science has shown us how to take better care of our bodies, hence to live longer. Statistics prove that women live longer than men. For example, of the fourteen members of my class, 1911, nine are living. Two are unmarried, and of the seven who married, six have outlived their husbands. Our minds have been developed by the opening of doors formerly closed to the education of women, by easier and faster methods of travel, and by the miraculous media of electronic communication. In spirit, we have been quickened by new opportunities for service; by spirit I mean an inspiring or animating principle, such as pervades thought, feeling, or action.

As alumnae of Agnes Scott, we are the products of a great college whose history parallels that of the Space Age. I shall name a few milestones. 1891, Decatur Female Seminary, founded in 1889, becomes Agnes Scott Institute. 1903, the Wright brothers fly the first powered airplane in history, near Kitty Hawk, N.C. One of Robert Frost's poems, "Kitty Hawk," written in 1953, recalls the year 1894 when he stood here

Off on the unbounded  
Beaches where the whole  
of the Atlantic pounded

.....  
Neither you nor I  
Ever thought to fly,  
Oh, but fly we did,  
literally fly.

1906, Agnes Scott, now an accredited college, confers the B.A. degree upon five members of the graduating class. 1927, Charles Lindbergh makes the first non-stop airplane flight from New York to Paris.

1931, the Agnes Scott Alumnae Association, after studying programs for alumni education in twenty-four colleges and universities, conducts an alumnae weekend, our first experiment in continuing education. 1932, Amelia Earhart makes the first aerial crossing of the Atlantic by a woman. 1963, Valentina Tereshkova, first woman cosmonaut, flies in space. December, 1968, Apollo 8 orbits the moon—"the most daring excursion in the history of human endeavor," wrote Kenneth



Weaver in the *National Geographic* for February, March 13, 1969, Apollo 9 astronauts return safely after a space flight that brings America one step nearer to a moon landing. February, 1969, Agnes Scott offers to alumnae "The Winter Continuing Education Program" with an added "Special for Spring, Astronomy for Astronauts."

Today, just as the number of older people has increased, so also have the opportunities for older people. Meeting our needs are Medicare, Medicaid, homes for the retired, part-time employment, and recreation. For women there have been gains in securing equal status with men in government, social legislation, business, and the professions. Since technology now performs many tasks formerly requiring physical strength, we are now free to do much with our minds. Agnes Scott has taught us how to learn and to continue learning all our lives. She has developed in us an awareness of the beauties of the earth and its wonders; she has given us a knowledge of the peoples on the earth, with an understanding of the needs of many of them. Through great teachers we have been inspired with the ideal of service.

The NASA program is a stimulus for the mind and spirit. Robert Frost was prophetic in these lines, which are also from "Kitty Hawk":

Don't discount our powers;  
We have made a pass  
At the infinite,  
Made it as it were,  
*Rationally* ours.

The entire space program originates in the mind of man. In a press conference for the three members of the Apollo 8 crew, broadcast on television, Captain Frank

Borman said, "Exploration is the essence of the human spirit. To pause, to falter, to turn our back on the quest for knowledge, is to perish." We await the achievement of the three goals for the NASA program: to land men on the moon, explore the planets, and learn more about conditions on the earth.

"In the beginning God created the heaven and the earth." These words took on new meaning when we heard them read by the astronauts more than a hundred thousand miles away, as they saw "the good earth" floating in that eternal silence. Later, in the press conference, William Anders said that the view of our earth impressed them with the one-world idea. Archibald MacLeish saw in their thoughts the coming of a new era when "man may at last become himself" and we may see ourselves as "brothers who know now they are truly brothers." In an era of instant communication and total involvement with what is happening to everyone all over the world, this dream may be closer to reality than ever before.

In our Agnes Scott Atlanta Alumnae Club programs this year we have seen how our alma mater is adapting herself to the changing needs of the Space Age. At our January meeting Sylvia Chapman '64, assistant to the dean of students, spoke of current students wanting reforms now. Some of these same students are tutoring seventeen college employees, conducting a voluntary program for the educationally deprived. This project, and I quote from an editorial in the Atlanta Constitution, January 22, 1969, "is the result of cooperation among the Christian Association on the campus, the Student Government Association, and the Literacy Action Foundation, Inc., of Metropolitan Atlanta."

The close association between Agnes Scott and the greater Atlanta urban community is seen also in the following statistic: fifteen alumnae and three members of the faculty have won Atlanta's "Woman of the Year" award. One of these, Sarah Frances McDonald '36, an outstanding attorney in Decatur, also spoke at our January alumnae club meeting. One former member of the faculty, Dr. Catherine Sims, now dean of the faculty at Sweet Briar College, received the honor twice: in 1946 as WOTY in Education; in 1956, in Civic Service.

Our third speaker in January, Adele Dieckmann '48, nationally known Atlanta authority on sacred music, is the daughter of Emma Pope Moss Dieckmann '13, one of those in the Honor Guard to whom we pay especial tribute today, for they have succeeded in the dual role of homemaker and career woman. One has only to read the Class News in the *Quarterly* to see that alumnae, their children, and grandchildren are leading happy, useful lives all over the world.

I shall name a few others among the first graduates who are still active. My classmate, Mary Wallace Kirk '11 has enriched the lives of many through her artistic and literary talents. She has been a trustee of Agnes Scott for more than fifty years, and is this year

serving as Honor Guard chairman in the Alumnae Annual Fund Campaign. Lizzabel Saxon '08, did her first teaching in Agnes Scott Academy, then the preparatory department of the College. She taught later in the Atlanta high schools until her first retirement in 1953. During ten more years of teaching in her home town of Calhoun, Ga., she was made Teacher of the Year and later, Star Teacher. She has won a Master's degree from Columbia University and attended eight summer schools from Ohio to Mexico. Lizzabel is now tutoring and supply teaching, and the hair on that Phi Beta Kappa head is still coal black!

Mildred Thomson '10 has written a book, *Prologue*, describing her thirty-five years of service in a state-wide program in Minnesota for the mentally retarded. The National Association for Retarded Children gave Mildred its first award. And Janie McGaughey '13 has also written a book, *On the Crest of the Present*, about her twenty-seven years as executive secretary for Women's Work in the Presbyterian Church, U.S. She holds an honorary doctorate from Southwestern at Memphis and is the first woman in Georgia to be ordained an elder in her church.

Numberless alumnae are homemakers, and many who are wives and mothers are also career women, finding satisfaction and happiness in activities outside the home. There are those whose children are married, who engage in rewarding work in "the world." For the educated woman of today, horizons are unlimited. In the January, 1969 AAUW "Journal" there are two articles on this subject. I quote from the one by Helen Marie Casey. She says of the educated homemaker, "With love and the strength of her vision she can bring into being a very special kind of beauty."

Last fall our first club program in the series was on the Space Age Child. Recently on television Astronaut Lovell spoke of his Space Age baby, whose toys are rockets, not guns. I should like to tell you of another Space Age baby, one who lives in Athens, where her father is professor of sociology in the University of Georgia. She is Margaret Louise Alston, the namesake and great-grandchild of our own Margaret Wright Alston Acad., who is here today to be the next program speaker. Perhaps one day this little girl will enter Agnes Scott College, and in the twenty-first century, she may become one of the women to make a better America and a better world. You remember how Tennyson's Ulysses exhorts his mariners:

To follow knowledge like a sinking star  
Beyond the utmost bound of human thought.

Old age hath yet his honor and his toil.  
Death closes all; but something ere the end,  
Some work of noble note may yet be done  
Not unbecoming men who strove with gods.

May I update these last two lines and predict

Much work of noble note will yet be done  
Not unbecoming women who went to Agnes Scott.

---

## DEATHS

### Faculty

**Elizabeth Crigler**, former chemistry professor, March 11, 1969.

**Emma May Laney**, Professor of English, March 25, 1969 (Her brother is Frank M. Laney, 1723 Autumn Ave., Memphis, Tenn. 38112)

### Institute

**Eileen Goher**, May 17, 1969.

**Julia Stokes**, April 11, 1969

### Academy

**Lida Ramsay**, March, 1967.

### 1912

**Hazel Murphy Elder** (Mrs. C. Durham), March 11, 1968.

### 1913

**Earl C. Steele**, husband of Edlena Gillespie Steele, August, 1968.

### 1916

**Clarence Inzer**, former lieutenant governor of Alabama, husband of Alice Weatherly Inzer, December, 1967.

### 1917

**Katherine Lindamood Cattlett** (Mrs. Richard), February 23, 1969

### 1919

**Sam E. Levy**, husband of Annie Silverman Levy, December 26, 1968.

### 1921

**Julia McCullough McMichael** (Mrs. Robert L.), February 5, 1969.

### 1922

**Grace Anderson**, April 23, 1969.

### 1923

**Carrie Sloan Allison White** (Mrs. Seibern), August 31, 1968.

### 1927

**Milton Edward Miller**, husband of Lib Norfleet Miller, April 12, 1969.

### 1928

**Marguerite Lake Miller** (Mrs. J. E.), March 14, 1969

### 1931

**Dr. Haywood S. Bartlett**, husband of Elmore Bellingrath Bartlett, April 1, 1969.

### 1932

**Mrs. Benjamin F. Duke**, mother of Mary Duke Hess, April 27, 1969.

**Joe R. Morrison**, husband of Etta Mathis Morrison, March 18, 1969

### 1937

**Mrs. J. A. Tilly**, mother of Mildred Tilly, March, 1969

### 1941

**Josephine Cates**, November 22, 1968, of pneumonia.

**Margaret Falkenburg Myers** (Mrs. Vance A.), August, 1968.

### 1943

**Alice Steadman McMurphy** (Mrs. Marion), February 14, 1969.

### 1946

**LaNelle Wright Humphries** (Mrs. A. A.), May 9, 1969, of brain tumor.

### 1948

**Lugh Scott**, father of Margaret Scott Cathey, February 28, 1969.

### 1950

**Mrs. Louise W. Mitchell**, mother of Miriam Mitchell Ingman, March 24, 1969.

### 1956

**Mrs. K. L. Greenfield**, mother of Sallie Greenfield Blum, May 6, 1969.

---



## An April Evening Was Devoted to Carrie Scandrett

HAPPINESS WAS THE WORD for Miss Scandrett's Reception. Wish you could have been there—every one of you. 'Twas a great and gala evening, that April Friday, and throughout there flowed a current of warmth, of love, for a person, for a college, for one another.

I can try to delineate the events of the recognition of Carrie Scandrett, but I shall not attempt to describe the feeling—it just happened, and one had to be a part of it to understand it.

Major kudos for the whole affair go to Miss Nancy P. Groseclose, who was its major domo. Last year President Alston asked her to chair a committee to make plans for honoring Dean Scandrett who would retire in June, 1969. Serving on the "CS Recognition Committee" with Miss Groseclose (biology faculty member and close friend of Dick's) were: Jane Meadows Oliver (Mrs. Carl) '47, president of the Alumnae Association; from the faculty Mr. Joe Frierson and Miss Roberta Winter '27; from the student body, Miss Mary Gillespie '69, and Miss Mary Chapman '69; from the administrative staff Mr. W. Edward McNair, director of public relations, Miss Ione Murphy, assistant dean of students, and I as director of alumnae affairs.

In my checkered career—not just at Agnes Scott—I have been a member of numberless committees. (I recall a Red Cross staff meeting in which I said, "I am 'met out', I just don't think I can stand another committee meeting." My supervisor replied, "Ann Worthy, if you can find another way to get the Red Cross job done, please let me be the first to know!") Being a member of the CS Recognition Committee proved to be a joy, not a chore. Nancy Groseclose saw to it that meetings were few but that the myriad details dovetailed.

We determined early to have a reception for Dick on the Friday night of Alumnae Week End, April 11, and to gather enough money for a special gift, perhaps a new car to replace her vintage 1953 one. And we determined, naively, that these plans would be kept secret from Miss Scandrett. (I can now ask her forgiveness for numerous "little white lies".)

As putting plans into action gained momentum, so did ideas. When the entire Agnes Scott family—alumnae,

faculty and staff, students, trustees—get going on something for a person as beloved as Dick, there is no stopping us! (Why didn't someone ask *us* to put a man/woman on the moon ten years ago?) Letters for her to keep, money for a color TV set as well as a car, and best of all, the establishment of The Carrie Scandrett Fund for the college leapt from idea to actuality. By action of the trustees, income from this fund will be used for student activities, thus perpetually honoring a lady who has literally given her life to students.

Dick, herself, wanted in all honesty nothing to be done for her on the occasion of her retirement. But she weathered well that April evening. Alumnae came, from California to New York; Dick looked lovely (see p. 13); John Flynt, former head waiter in Rebekah Dining Room, rang the old bell, and the new Walter's Hall terrace floor was a gracious setting for an informal, easy reception.

A current student said, "I didn't realize so many people loved Miss Scandrett" (some current students think of her only as an "austere authority"). One alumna said, "I've been back on campus many times, in official and unofficial positions, and I've never before experienced this kind of 'togetherness'."

Dick won't buy her new car till she returns, perhaps a year hence, from a visit with her sister (Ruth Scandrett Hardy '22 and her husband, John, on the Isle of Man).

Dick's reception was a nice preamble to Saturday, main day in Alumnae Week End. I will report in the next issue on that day, but let me now give you a quote from a 50th Reunion class member who could not come: "I saw the picture of Elva (my older sister) taken at her fiftieth at Wellesley and the camera caught what might be called a small disaster. A few of the 'girls' were on canes, one was in a wheel chair and some appeared to be holding others up. So my suggestion is to have a dance at which only slow minuets are permitted and ask all the young interns at Emory to come on over and softly glide the ladies across the floor. Do give this some thought!"

Ann Worthy Johnson '38



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M. E. C.



# Agnes Scott

THE ALUMNAE QUARTERLY

SUMMER 1969



**Front and Back Covers:** With changes on campus seeming to occur daily, it may be comforting to know that Agnes Scott's magnificent magnolias still stand tall and stately. Front: Ellen Gilbert '71, daughter of Marion Derrick Gilbert '36; back: Janet Allen '70, Sally Moore '71 and Ellen.



THE ALUMNAE QUARTERLY VOL. 47 NO. 4

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Published four times yearly: Fall, Winter, Spring and Summer by Agnes Scott College, Decatur, Ga. Second class postage paid at Decatur, Georgia 30030.



## New Academic Dean is Old Acquaintance

DR. JULIA T. GARY's appointment as dean of the faculty was confirmed by Agnes Scott's Board of Trustees at their May meeting. Dr. Gary had been serving as acting dean since January, when Dean C. Benton Kline, Jr. resigned to become associated with Columbia Theological Seminary.

A native of Henderson, N.C., Dean Gary holds the B. A. degree from Randolph-Macon Woman's College, the M. A. from Mount Holyoke and the Ph.D. in chemistry from Emory University. She has done special study at the Oak Ridge Institute of Nuclear Studies, Tufts University and at the University of Illinois. She is a member of Phi Beta Kappa.

Dr. Gary has taught at Randolph-Macon, Mount Holyoke and Emory. She came to Agnes Scott as assistant professor of chemistry in 1957, was named associate professor in 1960, assistant dean of the faculty in 1962 and associate dean in 1967.

In announcing Miss Gary's selection, President Alston said, "The action of the Board in naming Miss Julia Gary as dean of the faculty assures the Agnes Scott community of continued academic leadership of superior quality. Dean Gary is admirably prepared for the responsibilities of the dean's office." (*See her article on p. 31*)



# Space Age Career Women

Sarah Francis McDonald '36, an attorney in private practice, brings us up to date on

## Women in the Legal Profession

**M**Y remarks to you about the space age career woman I have divided into these areas: the need; the opportunity; the facts; the challenge; the responsibility, and the hope. I shall only be able to touch on each area, but perhaps I can give you a few ideas which you may explore further.

First of all, the need is apparent, and is growing every day, for more women to join the labor force. The enormous growth in our population, explosion in our economy and staggering federal spending have created a situation of virtually full employment today. The factors I have just mentioned will bring about even greater shortages in the labor force in the next decade.

Women already constitute a large proportion of the total working population. Fifty percent of all women in the age group of 45 to 55 are employed, and another interesting fact is that 50% of women in the United States are married before the age of

twenty-one. We can deduce, then, that a high percentage of the working women are married, and that many in the higher age group must be reentering the working force. Many women do work only part time and, of course, this is one of the problems with professional women which I will discuss later. The trend today is for more women to work a larger part of their lives and drop out of the labor force for shorter periods to marry, have children or for other reasons.

Let us look now at the opportunity for women in the professions. The girls in law school today tend to be at or near the top of their classes, so we see a very high quality of women going into law. Another thing I have noticed is that many of them are personally attractive. The space-age career woman is quite a different person from the low heeled, sternly suited, stringy haired, professional of the "olden" days—not so very long ago! Law firms today are recruiting actively to find the most outstanding members of law school classes. They are scanning students' records; they are having them come to meet the members of the firm, their families and friends and are giving them a real third degree, not only about their abilities but about their personal and social habits. I have had several senior members of large law firms tell me that they spend as much time as they can on activities with the young recruits, had them in their homes, watched their manners, observed how much they drank, how they conducted themselves in every area.

In a relatively short period, we have seen an overcrowded field change into one in which lawyers are in short supply. I am sure that the same is true in other professions. I think back to only a few years ago, when young lawyers

were beating the bushes trying to find a spot to hang their shingle. All of us then went into law knowing that we were going to have a five-year starvation period. I recall one young lawyer coming in to see Mr. Burgess, with whom I shared offices, about going into practice in Decatur. Hugh Burgess told him to come on out but that we had so many lawyers here already we were representing each other! At that time we probably had twenty-five or thirty lawyers. Today we have about 150 members of our bar.

One other feature of opportunity is the higher income a woman in the professions may expect today. I am a product of the depression days and must admit that I am staggered by the starting salaries for young lawyers fresh out of law school who don't know anything about the practice of law. A few of the really affluent firms are starting the young man and, occasionally, a young woman at \$12,000 a year. I am reminded of one of the older members of our Decatur-DeKalb Bar who said that in the early days of his practice, a lawyer was lucky when he made a \$5.00 fee—and a few more smaller ones. So, there is today a wide choice for women in selecting stimulating and challenging positions.

Let's take a look at a few of the facts about women in professions. The professional schools, I understand, are all over-crowded. They have limited openings for those seeking to enter the schools. The competition for these spots is very high indeed, so the first hurdle a woman has to get over is actually getting into a professional school. I would like to call your attention to the problems of Deans of professional schools. When the chances are 50-50 only that women will work full time in a profession, while the chances that men will do so are bet-



Sarah Frances McDonald '36

ter than 90%, the Deans usually choose the men. They tend to discourage women applicants because they look at such facts, and they are certainly inclined to use the limited facilities for those who will give full time to the profession. They also know what happens when the women seek affiliation with law firms, and that there still are problems in this area.

What do law firms say when women apply? The firms generally are reluctant. They say that women are poor risks, in that they will drop out of the profession or be interrupted in their careers because of marriage, or birth of children, or because women will be moving about with their husbands. These are valid considerations for Deans of schools and also for firms considering employing women, because the cost of education is so high, and the time and effort that someone has to expend in training the young members of the profession is enormous. The dollars and effort are going to be placed where the best productivity over the long term can be expected. The bets, I am afraid, have been on the men.

I will mention, also, a few of the real reasons I have learned which indicate why law firms don't employ women very readily. I understand that some of the firm members' wives object to the close working relationship of their husbands with these attractive females. Some social problems are created in a virtually all male firm situation, and another reason, which surprised me a great deal, is that the young lawyers object far more strenuously to women lawyers than do the older ones. Perhaps they have had the sting of being outdistanced by the women in law school (and I think it is a fact that men do not like to be beaten in anything by a woman.)

There is, in my judgment, invalidity in some of the reasons assigned by law firms for not employing women. A woman who has gone through the grueling training is quite likely to stick with it. Even though some women do have to move about with their husbands in this transient society, I think, generally, they are more stable workers than men. I will tell you a funny conversation I shared recently. We were discussing women lawyers one night and there was a young male lawyer present. He voiced long objections to women lawyers, culminating in, "Why, I would no more get women

trained in than they will move." This was hilarious because the young male lawyer had changed law firms three times in three years and was about to make another move!

Another fact which you might be interested in is the trend to group practice, and the firms are getting larger and larger. One of the reasons for this trend is that through group practice, we can share the high cost of operation and, with hope, pull down our overhead. Then, there is also the trend to specialization, because the law is getting more and more complex and requires a high degree of expertise in handling many problems.

Personally, I would not want to be a part of a large firm. I think one would get lost in the herd, and clients, I find, are not too fond of this, because the personal touch is often times lost. I understand that when women are employed by large firms, they are often assigned routine or menial tasks and are not given the same challenging work that is assigned to men. This is purely second-hand information, but I am told that the pay is often less for a woman in a professional job with a corporation or in an association of attorneys.

It is not an easy task to combine a full-time career with a family, since the demands on a professional person's time and energy are staggering. I honestly believe that it takes a special kind of man to work with and encourage his wife to fulfill herself in any profession.

This brings me to the challenge to professional women today. The need is so great for more qualified women in the professions that people who are concerning themselves with this problem believe ways will be found to help women fulfill their natural and important roles as wife and mother in duality with their roles as professionals. To accomplish this, certain changes will be required. First, there must be a change in the basic attitudes of Society. When I was appointed as a member of the Governor's commission on the status of women, a friend of mine remarked that she knew the best way to upgrade the status of women and that was to change the care and feeding of little boys. I was discussing recently the employment of women in Atlanta law firms with a male attorney friend of mine, and he said that his law firm had summed up their objections to bringing women into

their firm in one word: hormones. Before we can expect any real change in the attitudes of Society, I believe that women will have to prove themselves and convince the men that they are good bets and will be as stable as the men professionals.

Another change which will be required is that more flexible arrangements will have to be made by the educational institutions for female married students, and for graduate students or those embarked upon internships when they are interrupted in their studies by marriage or birth of children. Facilities will have to be devised for continuing the education (and retraining) of those who have been away because of child bearing.

Another necessity for women professionals, particularly for those who are married and are mothers, is for trained homemakers to come into the home to keep it and to care for the children.

Also, changes in income tax laws seem imperative. The present tax laws are not conducive to encouraging a husband and wife to be in the high income brackets, because the combined income of a husband and wife creates enormous tax liabilities.

Granted that such sweeping changes are possible, where does the space-age professional woman's responsibility lie? There is much talk today about equal rights but far too little about equal responsibility. I believe that if women accept the expensive education in the professional schools where openings are limited, and if they go on to accept their training by experienced professionals with whom they are associated, then I think they have a distinct responsibility to be contributing members of their chosen professions with reasonable time out for marriage and child bearing.

The great hope I have I will share with you. It is based on the fact that women, themselves, are understanding more about themselves and their special problems. Women will be aiming higher and finding more interesting fields in which to use their full potential. Actually, qualified women who have proven themselves are just as much in demand as men are.

One of the good law schools here recently promoted a seminar with Atlanta law firms on the problem of the hiring of women attorneys, and attempts were made to educate the men

(Continued)

Adele Dieckmann '48, Director of Music at Atlanta's Trinity Presbyterian Church, helps us take a stride toward understanding (if not accepting)

## Contemporary Church Music

I brought you a little "moon music" this afternoon in honor of the space age. This is electronic music played by a "synthesizer" expressly for a recording, not a live concert; the title is "Silver Apples of the Moon" (a line taken from a poem of Yeats which reflects the unifying idea of the composition, and it was composed by Morton Subotnick. (Recording: Nonesuch H-71174).

Having set the stage with perhaps the newest medium in music, I would like to talk to you first about the experimental forms in church music at present. We might divide the material into the jazz and pop idiom, and the computer idiom. The first thing to note is that these experiments are all serious. The most outstanding recent example of a serious jazz composition for church use is that of Dave Brubeck. He has just written an oratorio called "The Light in the Wilderness." It consists of passages of choral music and solos using the words and the life of Jesus from the four Gospels to present its central message of the brotherhood of man; these passages are set apart by Dave Brubeck's own jazz improvisations. (Recording: Decca Album DXSA 7202). The work was given its premiere in Cincinnati on February 29, 1968, with other performances in Denver during the summer, in Texas and in North Carolina. Dave Brubeck has retired from touring with his jazz group and says he will compose in the years ahead. How well received this oratorio is in the long run, we shall have to wait to see; it is interesting and significant. The jazz here is first rate and has integrity. Many of the other jazz efforts with



Adele Dieckmann '48

which we are supposed to be taken have not been first rate jazz and have already not stood the test of time and repeated hearings.

We ought not to leave this area without a comment on rock and folk idioms. Have you heard the Electric Prunes' rock setting of a mass text? (Reprise label S-6275) Many find their conception of the meaning of this text and its liturgical significance a very insensitive rendition, but there are those who would defend it. Have you heard one of the itinerant minstrels who has been touring from coast to coast with wife and guitar singing in churches such songs as are recorded on his disc "Cool Livin'"? (Avant-Garde label: 107) I refer to John Ylvisaker who has been trained in very creditable music departments of the mid-West. He would bid us throw

away the hymnbooks and forget the past, because only contemporary expressions are what we need today. (See his article in Dimensions, Sept., 1968: "Instant Worship"). I find all of this very disturbing, personally, and I think it is time the churches examined carefully what is being sung in the rock and folk idioms and not just swallow it as the newest (therefore good?) thing. Listen to this Ylvisaker text for the song "The Man and His Dog:"

Once I had a mangy old cur but  
I taught him how to bow and call  
me sir;  
And when I went for a walk out in  
the park  
I knew he'd protect me in the dark:  
(punctuated with rhythmic uh's!)  
He's a big one, kind of pretty,  
I call him my old man.

Well, one day I was feelin' kinda  
mean  
'Bout all I could do was to sit and  
scream  
When I spied my old man out in the  
yard  
I give a whistle good n'hard  
He come a-runnin'  
And I seen him comin'  
You know I give that mangy old dog  
a boot  
With the meaty part of my right foot  
He give a yelp and I say "Hey,"  
but  
The stupid mutt didn't run away:  
He just stood there lookin' sad and  
lonely  
Made me feel kind of nervous.

Well, that exercise was real good  
I knew the ole boy understood

---

## Women in the Legal Profession (continued)

and to persuade them to venture into this field.

Those women who have a serious desire to make a profession a career will, I believe, soon be more able to recognize their innate abilities and talents and to choose a career in which the hours can be flexible, so that one

can combine her working life with her family responsibilities.

How can men be helped to understand?

Finally, sex discrimination is not the "bugaboo" it once was for the career woman. It has been my observation that the successful professional woman

has little trouble with discrimination. She is too busy. One learns to accept small prejudices without any loss of dignity. Men will make grimaces and generalizations about women professionals, but they not only accept, they truly welcome individual women in the professions.

'Cause when you get to feelin' upset  
and mean  
You've got to let off just a little  
steam  
It's nice to have a dog around the  
house  
Well I told you he would under-  
stand  
He come up and lick me on the hand  
No greater love hath any man  
Than he'd give a pat whenever he  
can  
I pat him—man's best friend—true  
to the end.

Or consider these words from the song  
"Cool Livin'":

When I go to church  
I hear the preacher sayin'  
The Lord absolves and forgives you  
when you pray;  
But I don't know much about this  
cosmic business  
Of heavenly arithmetic that adds up  
to forgiveness,  
But it's a cool cool livin'  
When a man lives forgiven.

Absolution—what a word!  
I can't get near it  
It's got to come clear  
For a guy like me to hear;  
But if I'm human  
I guess I need salvation  
Not the kind that keeps me on pro-  
bation

Ah! It's cool cool livin'  
When a person lives forgiven.

The spirit of other songs on the  
"Cool Livin'" disc seems to me frankly  
blasphemous at times. One, for exam-  
ple, itemizes "That's what I don't like  
about Jesus." The churches seem not  
to hear what some of this material is,  
and it is disturbing to find young peo-  
ple spending so much time with it.

The computer is a very new tool  
experimental both as to the production  
of sounds and generic forms. The nota-  
tion itself often becomes a graph rather  
than staves with notes. The type  
of tone that electronic music uses is  
basically the same as that found in  
electronic organs—which have proved  
so poor for choral accompanying, for  
leading congregational singing, and for  
playing organ literature. (And what  
else is an organ for?) How much of an  
influence this field will have remains  
to be seen. The organist is, indeed,  
threatened in a sense, if a computer  
can be programmed to replace him.  
But if the computers which are em-

ployed to this end are no more ac-  
curate than the ones in Atlanta stores  
which calculate my charge accounts,  
organists need not fear: they can come  
much closer to playing the right notes!  
One effort in this area might be inter-  
esting to cite: Richard Felciano's  
*Glossalalia*. This is a fifteen minute  
work for electronic tape, solo voice,  
and string bass; it is about the speak-  
ing in tongues. (Published by World  
Library of Sacred Music). We will  
undoubtedly see much more experi-  
mentation along this line, and we can  
only wait to see what real effect this  
medium will have on all areas of  
music.

Along with these experimental forms  
there is still much more repertory of a  
traditional vein. There is a great  
amount of poor composition being  
published (and unfortunately bought!)  
today. But on the very positive side is  
the significant artistic work being  
done, namely that of Benjamin Britten  
whose "War Requiem" was heard this  
fall in Atlanta as well as his "Rejoice  
in the Lamb." The American, Daniel  
Pinkham, is another outstanding exam-  
ple. The situation is far different now  
from what it was two hundred years  
ago, however, when composers were  
turning their entire effort to church  
music. Now they write for the concert  
world, and the church receives occa-  
sional masterpieces.

The profession of church music has  
in our century been given a stimulus  
by the founding of schools of church  
music. Union Theological Seminary in  
New York had the first, founded about  
1925 by Dr. Clarence Dickinson. Since  
that time there have been a number of  
others, in conjunction with a seminary  
or with a university. To name a few  
outstanding departments today we  
might mention Eastman School of  
Music of the University of Rochester,  
Northwestern University in Evanston,  
and the University of Michigan. The  
point is that many musicians have gone  
into church music as a full time oc-  
cupation; and women are as success-  
ful as men, in general. It is a pleasant  
field to be in, despite the fact that  
church employment is probably the  
least secure of any.

The common tie which we three al-  
umnæ who are speaking today have  
in our three different fields is that we  
minister to people who are under  
different degrees of stress. The person  
needing legal counsel, the student seek-  
ing help for some problem, and the  
church member attending a worship

service—all are living in an age when  
everything is under question, and not  
just under question, but under aggres-  
sive, impolite, irrational attack. The  
South seems at present spared from the  
restless upheavals of the North,  
West and mid-West, but they may  
come. More than one church music  
conference in the last year, when  
posing the question as to what the  
future of church music is, has found  
itself facing the question of what is  
the future of the church. Opinion  
among the national leaders is con-  
tradictory; how can local situations  
fail to be confused?

It is time, then, to ask the question:  
"What validity has there been and is  
there now in the fine church music of  
the past?" The current mood of some  
of the rebellious elements is to over-  
look the past and attend only to the  
contemporary, but surely in no field  
has this ever been a rational approach.  
It is an unbalanced approach, an ir-  
responsible one, and narrow. But at the  
same time we may not attend only  
to the past, excluding the contempo-  
rary, for the same reasons. The under-  
standing and knowledge of every age  
sheds light upon every other.

Validity in fine church music stems  
first from the fact that it has the  
means of enhancing worship in a way  
the other arts cannot. It can express  
most completely for the worshippers  
unbounded praise, deep sorrow, or  
sturdy affirmation by its mystical,  
indefinable action on participants or  
listeners. Music has the power of  
catching people up in its mood and  
message; when wedded to a text it  
has the power to convey added mean-  
ing to the words. Luther, you recall,  
placed music next to theology in im-  
portance for the church. The life of  
worship is one of the prime reasons  
for the existence of the church, and  
this fact must not be lost in our per-  
spective.

Validity in fine church music stems  
secondly from the fact that it adds a  
delightful form of beauty to our lives,  
and beauty is necessary, not optional,  
for a whole life. Further, church music  
is a form which many of us can help  
to create. Not all people can be instru-  
mentalists, but many can sing. And  
this "many" includes all ages, from  
children on up. If we only participate  
as "active listeners" we are helped in  
attitudes and understanding. For with  
beauty come some of the eternal truths  
which give direction to our lives and  
perspective to our living.



Sylvia Chapman '64, assistant to the Dean of Students at ASC, gives us a glimpse of

## S The Pace of the Current Campus

**S**HORTLY after witnessing the December landing of the Astronauts who encircled the moon, one of my colleagues suggested that we might soon have a "moon policy" at Agnes Scott—one which would consider requests for extra days at vacation times for the students who wish to spend their holidays on the moon. At first it seemed fantastic, and yet upon hearing that we have already had some students to fly over for a weekend in Europe, it did not seem so farfetched after all. So, we may have sign-out cards with "Destination: the Moon" 'ere long!

It is not just forthcoming moon trips which indicate the effects of the Space Age on college students and on faculty members and administrators. One already feels the pressures such a highly technological, rapidly changing age has on college campuses.

Much pressure results from the constantly increasing amount of information to be learned—or at least to be exposed to. Also we have greater access to information through the availability of books and various highly developed means of communication, through unlimited opportunities to travel, and through an abundance of the thing which makes possible both the opportunity to pursue education and the availability of materials: money.

One feels the competitiveness intensified by the Space Age in colleges for several reasons: perhaps a desire to excel but more likely a pressure felt because of the increasing necessity to go to graduate school, by a desire to be offered the best job, in order to avoid the draft, or perhaps to keep one's scholarship.

We also notice quite a difference in the level of experience today's students have. More and more of them have traveled extensively here and abroad and many have already had varied work experience. It is obvious that they are accustomed to life in an affluent society—now some want to bring to Agnes Scott a Honda or a horse in addition to a car!

The pace of the Space Age college campus is faster not only in terms of



Sylvia Chapman '64

the quantity of material to be covered but also in the number of off-campus lectures, field trips and the like students are encouraged and/or expected to pursue. In an attempt to broaden a student's education and as the result of faster transportation, colleges provide more lectures and outside-the-classroom opportunities for students. This is good, and yet it does add to a student's load.

With the critical approach to learning which we stress at Agnes Scott comes the critical look at the campus which students make. Their demands follow. Today's demands are accompanied by the insistence on their being met, and done NOW!

There is also more legal action taken against colleges and universities today which brings added responsibility and a great deal of pressure on the administrators and faculty members. For example, a student who was rejected from four colleges to which he applied for admission filed a suit in which he demanded the right to see the confidential reports supplied by former teachers, because he thought that something which had been written must have been discriminatory.

These are just a few of the factors involved in the several types of unrest which are rampant on campuses today. Since many factors in the world beyond the campus affect this student generation's attitudes and actions, unrest is liable to continue for some time.



Dean is Feted during



Alumnae  
Week End



"Since I am still lacking in the money department, and suppose I will so remain, the least I can do for dear old ASC is to donate a little labor to supplement my small donation. I'll be happy to do what I can about getting out the mail."—1932 Agent

"Please excuse this note on the back of your letter . . . but want to let you know I'm planning to add \$250 sometime during December to the scholarship fund I have begun in memory of my father . . . I do plan to increase the fund during the next few years."—1923 Agent

"My husband has been in graduate school, and our income has been somewhat limited . . . We do want to support Agnes Scott with annual contributions, and we'll make provision in our budget as soon as that is possible."—1960 Class Member

# The Agnes Scott Fund

## 1968-1969

Annual Giving Program—Financial Report

July 1, 1968—June 30, 1969

	ANNUAL FUND						CAPITAL FUND*				TOTAL	
	UNRESTRICTED		RESTRICTED				Paid		Pledged		No. Contributed or Pledged	Amount Contributed or Pledged
	Paid	Pledged	Paid									
No.	Amount	No.	Amount	No.	Amount	No.	Amount	No.	Amount			
Alumnae	2,643	82,047.47		105.00	1	25.00	79	16,717.09	1	1,000.00	2,724	99,894.56
Parents and Friends	127	21,407.50	2	1,525.00	6	5,474.42	32	40,677.60			167	69,084.52
Foundations	27	27,543.29			5	10,387.84	2	400,600.00			34	438,531.13
Business and Industry	** see below	15,790.31					** see below	17,648.50			** See below	33,438.81
Scandrett Fund							6,009.00					6,009.00
Total	2,797	146,788.57	2	1,630.00	12	15,887.26	113	481,652.19	1	1,000.00	2,925	646,958.02

\*Capital contributions reflected in this report are new gifts received since July 1, 1968, not payments on pledges made prior to this date.

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

**Alumnae participation:** 31% of all alumnae, graduates and non-graduates, contributed in 1968-69. This is a record number.

**Average gift:** \$37.00

**To help you interpret this report:** 1. The Agnes Scott Fund is composed of all contributions to the college within a given fiscal year, July 1—June 30. 2. Gifts to an established capital fund, i. e. The Ellen Douglass Leyburn Fund, are shown in the "Capital Fund"

columns. 3. Gifts shown under "Annual Fund Unrestricted" go to support the current academic operating budget, i. e. to faculty salaries. Gifts under "Annual Fund Restricted" were designated by the college administration to cover non-budgeted special current expenses. 4. The Scandrett Fund was established this year with surplus money from contributions made for a gift to Dean Scandrett at her retirement. Income will be used for student activities.

"Your letter is lovely, even to the matching stamp! My appreciation of your efforts as Special Gifts Chairman is sincere. I hope others can double their '68 gift, something my fixed pension prevents my doing."—1921 Chairman

"I just recently found out that since 1962 Agnes Scott has not restricted students by race, etc.—and, indeed, there are Negro girls in the student body now. The increase in my contribution reflects simply my appreciation of ASC taking this step." — 1954 Agent

"How in the world can people be made to realize the importance of giving generously to the Agnes Scott Fund? Naturally, all contributions are appreciated, but I just know that many can do much, much more if they wished."—1940 Chairman

# The Agnes Scott Fund Report By Alumnae Classes

July 1, 1968 — June 30, 1969

Class	Number Contributed	Percentage of Class Contributing	Amount	Class	Number Contributed	Percentage of Class Contributing	Amount
Honor Guard*	113	15	\$1,593	1941	56	35	1,729
1912	17	63	456	1942	44	29	1,424
1913	16	50	475	1943	38	28	1,155
1914	16	30	387	1944	45	29	1,199
1915	12	**	1,596	1945	52	34	1,320
1916	23	34	1,002	1946	60	35	2,746
1917	26	**	1,367	1947	51	31	1,418
1918	16	**	2,370	1948	61	39	1,486
1919	26	31	1,468	1949	52	30	1,605
1920	24	29	789	1950	42	28	1,171
1921	66	51	1,454	1951	49	28	1,301
1922	30	28	1,001	1952	56	34	1,425
1923	47	33	1,628	1953	50	38	775
1924	34	25	2,000	1954	39	27	1,417
1925	46	35	1,506	1955	59	39	1,271
1926	48	36	1,417	1956	67	41	1,332
1927	55	34	2,996	1957	64	36	1,807
1928	47	37	2,432	1958	64	36	2,275
1929	59	35	6,139	1959	68	38	1,113
1930	44	29	1,636	1960	69	37	1,077
1931	43	39	3,935	1961	88	48	1,820
1932	43	34	3,757	1962	68	34	1,169
1933	40	30	1,915	1963	52	26	1,704
1934	47	38	3,065	1964	39	20	694
1935	38	31	3,973	1965	49	24	810
1936	44	31	1,943	1966	39	18	775
1937	45	36	1,306	1967	50	27	570
1938	49	33	1,465	1968	50	25	452
1939	51	36	1,459	1969	2		52
1940	49	30	1,773				

\*The Honor Guard is composed of Classes Institute through 1911 and 1915, 1917 and 1918. Percentage of Class Contributing figure is not available for these classes because they were contacted as a group by the Honor Guard Chairman, Mary Wallace Kirk '11.



# Special Gift Groups-1968-'69 Agnes Scott Fund

**The Tower Circle** is the group of donors of \$1000 or more.  
**Colonnade Club** is the group who gave \$500 or more.

**Quadrangle Quorum** is the group who contributed \$250 or more.  
**The Mainliners** is the group who donated \$100 or more.

## TOWER CIRCLE

Ruth Anderson O'Neal '18  
 Mary Duckworth Gellerstedt '46  
 Diana Dyer Wilson '32  
 Martha Eskridge Ayers '33  
 Betty Fountain Edwards '35  
 Louise Hollingsworth Jackson '32  
 Betty Lou Houck Smith '35  
 Chopin Hudson Hankins '31  
 Ruth Hunt Little '37  
 Isabelle Leonard Spearman '29  
 Marie Simpson Rutland '35  
 Ruth Thomas Stemmons '38  
 Julia Thompson Smith '31  
 Mary Warren Read '29  
 Margaret Weeks '31  
 Violet Weeks Miller '29  
 Mary West Thatcher '15

## Colonnade Club

Sarah Flowers Beasley '24  
 Ethel Freeland Darden '29  
 Elinor Hamilton Hightower '34  
 Quenelle Harrold Sheffield '23  
 Sue Life Inman '58  
 Julia Mulliss Wyer '29  
 Anne Patterson Hammes '54  
 Hyta Plowden Mederer '34  
 Margaret Powell Flowers '44  
 Carrie Scandrett '24  
 Virginia Shaffner Pleasants '30  
 Augusta Skeen Cooper '17  
 Olive Weeks Collins '32  
 Catherine Wood Lesourd '36  
 Bella Wilson Lewis '34  
 Louise Woodard Clifton '27

## Quadrangle Quorum

Mary Amerine Stephens '46  
 Dorothy Brown Cantrell '29  
 Helen Gates Carson '40  
 Cama Clarkon Merritt '50  
 Patricia Collins Andretta '28  
 Sally Cotran Lambeth '29  
 Mildred Cowan Wright '27  
 Betsy Dalton Brand '61  
 Sister Davis Luchsinger '48  
 Mary Freeman Curtis '26  
 Annie Laura Galloway Phillips '37  
 Maryellen Harvey Newton '16  
 Victoria Howie Kerr '24  
 Mary Keesler Dalton '25  
 Josephine Larkins '39  
 Jean McAlister '21  
 Sarah Frances McDonald '36  
 Jane Meadows Oliver '47  
 Blythe Posoy Ashmore '58  
 Celetta Powell Jones '46  
 Elizabeth Pruden Fagan '19  
 Hayden Sanford Sams '39  
 Virginia Sevier Hanna '27  
 Lulu Smith Westcott '19  
 Virginia Suttentiff '38  
 Lily Weeks McLean '36

## The Mainliners

Susan Abernathy McCreary '61

Gail Akers Lutz '51  
 Virginia Allen Potter '17  
 Ann Anderson Bailey '45  
 Ruth Anderson Stall '45  
 Jeannette Archer Neal '22  
 Atlanta Alumnae Club  
 Emily Bailey '61  
 Frances Bailey Graves '63  
 Martha Baker Wilkins '46  
 Agnes Ball '17  
 Betty Bates Fernandez '43  
 Mary Beasley White '36  
 Lucille Beaver '46  
 Ulla Beckman '54  
 Margaret Benton Davis '57  
 Leone Bowers Hamilton '26  
 Helen Boyd McConnell '34  
 Frances Brannan Hamrick '49  
 Frances Breg Marsden '41  
 Barbara Brown Fugate '40  
 Betty Jean Brown Ray '48  
 Hazel Brown Ricks '29  
 Penny Brown Barnett '32  
 Sabine Brumby Korosy '41  
 Alma Buchanan Brown '16  
 Omah Buchanan Albaugh '16  
 Helen Burkhalter '22  
 Bettina Bush Jackson '29  
 Evelyn Byrd Hoge '24  
 Joan Byrd '61

Laura Caldwell Edmonds Inst.  
 Virginia Cameron Taylor '29  
 Allie Candler Guy '13  
 Jean Chalmers Smith '38  
 Sylvia Chapman '64  
 Lillian Clement Adams '27  
 Alberta Coldwell Barrett '58  
 Eleanor Compton Underwood '49  
 Freda Copeland Hoffman '41  
 Jean Corbett Griffin '61  
 Stoker Cumming '63  
 Catherine Currie '47  
 Labelle David Land '52  
 Romola Davis Hardy '20  
 Lucille Dennison Keenan '37  
 Eileen Dodd Sams '23  
 Agnes Scott Donaldson '17  
 Josephine Douglas Smith '25  
 Eugenie Dozier '27  
 Madelaine Dunseith Alston '28  
 Susan Dyer Oliver '42  
 Frankie Enzor '09  
 Mary Lois Enzor Bynum '13  
 Margaret Ervin Walker '42  
 Emy Evans Blair '52  
 Lib Farmer Brown '45  
 Isabel Ferguson Hargadine '25  
 Frankie Flowers Lomason '58  
 Mary Francis Ault '40  
 Louise Franklin Livingston '41  
 Marian Franklin Anderson '40  
 Carolyn Fuller Hill '45  
 Katherine Geffcken '49

Philippa Gilchrist '23  
 Frances Gilliland Stukes '24  
 Sarah Glenn Boyd '28  
 Lucy Goss Herbert '34  
 Patricia Gover Bitzer '58  
 Caroline Gray Truslow '41  
 Sallie Greenfield Blum '56  
 Juanita Greer White '26  
 Carol Griffin Scoville '35  
 Jo Ann Hall Hunsinger '55  
 Sarah Hall Hayes '56  
 Goldie Ham Hanson '19  
 Harriet Hampton Cuthbertson '55  
 Elizabeth Harvard Dowda '44  
 Julia Harvard Warnock '44  
 Ray Harvison Smith '16  
 Mary Hays Babcock '49  
 Swanna Henderson Cameron '43  
 Helen Hendry Lowrey '57  
 Ann Henry '41  
 Ann Herman Dunwoody '52  
 Tina Hewson '48  
 Louise Hill Reaves '54  
 Peggy Hippee Lehmann '34  
 Mary Hood Gibson '55  
 Bertha Hudson Whitaker '11  
 Nancy Huey Kelly '49  
 Eleanor Hutchens '40  
 Corinne Jackson Wilkerson '24  
 Elaine Jacobsen Lewis '29  
 Elizabeth Jefferson Boyd '62  
 Dorothy Jester '37  
 Mary Wallace Kirk '11  
 Susan Kirtley White '45  
 Pearl Kunes '27  
 Margaret Ladd May '25  
 Henrietta Lambdin Turner '15  
 Helen Land Ledbetter '52  
 Caroline Lingle Lester '33  
 Laurie Looper Swann '44  
 Isabel Lowrance Walker '34  
 Harriet Lurton Major '49  
 Ruth MacMillan Jones '27  
 Lady Major '48  
 Edith McGranahan Smith '29  
 Caroline McKinney Clarke '27  
 Virginia T. McLaughlin '20  
 Catherine Mock Hodgkin '26  
 Elizabeth Moore Bohannon '43  
 Lutie Moore Cotter (deceased) '40  
 Nancy Moore Cantez '38  
 Browne Nash Reese '33  
 Scott Newell Newton '45  
 Carolyn Newton Curry '66  
 Charlotte Newton '21  
 Janet Newton '17  
 Reese Newton Smith '49  
 Fanny Niles Bolton '31  
 Lila Norfleet Davis '32  
 Alice Norman Pate '19  
 Frances O'Brien '34  
 Jeanne Osborne Gibbs '42  
 Evangeline Papageorge '28

Nina Parke Hopkins '35  
 Julia Patch Weston '42  
 Dorothy Peace Ramsaur '47  
 Virginia Prettyman '34  
 Ruth Pringle Pipkin '31  
 Louise Pruitt Jones '42  
 Claire Purcell Smith '42  
 Helen Ridley Hartley '29  
 Louise Roach Fuller '17  
 Helen Robarts Seaton '52  
 Betty Robinson Boykin '46  
 Rosalie Robinson Sanford '23  
 Lebbey Rogers Harrison '62  
 Lorenna Ross Brown '47  
 Ruby Rosser Davis '43  
 Barbara Rudisill '65  
 Hazel Scruggs Ouzts '41  
 Frances Sells Doss '52  
 Betty Sharpe Cabanis '52  
 Margaret Sheftall Chester '42  
 Marv Shewmaker '28  
 Virginia Skinner Jones '50  
 Robbie Shelnett Upshaw '56  
 Ann Shires Peneul '57  
 Gene Slack Morse '41  
 Ruth Slack Roach '40  
 Florence Smith Sims '13  
 Julia Smith Slack '12  
 Cissie Spiro Aidinoff '51  
 Emily Stead '27  
 Carol Sterns Wev '12  
 Jean Stewart Stowe '46  
 Belle Ward Stone Abernethy '30  
 Frances Tennent Ellis '25  
 Mary Louise Thames Cartledge '30  
 Miriam Thompson Felder '32  
 Marjorie Tippins Johnson '44  
 Tommas Turner Peacock '41  
 Elinor Tyler Richardson '39  
 Edna Volberg Johnson '28  
 Julia Walker Rogers '21  
 Pauline Waller Hord '55  
 Elizabeth Warren Marshall '38  
 Kitty Warren Ball '51  
 Washington D. C. Alumnae Club  
 Virginia Watson Logan '38  
 Nancy Wheeler Dooley '57  
 Anne Whitfield '57  
 Laura Whitner Dorsey '35  
 Kathryn Williams Lesley '36  
 Ann Williamson Campbell '50  
 Frances Wilson Hurst '37  
 Lynn Wilson Heyward '32  
 Raemond Wilson Craig '30  
 Sandra Wilson '65  
 Roberta Winter '27  
 Marie Woods Shannon '51  
 Iac Woolfolk Mathes '35  
 Mary Ben Wright Ervin '25  
 Josephine Young Sullivan '44  
 Louise Young Garrett '38  
 Susan Young Eagan '06  
 Jane Zuber Garrison '54

# The Heart of the Matter is...

## Alumnae Class Chairmen and Agents, 1968-'69

### GENERAL CHAIRMAN:

Sarah Frances McDonald '36

### SPECIAL GIFTS CHAIRMAN:

Betty Low Houck Smith '35

### HONOR GUARD CHAIRMAN:

Mary Wallace Kirk '11

### 1912

Carol Stearns Wey, **Chrm.**

#### Agents:

Antoinette Blackburn Rust

Julia Pratt Smith Slack

Ruth Slack Smith

### 1913

Janie McGaughey, **Chrm.**

#### Agents:

Kate Clark

Emma Pope Moss Dieckmann

### 1914

Annie Tait Jenkins, **Chrm.**

#### Agents:

Bertha Adams

Linda Miller Summer

### 1916

Mary Bryan Winn, **Chrm.**

#### Agents:

Laura Cooper Christopher

Nell Frye Johnston

Evelyn Goode Brock

Jeanette Joyner Locke

Louise McGuire Plonk

Jane Rogers Allen

### 1919

Goldie Ham Hanson, **Chrm.**

#### Agents:

Blanche Copeland Jones

Bess Ham Harmon

Alice Norman Pate

Mary Katherine Parks Mason

Lulu Smith Westcott

### 1920

Virginia T. McLaughlin, **Chrm.**

#### Agents:

Julia Reasoner Hastings

Ennice Legg Gunn

Lois MacIntyre Beall

Marjorie Moore Macaulay

Margaret Winslett

### 1921

Sarah Fulton, **Chrm.**

#### Agents:

Myrtle Blackmon

Thelma Brown Aiken

Eleanor Carpenter

Lois Compton Jennings

Marguerite Cousins Holley

Elizabeth Floding Morgan

Mary Olive Gunn Summers

Helen Hall Hopkins

Sarah McCurdy Evans

Charlotte Newton

Margaret Wade

Ellen Wilson Chambliss

### 1922

#### Agents:

Mary Barton

Elizabeth A. Brown

Eleanor Buchanan Starcher

Cama Burgess Clarkson

Helen Burkhalter Quattlebaum

Ennice Dean Major

Dinah Roberts Parramore

Harriett Scott Bowen

Ruth Elizabeth Virden

Alice Whipple Lyon

### 1923

Beth McClure McEachy, **Chrm.**

#### Agents:

Clara May Allen Rienero

Eileen Dodd Sams

Helen Faw Mull

Philippa Gilchrist

Emily Guille Henegar

Elizabeth Hoke Smith

Eloise Knight Jones

Jane Knight Lowe

Lucille Little Morgan

Mary Stewart McLeod

Martha McIntosh Nall

Eugenia Pou Harris

Rosalie Robinson Sanford

Frances Stuart Key

Mary White Caldwell

### 1924

Evelyn Byrd Hoge, **Chrm.**

#### Agents:

Elizabeth Askew Patterson

Helen Lane Comfort Sanders

Frances Gilliland Stukes

Augusta Guerry Smith

Victoria Howie Kerr

Barron Hyatt Morrow

Corrine Jackson Wilkerson

Nonie Peck Booth

Polly Stone Buck

### 1925

Mary Ben Wright Erwin, **Chrm.**

#### Agents:

Josephine Douglass Smith

Isabel Ferguson Hargadine

Lucille Gause Fryxell

Ennice Kell Simmons

Mary Stuart Sims McCamy

Charlotte Smith

Sarah Tate Tumlins

Frances Tennent Ellis

Eugenia Thomson Akin

Christine Turner Hand

### 1926

Allene Ramage Fitzgerald, **Chrm.**

#### Agents:

Ellen Fain Bowen

Margaret Bull

Louisa Duls

Mary Freeman Curtis

Eleanor Gresham Steiner

Blanche Haslam Hollingsworth

Helena HERNANCE Kilgour

Mary Knox Happoldt

Elizabeth Little Meriwether

Nellie Richardson

Susan Shadburn Watkins

Margaret Tufts

Rosalie Wooten Deck

### 1927

Louise Lovejoy Jackson, **Chrm.**

#### Agents:

Jo Bridgman

Lillian Clement Adams

Mildred Cowan Wright

Venie Belle Grant Jones

Mary Rebekah Hedrick

Katherine Houston Sheild

Elsa Jacobsen Morris

Elizabeth Lilly Swedenberg

Elizabeth Lynn

May Reece Foreman

Evelyn Satterwhite

Emily Stead

Elizabeth Vary

Margie Wakefield

### 1928

Pat Collins Andretta, **Chrm.**

#### Agents:

Sally Abernathy

Virginia Carrier

Nancy Crowther Otis

Sarah Currie Harry

Louise Geselin Brosnan

Sarah Glenn Boyd

Irene Lawrence Wright

Mary Bell McConkey Taylor

Jane McCoy Gardner

Virginia Norris

Evangeline Papegeorge

Margaret Rice

Elizabeth Roark Ellington

Ruth Thomas Stemmons

### 1929

Esther Nisbet Anderson, **Chrm.**

#### Agents:

Martha Bradford Thurmond

Lucile Bridgman Leitch

Hazel Brown Ricks

Ethel Freeland Darden

Betty Gash

Elise Gibson

Marian Hodges Anthony

Hazel Hood

Charlotte Hunter

Elaine Jacobsen Lewis

Mary Alice Juhan

Geraldine LeMay

Edith McGranahan SmithT

Elizabeth Moss Mitchell

Josephine Pou Varner

Helen Ridley Hartley

Mary Warren Read

Violet Weeks Miller

### 1930

Jo Smith Webb, **Chrm.**

#### Agents:

Katherine Crawford Adams

June Maloney Officer

Frances Messer

Emily Moore Couch

Lynn Moore Hardy

Carolyn Nash Hathaway

Margaret Ogden Stewart

Martha Stackhouse Grafton

Belle Ward Stowe Abernathy

Mary Louise Thames Cartledge

Harriett Williams

Raemond Wilson Craig

### 1931

Louise Ware Venable, **Chrm.**

#### Agents:

Ruth Etheredge Griffin

Marion Fielder Martin

Dorothy Grubb Rivers

Chapin Hudson Hankins

Elise Jones

Kane McLaughlin Titus

Katherine Morrow Norem

Fanny Niles Bolton

Ruth Pringle Pipkin

Katharine Purdie

Elizabeth Simpson Wilson

Martha Sprinkle Rafferty

Cornelia Taylor Stubbs

Martha Tower Dance

Margaret Weeks

Ellene Winn

Elizabeth Woolfolk Moyer

### 1932

LaMyra Kane Swanson, **Chrm.**

#### Agents:

Virginia Allen Woods

Penny Brown Barnett

Louise Cawthon

Mary Dunbar Weidner

Louise Hollingsworth Jackson

Elizabeth Howard Reeves

Flora Riley Bynum

Jane Shelby Clay

Louise H. Stakely

Lovelyn Wilson Heyward

### 1933

Gail Nelson Blain, **Chrm.**

#### Agents:

Willa Beckham Lowrance

Nell Brown Davenport

Porter Cowles Pickell

Virginia Heard Feder

Lucile Heath McDonald

Margaret Loranz

Tish Rockmore Lange

Mary Sturtevant Bean

Marlyn Tate Lester

# Alumnae Class Chair

1934

Mary McDonald Sledd, Chrm.

Agents:

Sarah Austin Zorn  
Alae Risse Barron Leitch  
Helen Boyd McConnell  
Nell Chamblee Howard  
Pauline Gordon Woods  
Lucy Goss Herbert  
Kathryn Maness Nelson  
Margaret Massie Simpson  
Ruth Moore Randolph  
Rossie Richie Johnston  
Louise Schuessler Patterson  
Mary Sloan Laird  
Mable Talmage  
Johnny Mae York Rumble

1935

Mary Green Wohlford, Chrm.

Agents:

Vella Behm Cowan  
Dorothea Blackshear Brady  
Marian Calhoun Murray  
Carolyn Cole Gregory  
Sarah Cook Thompson  
Mary Lillian Deason  
Fidesah Edwards Alexander  
Frances Espy Cooper  
Nell Pattillo Kendall  
Grace Robinson Hanson  
Amy Underwood Trowell

1936

Dean McKoin Bushong, Chrm.

Agents:

Catherine Bates  
Meriel Bull Mitchell  
Mary Cornely Dwight  
Marion Derrick Gilbert  
Sara Estes  
Jean Hicks Pitts  
Frances James Donohue  
Augusta King Brumby  
Adeline Rountree Turman  
Emily Rowe Adler  
Marie Townsend  
Sarah Turner Ryan  
Lilly Weeks McLean

1937

Kathleen Daniel Spicer, Chrm.

Agents:

Eloisa Alexander LeConte  
Cornelia Christie Johnson  
Jane Estes  
Annie Laura Galloway Phillips  
Mary Gillespie Thompson  
Fannie Harris Jones  
Barton Jackson Cathey  
Kitty Jones Malone  
Rachel Kennedy Lowthian  
Mary King Critchell  
Frances McDonald Moore  
Virginia Stephens Clary  
Vivienne Trice Ansley  
Evelyn Wall Robbins

1938

Jean Barry Adams Weersing, Chrm.

Agents:

Martha Brown Miller  
Margaret Douglas Link  
Jane Gutherie Rhodes  
Mary Anne Kernan  
Ellen Little Lesene  
Mary Primrose Noble Phelps  
Alice Reins Boyd  
Joyce Roper McKey  
Mary Smith Bryan  
Virginia Sutzenfield  
Anne Thompson Rose  
Mary Nell Tribble Beasley  
Elizabeth Warden Marshall  
Virginia Watson Logan  
Elsie West Meehan  
Louise Young Garrett

1939

Mary Hollingsworth Hatfield, Chrm.

Agents:

Catherine Farrar Davis  
Elizabeth Furlow Brown  
Jacqueline Hawks Alsobrook  
Josephine Larkins  
Flora MacGuire Dukes  
Lou Pate Koenig  
Julia Porter Scurry  
Mamie Lee Ratliff Finger  
Hayden Sanford Sams  
Atriam Sanders  
Aileen Shortley Whipple  
Mary Frances Thompson  
Elinor Tyler Richardson  
Mary Ellen Whetsell Timmons

1940

Helen Gates Carson, Chrm.

Agents:

Frances Abbot Burns  
Elizabeth Alderman Vinson  
Grace Anderson Cooper  
Anna Margaret Bond Brannon  
Anne Enloe  
Annette Franklin King  
Marian Franklin Anderson  
Mary Evelyn Francis Ault  
Mary Lang Gill Olson  
Jane Knapp Spivey  
Nell Moss Roberts  
Katherine Patton Carssow  
Nell Pinner Wisner  
Mary Reins Burge  
Ruth Slack Roach  
Edith Stover McFee  
Henrietta Thompson Wilkinson

1941

Patti Patterson Johnson, Chrm.

Agents:

Mary Stuart Ar buckle Osten  
Martha Boone Shaver  
Frances Breg Marsden  
Sabine Brumby Korosy  
Gentry Burks Bielaski  
Lucile Gaines MacLennan

Helen Hardie Smith  
Betsy Kendrick Woolford  
Julia Lancaster  
Marcia Mansfield Fox  
Louise Meiere Culver  
Martha Moody Laseter  
Valgerda Neilson Dent  
Lillian Schwencke Cook  
Tommay Turner Peacock  
Ida Jane Vaughan Price  
Montene Melson Mason

1942

Betty Medlock Lackey, Chrm.

Agents:

Martha Arant Allgood  
Anne Chambless Bateman  
Edith Dale Lindsey  
Dale Drennan Hicks  
Susan Dyer Oliver  
Margaret Erwin Walker  
Margaret Hartsook Emmons  
Mary Kirkpatrick Reed  
Caroline Long Armstrong  
Claire Purcell Smith  
Mary Seagle Edelblut  
Margaret Sheftall Chester  
Marjorie Simpson Ware  
Jane Taylor White  
Olivia Wite Cave

1943

Mary Anne Atkins Paschal, Chrm.

Agents:

Sue Barker Woolf  
Alice Clements Shinall  
Joella Craig Good  
Betty DuBose Skiles  
Helen Hale Lawton  
Leona Leavitt Walker  
Sterly Lebey Wilder  
Anne Paisley Boyd  
Ruby Rosser Davis  
Clara Rountree Couch  
Margaret Shaw Allred  
Susan Spurlock Wilkins  
Pat Stokes Barnes  
Helen Summerour Zimmerman

1944

Katherine Philips Long, Chrm.

Agents:

Claire Bennett Kelly  
Kay Biscaglia Shangler  
Louise Breedin Griffiths  
Jean Clarkon Rogers  
Mary Louise Duffee Philips  
Elizabeth Edwards Wilson  
Quincy Mills Jones  
Margaret Powell Flowers  
Anne Sale Wevdert  
Betty Scott Noble  
Marjorie Smith Stephens  
Robin Taylor Horneffer  
Katheryne Thompson Mangum  
Elise Tilghman  
Marjorie Tippins Johnson  
Betty Vecsey

1945

Barbara Frink Allen, Chrm.

Agents:

Bettye Ashcraft Senter  
Elizabeth Carpenter Bardin  
Betty Davis Shingler  
Elizabeth Espy Walters  
Martha Jean Gower Woolsey  
Elizabeth Gribble Cook  
Emily Higgins Bradley  
Eugenia Jones Howard  
Dorothy Kahn Prunhuber  
Bettie Manning Ott  
Scott Newell Newton  
Ceevah Rosenthal Blatman  
Julia Slack Hunter  
Wendy Whittle Hoge

1946

Mary Duckworth Gellerstedt, Chrm.

Agents:

Mary Lillian Allen Wilkes  
Martha Baker Wilkins  
Mary Ann Courtenay Davidson  
Nancy Hardy Abberger  
Bonnie Hope Robinson  
Elizabeth Horn Johnson  
Ruth Timbert Griscom  
Mildred McCain Kinnaird  
Mary McConkey Reimer  
Jane Anne Newton Marquess  
Anne Noell Vwant  
Celetta Powell Jones  
Anne Register Jones  
Louise Reid Strickler  
Dorothy Spragens Trice  
Sally Stephenson Marshall  
Marguerite Toole Scheips  
Maud Van Dyke Jennings

1947

Eleanor Calley Storey, Chrm.

Agents:

Marie Adams Convers  
Elizabeth Andrews Lee  
Classell Beale Smallley  
Dale Bennett Pedrick  
Charlotte Clarkson Jones  
Virginia Dickson Phillips  
Anne Eidson Owen  
Marianne Jeffries Williams  
Rosemary Jones Cox  
Margaret McManus Landham  
Jane Meadows Oliver  
Virginia Owens Mitchell  
Ellen Rosenblatt Caswell  
Lorena Ross Brown  
June Thomason Lindgren  
Betty Turner Marrow

1948

Tee-Toe Williams Roan, Chrm.

Agents:

Virginia Andrews Trovillion  
Mary Alice Compton Osgood  
Carolyn Louise Cousar Pattison  
Edna Claire Cunningham Schooley  
Susan Daugherty

# men and Agents 1968-'69

Nancy Geer Alexander  
Kathleen Hewson  
Caroline Hodges Roberts  
Marianna Hollandsworth Donnell  
Amanda Hulsey Thompson  
Beth Jones Crabill  
Betty Kitts Kidd  
Lady Major  
Harriet Reid  
Anna Clark Rogers Sawyer  
Rebekah Scott Bryan  
Judith Anne Woodward Simmons  
Marian Yancey Carroll

**1949**

**Martha Ann Board Howell, Chrm.**

**Agents:**

Mary Jo Ammons Jones  
Susan Bowling Dudney  
Lee Cousar Tubbs  
Helen Crawford White  
Betsy Deal Smith  
Anne Faucette Niblock  
Mary Hays Babcock  
Nancy Huey Kelly  
Henrietta Johnson  
Joan Lawrence Rogers  
Harriet Lurton Major  
Lynn Phillips Mathews  
Dorothy Quillian Reeves  
Charlsie Smith Harris  
Edith Stowe Barkley  
Doris Sullivan Tippens  
Dorothy Warlick Brame  
Harriotte Winchester Hurley

**1950**

**Jessie Hodges Kryder, Chrm.**

**Agents:**

Jessie Carpenter Holton  
Betty Crowther Beall  
Dorothy Davis Yarbrough  
Helen Edwards Propst  
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**

**Marjorie Stukes Strickland, Chrm.**

**Agents:**

Dorothy Adams Knight  
Gail Akers Lutz  
Betty Averill Durie  
Charity Bennett Stelling  
Anna DaVault Haley  
Sally Dickert Conlin  
Virginia Feddeman Kerner  
Ellen Hull Keever  
Page Hutchison Lay  
Amy Jones McGreevy  
Jeanne Kline Brown

Jean Longino Hiler  
Jimmie Ann McGee Collings  
Sarah McKee Burnside  
Julianne Morgan Garner  
Elaine Schubert Kester  
Jenelle Spear  
Cissie Spiro Aidinoff

**1952**

**Betty Sharpe Cabanis, Chrm.**

**Agents:**

Charlotte Allsmiller Crosland  
Ann Boyer Wilkerson  
Barbara Brown Waddell  
June Carpenter Bryant  
Betty Cheney Watkins  
Lendis Cotten Gunn  
Clairelis Eaton Franklin  
Emy Evans Blair  
Shirley Ford Baskin  
Kitty Freeman Stelzner  
Phyllis Galphin Buchanan  
Susan Hancock Findley  
Betty Moyer Keeter  
Ann Parker Lee  
Helen Jean Roberts Seaton  
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  
Frances Ginn Stark  
Betty Ann Green Rush  
Sarah Hamilton Leathers  
Carol Jacob Dunn  
Anne Jones Sims  
Sarah Leathers Martin  
Belle Miller McMasters  
Lilla Kate Parramore Hart  
Anne Thomson Sheppard  
Vivian Weaver Maitland  
Mary Wyatt Chastain

**1954**

**Lois Dryden Hasty, Chrm.**

**Agents:**

June Broxton  
Lucy Doyle Brady  
Elizabeth Ellington  
Julia Crier Storey  
Genevieve Guardia Chenault  
Louise Hill Reaves  
Jacquelyn Josey Hall  
Mitzi Kiser Law  
Mary Lou Kleppinger Lackey  
Pat Patterson Hammes  
Selma Paul Strong  
Sue Purdom Arnall  
Joan Simmons Smith  
Joanne Varner Hawks

**1955**

**Carolyn Crawford Chestnutt, Chrm.**

**Agents:**

Carolyn Alford Beaty  
Georgia Belle Christopher  
Helen Fokes Farmer  
Letty Grafton Harwell  
JoAnn Hall Hunsinger  
Ann Hanson Merklein  
Jo Hinchey Williams  
Hannah Jackson Alnutt  
Mary Alice Kemp Henning  
Tunshy Kwilecki Ausband  
Peggy McMillan White  
Lib McPheeters Yon  
Louise Robinson Singleton  
Agnes Scott Willcho  
Pauline Waller Hoch  
Margaret Williamson Smalzel

**1956**

**Louise Rainey Ammons, Chrm.**

**Agents:**

Ann Alvis Shibut  
Paula Ball Newkirk  
June Gaissett Naiman  
Harriett Griffin Harris  
Sarah Hall Hayes  
Louise Harley Hull  
Nancy Jackson Pitts  
Jane Johnson Waites  
Peggy Jordan Mayfield  
Alice Ann Klostermeyer Erwin  
Virginia Love Dunaway  
May Muse Stoneycpher  
Robbie Shelnutt Upshaw  
Nancy Thomas Hill  
Sandra Thomas Hollberg

**1957**

**Margaret Benton Davis, Chrm.**

**Agents:**

Elizabeth Ansley Allan  
Frances Barker Sincox  
Betsy Crapps Burch  
Sally Forester Logue  
Margaret Foskey  
Anise Gann Roberts  
Catherine Girardeau Brown  
Marian Hagedorn Briscoe  
Helen Hendry Lowrey  
Margie Hill Krauth  
Suzanne McGregor Dowd  
Margaret Minter Hyatt  
Jackie Murray Blanchard  
Mary Oates Burton  
Jean Porter Myrick  
Jackie Rountree Andrews  
Penny Smith  
Emily Starnes Gibbs  
Anne Terry Sherren

**1958**

**Langhorne Sydnor Mauck, Chrm.**

**Agents:**

Anne Blackshear Spragins  
Mary Ann Campbell Padgett  
Jean Clark Sparks

Betty Cline Melton  
Hazel Ellis  
Patricia Gover Mitzer  
Nancy Grayson Fuller  
Libby Hanson McLean  
Sara Heard White  
Nancy Holland Sibley  
Lea Kallman Griffin  
Carolyn Magruder Ruppenthal  
Martha Meyer  
Blythe Posey Ashmore  
Caroline Romberg Silcox  
Frances Sattes  
JoAnn Sawyer Delafield  
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  
Betty Edmunds Grinnan  
Marjorie Erickson Charles  
Trudy Florrid van Luy  
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**

**Dianne Snead Gilchrist, Chrm.**

**Agents:**

Angelyn Alford Bagwell  
Mildred Braswell Smith  
Nancy Duval  
Louise Florence Smythe  
Myra Glasure Weaver  
Katherine Hawkins Linebaugh  
Frances Johns  
Betty Lewis Higginbotham  
Julia McNairy Thornton  
Caroline Mikell Jones  
Anita Moses Shippin  
Jane Norman Scott  
Emily Parker McGuint  
Laura Parker Lowndes  
Mary Pfaff Dewees  
Mary Jane Pickens Skinner  
Martha Starrett Stubbs  
Sybil Strupe Rights  
Carolyn West Parker

**1961**

**Anne Broad Stevenson, Chrm.**

**Agents:**

Alice Boykin Robertson



"I shall be glad to contribute as a "Mainliner" again this year and will send my contribution in January."—1930 Agent

"I am enclosing my check for \$50.-00, as I promised. I had hoped to make it more, but this election almost swept me clean, trying to help candidates who needed money." — 1915 Class Member

"I hope that I will continue to be one who writes to others in her class in regard to annual giving to Agnes Scott."—1955 Agent

"I am so glad we have alumnae who still love Agnes Scott enough to give of their busy, valuable time in service to her. The busiest ones seem willing to serve most."—1930 Chairman

"Not for heating and lighting. Please designate for faculty salaries."—1940 Class Member

"I teach in a Title I school; so any money I have is readily spent on students. But I do not want to keep the class from a 100%."—X-1940 Class Member

# Alumnae Class Chairmen and Agents 1968-'69

Jean Brennan  
Betsy Dalton Brand  
Lucy Maud Davis Harper  
Margaret Bullock  
Harriett Elder Manley  
Alice Frazer Evans  
Hope Gregg Spillane  
Kay Gwaltney Remick  
Sarah Helen High 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  
Ann Peagler Gallagher  
Betsy Shepley Underwood  
Peg 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  
Sue Grey Reynolds  
Jan Heard Baucum  
Betty Hopkins Stoddard  
Betsy Jefferson Boyt  
Beverly Kenton Mason  
Ellen Middlebrooks Davis  
Lana Mueller Jordan  
Dot Porcher  
Joanna Praytor Putman  
Marjorie Reitz Turnbull  
Carol Rogers Whittle  
Kayanne Shofner Massey  
Margaret Shugart Anderson  
Jo Allison Smith Brown  
Mary Stokes Morris  
Beha Walker Reichert

**1963**  
**Mary Ann Gregory Dean, Chrm.**  
**Agents:**

Patricia Allen Dunn  
Virginia Allen Callaway  
Willette Barnwell Payne  
Nancy Butcher Wade  
Stokey Cumming  
Nancy Duvall Hargrove  
Susie Favor Stevens  
Maggy Harms  
Sandra Johnson Barrow  
Lucy Morcock Milner  
Linda Plemons Hack  
Sally Rodwell Whetstone  
Nancy Rose Vosler  
Colby Scott Lee  
Cottie Slade  
Kaye Stapleton Redford  
Nell Tabor Hartley  
Rosslyn Troth Zook  
Margaret Van Deman Blackmon  
Cheryl Winegar Mullins  
Deedie Withers Estes

## 1964

**Laurie Oakes Propst, Chrm.**  
**Agents:**

Betty Alvis Girardeau  
Sue Aspinall Sebastian  
Brenda Brooks  
Judy Eltzroth Perryman  
Anne Foster Curtis  
Garnett Foster  
Judy Hollingsworth Robinson  
Betty Hood Atkinson  
Susan Kapple Corzatt  
Lynda Langley Burton  
Martha MacNair  
Caryl Pearson King  
Anne Pennebaker Arnold  
Lib Singley Duffy  
Judy Stark Romanchuk  
Joh-Nana Sundry Walker  
Becky Vick Glover  
Lynn Weekley  
Suzanne West Guy  
Margaret Whitton Ray  
Ruth Zealy Kerr

## 1965

**Peggy Bell, Chrm.**  
**Agents:**

Barbara Adams Hillard  
Becky Beusse Holman  
Sally Blackard  
Margaret Brawner  
Nancy Carmichael Bell  
Kitty Coggin  
Helen Davis  
Patsy Gay Nash  
Kay Harvey Beebe  
Angela Lancaster  
Judith Lazenby  
Marilyn Little  
Lib Malone Boggs  
Marcia McClung Porter  
Margaret Murphy Ellis  
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  
Bev Allen Lambert  
Marilyn Breen  
B. J. Brown  
Eleanor Cornwell  
Carol Davenport Wood  
Marganne Hendricks Price  
Linda Lael  
Alice Lindsey Blake  
Ginger Martin Westlund  
Sonja Nelson Cordell  
Sherrv O'Neill Bassett  
Peggy Porter  
Linda Preston Watts  
Virginia Quattlebaum Laney  
Lucy Scoville  
Louise Smith Nelson  
Martha Thompson  
Sarah Uzzell

Ruth Van Deman Walters  
Patty Williams Caton

## 1967

**Norma Jean Hatten, Chrm.**  
**Agents:**

Marilyn Ambroth Tarpv  
Judy Barnes Crozier  
Suzanne Campbell McCaslin  
Anne Davis  
Joan Gunter McCawley  
Helen Heard Lowrey  
Becca Herbert Schenk  
Betty Hutchison Cowden  
Pam Logan Bryant  
Day Morcock Gilmer  
Diana Oliver Peavy  
Sally Pennigar Twine  
Florence Powell  
Ann Roberts  
Vicki Wells Reddick

## 1968

**Vicki Justice, Chrm.**  
**Agents:**

Pat Bell  
Jean Binklev  
Jo Callaway  
Susan Clarke  
Lynn Cook  
Ethel Ware Gilbert  
Libba Goud  
Nina Gregg Bush  
Lucy Hamilton Lewis  
Alice Harrison Dickey  
Marilyn Johnson Hammond  
Elizabeth Jones  
Adele Josey  
Judv King  
Rebecca Lanier Allen  
Gail Livingston Pringle  
Mar. Ann McCall Johnson  
Vicky Plowden  
Linda Poore  
Kathy Statford Phillips  
Ann Teat  
Christy Theriot Woodfin  
Nanc. Thompson  
Jane Weeks Arp

# Who's in Charge?

*Trustees . . . presidents . . . faculty . . . students, past and present:  
who governs this society that we call 'the academic community'?*

**T**HE CRY has been heard on many a campus this year. It came from the campus neighborhood, from state legislatures, from corporations trying to recruit students as employees, from the armed services, from the donors of funds, from congressional committees, from church groups, from the press, and even from the police:

"Who's in charge there?"

Surprisingly the cry also came from "inside" the colleges and universities—from students and alumni, from faculty members and administrators, and even from presidents and trustees:

"Who's in charge here?"

And there was, on occasion, this variation: "Who *should* be in charge here?"

**S**TRANGE QUESTIONS to ask about these highly organized institutions of our highly organized society? A sign, as some have said, that our colleges and universities are hopelessly chaotic, that they need more "direction," that they have lagged behind other institutions of our society in organizing themselves into smooth-running, efficient mechanisms?

Or do such explanations miss the point? Do they overlook much of the complexity and subtlety (and perhaps some of the genius) of America's higher educational enterprise?

It is important to try to know.

Here is one reason:

► Nearly 7-million students are now enrolled in the nation's colleges and universities. Eight years hence, the total will have rocketed past 9.3-million. The conclusion is inescapable: what affects our colleges and universities will affect unprecedented numbers of our people—and, in unprecedented ways, the American character.

Here is another:

► "The campus reverberates today perhaps in part because so many have come to regard [it] as the most promising of all institutions for developing cures for society's ills." [Lloyd H. Elliott, president of George Washington University]

Here is another:

► "Men must be discriminating appraisers of their society, knowing coolly and precisely what it is about society that thwarts or limits them and therefore needs modification.

"And so they must be discriminating protectors of their institutions, preserving those features that nourish and strengthen them and make them more free." [John W. Gardner, at Cornell University]

But *who* appraises our colleges and universities? *Who* decides whether (and how) they need modifying? *Who* determines what features to preserve; which features "nourish and strengthen them and make them more free?" In short:

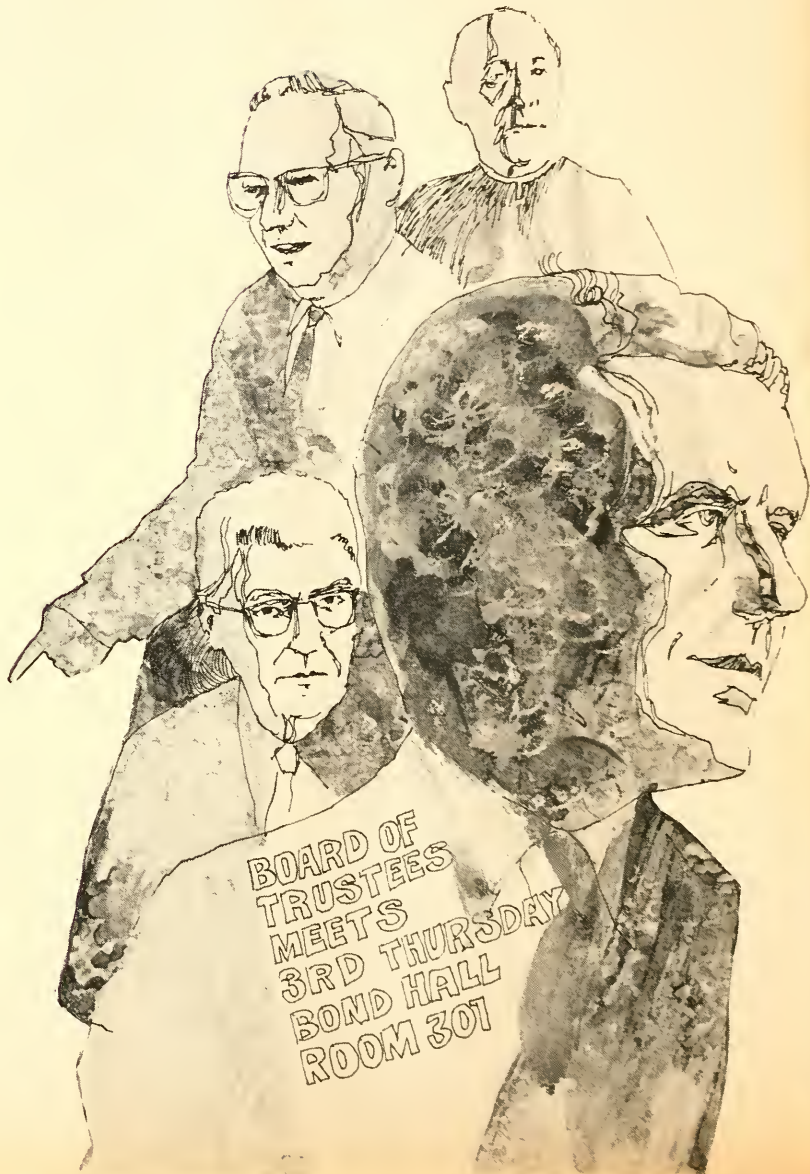
Who's in charge there?

# Who's in Charge—I

## The Trustees

**B**Y THE LETTER of the law, the people in charge of our colleges and universities are the trustees or regents—25,000 of them, according to the educated guess of their principal national organization, the Association of Governing Boards.

“In the long history of higher education in America,” said one astute observer recently,





“trustees have seldom been cast in a heroic role.” For decades they have been blamed for whatever faults people have found with the nation’s colleges and universities.

Trustees have been charged, variously, with representing the older generation, the white race, religious orthodoxy, political powerholders, business and economic conservatism—in short, The Establishment. Other critics—among them orthodox theologians, political powerholders, business and economic conservatives—have accused trustees of not being Establishment *enough*.

On occasion they have earned the criticisms. In the early days of American higher education, when most colleges were associated with churches, the trustees were usually clerics with stern ideas of what should and should not be taught in a church-related institution. They intruded freely in curriculums, courses, and the behavior of students and faculty members.

On many Protestant campuses, around the turn of the century, the clerical influence was lessened and often withdrawn. Clergymen on their boards of trustees were replaced, in many instances, by businessmen, as the colleges and universities sought trustees who could underwrite their solvency. As state systems of higher education were founded, they too were put under the control of lay regents or trustees.

Trustee-faculty conflicts grew. Infringements of academic freedom led to the founding, in 1915, of the American Association of University Professors. Through the association, faculty members developed and gained wide acceptance of strong principles of academic freedom and tenure. The conflicts eased—but even today many faculty members watch their institution’s board of trustees guardedly.

In the past several years, on some campuses, trustees have come under new kinds of attack.

► At one university, students picketed a meeting of the governing board because two of its members, they said, led companies producing weapons used in the war in Vietnam.

► On another campus, students (joined by some faculty members) charged that college funds had been invested in companies operating in racially divided South Africa. The investments, said the students, should be canceled; the board of trustees should be censured.

► At a Catholic institution, two years ago, most students and faculty members went on strike because the trustees (comprising 33 clerics and 11 lay-

men) had dismissed a liberal theologian from the faculty. The board reinstated him, and the strike ended. A year ago the board was reconstituted to consist of 15 clerics and 15 laymen. (A similar shift to laymen on their governing boards is taking place at many Catholic colleges and universities.)

► A state college president, ordered by his trustees to reopen his racially troubled campus, resigned because, he said, he could not “reconcile effectively the conflicts between the trustees” and other groups at his institution.

**H**OW DO MOST TRUSTEES measure up to their responsibilities? How do they react to the lightning-bolts of criticism that, by their position, they naturally attract? We have talked in recent months with scores of trustees and have collected the written views of many others. Our conclusion: With some notable (and often highly vocal) exceptions, both the breadth and depth of many trustees’ understanding of higher education’s problems, including the touchiness of their own position, are greater than most people suspect.

Many boards of trustees, we found, are showing deep concern for the views of students and are going to extraordinary lengths to know them better. Increasing numbers of boards are rewriting their by-laws to include students (as well as faculty members) in their membership.

William S. Paley, chairman of CBS and a trustee of Columbia University, said after the student outbreaks on that troubled campus:

“The university may seem [to students] like just one more example of the establishment’s trying to run their lives without consulting them. . . . It is essential that we make it possible for students to work for the correction of such conditions legitimately and effectively rather than compulsively and violently. . . .

“Legally the university is the board of trustees, but actually it is very largely the community of teachers and students. That a board of trustees should commit a university community to policies and actions without the components of that community participating in discussions leading to such commitments has become obsolete and unworkable.”

Less often than one might expect, considering some of the provocations, did we find boards of trustees giving “knee-jerk” reactions even to the most extreme demands presented to them. Not very long ago, most boards might have rejected such

*The role of higher education’s trustees often is misinterpreted and misunderstood*



## *As others seek a greater voice, presidents are natural targets for their attack*

demands out of hand; no longer. James M. Hester, the president of New York University, described the change:

"To the activist mind, the fact that our board of trustees is legally entrusted with the property and privileges of operating an educational institution is more an affront than an acceptable fact. What is considered relevant is what is called the social reality, not the legal authority.

"A decade ago the reaction of most trustees and presidents to assertions of this kind was a forceful statement of the rights and responsibilities of a private institution to do as it sees fit. While faculty control over the curriculum and, in many cases, student discipline was delegated by most boards long before, the power of the trustees to set university policy in other areas and to control the institution financially was unquestioned.

"Ten years ago authoritarian answers to radical questions were frequently given with confidence. Now, however, authoritarian answers, which often provide emotional release when contemplated, somehow seem inappropriate when delivered."

**A**S A RESULT, trustees everywhere are re-examining their role in the governance of colleges and universities, and changes seem certain. Often the changes will be subtle, perhaps consisting of a shift in attitude, as President Hester suggested. But they will be none the less profound.

In the process it seems likely that trustees, as Vice-Chancellor Ernest L. Boyer of the State University of New York put it, will "recognize that the college is not only a place where past achievements are preserved and transmitted, but also a place where the conventional wisdom is constantly subjected to merciless scrutiny."

Mr. Boyer continued:

"A board member who accepts this fact will remain poised when surrounded by cross-currents of controversy. . . . He will come to view friction as an essential ingredient in the life of a university, and vigorous debate not as a sign of decadence, but of robust health.

"And, in recognizing these facts for himself, the trustee will be equipped to do battle when the college—and implicitly the whole enterprise of higher education—is threatened by earnest primitives, single-minded fanatics, or calculating demagogues."

**W**HOS IN CHARGE? Every eight years, on the average, the members of a college or university board must provide a large part of the answer by reaching, in Vice-Chancellor Boyer's words, "the most crucial decision a trustee will ever be called upon to make."

They must choose a new president for the place and, as they have done with his predecessors, delegate much of their authority to him.

The task is not easy. At any given moment, it has been estimated, some 300 colleges and universities in the United States are looking for presidents. The qualifications are high, and the requirements are so exacting that many top-flight persons to whom a presidency is offered turn down the job.

As the noise and violence level of campus protests has risen in recent years, the search for presidents has grown more difficult—and the turndowns more frequent.

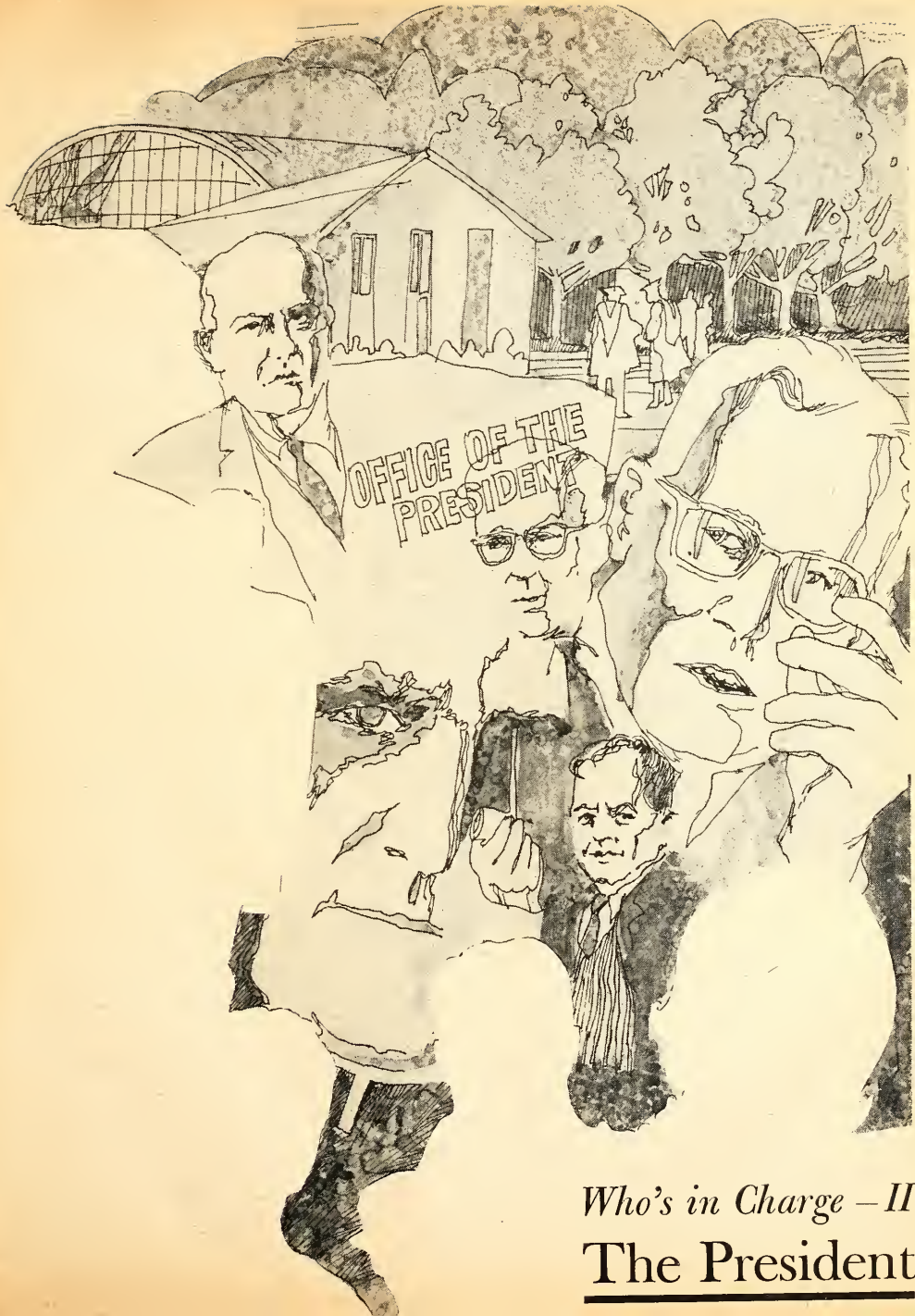
"Fellow targets," a speaker at a meeting of college presidents and other administrators called his audience last fall. The audience laughed nervously. The description, they knew, was all too accurate.

"Even in the absence of strife and disorder, academic administrators are the men caught in the middle as the defenders—and, altogether too often these days, the beleaguered defenders—of institutional integrity," Logan Wilson, president of the American Council on Education, has said. "Although college or university presidencies are still highly respected positions in our society, growing numbers of campus malcontents seem bent on doing everything they can to harass and discredit the performers of these key roles."

This is unfortunate—the more so because the harassment frequently stems from a deep misunderstanding of the college administrator's function.

The most successful administrators cast themselves in a "staff" or "service" role, with the well-being of the faculty and students their central concern. Assuming such a role often takes a large measure of stamina and goodwill. At many institutions, both faculty members and students habitually blame administrators for whatever ails them—and it is hard for even the most dedicated of administrators to remember that they and the faculty-student critics are on the same side.

"Without administrative leadership," philosopher Sidney Hook has observed, "every institution . . . runs down hill. The greatness of a university consists



*Who's in Charge – II*  
**The President**

## *A college's heart is its faculty. What part should it have in running the place?*

predominantly in the greatness of its faculty. But faculties . . . do not themselves build great faculties. To build great faculties, administrative leadership is essential."

Shortly after the start of this academic year, however, the American Council on Education released the results of a survey of what 2,040 administrators, trustees, faculty members, and students foresaw for higher education in the 1970's. Most thought "the authority of top administrators in making broad policy decisions will be significantly eroded or diffused." And three out of four faculty members said they found the prospect "desirable."

Who's in charge? Clearly the answer to that question changes with every passing day.

**W**ITH IT ALL, the job of the president has grown to unprecedented proportions. The old responsibilities of leading the faculty and students have proliferated. The new responsibilities of money-raising and business management have been heaped on top of them. The brief span of the typical presidency—about eight years—testifies to the roughness of the task.

Yet a president and his administration very often exert a decisive influence in governing a college or university. One president can set a pace and tone that invigorate an entire institution. Another president can enervate it.

At Columbia University, for instance, following last year's disturbances there, an impartial fact-finding commission headed by Archibald Cox traced much of the unrest among students and faculty members to "Columbia's organization and style of administration":

"The administration of Columbia's affairs too often conveyed an attitude of authoritarianism and invited distrust. In part, the appearance resulted from style; for example, it gave affront to read that an influential university official was no more interested in student opinion on matters of intense concern to students than he was in their taste for strawberries.

"In part, the appearance reflected the true state of affairs. . . . The president was unwilling to surrender absolute disciplinary powers. In addition, government by improvisation seems to have been not an exception, but the rule."

At San Francisco State College, last December, the leadership of Acting President S. I. Hayakawa,

whether one approved it or not, was similarly decisive. He confronted student demonstrators, promised to suspend any faculty members or students who disrupted the campus, reopened the institution under police protection, and then considered the dissidents' demands.

But looking ahead, he said, "We must eventually put campus discipline in the hands of responsible faculty and student groups who will work cooperatively with administrations . . ."

**W**HO'S IN CHARGE? "However the power mixture may be stirred," says Dean W. Donald Bowles of American University, "in an institution aspiring to quality, the role of the faculty remains central. No president can prevail indefinitely without at least the tacit support of the faculty. Few deans will last more than a year or two if the faculty does not approve their policies."

The power of the faculty in the academic activities of a college or university has long been recognized. Few boards of trustees would seriously consider infringing on the faculty's authority over what goes on in the classroom. As for the college or university president, he almost always would agree with McGeorge Bundy, president of the Ford Foundation, that he is, "on academic matters, the agent and not the master of the faculty."

A joint statement by three major organizations representing trustees, presidents, and professors has spelled out the faculty's role in governing a college or university. It says, in part:

"The faculty has primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process.

"On these matters, the power of review or final decision lodged in the governing board or delegated by it to the president should be exercised adversely only in exceptional circumstances. . . .

"The faculty sets the requirements for the degrees offered in course, determines when the requirements have been met, and authorizes the president and board to grant the degrees thus achieved.

"Faculty status and related matters are primarily a faculty responsibility. This area includes appointments, reappointments, decisions not to reappoint, promotions, the granting of tenure, and dismissal. . . . The governing board and president should, on



questions of faculty status, as in other matters where the faculty has primary responsibility, concur with the faculty judgment except in rare instances and for compelling reasons which should be stated in detail.

“The faculty should actively participate in the determination of policies and procedures governing salary increases. . . .”

“Agencies for faculty participation in the government of the college or university should be established at each level where faculty responsibility is present. . . .”

Few have quarreled with the underlying reason for such faculty autonomy: the protection of academic freedom. But some thoughtful observers of the college and university scene think some way must be found to prevent an undesirable side effect: the perpetuation of comfortable ruts, in which individual faculty members might prefer to preserve the status quo rather than approve changes that the welfare of their students, their institutions, and society might demand.

The president of George Washington University, Lloyd H. Elliott, put it this way last fall:

“Under the banner of academic freedom, [the individual professor’s] authority for his own course has become an almost unchallenged right. He has been not only free to ignore suggestions for change, but licensed, it is assumed, to prevent any change he himself does not choose.

“Even in departments where courses are sequential, the individual professor chooses the degree to

## *Who’s in Charge—III*

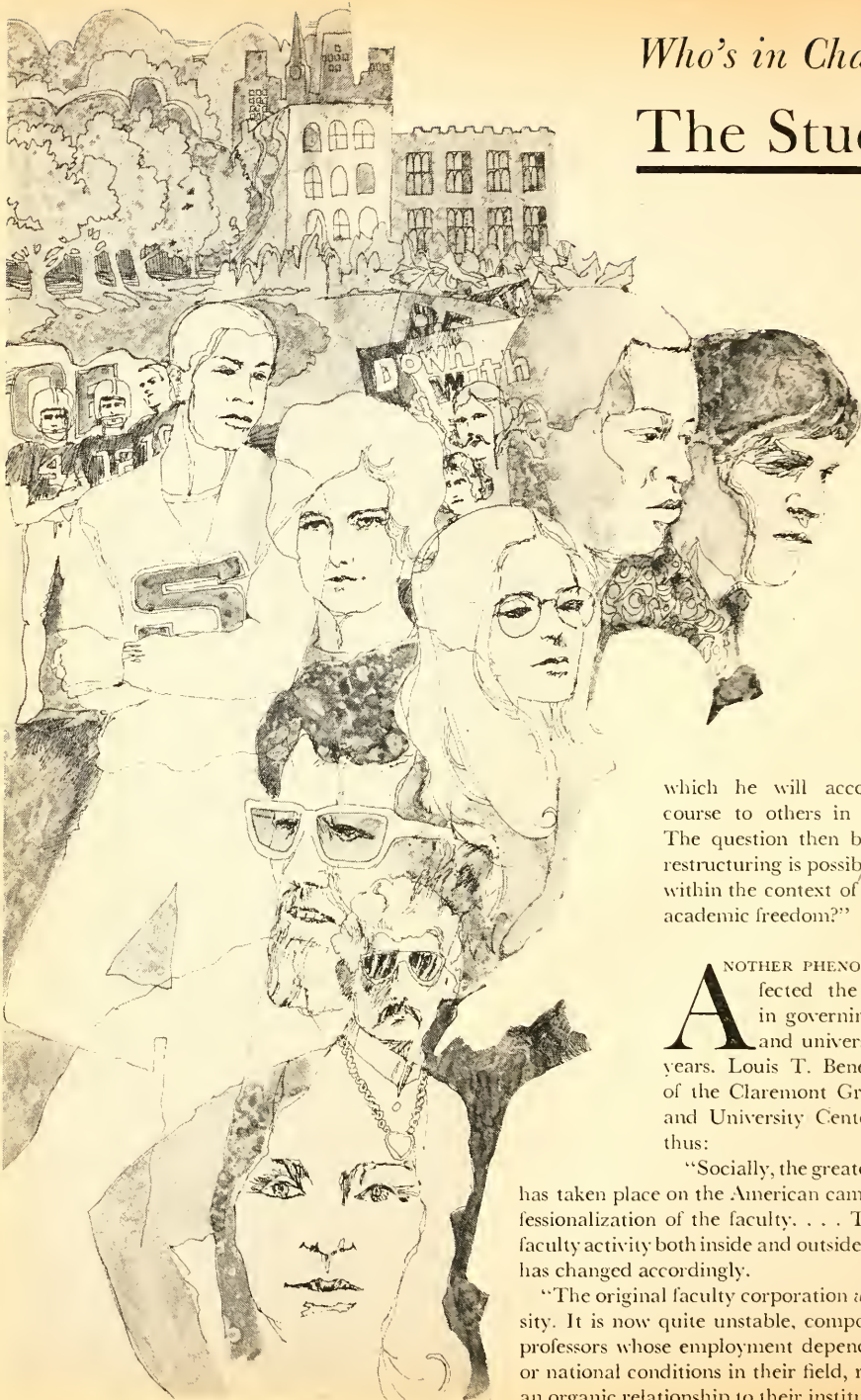
# The Faculty





## Who's in Charge—IV

# The Students



which he will accommodate his course to others in the sequence. The question then becomes: What restructuring is possible or desirable within the context of the professor's academic freedom?"

**A**NOTHER PHENOMENON has affected the faculty's role in governing the colleges and universities in recent years. Louis T. Benezet, president of the Claremont Graduate School and University Center, describes it thus:

"Socially, the greatest change that has taken place on the American campus is the professionalization of the faculty. . . . The pattern of faculty activity both inside and outside the institution has changed accordingly.

"The original faculty corporation *was* the university. It is now quite unstable, composed of mobile professors whose employment depends on regional or national conditions in their field, rather than on an organic relationship to their institution and even

less on the relationship to their administrative heads. . . .

"With such powerful changes at work strengthening the professor as a specialist, it has become more difficult to promote faculty responsibility for educational policy."

Said Columbia trustee William S. Paley: "It has been my own observation that faculties tend to assume the attitude that they are a detached arbitrating force between students on one hand and administrators on the other, with no immediate responsibility for the university as a whole."

**Y**ET IN THEORY, at least, faculty members seem to favor the idea of taking a greater part in governing their colleges and universities. In the American Council on Education's survey of predictions for the 1970's, 99 per cent of the faculty members who responded said such participation was "highly desirable" or "essential." Three out of four said it was "almost certain" or "very likely" to develop. (Eight out of ten administrators agreed that greater faculty participation was desirable, although they were considerably less optimistic about its coming about.)

In another survey by the American Council on Education, Archie R. Dykes—now chancellor of the University of Tennessee at Martin—interviewed 106 faculty members at a large midwestern university to get their views on helping to run the institution. He found "a pervasive ambivalence in faculty attitudes toward participation in decision-making."

Faculty members "indicated the faculty should have a strong, active, and influential role in decisions," but "revealed a strong reticence to give the time such a role would require," Mr. Dykes reported. "Asserting that faculty participation is essential, they placed participation at the bottom of the professional priority list and deprecated their colleagues who do participate."

Kramer Rohlfleisch, a history professor at San Diego State College, put it this way at a meeting of the American Association of State Colleges and Universities: "If we do shoulder this burden [of academic governance] to excess, just who will tend the academic store, do the teaching, and extend the range of human knowledge?"

The report of a colloquium at Teachers College, New York, took a different view: "Future encounters [on the campuses] may be even less likely of

resolution than the present difficulties unless both faculty members and students soon gain widened perspectives on issues of university governance."

**W**HO'S IN CHARGE? Today a new group has burst into the picture: the college and university students themselves.

The issues arousing students have been numerous. Last academic year, a nationwide survey by Educational Testing Service found, the Number 1 cause of student unrest was the war in Vietnam; it caused protests at 34 per cent of the 859 four-year colleges and universities studied. The second most frequent cause of unrest was dormitory regulations. This year, many of the most violent campus demonstrations have centered on civil rights.

In many instances the stated issues were the real causes of student protest. In others they provided excuses to radical students whose aims were less the correction of specific ills or the reform of their colleges and universities than the destruction of the political and social system as a whole. It is important to differentiate the two, and a look at the *dramatis personae* can be instructive in doing so.

**A**T THE LEFT—the "New Left," not to be confused with old-style liberalism—is Students for a Democratic Society, whose leaders often use the issue of university reform to mobilize support from their fellow students and to "radicalize" them. The major concern of SDS is not with the colleges and universities *per se*, but with American society as a whole.

"It is basically impossible to have an honest university in a dishonest society," said the chairman of SDS at Columbia, Mark Rudd, in what was a fairly representative statement of the SDS attitude. Last year's turmoil at Columbia, in his view, was immensely valuable as a way of educating students and the public to the "corrupt and exploitative" nature of U.S. society.

"It's as if you had reformed Heidelberg in 1938," an SDS member is likely to say, in explanation of his philosophy. "You would still have had Hitler's Germany outside the university walls."

The SDS was founded in 1962. Today it is a loosely organized group with some 35,000 members, on about 350 campuses. Nearly everyone who has studied the SDS phenomenon agrees its members are highly idealistic and very bright. Their idealism has

*'Student power' has many meanings, as the young seek a role in college governance*



## *Attached to a college (intellectually,*

led them to a disappointment with the society around them, and they have concluded it is corrupt.

Most sds members disapprove of the Russian experience with socialism, but they seem to admire the Cuban brand. Recently, however, members returning from visits to Cuba have appeared disillusioned by repressive measures they have seen the government applying there.

The meetings of sds—and, to a large extent, the activities of the national organization, generally—have an improvisational quality about them. This often carries over into the sds view of the future. “We can’t explain what form the society will take after the revolution,” a member will say. “We’ll just have to wait and see how it develops.”

In recent months the sds outlook has become increasingly bitter. Some observers, noting the escalation in militant rhetoric coming from sds headquarters in Chicago, fear the radical movement soon may adopt a more openly aggressive strategy.

Still, it is doubtful that sds, in its present state of organization, would be capable of any sustained, concerted assault on the institutions of society. The organization is diffuse, and its members have a strong antipathy toward authority. They dislike carrying out orders, whatever the source.

**F**AR MORE INFLUENTIAL in the long run, most observers believe, will be the U.S. National Student Association. In the current spectrum of student activism on the campuses, leaders of the nsa consider their members “moderates,” not radicals. A former nsa president, Edward A. Schwartz, explains the difference:

“The moderate student says, ‘We’ll go on strike, rather than burn the buildings down.’”

The nsa is the national organization of elected student governments on nearly 400 campuses. Its Washington office shows an increasing efficiency and militancy—a reflection, perhaps, of the fact that many college students take student government much more seriously, today, than in the past.

The nsa talks of “student power” and works at it: more student participation in the decision-making at the country’s colleges and universities. And it wants changes in the teaching process and the traditional curriculum.

In pursuit of these goals, the nsa sends advisers around the country to help student governments with their battles. The advisers often urge the students to take their challenges to authority to the



*emotionally) and detached (physically), alumni can be a great and healthy force*

courts, and the NSA's central office maintains an up-to-date file of precedent cases and judicial decisions.

A major aim of NSA this year is reform of the academic process. With a \$315,000 grant from the Ford Foundation, the association has established a center for educational reform, which encourages students to set up their own classes as alternative models, demonstrating to the colleges and universities the kinds of learning that students consider worthwhile.

The Ford grant, say NSA officials, will be used to "generate quiet revolutions instead of ugly ones" on college campuses. The NSA today is an organization that wants to reform society from within, rather than destroy it and then try to rebuild.

Also in the picture are organizations of militant Negro students, such as the Congress for the Unity of Black Students, whose founding sessions at Shaw University last spring drew 78 delegates from 37 colleges and universities. The congress is intended as a campus successor to the Student Nonviolent Coordinating Committee. It will push for courses on the history, culture, art, literature, and music of Negroes. Its founders urged students to pursue their goals without interfering with the orderly operation of their colleges or jeopardizing their own academic activities. (Some other organizations of black students are considerably more militant.)

And, as a "constructive alternative to the disruptive approach," an organization called Associated Student Governments of the U.S.A. claims a membership of 150 student governments and proclaims that it has "no political intent or purpose," only "the sharing of ideas about student government."

These are some of the principal national groups. In addition, many others exist as purely local organizations, concerned with only one campus or specific issues.

**E**XCEPT FOR THOSE whose aim is outright disruption for disruption's sake, many such student reformers are gaining a respectful hearing from college and university administrators, faculty members, and trustees—even as the more radical militants are meeting greater resistance. And increasing numbers of institutions have devised, or are seeking, ways of making the students a part of the campus decision-making process.

It isn't easy. "The problem of constructive student

participation—participation that gets down to the 'nitty-gritty'—is of course difficult," Dean C. Peter Magrath of the University of Nebraska's College of Arts and Sciences has written. "Students are birds of passage who usually lack the expertise and sophistication to function effectively on complex university affairs until their junior and senior years. Within a year or two they graduate, but the administration and faculty are left with the policies they helped devise. A student generation lasts for four years; colleges and universities are more permanent."

Yale University's President Kingman Brewster, testifying before the National Commission on the Causes and Prevention of Violence, gave these four "prescriptions" for peaceful student involvement:

▶ Free expression must be "absolutely guaranteed, no matter how critical or demonstrative it may be."

▶ Students must have an opportunity to take part in "the shaping and direction of the programs, activities, and regulations which affect them."

▶ Channels of communication must be kept open. "The freedom of student expression must be matched by a willingness to listen seriously."

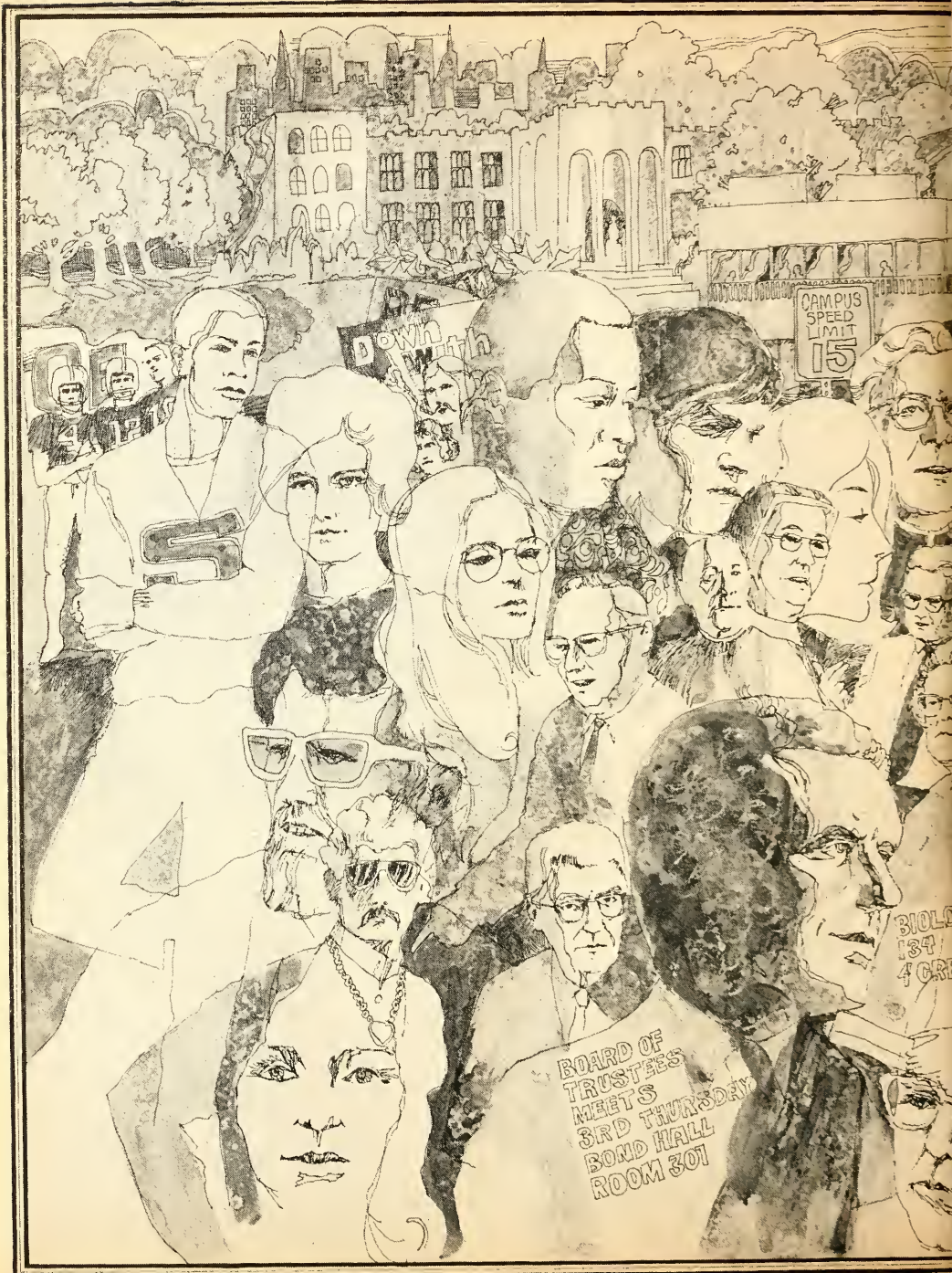
▶ The student must be treated as an individual, with "considerable latitude to design his own program and way of life."

With such guidelines, accompanied by positive action to give students a voice in the college and university affairs that concern them, many observers think a genuine solution to student unrest may be attainable. And many think the students' contribution to college and university governance will be substantial, and that the nation's institutions of higher learning will be the better for it.

"Personally," says Otis A. Singletary, vice-chancellor for academic affairs at the University of Texas, "my suspicion is that in university reform, the students are going to make a real impact on the improvement of undergraduate teaching."

Says Morris B. Abram, president of Brandeis University: "Today's students are physically, emotionally, and educationally more mature than my generation at the same age. Moreover, they have become perceptive social critics of society. The reformers among them far outnumber the disrupters. There is little reason to suppose that . . . if given the opportunity, [they] will not infuse good judgment into decisions about the rules governing their lives in this community."





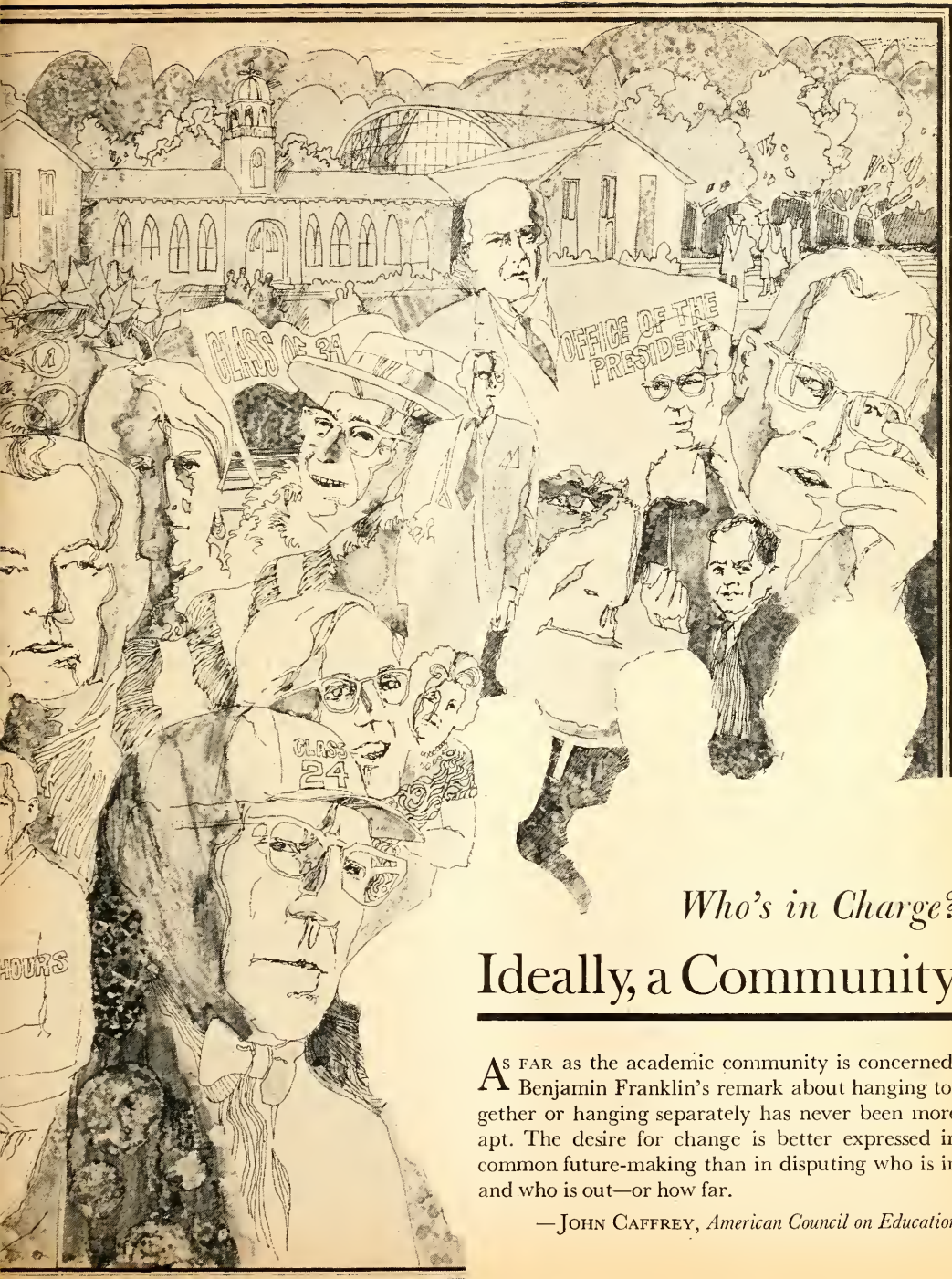
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*Who's in Charge?*

## Ideally, a Community

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AS FAR as the academic community is concerned, Benjamin Franklin's remark about hanging together or hanging separately has never been more apt. The desire for change is better expressed in common future-making than in disputing who is in and who is out—or how far.

—JOHN CAFFREY, *American Council on Education*



## *A college or university can be governed well only by a sense of its community*

**W**HOS IN CHARGE? Trustees and administrators, faculty members and students. Any other answer—any authoritarian answer from one of the groups alone, any call from outside for more centralization of authority to restore “order” to the campuses—misses the point of the academic enterprise as it has developed in the United States.

The concept of that enterprise echoes the European idea of a community of scholars—self-governing, self-determining—teachers and students sharing the goal of pursuing knowledge. But it adds an idea that from the outset was uniquely American: the belief that our colleges and universities must not be self-centered and ingrown, but must serve society.

This idea accounts for putting the ultimate legal authority for our colleges and universities in the hands of the trustees or regents. They represent the view of the larger, outside interest in the institutions: the interest of churches, of governments, of the people. And, as a part of the college or university’s government, they represent the institution to the public: defending it against attack, explaining its case to legislatures, corporations, labor unions, church groups, and millions of individual citizens.

Each group in the campus community has its own interests, for which it speaks. Each has its own authority to govern itself, which it exercises. Each has an interest in the institution as a whole, which it expresses. Each, ideally, recognizes the interests of the others, as well as the common cause.

That last, difficult requirement, of course, is where the process encounters the greatest risk of breakdown.

“Almost any proposal for major innovation in the universities today runs head-on into the opposition of powerful vested interests,” John W. Gardner has observed. “And the problem is compounded by the fact that all of us who have grown up in the academic world are skilled in identifying our vested interests with the Good, the True, and the Beautiful, so that any attack on them is, by definition, subversive.”

In times of stress, the risk of a breakdown is especially great. Such times have enveloped us all, in recent years. The breakdowns have occurred, on some campuses—at times spectacularly.

Whenever they happen, cries are heard for abolishing the system. Some demand that campus authority be gathered into the hands of a few, who would then tighten discipline and curb dissent.

Others—at the other end of the spectrum—demand the destruction of the whole enterprise, without proposing any alternatives.

If the colleges and universities survive these demands, it will be because reason again has taken hold. Men and women who would neither destroy the system nor prevent needed reforms in it are hard at work on nearly every campus in America, seeking ways to keep the concept of the academic community strong, innovative, and workable.

The task is tough, demanding, and likely to continue for years to come. “For many professors,” said the president of Cornell University, James A. Perkins, at a convocation of alumni, “the time required to regain a sense of campus community . . . demands painful choices.” But wherever that sense has been lost or broken down, regaining it is essential.

The alternatives are unacceptable. “If this community forgets itself and its common stake and destiny,” John Caffrey has written, “there are powers outside that community who will be only too glad to step in and manage for us.” Chancellor Samuel B. Gould, of the State University of New York, put it in these words to a committee of the state legislature:

“This tradition of internal governance . . . must—at all cost—be preserved. Any attempt, however well-intentioned, to ignore trustee authority or to undermine the university’s own patterns of operation, will vitiate the spirit of the institution and, in time, kill the very thing it seeks to preserve.”

**W**HOS IN CHARGE THERE? The jigsaw puzzle, put together on the preceding page, shows the participants: trustees, administrators, professors, students, ex-students. But a piece is missing. It must be supplied, if the answer to our question is to be accurate and complete.

It is the American people themselves. By direct and indirect means, on both public and private colleges and universities, they exert an influence that few of them suspect.

The people wield their greatest power through governments. For the present year, through the 50 states, they have appropriated more than \$5-billion in tax funds for college and university operating expenses alone. This is more than three times the \$1.5-billion of only eight years ago. As an expression of the people’s decision-making power in higher

## *Simultaneously, much power is held by 'outsiders' usually unaware of their role*

education, nothing could be more eloquent.

Through the federal government, the public's power to chart the course of our colleges and universities has been demonstrated even more dramatically. How the federal government has spent money throughout U.S. higher education has changed the colleges and universities in a way that few could have visualized a quarter-century ago.

Here is a hard look at what this influence has meant. It was written by Clark Kerr for the Brookings Institution's "Agenda for the Nation," presented to the Nixon administration:

"Power is allocated with money," he wrote.

"The day is largely past of the supremacy of the autocratic president, the all-powerful chairman of the board, the feared chairman of the state appropriations committee, the financial patron saint, the all-wise foundation executive guiding higher education into new directions, the wealthy alumnus with his pet projects, the quiet but effective representatives of the special interests. This shift of power can be seen and felt on almost every campus. Twenty years of federal impact has been the decisive influence in bringing it about.

"Decisions are being made in more places, and

more of these places are external to the campus."

The process began with the land-grant movement of the nineteenth century, which enlisted higher education's resources in the industrial and agricultural growth of the nation. It reached explosive proportions in World War II, when the government went to the colleges and universities for desperately needed technology and research. After the war, spurred by the launching of Russia's Sputnik, federal support of activities on the campuses grew rapidly.

**M**ILLIONS OF DOLLARS every year went to the campuses for research. Most of it was allocated to individual faculty members, and their power grew proportionately. So did their independence from the college or university that employed them. So did the importance of research in their lives. Clearly that was where the money and prestige lay; at

### *Who's in Charge—V*

## The Public





many research-heavy universities, large numbers of faculty members found that their teaching duties somehow seemed less important to them. Thus the distribution of federal funds had substantially changed many an institution of higher education.

Washington gained a role in college and university decision-making in other ways, as well. Spending money on new buildings may have had no place in an institution's planning, one year; other expenditures may have seemed more urgent. But when the federal government offered large sums of money for construction, on condition that the institution match them from its own pocket, what board or president could turn the offer down?

Not that the influence from Washington was sinister; considering the vast sums involved, the federal programs of aid to higher education have been remarkably free of taint. But the federal power to influence the direction of colleges and universities was strong and, for most, irresistible.

Church-related institutions, for example, found themselves re-examining—and often changing—their long-held insistence on total separation of church and state. A few held out against taking federal funds, but with every passing year they found it more difficult to do so. Without accepting them, a college found it hard to compete.

**T**HE POWER of the public to influence the campuses will continue. The Carnegie Commission on Higher Education, in its important assessment issued in Decem-

ber, said that by 1976 federal support for the nation's colleges and universities must grow to \$13-billion a year.

"What the American nation now needs from higher education," said the Carnegie Commission, "can be summed up in two words: quality and equality."

How far the colleges and universities will go in meeting these needs will depend not basically on those who govern the colleges internally, but on the public that, through the government, influences them from without.

"The fundamental question is this," said the State University of New York's Chancellor Gould: "Do we believe deeply enough in the principle of an intellectually free and self-regulating university that we are willing to exercise the necessary caution which will permit the institution—with its faults—to survive and even flourish?"

In answering that question, the alumni and alumnae have a crucial part to play. As former students, they know the importance of the higher educational process as few others do. They understand why it is, and must be, controversial; why it does, and must, generate frictions; why it is, and must, be free. And as members of the public, they can be higher education's most informed and persuasive spokesmen.

Who's in charge here? The answer is at once simple and infinitely complex.

The trustees are. The faculty is. The students are. The president is. You are.

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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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# The Academic Kaleidoscope 1968-'69

by Julia T. Gary

*Editor's Note: We asked Dr. Gary, as she assumed her duties as Dean of the Faculty, to write an article for the Quarterly to accompany the special nationally edited one, "Who's in Charge?" (pp. 15-30). She here gives alumnae a glimpse of the exciting revisions and new programs in Agnes Scott's academic existence. Julia says: "We must keep that which is superior and attempt to rectify that which is less than our best. I invite your criticism, your suggestions, and your help."*

WHEN ONE IS FORCED, as I have been in recent months, to look at students and faculty, at curriculum and communication, from a new vantage point, one becomes more critical of weakness and simultaneously more appreciative and protective of those things which are our strengths. One would be intellectually blind to say that Agnes Scott is perfect or to say that we here at the College live in an environment which is free of disagreement and unrest. It would likewise be shortsighted to fail to see the progress and constructive changes which are at work on the campus. The 1968-69 year was a good one. In spite of the drastic changes in personnel which took place, work at the College moved in a positive direction. New things have appeared and will continue to appear in the academic life of the College and it is about these things that I wish to tell you.

A more vocal and participating faculty has emerged. Faculty meetings have seldom been filled with such lively discussion on a multitude of subjects as in recent months. The local A.A.U.P. (American Association of University Professors) chapter has concerned itself with a variety of issues from faculty handbooks to college finances. Individuals and departments have continued to strive for integrity and excellence in the academic existence.

Student leadership has reached a peak which will be difficult, though not impossible, to maintain. Leaders have concerned themselves with constructive change in keeping with more liberal trends. They have been able, however, to keep a sane perspective, placing academic pursuits in the position of importance. The president of Student Government Association graduated with a 3.00 average, the highest attainable, the chairman of Judicial Council gained admission to medical school, and the president of Athletic Association was admitted to law school.

Certainly one of the most significant areas for study and improvement is in the area of communication. Our efforts in this direction are evidenced by two joint faculty-student committees, both of which have now become standing committees of the faculty. The Committee on Student Problems (COSP) is chaired jointly

by Mrs. Miriam Drucker, Professor of Psychology, and Bebe Guill, a senior English major from Greenville, S.C. The Committee on Academic Problems (CAP) functions in like manner in the area of academic life. Co-chairmen are Miss Kathryn Glick, Professor of Classics, and Martha Harris, a senior math major from Winston-Salem, N. C. Both committees have a membership of faculty and students, the students slightly outweighing the faculty in number. The Dean of Students is a member of COSP and the Dean of the Faculty is a member of CAP. In both of these groups, an open exchange of ideas and freedom of discussion on the part of faculty and students allow the consideration of any topic. Both committees can and do send recommendations to Representative Council of student government and to the faculty. From these committees has come some of the most constructive legislation of the past few years.

The five-day class week has survived its first year. Students and faculty alike rejoice in the freedom of Saturday mornings and in the decrease of several sorts of pressure that this freedom brings. (Administrative offices remain open on Saturdays.)

The two-year test period for the "pass-fail" election of courses ended in June. At the final meeting of the faculty for the 1968-69 session, the faculty and Academic Council, acting on a recommendation from CAP, adopted a ten-hour maximum of pass-fail selection on a permanent basis. Students have generally elected pass-fail courses in disciplines removed from their own field of specialization and have generally maintained the same quality of work as in courses elected on a regular-grade basis. Juniors and Seniors may now venture into many academic areas without feeling the concern of competing with those who are majoring in a given area.

Also during 1968-69, new regulations for class attendance were formulated by a joint faculty-student committee and were adopted by the faculty in the spring. Students are given more responsibility in this area with fewer absolute restrictions. The new regulations deal with generalities and contain fewer details than the older ones adopted more than a decade ago or

## The Academic Kaleidoscope 1968-69

even older, more stringent ones which many of you may recall.

The fate of student self-scheduling of examinations is undecided as this issue of the *Quarterly* goes to the press. This controversial experiment, adopted for the winter and spring quarters of the 1968-69 session, allows a student to schedule her own examinations within the framework of a specified period of time and certain noted hours. Faculty members are freed from the distribution of their own examinations but assist at a central distribution center for those students who have scheduled examinations at a particular time. Students may thus fit a schedule to their own particular talents and to their own feelings of pressure during the period. The Honor System is put to a severe test but has survived nobly. CAP will send a recommendation to the October meeting of the faculty concerning the future of examination schedules, and some action will be taken.

An increasing interest in and demand for study abroad has prompted two new areas of investigation. For a number of years, Agnes Scott students have participated in junior year abroad programs sponsored by American colleges and universities. These have primarily been students with special interest in French, German, and Spanish. Increasingly more students in English wish an experience in a British university where junior year abroad programs are essentially non-existent. It is difficult, in some cases impossible, for a transient foreign student to gain admission to the well-established British universities. During the summer of 1969, Mr. Jack Nelson, Associate Professor of English, went to Great Britain to acquaint some of these universities with the quality of the Agnes Scott program and to attempt to establish an informal relationship with them, enabling some of our best students to spend a profitable junior year in England. His trip is viewed with optimism and expectation. During the 1969-70 session, three juniors will be in France, one in Germany, two in Spain, and three in England. Several others will be traveling independently.

In the summer of 1970, Agnes Scott will venture into the field of study abroad. An experimental program, directed by Mr. Michael Brown, Associate Professor of History, will allow about twenty-five students to study the social history of Stuart and Tudor England in the surroundings in which the events took place. Mr. Brown, a native of England, will lecture to students and has arranged for several notable British historians and political figures to join the group and discuss their fields of specialization. The group will spend most of the

six-week period in London, Exeter, Oxford, Warwick, and Chester. Students will also visit Edinburgh, and free weekends will allow them to explore the surrounding region and to pursue their own areas of interest. Some of their free time will, no doubt, be used to gather information for the required research paper. The course will carry seven hours of academic credit. Mrs. Brown will accompany the group.

Several other departments have done or are doing revisions and new programs. Financed by a grant from the S. and H. Foundation's Lectureship Program, a two-day seminar entitled Developing Nations was held in the winter of 1969. The seminar brought to the campus authorities in the areas of government, international studies, and business and was vitally connected with the inter-departmental seminar on Developing Nations conducted during the 1967-68 and 1968-69 sessions. A recent revision of course offerings in sociology places greater emphasis on social research, both method and analysis, and gives attention to such relevant material as that dealing with urban society and social welfare institutions. A matching grant from the National Science Foundation to the Department of Chemistry will enable expanded course offerings. This grant, coupled with two grants received by Miss Alice Cunningham, Assistant Professor of Chemistry, will provide for an increasingly large number of instruments for teaching and research. Not only are students doing research during the regular term, but, during the summer of 1969, two students conducted research on the campus under Miss Cunningham's direction. Professor John Tumblyn, Chairman of the Department of Economics and Sociology, and Assistant Professor of Economics Renate Thimester received grants to participate in the Faculty Development Seminar on South Asia held at Syracuse University. The second phase of the two-year program involves a study tour to India in the summer of 1970 by all participants.

In the fall of 1968, the College began a program of orientation for parents of freshmen. An enthusiastic response from parents and our own estimate of the value of the program encouraged us to provide a similar program in the fall of 1969. Parents have the opportunity to hear about the College from the president and the two deans and to meet student leaders.

Prior to launching an intensive program of self-study in the fall of 1971, for the Southern Association of Colleges and Schools, our accrediting agency, we must have a serious evaluation of educational objectives and of faculty and curriculum needs for the next decade. We must keep that which is superior and attempt to rectify that which is less than our best. I invite your criticism, your suggestions, and your help.

## DEATHS

### Institute

Alice Gibson Marshall (Mrs. Robert), June 18, 1969.  
Lucia Goddard Hallyburton (Mrs. Edward H.), Dec. 12, 1968.  
Mary Lynn Hutchinson Beck (Mrs. Gordon), May, 1969.  
Fannie Kimmons Prouditt (Mrs. John), 1969.  
Mabel Smith Horne (Mrs. William A.), May, 1969.

### Academy

Sarah Ellis Mohl (Mrs. John M.), 1968.

#### 1908

Mary Sullivan Whitley (Mrs. W. H.), March 30, 1969.

#### 1910

Almon Hooper Drane (Mrs. H. T.), May 2, 1967.

#### 1914

Gladys McKinnon Morgan (Mrs. J. O.), May, 1969.

#### 1917

Isabel Dew, August 7, 1969.  
W. L. Pinkston, father of Regina Pinkston, April 15, 1969. A news story reported he always wanted to live to be 105—and died on his 105th birthday!

#### 1921

Iris Jarrell Murris, June, 1969.  
Julia L. McCullough McMichael (Mrs. R. L., Jr.), Feb. 5, 1969.

#### 1922

Grace Anderson, April, 1969.

#### 1923

Carrie S. Allison White (Mrs. Seibern), Sept. 1, 1968.

#### 1926

Carrie Augusta Graham, May 13, 1969 of a sudden heart attack.

#### 1928

Harrison Agnew Birchmore, husband of Elizabeth Allgood Birchmore, August 31, 1968, from a brain tumor.  
Mr. A. Elwyn Johns, husband of Laurie Belle Stubbs Johns, June 21, 1969.

#### 1933

June E. Jett Miller (Mrs.), date unknown

#### 1934

James Erskine Love, husband of Marguerite Jones Love, May 14, 1969 of a heart attack.

#### 1935

Mrs. F. A. Shipley, mother of Isabel Shipley Lamb, Dec. 25, 1968.  
James Z. Thompson, father of Mary Z. Thompson and Mildred Thompson Raven, March 29, 1969.

#### 1938

Mrs. Allie Mae Dunn, mother of Doris Dunn St. Clair and Martha Dunn Kerby '41, Aug. 6, 1969.

#### 1940

Ieland G. Carson, father of Helen Gates Carson, June 12, 1969.

#### 1941

Josephine Cates, Nov. 22, 1968.

#### 1942

Jean Sheppard Barkuloo (Mrs. O. V., Jr.), February 2, 1966.

#### 1946

Georgia's Chief Justice W. H. Duckworth, father of Mary Duckworth Gellerstedt, Aug. 9, 1969.

#### 1952

Wilbur H. Currie, father of Kitty Currie Tuggle, and Ruth Currie '59, winter, 1968. Harry I. Tuggle, husband of Kitty Currie Tuggle, July, 1959.

#### 1956

Polhill ("Rooky") Smith Bostain (Mrs. James C.), August 4, 1969.

#### 1962

Cynthia Craig Rester and 7-month old daughter, Michelle, and mother, Mrs. Raymond L. Craig Sr., July 6, 1969, in an automobile accident.  
E. Craig Parris, father of Susan Parris Sheftield, June 24, 1968.





## Worthy Notes

### The Inner Workings of the Inner Workings of the Inner Workings

The long hot summer in Georgia began for the staff in the Alumnae Office with anticipation of the advent of new addressing equipment. As the summer galloped by, and the details of installing new equipment multiplied by the minute, we began to have "sinking spells" rather than pleasant anticipatory feelings.

The essence of the mammoth task is converting literally thousands of alumnae records (plus records for other college administrative offices) to fit the new equipment. It seems to be an interminable effort, a slow and tedious one, but we are willing to worry it through: given the normal margin for human error, we know we must not build in mistakes at the beginning, if they can be avoided! Also, it is necessary to keep records in the old system current until the changeover is completed.

Anyone for volunteering to help? We demand concentration and scrupulous attention to accuracy, and we offer no money and long hours. Your reward would be sharing great companionship. Barbara Murlin Pendleton '40, associate director of alumnae affairs, is supervising this undertaking (on the side this summer she had more major surgery on a hip and a major wedding—see 1940 Class news.)

Anne Diseker Beebe '67, fund coordinator in the Alumnae Office, is responsible for the "dailies" of recording changing, since her work in nurturing the Agnes Scott Fund requires constant records' use. Anne has already launched the 1969-'70 Fund, as those of you who are Class Chairmen or Agents know (see the 1968-'69 Fund Report in this issue).

While Barbara was hospitalized during July, Mollie Merrick '57, assistant dean of students, "subbed" for her and began the actual record changing. She was just the best person we could have had, and we owe her hearty thanks for starting us off on the right new systems track.

Also in July we welcomed Shelia Wilkins Dykes '69 (who graduated June 9, married June 21, and came to work July 14) as secretary in the Alumnae Office. Shelia is fast mastering the other office machines, is editing the Class News for the *Quarterly*—this is her first issue—and is also learning to handle the new equipment. From Commencement 'til Shelia came, Linda DeVecchio Owen '70 served as acting secretary. She is a current student whom I term a remark-

able person, because she smoothly combines academic pursuits, marriage, and job.

When Mollie had to leave, the first part of August, to return to her "real" position and help our impressive new dean, Robin Jones, we put out calls for help, had several good people for the brief periods they could work (including Kay Harvey Beebe '65—imagine the confusion of two named Beebe in this small office!) and are now fortunate to have Margaret Gillespie '69 who will see us over the hump in the systems change. Her sister, Mary '69, will be an assistant in biology this year, and it will be splendid to have the Gillespie twins back on campus.

I have now introduced you to our "goodly company." I have great trust in the combination of fine human beings and the best mechanical equipment currently available, and I can now look to a bright future for alumnae affairs at Agnes Scott.

I must assure you that the new equipment is a major investment of both time and money. Barbara and I have spent two years investigating the whole field exhaustively, reporting findings to President Alston, and making decisions. The college will spend an estimated \$16,000 to \$17,000 for it. If one of you would like to contribute this sum as her gift to the 1969-'70 Agnes Scott Fund, please feel free to do so!

We shall use the new equipment to serve alumnae better. To illustrate our need of it, I'll share a note I received last year:

Dear Ann Worthy,

Four times a year it gives me pleasure to receive  
The Agnes Scott Alumnae Quarterly.  
But the Fall '68 number, it grieves me to say,  
Has filled my heart with great dismay.  
The years go quickly enough, it would seem,  
Without adding 20, and me still in my prime!

(pronounced "preem")

Page 8, column 1, name number 33  
Puts me in class of '37, erroneously,  
Please put me in my class, of 1957,  
And add my years to earth, not to heaven!

Thanks!  
Margery DeFord Hauk '57

*The Library*





# Agnes Scott

THE ALUMNAE QUARTERLY

FALL / WINTER, 1969



Dr. Alston welcomes his grandchildren, Charlotte and Wallace M. Alston III to the campus.



THE ALUMNAE QUARTERLY VOL. 48 NO. 1

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**Member of American Alumni Council**

**Published four times yearly:** Fall, Winter, Spring and Summer by Agnes Scott College, Decatur, Ga.  
Secondclass postage paid at Decatur, Georgia 30030.



# Welcome, Paul McCain, To a New Position in Your Old Home



PAUL MOFFATT MCCAIN grew up on the Agnes Scott campus, and the campus community is indeed grateful to have him back as an integral part of the college. He served as president of Arkansas College for seventeen years and came to Agnes Scott "officially" on September 1, 1969 as vice-president for development. His primary responsibilities are in the area of capital expansion.

A son of James Ross McCain (Paul and Eleanor's grandfather's name), he was graduated from Decatur High School, received his B.A. degree from Erskine College and earned his M.A. and Ph.D. degrees in history at Duke University. He has taught at Darlington College, Brenau College and the U. S. Military Academy at West Point.

At Arkansas College, under Dr. McCain's leadership, the college moved to a new one-hundred acre campus, initiated cooperative programs with other colleges and universi-

ties, and completed a long-range expansion program, including a new science building, library, dormitory quadrangle, recreation building and million dollar physical education building.

Paul is an elder in The Presbyterian Church, U. S., was chairman of the Presbytery's Council in the East Arkansas Presbytery for three years and was also chairman for three terms of the College Administration Section of the Presbyterian Educational Association of the South.

President Wallace M. Alston said, when he announced the selection of the new vice president for development, "Agnes Scott is fortunate to have acquired a person of the stature of Dr. McCain. Being an independent college supported entirely by gifts, investment income and tuition, the college will benefit from Dr. McCain's successful experience at Arkansas College, as well as from his background of academic and administrative excellence." ▲

# Relevance and Liberal Learning

By DR. MARVIN B. PERRY, JR.

President of Goucher College

LET ME CONFESS AT THE OUTSET that my pleasure in standing before you is tempered with no little trepidation. It is not easy to know how to talk to young people today—that is, in “relevant” and convincing terms—even if one has been for a long time in education, and especially if one is well on the downhill side of thirty! There is not only the generation gap, but, as Oscar Wilde said of his first trip to America, “there is also the language barrier!” To undermine my confidence still further, as I was working on these remarks last week, I received some friendly but pointed advice from the wife of an old friend, an Agnes Scott alumna who had read in one of your publications that I was to be here today. “Whatever you say,” she wrote, “don’t talk down to Agnes Scott girls!”

I think I know enough of Agnes Scott, and its splendid reputation, not to make *that* kind of mistake. But I certainly do not consider myself an expert on the education of women, despite the continuing apprenticeship I have had as the father of two daughters (who will soon be entering college themselves). If I have learned anything from this apprenticeship, it is that the education—or cultivation—of women is expensive! But it is also a delightful and rewarding, if sometimes, baffling, experience. With good luck, I hope to stick at it for a number of years to come!

It is significant, I think, that many of the most urgent issues and problems in higher education today are local manifestations of larger national, and even international, issues. Our current concern for the kind and quality of today’s education—and its relation to our needs as citizens and human beings—is but one specialized

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**About the author:** Dr. Perry holds the B.A. degree from U. Va. and the M.A. and Ph.D. degrees from Harvard Univ. He was Professor of English and Dean of Admissions at U. Va. until 1967 when he became President of Goucher. This is his Founder’s Day address at Agnes Scott in 1969.



aspect of a *larger* concern, a universal desire of sensible and thinking men to find direction and meaning—*evance*,” if you will)—in their lives.

I shall not waste your time this morning in telling you what you already know—and hear constantly—ours is indeed a world of tumult and trouble, of complexity and confusion, of rapidly accelerating and revolutionary change in all areas of our society, least in the academic. To ring the changes again on oft-repeated truisms is to run the risk of having “tune me out” from the very beginning!

I do not mean to be indifferent or insensitive, however, to the nature of the times we live in. Although eras in human history have been times of tumult, tension and change, ours is certainly, even by objective standards, one of the most revolutionary and most

in the *pace* of its change and the complexity of its problems. But we are not unique, and although ours in many ways a very different world from that of years ago, the poet William Butler Yeats, writing in 1893, described *our* dilemma with prophetic power in his poem "The Second Coming."

Some of you will recall the lines:

Things fall apart; the center cannot hold;

where anarchy is loosed upon the world,

the blood-dimmed tide is loosed, and everywhere

the ceremony of innocence is drowned;

the best lack all conviction, while the worst

are full of passionate intensity. . . ."

Our problem today, in all of its disjointed and fragmented manifestations, is still basically the universal one of the common human situation—to maintain a balance between change and order, to adapt to the world for change without disaster. It is only natural, however, that we in 1969, especially our young people, find the problem more compelling, more threatening, more complex and baffling than ever before. For all that the future seems confused, uncertain, menacing. Paul Valery put it, wryly, "The trouble with our times is that the future is not what it used to be!"

### The paradox of higher education

The American educational enterprise today is a vast and costly network of multi-purpose systems, bewildering in their size, variety, complexity, and influence. There is also one of ironic paradox: at a time when American education—especially higher education—enjoys unprecedented prestige and influence, it is also undergoing attacks rarely equalled for irrationality and violence in the American experience. Also paradoxical is the fact that, at a time of its greatest *affluence* when it is receiving a record share of our national wealth and effort, American education, particularly in its private or independent sector, faces the gravest *financial* crisis in its history. As you know, and as I have already indicated, much of the turmoil and tension in our schools and colleges reflect the general malaise and confusion infecting our entire society, a manifestation in the area of education of our society's great wealth of means and techniques without any comparable clarity or unity of purpose.

Those of us associated with colleges like Agnes Scott and Goucher are especially interested, of course, in the problems and prospects of the liberal arts college and in what such colleges can contribute to the kind of educational programs and communities needed for the decades of this violent and fast-changing century. As for problems, *two* will be increasingly crucial for

private (or independent) liberal arts colleges: the mounting cost of private higher education (at least to the individual) and the expansion of *public* higher education facilities. Today, for example, about two-thirds of the more than seven million students currently enrolled in two- and four-year colleges are in *public* institutions. Although the total number of young people in college has tripled in the last fifteen years, the private colleges' share of the market has declined as the number and quality of public institutions have increased. Put bluntly, the challenge for us is this: does the private liberal arts college offer an educational experience of value today, and is it worth the increased financial support necessary to insure its survival?

In considering these questions, even briefly, it is perhaps not presumptuous to ask just what we mean by the fine phrase *liberal arts education*. Just what constitutes a liberal arts education?

### Concerns of a liberal arts education

In a very real sense, the liberal arts college, at its best, has *symbolized* in America that humane and civilized society we have sought to develop, enjoy, and transmit, hopefully enriched in each generation. Ideally, it is a true *community*—of free, rational, responsible inquiry; a community of justice, tolerance, and compassion, whose citizens (in Thomas Jefferson's words) ". . . are not afraid to follow truth, wherever it may lead, not to tolerate any error so long as reason is left free to combat it." It is a community which respects tradition and order but which welcomes experiment and change.

At its best, and in simplest terms, the community of liberal learning directs all its energies and activities to inculcating in all its members—students, teachers, administrators—an understanding and appreciation of *what it means to be a man* (some of us would add "and a child of God.") Its chief concern is with *values* rather than information, with the *strategy* rather than the tactics of human living. It seeks not only the recovery and revitalizing of our human past but also seeks in its members the capacity to survive, and even grow, with change. Specifically, one of its missions, in an age of specialization and professionalism, is to prepare students for careers and professions which *do not yet exist* but which will in the years immediately ahead. Even the vocational and professional schools cannot hope to keep abreast of scientific and industrial developments, for new knowledge and new techniques are multiplying at a fantastic rate. As we have all heard many times, ninety percent of all the scientists

(Continued on next page)



# Relevance

(Continued)

who have ever lived are alive right now! Parenthetically, may I suggest (as a humanist) that ninety percent of all the painters, musicians, and poets who have ever lived are now dead; and one of the great functions of a liberal arts education is to give them and their works new and relevant life in each generation!

In speaking of the liberal arts college as in some ways a symbol of the ideal human society, I do not mean to suggest that the college or university community is merely our larger society in microcosm. It is not, nor should it be. In both its freedoms and its responsibilities the educational community is unique in our society. While acknowledging its obligations before the law, it has its own ethical code which it properly expects its members, both students and faculty, to accept and honor as a condition of membership. It must reserve the right to prescribe and administer these conditions of membership, resisting all who attempt to make it a mere extension of the city streets, a place of propaganda and polemic, of indoctrination and special pleading.

The college (or university) is above all a community of *learning*, a community whose chief function is the free and responsible search for knowledge and the opening and enriching of men's minds in order that this knowledge can be converted into wisdom for men's use and enjoyment. Lively discussion, practical experience in so-called "real life" situations, activist defense or advocacy of causes for human betterment—all these are properly a part of the total college experience, so long as they do not interfere with the college's ancient and basic obligation to maintain an atmosphere where the exchange of ideas is rational and constructive, not violent and irresponsible. In a democratic society, and in colleges and universities devoted to freedom of inquiry, we are free to be wrong, and even foolish, but we are not free to infringe on the rights of others.

## Student resentment

Let us look now, in more specific terms, at the *college*, as opposed to the university or professional institution, in terms of its fitness and "relevance" as a center for liberal learning.

First, it must be said that, *ideally*, the university, as well as the undergraduate college, can certainly provide the atmosphere and the resources for a genuinely liberal education. But it must also be said, in my judgment,

that there are a great number of forces operating upon our universities, especially the larger ones, whether public or private, which work against the liberal idea. Much of the current protest activity in our colleges today—and it is centered in the large institutions—is a resentment of the impersonal, fragmented, dehumanized qualities which seem to characterize especially our large, rapidly growing public universities. Students are increasingly resentful of the automatization of their education as it exists today in many of these institutions. They want breadth, unity, humanism, and they are turning from over-specialization to such broadly defined fields as literature, history, philosophy, and the social sciences. This movement extends to men as well as to women, but admittedly men feel more heavily the pressure to prepare for graduate and professional training or for specialized areas of business. Students are resentful, too, of what seems to them the overly rigid and inflexible curricula which the large institutions find it hard to avoid. It is more difficult to experiment with programs and curricula when they involve thousands than when they involve only scores and can be readily modified as experience may suggest.

## Pressures and patterns of the large university

We hear much complaint, again chiefly in our large public institutions, of the off-hand, uncaring attitude toward teaching, especially of undergraduates; of absenteeism of senior professors involved around the world with research projects or consulting jobs which leave them little time for contact with students; of alone real teaching and advising. All too often, we hear that teaching is done chiefly by so-called Teaching Assistants, graduate students who are candidates for higher degrees and who are, themselves, harassed by problems of money and time. They may be competent and dedicated teachers; but they are usually inexperienced and they are certainly not the "great minds" (the Nobel laureates, etc.) which university public relations offices tell us draw eager students to their centers of learning. I am not saying, of course, that all these conditions are widespread on every large university campus, or that small liberal arts colleges are immune from them. But I do say that our larger universities, and they are increasingly our public ones, are much more subject to the pressures and patterns which make for fragmentation and rigidity, for faceless personality, and for a preoccupation with research-related activities at the expense of conscientious teaching. To point out some of these dangers is not to pose productive scholarship and research or to deny the tremendous importance of our great universities

graduate schools. But "publish or perish" is undeniably one way of academic life in all too many of our universities, often without much critical attention paid to the quality of what finds its way into print.

### "Graduate School syndrome"

There has also been in recent years an increasing amount of applied or practical research by university personnel in the service of business or agencies of government. The pressure on universities in this regard has been especially heavy, since they are more directly beholden to the public and to government, and the question of just how much "service" activity a university can, and should, sponsor, along with its teaching and pure research obligations, is increasingly a serious one. Certainly, it is difficult for a university to refuse to accept research money or facilities which seem to offer prestige for the institution and opportunities to ambitious professors happy with the kind of research activity which is a surer (and more profitable) road to academic success today than is classroom teaching.

But lest I be accused of undue bias in pointing out some of the obstacles to liberal arts education which seem endemic to our large universities by their size and nature, and by the kinds of pressures to which they are subject, let me turn now to some consideration of our *liberal arts colleges* and their problems—problems which are often products of the pressures felt in the universities and engendered in our complex, dehumanized, and mass-media ridden society. The liberal arts college is not necessarily free from the fragmentation and impersonality, and the over-teaching may afflict the larger university. It can be guilty of the same over-specialization, usually in the imitation of its larger sister institutions, of the same preoccupation with the immediate and the profitable, of the same rigidity in resisting experimentation. In general the forces in the university which tend to exert a centrifugal pull on students and faculty are—the confusing diversity of its many programs, manifold research activities, its absorption in "service" activities for government and industry—are forces which tend to be less powerful and compelling, where they exist, in the undergraduate college.

Yet these same forces which tend to work against unity, individuality, and community of the educational experience offered in our large, diversified university complexes are, ironically, the very forces which attract many students to them and away from the smaller liberal arts colleges. The vast array of courses and bewildering variety of specialized fields and sub-

fields, the shining laboratories and expensive equipment, emphasis in many quarters on training for specific pursuits or skills—all of these aspects make a strong appeal to the student who is intent on preparing himself to compete successfully in our increasingly complex, specialized, technological society. Such pressures and appeals used to result in what was called the "vocational" or practical bias; today the result is apt to be what I call the "graduate school syndrome"—the compulsion to begin specialized training even before graduate school in order to prepare not only for graduate admission but for eventual practice of one of the learned professions. This "vocational bias" or "graduate school syndrome" is widespread today, whatever college catalogue rhetoric and college recruiting publicity in praise of liberal education may suggest to the contrary.

The pressures which induce these compulsions to early specialization are understandable, but they are in direct conflict with the methods and aims of the liberal arts tradition. It is doubtful, for example, that such supposedly practical, specialized training is really the best—or even an adequate—preparation for successful performance in the highly specialized roles demanded by business and the professions today. For there is inherent in specialization a curious self-limiting factor. Training which is confined solely to mastering a highly specialized activity creates the technician and

### Breadth in the education of a specialist

not the man who can innovate or give to his particular science or skill a new and original direction. In the present state of learning and technology, the specialist is our chief hope to advance knowledge and improve practice, but originality is not stimulated by narrowness. Narrowness impoverishes the mind and decreases that originality and breadth of interest and curiosity which is a chief stimulus to all forms of human creativity and discovery. Accordingly, in the very interest of specialization itself, it is necessary for us to provide *breadth* in the education of a specialist. There are encouraging signs today that recognition of this necessity is increasing, not only among educators but also among business executives and professional men. There seems to be among many employers a genuine search for young men and women educated in the liberal arts tradition, who combine general intelligence, literacy, breadth, and adaptability with specialized training. This dual need, for both liberal learning and some degree of training in vocational or professional skills, is one of the great challenges to undergraduate education today.

# Relevance

(Continued)

I have not yet touched on another great challenge to colleges like Agnes Scott and Goucher, that is to liberal arts colleges *for women*. I refer, of course, to the strong current tendency toward coeducation. I am not prepared to argue that separate education for men and women is *ipso facto* superior to coeducation; but I *am* prepared to argue that no one type of undergraduate education, whether it be separate or coeducational or coordinate, is in itself and by its nature best for *all* of our young people. To argue, for example, that coeducation is the best pattern for *all* seems to me to deny at the outset that young people, all people, are different and diverse and that the same educational system is not the best system for all of them. I would concede that in our times coeducation may appear preferable to a majority of young people. But I am convinced that there are a considerable number of them, both men and women, who will find a richer and more satisfying experience of learning and self-discovery in an atmosphere which is free *some* of the time from the boy-girl relationship of the typical coeducational campus. For one thing, since young women mature at an earlier age than do young men, it is possible for the woman's college to offer an educational program on a stronger intellectual level, one freed from some of the vocational pressures necessarily felt by men students, and one which stresses the unique and increasingly significant role of leadership played by women, not only in the home and community, but in business and the professions. Finally, in the name of diversity itself I think we can make a good case for our need for different kinds of educational institutions in the American system. Certainly such diversity has been in the past a major strength of American education, and certainly much of this strength has been derived from the experimental and individualistic character of our private liberal arts colleges, not least our outstanding colleges for women.

## The case for the liberal arts college

But I must conclude. There is a powerful case to be made for the kind of education which the American liberal arts college, at its best, can offer. The case must be made, as boldly and imaginatively as we can make it; and it must be accompanied by a renewed dedication to the task of seeing that the undergraduate experience in education is indeed one that makes the most of the liberal arts college's opportunities for individualized

teaching and learning, for broadly humane progress of study, for imaginative experimentation, for diversity in unity which is the hallmark of the community of learning. Unless I am mistaken, that is the kind of education which you, our best students are seeking. You are a searching generation of undergraduates, and not only because you are a troubled generation. You are impatient and intolerant of hypocrisy, the pretentious, the phony, even though you yourselves sometimes display these very qualities. But you are a student generation which is uncompromising in its admiration of integrity, honesty, and compassion for human needs. If this student generation sometimes seems to its elders to be short-sighted, intolerant, over-confident, and too often inclined to measure relevance only in immediate and personal terms, these are faults which often have their roots in unselfish motives and which often resolve.

## Challenges of a liberal education

To free this gifted and concerned student generation from the pressures of "the practical bias", the "grad school syndrome", and the general materialism of an acquisitive society, to help it to find a truly liberating and liberating education, which can also be a thoroughly practical one, is the unique and challenging task of our best liberal arts colleges. Only if our colleges succeed in this task will they deserve to survive and prosper. I am convinced that they *will* succeed so long as they continue to welcome thoughtful innovation and orderly change, so long as they stress the primacy of the teaching and learning function among all members, so long as they seek to maintain a learning community which cherishes social and civic responsibility as well as individual freedom. I am convinced that such colleges can continue to maintain such faculties with the facilities, schedules, and salaries which will encourage conscientious teaching and productive scholarship free of the pressure of "publish or perish." I am further convinced that such colleges attract capable, inquiring students who seek opportunities for individual development, for educational experimentation rooted in a strong academic tradition for participation in a community of learning which acknowledges a concern for more than mind alone, a commitment to the search for abiding values, a world of endless change.

This is the kind of future I would wish for your college—and mine. Hazardous it may be, but it can be rich and deeply rewarding. You at Agnes Scott move into it with confidence—and I wish you speed. . . . Thank you!

# Our Peaceful 'Revolution'- Towards Self-Fulfillment

By DUSTY KENYON '70

THE COLLEGE SESSION of 1968-1969, students across the country and throughout the world demanded reforms that would free them, both socially and academically, to allow for a more genuine intellectual experience and a more challenging approach to self-actualization. The form of this "student revolution" varied greatly from campus to campus, but a prevailing spirit—one of active interest in the total educational contribution of the collegiate community—lay at the heart of all "evolutionist" activities.

In her Retreat address to all of those involved in Student Government at Agnes Scott (an address which appeared in the Winter, 1969 issue of the *Alumnae Quarterly*), Student Government President Tina Brown referred to this "student malcontent" as a "usual, painful phenomenon." She spoke perceptively of the reasons for unrest at Agnes Scott and suggested several ways that our situation might be improved. Having concluded that "the personal discontent of individual

students plays a part in the general 'problem' at Agnes Scott," Tina admitted that no legislated reforms could cure this personal, internal frustration. "Student Government," she stated, "cannot make any mass moves to settle individual problems; it can, however, remove certain of the small frustrations which in some cases amplify the original problems to unbearable degrees."

Under her strong leadership, Agnes Scott students worked through the proper "channels" to effect important reforms, reforms which did "remove certain of the small frustrations." The major change was in our drinking policy. Because students are now no longer held in double jeopardy if they break the Georgia state law (although the college upholds the state law, it does not enforce this law off campus but leaves that duty to the public authorities), there is a much healthier and more mature attitude toward drinking off campus. Students are held responsible for their own actions, as they should be. Another change was to allow sophomores (juniors and seniors already had the privilege) to receive permission from their parents to visit in men's apartments. Sophomores also were given more responsibility in the change of the chaperonage regulations; this policy is now a guide-line for all upperclassmen. The controversial dress policy was made into a guide-line as well—this allows for so much more flexibility. Such reforms did alleviate a great deal of the unnecessary frustration and friction within the campus community without destroying our unique atmosphere of trust and respect, as well as concern, for other individuals.

Constructive reforms in the academic area also improved our situation. The five-day week that was proposed during the 1967-68 session by CAP, the student-faculty Committee on Academic Problems, was put into effect in September and proved to be a great success. Faculty, administrators, and students alike found that, with the longer weekend, some of the pressure was released. Attitudes were healthier; the quality of work improved. This same committee devised a plan for students' self-scheduling of exams.



of the author: Dusty Kenyon '70 is President of Student Government and has taken a leading role in campus affairs since her freshman year when she was a member of the Student Council, was a member of CA, and now is also a student representative on the Committee on Academic Problems.



# Our Peaceful 'Revolution'

(Continued)

This was tried on an experimental basis for two quarters and proved beneficial. The procedure has been made permanent by a faculty vote of approval this year.

These changes were all most constructive, but there is still a great deal of room for improvement. The social regulations are still very much a point of contention. Students feel that they are respected for their intellectual maturity but are not allowed the freedom to act maturely in their "social" situation. At Pre-Retreat this fall the student Board Presidents discussed this problem at great length. As we talked about the changes that seemed necessary, we realized that there are some things at Agnes Scott which cannot and should not be changed, some fundamental values and standards which must be kept in order to preserve the uniqueness of the college and to insure that all changes will be made with some purpose, some direction. If reforms are meant to improve the college, to make Agnes Scott an even finer institution than it is

now, then they must be made in accord with fundamental values.

As we talked about rule changes, we soon became aware that there is something behind each rule is so much more important than the rule itself. Often this "purpose" has been forgotten, and the rule is then not seen in its proper perspective. It seems to us *so futile* to begin to change little rules, to tinker away at the superstructure bit by bit. What we need now is a return to the basic ideals, those values which we have in a very real way made Agnes Scott what it is today.

At Retreat, with all the Board members present, we discussed objectively the "values" which make up our community so unique and which work to maintain our high standards of academic integrity. We turned to one of the opening pages of the *Student Handbook*, a page which most people skip in their haste to get to the "important" section concerning rules and regulations) where the Agnes Scott purpose is stated in terms of four principles. They are: 1) the emphasis on intellectual attainment with scholarship centered around "the search for truth through the tradition of honesty, fearlessness of purpose, efficiency of performance



voidance of shams and short-cuts;" 2) the college's Christian commitment, to enable the student "to develop mature religious faith and to achieve integrity of character;" 3) a concern for the physical well-being of all students, "since a sound body is essential for happiness and efficiency in an educational program;" and 4) an emphasis concerned with the development of one's social maturity, an opportunity for self-realization. Then comes this final statement: "Life at Agnes Scott should prepare the student to assume responsibility in the community in which she lives, both now and in the future, and to maintain an educated concern for the world of today."

### More academic changes needed

It is important that scholarship is put first; this is a Christian college, not an academic church (there is a big difference.) Ideally this is a place where the excitement and the challenge of learning can be experienced. The joy of intellectual endeavors should be felt here—and shared. Yet, this special academic spirit of enthusiasm is somewhat stifled. There is too much busy work, too little creativity, and not enough stimulation, especially in courses on the freshman and sophomore levels. Good students are leaving, and most of them are not just looking for a brighter social life. There are some important changes being considered, such as the plan to give sophomores more flexibility with group requirements and allowing them to take some upper level courses. This will be a big help, for to many students two years seems too long a time to wait for "the exciting part" of our curriculum. But other areas must be studied, among them our program of independent study. Why should this program be available only to seniors, and then only to *some* seniors? Other students who want to study some subject in depth feel frustrated—there needs to be more flexibility in the curriculum. Students taking four or five courses find that they can only manage to get the work done; they do not have time to enjoy their studies. This "pressure" problem seems to be an eternal one, but other systems (such as the straight quarter system and the semester system, with variations) are being studied with interest. There are other possible changes that might alleviate some of this dissatisfaction.

Because some students are never able to find a major in which they are genuinely interested, we need to investigate the possibility of allowing students to make up their own major programs, with proper supervision, of course. The integrity of the curriculum must be maintained; yet, this system might provide

for the flexibility that students desire. And within the courses themselves there is room for improvement. The interrelation of courses—within departments and within the curriculum as a whole—needs to be studied. Materials and textbooks must be updated, in order to assure that high school curricula are not duplicated here. Although students certainly cannot dictate what materials the professor should use, surely their constructive criticism and ideas ought to be heard and considered.

It seems, too, that students should be more involved in the procedure of hiring new faculty members and personnel. We can offer a different insight—one that ought to be considered as helpful. This has already been tried on a limited scale, and with great success. But we should be used more. This would be valuable, too, in that it would give majors a chance to contribute something to their department. It would also give students an opportunity to work with faculty members in out-of-class situations. Our fine faculty have contributed a great deal to this institution; the privilege of knowing them as friends is one thing the students cherish most at Agnes Scott.

### Christian commitment at Agnes Scott

Now, when such changes are made—when we are able to do more independent study, to aid in the selection of teaching materials, to help with the hiring of new faculty members, then there should be little trouble with class attendance, or with apathetic students. Then, perhaps, the library will have to remain open *later* in order to accommodate all of us; worthwhile lectures will be better attended, papers better written—and enjoyed! The *educational* purpose of this college must be at the heart of every new reform.

The second stated purpose of the college involves the Christian commitment of Agnes Scott. This commitment needs to be defined and understood in contemporary terms. In his charge to the graduating class last June, Dr. Alston stated that "this college stands for a philosophy of education with God at the center." In the past this "philosophy" has seemed directly to affect the academics in only two ways: 1) that each student be required to take a course in Biblical literature; and 2) that the faculty and administrative staff be able to accept the principles of the Christian faith. And with reference to the life of the campus community, this commitment has meant that "Christian" standards be maintained. But, are these the expressed ways in which a Christian college should distinguish itself from a

*(Continued on next page)*

# Our Peaceful 'Revolution'

(Continued)

non-Christian one? A great part of Agnes Scott's "uniqueness" can be pin-pointed to this Christian commitment. As students struggle to understand the Christian faith, they find that they cannot express their faith in the same terms as the older generation. They do not ask that the commitment of the college be changed, but rather that the *expressions* of this commitment be made more relevant to the Agnes Scott of today.

Religion has been linked with education for many centuries. The intellectual spirit has been promoted and protected by the Church, and the idea of the collegiate "community of scholars" was developed by clergymen. So, the Christian philosophy of education is not a new approach. But, is the Christian commitment promulgated by requiring one specific course? No. Rather, *every* course ought to be taught with some end recognized other than the communication of a certain amount of material. Shouldn't every professor, whether he be teaching the theory of functions of a complex variable, romantic poetry, kinetic theory and statistical mechanics, modern political thought, or the Hebrew prophets, be equally involved with the universal study of what Frankl called "man's search for meaning?" For too long Christianity has been offered as only an end to the search and not the search itself. This Christian commitment ought to add excitement and challenge to every course, rather than to make some few so unpopular. It ought to increase the relevancy of our entire curriculum, rather than to make for boring courses.

## Social rules studied

And in the social realm—the rules and regulations which direct our behavior within the campus community and to some extent, within the greater community—this Christian purpose needs more desperately to be redefined. Many of our so-called "Christian" standards are only the socially accepted values for young Southern women of several decades ago. Students want the opportunity to accept more responsibility for their own actions. As in the academics, the college's Christian commitment should be a boost, not a hindrance. Because we are a Christian community, there ought to be far more trust and faith in the individual. We should not be overly protected but allowed to take reasonable risks—for it is only in risking that one learns and grows.

Recently a new committee (called SCRAP, the Special Commission on Rules and Policies) has been organized to re-study our entire social code and recommend necessary changes. This group, consisting of nine students working with Dean Roberta K. Jones has already begun to consider the "non-negotiables"—those things which make Agnes Scott so unique, and to incorporate these things into a more general policy regulating social behavior. Those values which seem most important to preserve are the concern for the individual and for the college community. This group always in close touch with the rest of the student body and with the faculty and administration, is working from a positive, constructive point of view. They hope to achieve a balance between community and individual responsibility while allowing the freedom necessary for the maximization of personal fulfillment. Our greatest hope is that the work of this committee will bring the college's true values into focus.

## Reorganization of the honor system

At the same time, a student committee is working to reorganize our honor system, in an endeavor to make it more relevant to today's campus. Students feel that the standards which this system tries to uphold are now needlessly obscured by the "underbrush" of rules that are necessary for community life but do not support the values of the college. In this responsibility for enforcing such regulations will fall to some dorm council, and the Judicial Board will handle only those cases which relate to the "non-negotiables."

In all of this reform, *freedom* and *responsibility* are the concepts on which all our thoughts will hang. We are working for changes because we feel sincerely that they will improve Agnes Scott. By freeing students to respect themselves more, students will respect the institution even more than they do now. Change, then, is not an end in itself, but a means towards our becoming the "whole woman" whom we joke about, but who isn't really such a myth. In such a larger perspective, change becomes much more of an affirmative step: the process of change in itself can be a learning experience. It is in this spirit, then, that we hope to move this year. No more will we work for "what we can get," but for what we *must* get, in order to actualize all of our potentialities, in order to develop the human qualities for which this college stands, in order to preserve the academic integrity of this institution in order to make Agnes Scott even more unique than it is now. What we *say* we stand for must be what we *do* stand for. And we must demand that honesty.

By popular demand,  
we bring you

# Some Suggested Reading



COMMITTEE of students and faculty select a book each year which freshmen read before they enter and then discuss as part of their orientation to the Agnes Scott way of life. For 1969-70, the book is Potok's *The Chosen*. The committee also gave freshmen this list:

Howells: *A Separate Peace* (a former Orientation book)  
Frankl: *Man's Search For Meaning* (Orientation book for 1965-66)  
McCullers: *Ballad of the Sad Cafe* (considered by this year's committee)

Tolkien: *Lord of the Rings* (3 volume boxed set—a fantasy)  
Lee: *Morning Watch* (a new novel)  
Reynolds: *To Brooklyn with Love* (considered by this year's committee)

Williams: *The Glass Menagerie* (a favorite past play presented by the college drama group)  
Criedan: *The Feminine Mystique* (used by some psychology classes)  
Art: *No Exit & Three Other Plays* (*No Exit* is read in French classes)  
Faulkner: *This Is Atlanta*

(a guide to the growing city you'll be exploring for four years!)  
Eiseley: *The Immense Journey* (Mr. Eiseley will lecture at the college this year)

For several years The Alumnae Association, in conjunction with the Faculty Committee on Alumnae Affairs, has offered The Continuing Education Program to alumnae, their husbands and friends in the Greater Atlanta area. Here are topics and reading lists selected from these short courses:

**ADOLESCENTS, CENTER STAGE!**  
R. LEE COPPLE, Associate Professor of Psychology. A discussion group, looking at the American institution of adolescence through the eyes of contemporary playwrights. Paperback editions of four plays will be used:

Anderson, Robert, *Tea and Sympathy* (from *Famous American Plays of the 1950s*, Dell 2491LE); Herlihy, James, and Noble, William, *Blue Denim* (Bantam A1957); Inge, William, *Dark at the Top of the Stairs* (Bantam A2164); McCullers, Carson, *The Member of the Wedding* (Bantam H2840).

**THE AMERICAN NEGRO: FROM SLAVERY TO W A R D CITIZENSHIP.** DR. JOHN A. TUMBLIN, JR., Professor of Sociology and Anthropology. As seen by white Protestant Americans, we inhabit America and others live in groups. This course will attempt to place American Negroes in the context of changing patterns of intergroup relations. Suggested reading: Baldwin, James *The Fire Next Time* (paperback); Coles, Robert, M. D. "The Desegregation of Southern Schools" (pamphlet); Logan, Raymond *The Negro in the United States* (paperback) Smith, Lillian *Killers of the Dream* (paperback).

**THREE CONTEMPORARY AMERICAN NOVELISTS.** Dr. Margaret W. Pepperdene, Professor of English and Chairman of the Department. A study of the writings of Flannery O'Connor, Katherine Ann Porter and John Updike. Suggested reading: O'Connor, *Wise Blood* (Signet title, *Three*, Meridian,

\$2.65); Porter, *Pale Horse, Pale Rider* (*The Old Order*, Harvest, \$1.35); Updike, *Couples* (Crest, \$1.25), and *Rabbit, Run* (Crest, \$.75).

**CURRENT DEVELOPMENTAL THEORIES IN PSYCHOLOGY.** Dr. Miriam Drucker, Professor of Psychology. Suggested Reading: Erikson, E. H., *Childhood and Society*, 2nd Ed. New York, Norton and Co. 1963 (paperback, \$1.25); Neill, A. S. *Summerhill: A Radical Approach to Child Rearing*, New York, Hart, 1960 (paperback, \$1.95); Skinner, B. F. *Walden Two*, New York, MacMillan, 1960 (paperback, \$1.65).

**THE HISTORY OF CHRISTIAN ART.** Dr. Marie Pepe, Professor of Art. A survey of Christian architecture, painting, and sculpture from the Early Christian Period to the present. This course covers the Early Christian, Byzantine, Romanesque, Gothic, Renaissance, Baroque, and Modern styles. Suggested Text: Cleaver, Dale, *Art, an Introduction* (Harcourt Brace, 1966) \$3.95 (This paperback survey book contains bibliographies for each period discussed.)

**MODERN AFRICA.** Dr. Penelope Campbell, Assistant Professor of History and Political Science. A study of the political, economic and social problems confronting Africa south of the Sahara. Text: Victor C. Ferkiss, *Africa's Search for Identity* (Meridian Books M225, \$2.65). Possible early reading: Alan Moorehead, *The White Nile*; Alan Moorehead, *The Blue Nile*; Basil Davidson, *The Lost Cities of Africa*; Hortense Powdermaker, *Copper Town*; *Changing Africa*; Colin Turnbull, *The Lonely African*; Elizabeth Marshall Thomas, *The Harmless People*; Basil Davidson, *The African Slave Trade* (paperback), same book in hardcover is *Black Mother*.





er snow heightens the delicacy of Japanese landscapes.

# Jarring Juxtaposition in Japan

By SANDY PRESCOTT LANEY '65

Japan is truly a land of contrasts, and it is this that has made our experiences so very memorable. Leroy, as most people when they first come, was a little taken back by the smallness of everything. Even Tokyo has few really tall buildings which one expects in a city its size. I understand that this is often deliberate planning in order to minimize damage from a major earthquake. It is also, however, due, I would think, to the simplicity of Japanese life: the art of creating in order to impress rather than express is not a natural characteristic of the culture.

The image which a foreigner has of quaint little rock gardens and ponds amid the traditional Japanese style architectural design is totally shattered during his first few days in the country. The beauty of Old Japan exists, but it is usually well hidden in a private yard behind the stone walls surrounding most homes. Sometimes, a solitary flower or a small garden is just there," next to an unattractive lumberyard or squeezed between drab apartment buildings or factories. Of course, away from the Tokyo area, the rich verdancy of the country is overwhelming. This Japan is undoubtedly one of the most beautiful spots in the world.

Somehow, few people are prepared for the fact that the Kanto Plains—the area in central Honshu around Tokyo—is not the Japan about which the our books are written. In the Plains over 40% of the population is living in much the same predicament as that of people in the New Jersey-New York industrial complex. How correctly could one judge the entire United States after a similar exposure?

We had a very easy introduction to our new life, found a house quickly, and soon after moving in, went on a "Climb-Mt.-Fuji" week-end. It is said

*(Continued on next page)*





An ancient pagoda thrusts its spire into the heavens.

## Japan *(Continued)*

that a wise man climbs this magnificent mountain once, and a fool will twice. To describe a twelve-hour experience briefly: I am no fool. I made it to the top in time for a tremendous majestic sunrise above the clouds which is surely the only satisfying justification for the sheer torture of the climb. The pain of the walking is accentuated every now and then by the sight of a four-year old child or a bent-over little old lady going at a better pace than you.

Two days after this experience, we were awakened in the middle of the night by an overwhelming noise—an exploding stove, which had been incorrectly connected by *someone*. Our neighbors, including our landlord who could have prosecuted us, were very kind although quite concerned, because fires in Japan can be catastrophic due to the crowded living conditions and the flammable building materials. We were extremely fortunate to have been unharmed and to have had no furniture in the house.

The house had to be very sturdy to have survived the explosion as well as it did, and, in fact, in this house we learned to accept earthquakes as, usually, just as mild a natural phenomenon as thunder and lightning. As we had five in one day, however, we checked every book on the subject out of the library and proceeded to read with the theory that one is afraid only of what one does not understand. We don't seem to be having very many this year, but perhaps my theory was super successful or I have just become used to them.

Since April, 1969, we have lived in a brand new house which we happened to discover during a Saturday afternoon drive. Larger, more

Shrines and carefully tended gardens exist in the midst of major cities. (below, top)

Family-centered artisans still operate in many towns. Here a boy puts a finishing glaze on a Haniwa horse.



Western dress is "in" for modern Japan.





A spectacular view from a mountain top explains Japan's call to the tourist as well as to its own people.

Japanese and with a better view than my first house, it is almost the answer to a dream, (and one we couldn't find in the States!) We have a lovely view of Tokyo Bay and a full view of Mount Fuji from atop our own little mountain. Our landlord and our neighbors are friendly and helpful, so much so that we honestly regret the day we have to leave.

My job as Community Editor of a Japanese magazine brings me into frequent and regular contact with many Japanese people. As a reporter and photographer, I travel to various places of interest in and around Tokyo, using Japanese when I can, but more often than not meeting persons who are quite eager to use their English. Communication is often difficult, because although most Japanese know some English, fluency is seldom attained. This barrier is eased with my increasing my even worse command of their language. Unlike some Europeans, Japanese are quite pleased when a "gaijin" (foreigner) tries to learn their most difficult language. My experiences have been quite pleasant, and I find it very easy to agree with several authors of books on Japan that such Japanese good-naturedness is quite possibly a national trait.

We have another two years in Japan, we leave when scheduled in June, 1971. We can only hope that we are allowed to stay that long. My working in Japan not only enabled us to enjoy Japan here, but has also made me hope to make a trip to Hong Kong and other places of the Far East—even a trip and the other way on our way back to the States. Some people may say we are dreaming, but when one dream comes true, there lies the beginning of another one. ▲



With traditional elaborate hair-do and costume a young girl parades on a down-town street.



Japan's rugged coastline is extremely diverse.







# Class News

Edited by  
Shelia  
Wilkins  
Dykes '69

*News deadlines for the four issues of The Quarterly are: Fall, September 10; Winter, December 10; Spring, February 10; Summer, May 10.*

## Institute

**Representative:** Emily Winn, 211 Avery St., Decatur, Ga. 30030.

**Pearl Estes Cousins** has moved from Wesley Woods Towers to 704 Bieze St., Griffin, Ga. 30223. She is living with her daughter, **Marguerite Cousins Holley '21**. The Alumnae Office recently received a letter from **Lula Kingsbery Wilson**. We were very happy to hear that she is recuperating from a serious stroke and enjoying the **Quarterly** while recovering. It is certainly of interest to note that the Atlanta Board of Education named one of their new buildings the Lula Kingsbery School. She is proud to report that she has celebrated her 90th birthday! We all wish her a quick recovery, and good health so that she can reach the 100 mark. Her present address is 207 15th St., N.E., Atlanta, Ga. 30309, c/o Mrs. M. L. Cowan. **Annie Shannon Wiley Preston** and her husband, John, of Decatur were recently named as DeKalb County's longest-married couple. The Prestons have been married sixty-six years. Local merchants honored the couple with a "second honeymoon" at the Marriott Motor Hotel in Atlanta.

## Academy

**Representative:** Mildred Beatty Miller (Mrs. G. S.), 741 18th Ave. N., St. Petersburg, Fla. 33704. **Margaret Wright Alston** has returned from a motor trip to North Carolina and Virginia with her daughter, **Frances Alston Lewis '41** of Tulsa.

## 1909

**Secretary:** Margaret McCallie, 118 Hermitage Rd. N., Lookout Mtn., Tenn. 37350. **Roberta Zachry Ingle** writes of her large, growing family: "Our family means much to me, in spite of the generation gap." In August, Roberta's sixth greatgrandchild, Rob Jolly, was born in Germany, where his father is in Service. Her sister, **Grace Zachry McCreery '27**, now lives in Belleaire, Fla.

## 1910

**Secretary:** Jennie Anderson, 118 Superior Ave., Decatur, Ga. 30030. **Beulah M. Adamson** writes from her home in Washington, D. C.: "I always welcome the **Quarterly** . . . My great-niece, Eunice Pennington Gilbert ("Penny") of Quincy, Fla., will enter Agnes Scott this fall."

## 1911

**Secretary:** Adelaide Cunningham, 3750 Peachtree Rd., NW, Apt. 924 Atlanta, Ga. 30319. **Adelaide Cunningham** is one

of a group of alumnae living at Canterbury Court in Atlanta, who will entertain the Atlanta Agnes Scott Alumnae Club at their meeting January 27. Other hostesses include **Roslyn Moncrief Jordan '29**, **Ruth Blue Barnes '14**, **Vera Reins Kamper, Inst.**, and **Margaret Wright Alston, Acad.** **Ruth Reilley Wilkes** is still active in several patriotic organizations, the DAR, Daughters of American Colonists, and the Mayflower Society. Ruth reports that she now has eight grandchildren, one of whom, a sophomore at Mary Baldwin College, is named for her grandmother. **Mary Wallace Kirk** has written a new book entitled **Cabins and Characters**. The book includes a collection of etchings and prose sketches and is a commentary on a way of life that is fast crumbling. **Theodosia Williamson Anderson's** granddaughter, Georgia Hightower, entered the University of Georgia in Sept. Georgia's mother is **Emily Anderson Hightower '43**. The **Quarterly** apologizes for referring to **Louise Wells Parsons** as Louise Wells Hunter. Mrs. **Parsons**, please accept our apologies!

## 1914

**Secretary:** Theodosia Cobbs Hogan (Mrs. Albert G.) 706 Ingleside Dr., Columbia, Mo. 65201. **Fund Chairman:** Annie Tait Jenkins, 295 E. Georgetown St., Crystal Springs, Miss. 39059. **Ruth Blue Barnes** had a short stay in the infirmary of Canterbury House but is thought to be improving. **Mary Brown Florence** is improving after an illness. **Mildred Holmes Dickert** had a visit from her son and family from Hartford, Conn. this summer. **Martha Rogers Noble** attended the wedding of Judy Neff, her fourth grandchild, this summer. Martha explains that she had forgotten the time and effort incurred in a wedding.

## 1918

**President:** Ruth Anderson O'Neal (Mrs. Alan S.), 1931 Virginia Rd., Winston-Salem, N. C. 27104. **Ruth Anderson O'Neal** and her husband, Alan, enjoyed six weeks in Europe this fall. They spent their time sightseeing in six countries. This class news editor had the pleasure of meeting Mrs. O'Neal in December when she visited the campus for a Tower Circle meeting. I'm sure that such a pleasant lady was an excellent ambassador for us while she toured in Europe.

## 1919

**Mary Brock Mallard Reynolds** and **Troxel** had driven to Nashville, Tenn. this past summer, and while there, Troxel died of a heart attack. As of October Mary's



Allie Candler Guy '13 and Ruth Slack Smith '12 search for their own napkin rings among those left by generations of students. Displayed on Alumnae Week-end, the rings were a nostalgic reminder of a former custom.

new address is Calvin Court, 479 East Paces Ferry Rd., Atlanta, Ga. 30305.

## 1920

**President:** Lois MacIntyre Beall (Mrs. Frank R.), 188 Peachtree Way, Atlanta, Ga. 30305. **Secretary:** Margery Moore Macaulay (Mrs. William A.), 211 Sycamore Dr., Decatur, Ga. 30030.

**Memo from Class president:** April will soon be here, so start planning to come back to Agnes Scott for our 50th reunion. See if you can get a group of your closest friends to join you. Bring pictures and other items from your memory book. I am sure we can find lots to laugh about. We would appreciate your ideas as to what you would like to do and see. Things have really changed since the class of 1920 was here! Come see for yourself.

**Margaret Bland Sewell** is making an extended visit to her son, Frank Jr., and family in Boston, Mass. His wife was in-

jured in an automobile wreck, and Margaret will be needed until the end of the year. **Elizabeth Marsh Hill** spent most of the summer at their home on Lake Lanier where her husband, Hines, kept busy boating and gardening. **Margaret McConnell**, who has been teaching for forty years, plans to retire this year. She will return to Asheville, N. C. from Stevens Elementary School in Houston where she was principal. After a few months in Asheville Margaret will then go back to her home in Houston, and we're sure she will find something interesting to do. **Margery Moore Macaulay** has frequent trips in her work as Synodical Stewardship Secretary in the A.R. Presbyterian Church. After the Woman's Conference at Bonclarken, N. C., she visited in Asheville and had a phone visit with **Elizabeth Moss Harris**. Both have boys in military service so they had that to discuss besides plans for our 50th reunion. **Louise Slack Hooker** reports that her husband is better and they enjoyed

a visit from their daughter, **Peggy Hooker Hartwein '53** and family from New Orleans during the summer.

## 1921

**President:** Thelma Brown Aiken (Mrs. J. Seals), 224 Nacoochee Dr., N.W., Atlanta, GA 30305. **Secretary and Fund Chairman:** Sarah Hamilton Fulton, 205 S. Columbia Dr., Decatur, GA 30030. Your officers salute the class for the per cent of contributors to the 1968-'69 Fund: 52% compared with 32% of alumnae as a whole! Higher heights in '69-'70? Our sympathy goes to **Mariwill Hanes Hulse**, whose mother died in early summer. Mrs. Hanes had made her home with Mariwill for many years. The class sympathizes with **Eleanor Carpenter** in Lexington, Va. where hurricane Camille recently caused water damage and pillaging. **Peg Bell Hanna** returned from visiting her family in Albany, N. Y., in time to welcome her son, Edwin, and his family from Lebanon. They were here for July and August after four years' absence.

**Thelma Brown Aiken** is busy serving as Regent of the Atlanta chapter of the DAR. Thelma reports that they won the State Honor Roll and twelve other awards at the State DAR Conference held in Augusta, Ga. last March. **Lois Compton Jennings** enjoyed a trip this summer to Eisenhower Center in Abilene, KS but suffered through 108 degree weather followed by heavy rains. She and Forrest then drove to see "The Trail of Tears," an Indian pageant which, Lois reports, was well presented. **Cora Connett Ozenberger** is enjoying her four grandchildren. **Betty Floding Morgan** made late summer visits in Michigan and Wisconsin.

**Eleanor Gordon Elliott** wrote at the time of her generous contribution: "I am enclosing a check which I want to cover all of my good intentions. I am afraid that I have had the wrong impression over the years—that Agnes Scott had plenty of money with rich alumnae."

**Martha Grier Gustafson** works hard every year on the Living Endowment for Erskine, from which she graduated. Her understanding of percentage of contributors is one the Fund Chairman wishes were 100%. Martha writes that she enjoys her only child, Mildred, and her son, Mark, who live near her in South Carolina. **Elizabeth Grimm Sisk** writes: "I have been proud to say I went to Agnes Scott." Elizabeth has one grandchild in Vanderbilt, another in Boston University and two others in private schools who will be entering college in '71. **Dorothy Havis McCullough** wrote last spring with her contribution: "Last week I retired from my professional social work career. The last fourteen years have been spent as a medical social worker in a large city hospital." Dorothy was looking for-

ward to spending the summer on the shore of Long Island. **Anna Marie Landress Cate** enjoyed a visit in June from Tommy, who brought his wife and all five children (last ones twin girls born in March) from Durham to his tenth medical school anniversary. We are glad to know that Anna Marie's husband, Will, is home after being in hospitals from November to April. **Sarah McCurdy Evans** makes us all happy by reporting that Rufus recovered completely from his spring heart attack. She and Rufus and Sarah's two sisters were able to make a flying European trip. They spent two weeks in Italy and one in Spain and Portugal.

**Charlotte Newton**, whose picture was in the Spring Quarterly with Edna Byers, is enjoying her retirement traveling. She came to Atlanta with her sister, Jan '17, to visit Martha Dennison '17 and see the Arts Center. Another trip to Florida was taken after Charlotte saw the Thomasville Rose Show. And after a short trip to Mountain City, Ga. to relax, Charlotte visited out West. The Newtons had a brief visit from cousin Theresa this summer, and Alethia Pinkston was due to visit in September. **Lucile Smith Bishop** writes: "I wish I had some earth-shattering news to give the Quarterly, but I don't even have a grandchild to brag about. My one son keeps me guessing—is he or isn't he going to get married?" Lucile reports that Orlando is experiencing tremendous growth. She also was hoping to "get a breath of cool air in Canada in August." **Mary Strong Longley** in Knoxville writes that she has arthritis in her right shoulder, arm, and hand. We hope each day finds her feeling better. Fund Agent **Ellen Wilson Chambliss**: "I am in the throes of selling my home and emptying an eight room house that I and numerous other people have lived in for or during thirty-five years!" New address, please, Ellen, when convenient.

## 1923

**President:** Quenelle Harrold Sheffield (Mrs. Frank), 926 Eve St., Delray Beach, FL 33444. **Secretary:** Anna Meade Minnergerode (Mrs. H. A.), "Thornhill", Talladega, AL 35160. **Fund Chairman:** Beth McClure McGeachy (Mrs. D. P.), 1040 Chinaberry Rd., Clearwater, FL 22516. **Maybeth Carnes Robertson** has moved to 2636 Peachtree St., in Atlanta, just across the street from **Quenelle Harrold Sheffield**. They enjoy visiting together. **Maud Foster Jackson** has moved to 3001 Veazey Terrace, NW, Washington, D. C. 20008. For the time being, she has given up her stock market interest, very successful incidentally, for painting. She has had some commissions for her oil landscapes. This year Maud and a friend made a trip out



Roberta Winter '22, Professor of Speech and Drama sparks the Department in its excellent productions which appeal to students and members of the Atlanta community.

west. **Philippa Gilchrist** was able to return to Agnes Scott for Alumnae Day last April. **Quenelle Harrold Sheffield** enjoys traveling. She, as usual, wintered at Delray, Fla. Her summer has been peppered with trips to North Carolina, the last of which was to the music camp at Brevard. Now it's a six-week trip for her and Frank to Spain and Portugal. She has seen and heard from many Agnes Scotters recently, including **Evelyn King Wilkins '24**, **Lois McIntyre Beall**, **Annabel Burkhead Greer** and **Loulie Hendrick Shehee**. **Edith Huff** writes that she retired recently from 43 years as teacher and principal in College St. Elementary School in Hapeville, Ga. She is now traveling and doing volunteer work at Wesley Woods Health Center and "enjoying the novelty of unscheduled hours." **Lucile Little Morgan** is becoming quite a traveler. She had a fine trip to Connecticut in the late spring to attend the graduation of her nephew at Wesleyan Univ. and spent the next week in Vermont. En route home she and Georgia May attended a performance in New York City of the Stuttgart Ballet in "The Taming of the Shrew", which took place at the new Metropolitan Opera House in Lincoln Center. Lucile spent most of September on the West Coast. There she met her brother and his wife, and they spent some time visiting other relatives. **Anna Meade Minnergerode** is teaching French again this year. Next year she and her fellow teachers will deal with total integration of the high school. Anna and Gordon missed Europe this year but will

try for 1970. They did visit Banner Elk, N. C., Washington, Gordon's home town, and Vermont. The highlight of the trip was a really good visit with Polly Stone Buck '24 and her daughter, Allison. **Alex Morrison Carpenter** and her husband, the Episcopal Bishop of the Diocese of Alabama, were honored upon his retirement just before Christmas last year with a wonderful dinner in Birmingham. Soon after that Alex lost her beloved husband. **Virginia Ordway** is the head of the English department in an Anniston, Ala. high school. She made a trip to New England not long ago. She sees Anna Meade Minnergerode frequently. **Catherine Waterfield Haskins** and Joe are retired and living at Gainesville, Fla. (P. O. Box 1316, 32601.) Catherine has written an account of her activities since her stay at Agnes Scott. She attended school in Tennessee, then spent her junior year at Colorado College. This was followed by some time in a private school in a mining camp, where she met Joe. They were married in Oklahoma City, lived in Mexico for a while, and then lived in Canada for thirty years. **Pearl Woodward Jackson** writes that she and John were visited by son John and family from Freemont, Cal. recently. Her granddaughter, Suzanne, is a sophomore at Freemont Junior College. She is a volunteer worker with the American Cancer Society.

## 1924

**President:** Daisy Frances Smith, 1349 McLendon Ave., N.E., Atlanta, GA 30307. **Secretary:** Emmie Ficklen Harper (Mrs. Marvin), 394 Princeton Way NE, Atlanta, GA 30307. **Fund Chairman:** Evelyn Byrd Hoge (Mrs. Samuel), Box 433, Pearisburg, VA 24134. **Mabel Akers** has retired from teaching. **Rebecca Bivings Rogers** is planning to move to Melbourne, Fla. to be near her son and grandson. **Gwynne Cannon Perry** has retired from teaching and is living in Jonesboro, Ga. **Martha Eakes Matthew's** daughter, Nancy, and her family have moved to Decatur, where Nancy's husband is working in the Citizens' and Southern Bank. **Emmie Ficklen Harper**, taking over the job of class secretary, thanks Katie Frank Gilchrist for handling the job so well for the last year. **Sarah Flowers Beasley** had another wonderful European trip this summer, going this time to Italy, Yugoslavia and Greece. **Frances Gilliland Stukes** is a volunteer Area Coordinator for the International Red Cross. In this position she is in touch with many phases of the work of the Red Cross and is able to relate the South to the headquarters in Geneva and to many other places around the world. **Mary McCurdy** is teaching in the Stone Mountain, Ga. High School. **Margaret McDow MacDougall** had a wonderful trip to Spain and Portugal this summer,



accompanied by her 21-year-old nephew. As seen through the eyes of two generations, the sights were unusually interesting. **Cora Morton Durrett** had a heart attack last spring. She has had to curtail her activities but not her interest in her grandchildren. **Carrie "Dick" Scandrett** writes from England that she is thoroughly reading the "Quarterly." She is enjoying such pleasant things as walks on the beach and looking at the beautiful heather on Greeba Mountain which she can see from her bedroom window. At last word, Dick was planning a trip in October to York, Coventry and London. She also hopes to get to Edinburgh in the spring.

## 1925

**President:** Martha Lin Manly (Mrs. T. E.) 608 Greenwood Dr., Dalton, GA 30720  
**Secretary:** Georgia May Little Owens (Mrs. Neal), 6 Audubon Place, New Orleans, LA 70118. **Fund Chairman:** Mary Ben Wright Erwin (Mrs. George), 28 Dartmouth Ave., Avondale Estates, GA 30002. **Louise Buchanan Proctor** regretted missing **Ella Smith Hayes** by one day when she was at the Monteagle Sunday School Assembly. Lou is leaving soon on another trip to Ireland. **Mary Palmer Caldwell McFarland** and her husband celebrated their 42nd anniversary with a minicruise in the Caribbean. They both enjoy life

"on the high seas" and meeting interesting people from all over the country. Their younger son Robert, and his family will go to France this year, where he will be administrative assistant for the University of Illinois Overseas Program. Their older son and family live near Mary Palmer. **Elizabeth Cheatham Palmer** sent a clipping from the Washington Post which related interesting anecdotes told by **Pocahontas Wight Edmunds** to classmates of her granddaughter in Alexandria, Va. **Ruth Drane Williams** and Henry have both retired and returned to Georgia to live. Their new address is: Williamsburg Apts., 1087 N. Jamestown Rd., Apt. B, Decatur, Ga. 30033. **Alice Greenlee Grollman's** husband is still practicing dentistry in Beverly Hills, Cal. Their son, J. H. Jr., is assistant professor of Vascular Cardiac Radiology at the Univ. of California in Los Angeles. Son Tom has just returned from Ceylon after three years as staff physician for the Peace Corps, where he was active in a program to combat elephantiasis. At present he has a residency in Orthopedic surgery in Honolulu. **Ruth Guffin Griffin** reports: "No wonder they call me that gad-about Mrs. Griffin." Trips of the past year include a week in Palm Beach, ten days in New Orleans, a week in Washington, a trip to the Kentucky Derby and two short visits to the North Carolina mountains. She and her sister, **Blanche Guffin Alsobrook '28**, were planning a trip to California when she wrote. **Louise Hannah Melson** reports that her grandchildren spent most of the summer with her.

## DEATHS

### Faculty

**Theodore M. Greene**, former visiting professor of philosophy, Aug. 13, 1969. Dr. Greene and his wife died in a fire that destroyed their home in Christmas Cove, Maine.

### Institute

**Mary Matilda Fleming O'Donald (Mrs. Edward)**, Aug. 26, 1969.  
**Carroll Weisiger**, husband of Maury Lee Cowles Weisiger, August, 1969.

### 1910

**Mildred Thomson**, July 26, 1969.

### 1913

**Mary Enzor Bynum (Mrs. Levert D.)**, Oct. 6, 1969.

### 1914

**Mrs. Pearl Jenkins**, mother of Annie Tait Jenkins, Aug. 11, 1969.

### 1917

**Samuel B. McLaughlin**, husband of Anne Kyle McLaughlin, September, 1969.

### 1919

**Troxel C. Reynolds**, husband of Mary Brock Mallard Reynolds, July 11, 1969.

### 1921

**Amy Twitty Dey (Mrs. W. T.)**, August 10, 1969.

### 1923

**Ruth Almond Ward**, Sept. 25, 1968, in an automobile accident.

### 1924

**Estelle Chandler Bennett (Mrs. C. S.)**, Sept. 14, 1969.

### 1926

**Dr. M. D. Huff**, father of Hazel Huff Monaghan, summer, 1969.

### 1927

**Mrs. J. T. Bledsoe**, mother of Maurine Bledsoe Bramlett, July, 1969.

### 1929

**G. G. Dickson**, husband of Jean Lamont Dickson, July 5, 1969.

### 1932

**George Jordan**, husband of Margaret Ridgely Jordan, Nov. 29, 1969.

### 1934

**Mrs. Augusta A. Sloan**, mother of Mary Sloan, Sept. 7, 1969.

### 1936

**Ann Packer Coffee (Mrs. Donald M.)**, March 27, 1967.

### 1944

**W. J. Powell**, father of Margaret "Bobbie" Powell Flowers, Celetta "Lilla" Powell Jones '46, and Georgia "Billie" Powell Lemon '49, summer, 1969.

### 1946

**LaNelle Wright Humphries (Mrs. A. A.)**, May 11, 1969.

### 1947

**Dr. Stacy H. Story, Jr.**, husband of Sweetie (Eleanor) Calley Story, Aug. 19, 1969.

### 1949

**C. S. Hays**, father of Mary Elizabeth "Butch" Hays Babcock, summer, 1969.  
**M. M. O'Sullivan**, father of Ann O'Sullivan Mallard, summer, 1969.

### 1950

**Donn M. Baker**, husband of Jean Niven Baker, Jan. 2, 1969.

### 1955

**Mrs. E. J. McMillan**, mother of Peggy McMillan White, June 7, 1969.

### 1959

**Charles Edward Barber**, husband of Charlotte Caston Barber, July 14, 1969.  
**Wayman J. Thompson, Jr.**, husband of Ann Rivers Payne Thompson, Oct. 31, 1969.

### 1926

**President:** Florence Perkins Ferry (Mrs. Louis L.), 42 Rumson Way, N.E., Atlanta, GA 30305. **Fund Chairman:** Allene Ramage Fitzgerald (Mrs. R. W.), 1805 Holly St., Montgomery, AL 36106. **Betty Chapman Pirkle**, **Willie Mae Coleman Duncan**, **Hazel Huff Monaghan**, and **Rosalie Wooten Deck** joined **Mary Knox Hapoldt** at Highlands Country Club for a delightful week early in the summer. **Louise Bennett** returned home to her apartment in Decatur late in August. She went to Nebraska in March for a visit and her friends had one accident after another, causing her to draw her visit out to almost the end of the summer. Louise was hostess "in absentia" for a houseparty at her apartment during Alumnae Weekend. The guests included **Ellen Fain Bowen**, **Catherine Mock Hodgkin** and **Florence Perkins Ferry**. **Ellen Fain Bowen** and **Al** went to Ireland, Scotland and the Scandinavian countries in August. Their cards from Ireland indicated an enjoyable trip. **Catherine Mock Hodgkin** and "Doc" went to Jerusalem, the Holy Land and Yugoslavia last May. Catherine thinks the



Jewish people have done wonders in Palestine, and "Doc" was quite impressed with the scenery in Yugoslavia. **Grace Augusta Ogden Moore** enjoyed a visit from her daughter, Ann, and two grandchildren during the summer. Grace planned to visit her older daughter "Daysta" in Sept. Daysta's husband is a naval officer and has been transferred to New London, Conn. **Florence Perkins Ferry** and Lou had two very short trips during the summer. In June they took their grandson, Richard, to Florida for a few days. In August, Florence and Lou went to Highlands Country Club. They enjoyed the rest, quiet and good food provided by Mary Knox Happoldt's husband. **Nellie B. Richardson** was recently named as secretary-treasurer of the Marietta, Ga. Alumnae Club.

## 1927

**President:** Elizabeth Norfleet Miller (Mrs. M. E.), 110 Sherwood Forest Rd., Winston-Salem, NC 27104. **Secretary:** Evelyn F. Satterwhite, 367 S. Candler St., Decatur, GA. 30030. **Frances Freeborn Pauley** has been named to receive a citation in the Lane Bryant Volunteer Awards competition for 1969, and has been honored with a citation in recognition of outstanding community services performed in 1968. The awards are given annually to encourage volunteer work that is beneficial to the Atlanta community. Frances is well known in Georgia as she served as the first president of the Georgia State Human Relations Committee and as president of the Georgia League of Women Voters. Frances is

presently serving as State Coordinator for Mississippi in the Office for Civil Rights. She is on the national board of the League of Women Voters. **Caroline McKinney Clarke** enjoyed a vacation with her daughter, **Louise Hill Reaves '54**. They were also accompanied by Louise's husband, Jim and little Jim and Carol. Caroline flew to Boston where she met her family who had driven there. They spent some time in Boston and visited some of the national parks, the Green Mountains, and Sturbridge Village. **Lib Norfleet Miller** has been living with her mother since the death of Lib's husband. Their homes are adjacent to each other. **Evelyn Satterwhite** enjoyed a trip through the eastern United States, New England and Canada in October. She was accompanied by her sister and **Mary Mackey Hough Clark '28**

### Alumnae Daughters, Fall, 1969

Frances Amsler.....	Frances Robeson Amsler '49	Jane Simons.....	Martha Jane Mack Simons '45
Shelley Stall.....	Ruth Anderson Stall '45	Martha Ward.....	Geraldine Young Ward '38
Margaret MacLennan.....	Lucille Gaines MacLennan '41	Julia Codington.....	Mary Lancaster Codington '43
Debbie Dalhouse.....	Mary Elizabeth Gesner Dalhouse '48	Susan Johnson.....	Joan Brinton Johnson '40
Lee Walker.....	Margaret Erwin Walker '42	Anne Courtenay Davidson..	Mary Courtenay Davidson '46
Gena Williams.....	Mary Helen House Williams '48	Jean Lee.....	Valeria Brown Lee '47
Edith Bailey.....	Ann Anderson Bailey '45	Pat Powell.....	Mary Martin Powell '46
Linda Comento.....	Marian Philips Comento '41	Maurine Hunter.....	Ruth Casey Hunter '27
Martha Bell.....	Janie C. Lapsley Bell '34	Ann Cowley.....	Ruby Lehmann Cowley '49
Susan Tucker Jones.....	Mary Jo Ammons Jones '49	Janet Bolen.....	Marjorie Naab Bolen '46
Clare Smith.....	Clare Purcell Smith '42	Molly Myers (Sophomore, transfer)	Betty Moore Myers '43
Betsy Anderson.....	Nancy Parks Anderson '49	Tinsley Swann.....	Laurice Knight Looper Swann '44
Louise Minor.....	Louise Hoyt Minor '47		

### Granddaughters of Alumnae, Fall, 1969

Wendy Johnson.....	Laura Lewis Lawhorn '26	Susan Ann Jones.....	Susie Gunn Allen '12
Clare Smith.....	Ray Harvison Smith '16	Laurie McMurray.....	Murt Hancock Hope '11
Laurie Turner.....	Henrietta Lambdin Turner '15	Kathy McArthur.....	Maude Chason Wright '13
Jane Ketchin.....	Eloise Hardeman Ketchin '16		

### Great, Great, Great Granddaughter

Alice Elizabeth Harvey.... Agnes Irvin Scott  
(mother of the College founder)

of Charlotte, N. C. and **Sarah Glenn Boyd '28** of Lincolnton, N. C. **Sarah Shields Pfeiffer** and her husband had a delightful trip to Hawaii and then California in May and June. Sarah does free lance business magazine articles, picking them up wherever she and "Chick" travel. They both are active in the English Speaking Union as membership chairmen. **Lora Lee Turner** recently exhibited some of the gems of the Lee collection at the Southeastern Gem and Mineral Show in Atlanta. Lora inherited this collection from her relative, John Lee, of Bridgeport, Ala. (1877-1963). In the lapidary world he was known for his collection of rocks and gems. The gems are not only outstanding for their quality but also because they were hand faceted by expert craftsmen in several foreign countries. Lora has been invited to display the gems again next year.

## 1928

**President:** Louise Girardeau Cook (Mrs. T. J.), 12 Lakeshore Dr., Avondale Estates, GA. 30002. **Secretary:** Martha Lou Overton, 241 W. Howard Ave., Decatur, GA. 30030. **Fund Chairman:** Pat Collins Andretta (Mrs. Salvador), 2500 Que St., N.W., Washington, DC 20007. **Betty Cole Shaw** and her youngest child are busy having parties for brides in Florence, South Carolina. Betty is circle chairman in her church. **Louise Girardeau Cook** reports that on a recent trip to Savannah she visited Midway Church Museum and cemetery where her grandfather, and other relatives, six generations back, are buried. She says that **Mary Bell McConkey Taylor's** grandfather, Gordon, was a minister at Independent Presbyterian Church in Savannah in 1880, when her mother was a little girl. Louise was recently made a member of the Administrative Board of the Decatur First Methodist Church. This was formerly the Board of Stewards. Jerry also reports that she is really enjoying her retirement. She is taking sewing and piano lessons. **Muriel Griffin** is Press Book chairman of the Decatur Business and Professional Women's Club. **Martha Lou Overton** is a member of the same organization and also **Marie Baker Shumaker '29**. **Mary Mackey Hough Clark** and **Sarah Glenn Boyd** enjoyed a trip through the eastern United States, New England and Canada with **Evelyn Satterwhite '27**. Mackey met her son in Boston, where he attends the Harvard Medical School. She has two grandchildren. Sarah now has five grandchildren. Her two sons live in Lincolnton, near her, and her daughter in Charlotte. **Alice Louise Hunter Rasnake's** daughter, Beverly, will marry William C. Gwynn, Jr. on December 6 at the Moreland Avenue Baptist Church in Atlanta. **Mary Bell McConkey Taylor** writes that her husband, Alfred is



Nine members of the Class of 1929 pose in front of the Colonnade on the occasion of their 40th Reunion.

studying Portuguese prior to their visiting Brazil in December. They are planning to spend Christmas with his Presbyterian missionary sisters and then to continue on to other South American countries. They will travel for about three months. **Elizabeth McEntire** has recently had an award established in her honor. The 800-member Georgia Water and Pollution Control Association has named the award after Elizabeth, their only woman member. Elizabeth, who served as the Association's president in 1966-67, learned at a recent conference that the award will be presented annually to water plant operators who have done outstanding jobs in the field of water treatment. **Martha Lou Overton** and **Elizabeth McEntire** have the rare distinction of celebrating this year forty-one years with their respective employers. Martha Lou is with Southern Bell Telephone and Telegraph Co., where she is supervisor of the Office Manager's section, and Elizabeth is with the Department of Health of the State of Georgia. Martha Lou is serving this year as Secretary-Treasurer of the East-West Council of the Telephone Pioneers of America.

## 1929

**President:** Helen Ridley Hartley (Mrs.), 129 N. W. 12th Ave., Boca Raton, FL 33432. **Secretaries:** Lenore Gardner McMillan (Mrs. Clarence M.), 7508 Dickinson Ave., College Park, MD. Mildred Greenleaf Walker (Mrs. F. F.), 2816 Chelsea Dr., Charlotte, NC 28209. Isabelle Leonard Spearman (Mrs. G. B.), 3855 Club

Dr., N. E., Atlanta, GA 30319. Edith McGranahan Smith T. (Mrs. Winston), Box 427 Opelika, AL 36801. **Fund Chairman:** Esther Nisbet Anderson (Mrs.), 756 Scott Blvd., Decatur, GA 30030. **Edith McGranahan Smith T's** daughter, Dr. Joanne '56, is working in Saigon under assignment with the Pres. Board of World Missions. Joanne is in charge of the clinic in the morning and teaches medical students in Cholon, the Chinese section of the capital, in the afternoons. **Mildred Farris** has moved from her home in Conley, to 860 North Island Dr., N. W., Atlanta, Ga., 30327. Mildred has been with the Federal Government since 1941 and for the last twenty-four years with the Federal Highway Administration. **Ruby Hendrix Harrison** writes that she had a good trip to Alaska this summer. She saw many points of interest in the Northwest and British Columbia. Her older son, Joe, is out of the Navy after serving for five years, and her younger son, Gordon, graduated from Georgia Southern. **Rachel Paxon Hayes** reports on her "gypsy trip" that began July 2 and ended August 15. In that time she traveled over two thousand miles through Georgia, South and North Carolina and West Virginia. Rachel visited with **Virginia Sevier Hanna '27** in Tuxedo, N. C. **Sally Southerland '67** "dished out some Banner Elk, N. C. hospitality and a variety of meals of wild edible greens." Rachel also saw **Pernette Adams Carter '29**, **Louisa Duls '26**, and **Ethel Freeland Darden '29**. After a visit with her older son, Jay, and his family Rachel returned home and prepared to start teaching

senior English. **Clara Stone Collins** pushed a bill through the Alabama House calling for annual sessions of the legislature. The constitutional proposal must be voted on statewide before becoming law. Clara states that the advantage of the annual session is that the legislators are able to adopt more realistic budgets.

### 1931

**President:** Martha Watson Smith (Mrs. Edwin V.), 427 Pinedale Rd., Auburn, AL 36830. **Secretary:** Mildred E. Duncan, 939 Park Ave., Cloverdale, Montgomery, AL 36106. **Fund Chairman:** Louise Ware Venable (Mrs. John), 2418 Howell Mill Rd., N.W., Atlanta, GA 30318. **Marion Fielder Martin** reports that her family spent much of the summer at Cherokee Lodge on Lake Burton. Her granddaughter, Lisa, was the center of attention. Ten days of August were spent at Jekyll Island. **Helen Manry Lowe** has found the secret for getting husband Claud out of the house for a trip. In May they were on a tour of Western Germany, Austria, Northern Italy, Switzerland, and a dip into Yugoslavia. In September they were in Hawaii for an American Bankers' Association convention and a tour of the islands. **Ruth Pringle Pipkin** had a fun trip in England and Europe for three weeks in September, and managed to get in some sightseeing and visiting. She has recently been serving on a committee in her church to find a new Rector, and related that the task was an interesting one. **Mary Williamson Holand** is still reliving her trip this past spring. In May and June they visited the Scandinavian countries and spent some time in Leningrad. At home she spends much of her time entertaining foreign students. She and her husband have "adopted" two Chinese students, and Mary believes this helps keep her young.

### 1932

**President:** Louise Hollingsworth Jackson (Mrs. M. C.), Box 67, Fayetteville, GA **Fund Chairman:** Louise Stakely, 2788 Peachtree Rd. NE., Apt. A-11, Atlanta, GA 30305. **Virginia Allen Woods** spent the summer in Europe and had a wonderful trip. She believes that Americans and Europeans have common problems, like terrible traffic jams. She says the situation in Italy and Spain reminded her of Atlanta. **Catherine Baker Matthews** reports that she and her brother and his family drove to Oregon last summer, where she remained for a month visiting her daughter and her family in Silverton. Then Catherine visited with cousins in Portland. She says: "We put a grand finale to the trip by flying to San Francisco



Autumn leaves are an ever-present problem in the fall. Mary Boney, Professor of Bible tries to keep ahead of the game.

(my daughter and I), doing the town, and then I flew home." **Penny Brown Barnett** and **Louise Stakely** spent three weeks last summer in England, driving around the country and staying in inns, hotels and manor houses of historical interest. Penny's daughter, Elizabeth Anne, married Paul Clement Pritchard on April 12. The wedding took place in Atlanta. **Diana Dyer Wilson** has been elected to a three-year term as second vice president of the Girl Scouts of the USA. **Mary Elliot** writes that she has had some nice trips lately. However, she did stay home long enough to get her house, the ancestral home, in good shape for the wedding of her niece, Pamela Elliot '64, to Dr. Philip Reinhart, assistant professor of physics on the ASC faculty. **Grace Fincher Trimble** spent a pleasant vacation with her children and grandchildren at Fernandina Beach, Florida. **Alma Frazer Howerton** says that between trips to Europe she does lots of volunteer and church work. **Marjorie Gamble** has the sympathy of the class in the loss of her brother. Marjorie was one of forty-six teachers awarded a scholarship for a three weeks' course at Valdosta State on "Conservation of Georgia Resources". Marjorie writes that more valuable than the actual course was "the course" she got in going back to college and living in a dorm with college students. She discovered that her skirts were too long and was awed by the "new breed" of students.

Marjorie teaches geography at the ninth grade level in Columbus.

**Virginia Gray Pruitt's** address, at long last, has been obtained. It is: Belvedere Apts., No. 109, 206 Hitt St., Columbia, MO 65201. Virginia writes: "We are making our furlough home in Columbia, MO., because my sister, Margery Gray Wheeler '42, lives here and my mother is here also. Bill is on speaking trips most of the time. I sometimes go, too, but mostly stay here helping with the care of Mother who is convalescing from a broken hip. Son Bill teaches in the area of black studies. Last summer he put on an African studies program for the Great Lakes Association of Colleges on his own campus at Kalamazoo. Son Bob graduated from Arkansas College in June and is an instructor in the Rehabilitation Center for the Blind in Little Rock. We will return to Congo at the end of the summer." **Louise Hollingsworth Jackson** and Charles drove with their daughter, Holly '69, across country in September on her Master's degree at Stanford University. Louise attended a special meeting of "The Tower Circle" on campus December 4-5. **Clyde Lovejoy Stevens** writes that even though at heart she is an impulsive poet, she has been forced into the business world, having an office and managing the estate of her father. Missy and Skipper are now eleven and are very active, so Clyde is busy also carrying them to their many meetings and sightseeing all over the state of Georgia. **Margaret Maness Nixon** visited her sister, Kathryn Maness Nelson '34, and her husband at Ocean Grove, New Jersey in July and had a very pleasant stay at that summer resort where the weather and people were delightful. Margaret is again teaching fourth grade at Conley Hills School in East Point, Georgia. **Mimi O'Beirne Tarplee** and Scott's daughter, Mimi, married Alyn Richard Jones, Jr. on June 14. Mimi and Alyn are living in Atlanta. **Marion Speer** writes that her husband is Postmaster in McRae, Georgia. Her daughter, Grace, works in the accounting office of Peachtree Hospital in Atlanta and her son, Rob, is in the Air Force and stationed in Pakistan. **Elizabeth Sutton Gray** writes that she travels quite a bit with Walter Lee. Last fall they spent three weeks in West Palm Beach and ten days in New York seeing plays, going to lovely restaurants, etc. She and Walter Lee enjoy ice hockey and the Community Concerts and Little Theatre all winter, then the Summer Theatre in July and August. **Lovelyn Wilson Heyward** and Frank enjoy being retirees. They live in West Florida's wilderness enjoying fishing, boating and exploring, bird-watching, gardening, renewing old acquaintances and traveling. They spent six weeks this past summer



### In Reverence I Walk Around

A bird was here before I came.  
I shall never know his name,  
But footprint patterns on the snow  
Tell me all I need to know.

Like music notes cut into ice,  
His signature is clear, precise;  
It sings of Form laid bare and bright  
In revelation's sudden light.

By characters severe and plain  
I am led to feel again  
The wonder of the verb to be:  
The stripped bone, the naked tree.

In reverence I walk around  
This holy ground.

(Unpublished)

—Janef Newman Preston, 1921

in the South Pacific, returning via Canada  
for salmon fishing.

### 1933

**President:** Roberta Blanton Kilpatrick Stubblebine (Mrs. Charles A.), 231 Lamont Dr., Decatur, GA 30030. **Secretary:** Willa Beckham Lowrance (Mrs. Robert S., Jr.), 1184 Hancock Dr., N.E., Atlanta, GA 30306. **Fund Chairman:** Gail Nelson Blain (Mrs. James), 303 E. Maple Ridge Dr., Metairie, LA 70001. **Tish Rockmore Nash** and her husband, Donald, enjoyed a wedding trip to Italy, Greece, the Greek Islands and Switzerland. Tish and Donald were married July 27, 1969.

### 1934

**President:** Louise McCain Boyce (Mrs. E. M.), 330 Beechwood Dr., Athens, GA 30601. **Secretary:** Marguerite Jones Love (Mrs. J. Erskine), 4052 Peachtree Dunwoody Rd., N.E., Atlanta, GA 30305. **Fund Chairman:** Mary McDonald Sledd (Mrs. M. B.), P.O. Box 193, Avondale Estates, GA 30002.

**Frances Adair** is teaching kindergarten in the Atlanta Public Schools. She enjoyed seeing **Clara Morrison Backer '35** who lives in El Paso, Texas and visited her sister, Margaret Morrison Blumberg '38, in Atlanta in August. **Ruth Barnett Kaye's** husband, Ira, is working for OEO on Rural Service Programs in Washington, D.C. Her son, Allan, is married and lives

nearby. Her other son, Jonathan, is a professional entertainer, a country western singer. Emma is a sixth grader. Ruth, herself is a volunteer worker for family planning in inner city, Washington, D.C. The family took a trip in Yugoslavia recently. **Helen Boyd McConnell's** son, Price, is a captain in the Air Force stationed in England. Son Ned is at Columbia University in N. Y. Helen is deputy clerk of Juvenile and Domestic Relations Court, which is a challenging and interesting place to be. She traveled to England and Scotland in May and June. She had a good visit with **Carolyn Russell Nelson** as Carolyn went through Danville to Montreat. **Iona Cater** has moved to Lake Worth, Fla. and is keeping house for her aunt at 131 N. Golfview Rd., zip 33460. She reports that **Isabel Lowrance Watson** has retired and is keeping house now also. **Nelle Chamlee Howard's** daughter, Elinor, became Mrs. Leslie W. Cook in December. Elinor graduated from the University of Tennessee at Knoxville. While in college she was a member of Judicial Board and the president of Dolphin Club and Delta Psi Alpha honorary society. She is teaching in the DeKalb County School System. Les is attending Ga. Tech.

### 1935

**President:** Elizabeth Heaton Mullino (Mrs. James O.), 567 Westminster Dr., Houston, Texas 77024. **Secretary:** Nell Pattillo Kendall (Mrs. Ernest), 1421 Downs Dr., S.W., Atlanta, GA 30311. **Fund Chairman:** Mary Green Wohlford, 2873 W. Roxboro Rd., N.E., Atlanta, GA 30324. **Marian Calhoun Murray** is still teaching and is principal of the Edisto Island Elementary School in South Carolina. Husband John is the magistrate of the island. Marian and her daughter, Marian Elizabeth (who is a naval nurse stationed in San Diego) had a trip out West in October of last year. Marian loved the sightseeing and visiting with **Mary Jane Evans**, **Sally Hooten Evans '36** and **Marguerite Morris Saunders** en route. **Betty Fountain Edwards** sends news that her daughter, Margaret, was married to David Micheal Green on June 21, 1969. Margaret and David are graduates of Stanford and will live in California. Betty tells us that Emory has the largest medical and dental freshman classes ever, so all are kept busy. **Rosalyn Crispin Robinson** reports that her husband is still pastor of the San Benito Presbyterian Church in Texas. Their younger son, Cris, is a day student at the Marine Military Academy in Harlingen, a neighboring town. The older son, Buzz, is in Helsinki, Finland working in a restaurant while he continues his writing. He has a group of short stories at an English publishing

house now, and is hoping to get into print. Rosalyn is in her ninth year of teaching and is currently teaching American history.

### Miss Winifred Quarterman

On August 12, 1969, at the age of 96 Miss Winifred Quarterman died. She was living in the Presbyterian Home in Quitman, Ga. with her sister.

At the time of her death, the Alumnae Office records indicated that she was the oldest living alumna of Agnes Scott. Also she was the only living Charter Member of the First Presbyterian Church in Waycross. Jim Pinson, writing in the *Waycross Journal-Herald* said "At a time in life when many people withdraw from active society, she had a zest for living and an unquenchable spirit . . . she was one of the most remarkable and admirable persons I have ever had the privilege of knowing."

### 1936

**President:** Elizabeth Forman, 36 Norman Dr., Birmingham, AL 35213. **Fund Chairman:** Emily Rowe Adler (Mrs. Jacob H.), 1523 Summit Dr., W. Lafayette, IN 47906. **Mildred Clark Sargent** reported that she has finished teaching her second English class to Navy chiefs and civilians. The rest of her professional time has been taken up with writing correspondence courses.

### 1938

**President:** Eliza King Morrison (Mrs. William M.), 1957 Westminster Way, N.E., Atlanta, GA 30307. **Fund Chairman:** Jean Barry Adams Weersing (Mrs. Marc), 512 S. Broad St., Clinton, SC 29325. **Nell Allison Sheldon** and Charlie are so happy to be out of the midwest and in Georgia. Charlie is the minister of the Midway Presbyterian Church in DeKalb County, and they are living at 3358 Midway Rd., Decatur, Ga. 30032. Nell attended the Decatur Alumnae Club meetings this fall. **Lib Blackshear Flinn** writes long, splendid letters about the family's experiences in Europe this academic year. They will be in Germany at Christmas. **Eliza King Paschall** became Mrs. William Mann Morrison in early fall. Bill is an attorney with the Federal Equal Employment Opportunity Commission in Atlanta, where Eliza is employed also. They are living in her house (see address above).

## 1939

**Secretary:** Lelia Carson Watlington (Mrs. Paul B., Jr.), 840 Lower Chester Rd., Charleston, WV 25302. **Fund Chairman:** Mary Hollingsworth Hatfield (Mrs. J. D.), 1224 Sorrento Rd., Florence, AL 35630. **Lelia Carson Watlington** will be in an all male household this fall when daughter number two enters Westhampton (Univ. of Richmond) as a freshman. Paul B., III, entered high school this fall and Samuel is a fourth grader. **Mary Frances Guthrie Brooks** and husband, Wayne, were transferred to Washington, DC in August. Mary Frances says their new apartment has "a lovely view of the city, the Capitol, and all of Washington Monument from our terrace." Their son, Stephen, got his Doctor of Jurisprudence degree at Georgetown University Law School and their daughter, Julia, her B.A. degree at Ohio State. Stephen will be working with VISTA and will be in Appalachia. The Brooks now live at D 1301, 2440 Virginia Ave., N. W., Washington, DC 20037. **Lib Kenney Knight** and Harrel drove to California in May. The highlight of the tour was seeing Elizabeth Kenney Linton, the one-year-old daughter of **Kenney Knight Linton '65**. Lib's younger son is a senior at V.P.I. **Sara McCain McCollum's** daughter, Johnnie, graduated from Atlantic Christian College in June. Margaret was a freshman at Vardell Hall where Charlotte Hunter '29 is president. Sara and Hill are on the Board of Visitors at Vardell Hall. Sara also works with the YMCA and the TB Association.

**Evelyn Sears Schneider** and Mort had a visit to Atlanta last summer and then spent a few days in Seawanee with **Rachel Campbell Gibson** and husband, Ben. Evelyn is working on her dissertation, is Assistant Professor of English at Alma White College in Zerephath, New Jersey, and reported that she planned an October trip to Connecticut to talk, at the request of **Virginia Suttenfield '38**, to the Westchester-Fairfield Alumnae Club. **Penny Simonton Boothe** and Henry toured the Holy Land in June. In the spring Penny had an overnight visit with **Marie Merritt Rollins** and Dick. **Lou Pate Koenig** and Myron were there. Penny's son is in graduate school in Memphis, and her daughter, Margaret, entered the Emory School of Librarianship this fall. **Mary Wells McNeill**, Associate Director of Admissions at St. Andrews, recently attended an admissions conference in Chicago. One of her "admissions" is that she and a friend attended the Bunny Club while there.

## 1940

**Co-Presidents:** Virginia Milner Carter, (Mrs. Alverson), 225 Midvale Dr., NE, At-



A cheery smile for candidates for admission and their parents is given by Laura Steele '37. Filling the dual role of Registrar and Director of Admissions, Laura is nationally known for the excellent job she performs.

lanta, GA 30305; **Barbara Murlin Pendleton** (Mrs. E. Banks), 3248 Argonne Dr., NW, Atlanta, GA 30305. **Secretary:** Dibba Davis Johnston (Mrs. Smith L.), Woodstock, GA 30188. **Fund Chairman:** Helen Gates Carson, Camp Nakanawa Inc., Mayland, TN 38572. **Marion Franklin Anderson** and Paul have a new granddaughter, who was born on September 27, to their daughter Emily Anderson Tillman and Jim. This marvelous new baby is named Lauren Rebecca. **Hazel Solomon Beazley** reports from Tallahassee that Hazel II finished an A.B. in Spanish at FSU, Teresa is in her junior year at FSU and is studying in Florence, Italy, and Abigail is a sophomore at Florida State. Jon Stanton, the sole heir, is a junior in high school. **"Boots" Moore Culpepper** and Fred took a combined business and pleasure trip to Europe (his business and her pleasure) last fall. While they were in Germany, grandson Fred IV was born in Shreveport, La., where proud dad was doing a pediatric residency. Daughter Carol has been teaching first grade in New Orleans while her husband completed his third year of medical school. **Polly Ware Duncan** took her two youngest children to visit **Ernestine Cass McGee** and Walter in Decatur to talk over the fun of their camping trip to California last summer. Polly's Judy and Tom had to stay in Greenville for high school activities, but further family reunions are planned to include the older children.

**Dibba Davis Johnston** and Smith's daughter, Lucy, became Mrs. Joseph E. Blackwell, Jr. last summer. Lucy is a graduate of Queens College and is now a candidate for an M.A.T. degree at Vanderbilt Univ. Joe received his B.S. and M.S. degrees in chemistry from Emory Univ., where he was a member of Delta Tau Delta and Pi Alpha. Joe entered the Air Force in June. Dibba's son, John, left for Vietnam on her fiftieth birthday. To keep busy the Johnstons are building a new house with Dibba acting as overseer. Daughter Janice is a junior at ASC this fall. **Mary Caroline Lee Mackay** and Jamie's daughter, Kathy Mackay Jones, entered Emory Law School this fall. **Sara Lee Mattingly** and Ed's daughter, "Jojo" is a society editor for the **Atlanta Journal**. Ed, Jr. is with the Ninth Marine Division in Vietnam and has been in several battles. Tommy is editor of the newspaper at Marist this year. **Julie Moseley** has been going back to school and practicing diligently to get a lifetime private teacher's piano certificate on a national level. She continues to find raising stock on a small scale a fascinating experience. She indicates that if there is to be a 1970 reunion, she will try to come. **Nell Moss Roberts'** daughter, Forrest, was elected to Who's Who in American Colleges at Centre College of Kentucky. Nell's youngest daughter, Gene, is a freshman at Southwestern where one of the first people she met was a sophomore, James Ross McCain, son of Paul McCain, new Vice-President for Development at Agnes Scott.

## 1941

**President:** Carolyn Strozier, 2101 Powell Lane, Apt. 7, Decatur, GA 30033. **Secretary:** Gene Slack Morse (Mrs. Chester), 932 Scott Blvd., Decatur, GA 30030. **Fund Chairman:** Patti Patterson Johnson (Mrs. Hal S., Jr.), 844 Derrydown Way, Decatur, GA 30030. **Louise Franklin Livingston's** husband, Harry, is the president of the Cobb County Ga. Chamber of Commerce.

## 1942

**President:** Dr. Betty Ann Brooks, 510 Coventry Rd., Apt. 19-A, Decatur, GA 30030. **Secretary:** Frances Tucker Johnson (Mrs. E. A.), 34 Hemlock Dr., North Tarrytown, NY, 10591. **Fund Chairman:** Betty Medlock Lackey (Mrs. D. A.), 3951 Briarcliff Rd., Atlanta, GA 30329. **Jane Taylor White** is back in school full-time, on a two-year program, working toward her M.A. degree in Rehabilitation Counseling, at Ga. State Univ. in Atlanta. She is a recipient of a government grant, a "traineeship," and is interested in the emotional problems of adults.



The Modern Dance Group bounds across the stark winter landscape of the Athletic field.

#### 1943

**President:** Frances Radford Mauldin, (Mrs. Henry, Jr.), 512 Nelson Dr., Vienna, VA 22180. **Secretary:** Dorothy Hopkins McClure (Mrs. Milton), 197 Bolling Rd., NE, Atlanta, GA 30305. **Fund Chairman:** Joella Craig Good (Mrs. Richard), 627 Alredo Ave., Coral Gables, FL 33134. **"Mardia" Hopper Brown's** husband, Dr. George T. Brown, is presently serving as resident Field Secretary in Korea under the auspices of the Pres. Board of World Missions. Dr. Brown is a long-time missionary to Korea and former Area Secretary for the Far East.

#### 1944

**President:** Anne Ward Amacher (Mrs. Richard E.), 775 Konstanz, Universitat Konstanz, c/o Fachbereich Literaturwissenschaft, Postfach 733, Bundesrepublik Deutschland (West Germany). **Secretary:** Mary Maxwell Hutcheson (Mrs. Fletcher C.), 1220 Five Forks Rd., Virginia Beach, VA 23455. **Fund Chairman:** Betty Pope Scott Noble (Mrs. J. Phillips), 1108 Woodstock Ave., Anniston, AL 36201. **Bunny Gray Click** has completed a two year term as president of the Agnes Scott Alumnae Club in Los Angeles. **Mary Bloxton English** is a psychometrist at Clemson University Counselling Center. She was administering a Graduate Record Examination on the day of the reunion and thus was unable to make the trip to Agnes Scott. **Patricia Evans Hampton** teaches English at Columbia State Community College in Tenn. Husband, Lyle, is at Columbia Military Academy where he teaches history and Spanish, coaches the

soccer team, is school chaplain and Hi-Y sponsor. Their address is: 1005 Trotwood Ave., Columbia, TN, 38401. **Claire Bennett Kelly** had to be in Atlanta a week before our 25th reunion and was unable to return for it. Claire and Jervey enjoy life in Tallahassee where he is with the Florida Division of Natural Resources. Their son, Pete, is a junior at Duke, interested in marine biology, and Nancy is a freshman at Queens in Charlotte. Claire is not too many hours away from a Master's degree in music theory. **Bettye Ashcraft Senter** had to be in Mobile with her father during his illness. Her husband, Jeff, has completed twenty years active practice in Raleigh where he is also college physician for Meredith and Peace and is an elder of White Memorial Presbyterian Church. Faye will be home again this year after four years at Peace and East Carolina Univ. Beth is a day student at St. Mary's Junior College, and the twins are juniors in high school. The family enjoy their summer cottage at Kerr Lake.

#### 1946

**President:** Marjorie Naab Bolen (Mrs. Stuart W.), 1104 Braemer Ave., SW, Atlanta, GA 30311. **Secretary:** Ruth Ryner Lay (Mrs. J. E.), 3009 Rockingham Dr., Atlanta, GA 30327. **Fund Chairman:** Mary Duckworth Gellerstedt (Mrs. L. L.), 3129 Rockingham Dr., NW, Atlanta, GA 30327. **Marjorie Naab Bolen's** daughter, Susan, is engaged to Michael Lake Sappington of Marietta, Ga. Susan attended the University of Kentucky, the University of Ga., and now attends Ga. State. Michael attends Ga. Tech, where he has served as treasurer of the Student Council, presi-

dent of his junior class and Delta Sigma Phi, a member of the President's Advisory Board, the Ramblin' Reck Club and as a member in the ROTC program. Upon graduation, he will be commissioned a second lieutenant in the U. S. Air Force. A December wedding is planned. Marjorie's daughter, Janet is a freshman at Agnes Scott.

#### 1948

**President:** Dabney Adams Hart (Mrs. Michael), The Headmaster's House, Mill Hill Village, London, NW 7, England. **Secretary:** Charlein Simms Maguire (Mrs. John), 1544 San Rafael, Coral Gables, FL 33134. **Fund Chairman:** Tee-Toe Williams Roan (Mrs. Charles T.), 991 Oakdale Rd., NE, Atlanta, GA 30307. **Betty Jean Barnes Stuebing** has a sophomore, Sheri, at Agnes Scott this year. Betty Jean's new address is: 4430 Ivy Hall Dr., Columbia, S.C. 29206. **Jane Rushin Hungerford's** daughter, Joan, married Richard C. Lewis on June 6, 1969. The wedding took place in Atlanta, where the newlyweds are living. **Marybeth Little Weston** and Bill had a wonderful tour of Europe in September. Marybeth writes that they had a reunion with the family that she once lived with in Zurich and then "drove down through Switzerland to Lake Como, Lake Garda, Venice, Florence, Rome." The trip was topped off with time in Paris for a visit with a journalist friend who introduced Marybeth and Bill. As Garden-Crafts-Special Projects editor for House & Garden magazine, Marybeth is now working on a new feature series, "A Gardener's Self Portrait."





Myriad problems beset P. J. Rogers (1), Business Manager of the College, but he always finds an answer. Here he discusses a problem with Dr. Alston.

#### 1949

**President:** Reese Newton Smith (Mrs. O. Mitchell), 102 11th Ave., SW, Moultrie, GA 31768. **Secretary:** Valeria von Lehe Williams (Mrs. M. D., Jr.), 2710 Dan St., Augusta, GA 30904. **Fund Chairman:** Helen Crawford White (Mrs. R. F.), 2685 Clairmont Rd., NE, Atlanta, GA 30329. Four members of the class of '49 have freshman at ASC this year. The group includes **Robby Robeson Amsler's** Frances, **Mary Jo Ammons Jones's** Susan, **Ruby Lehman Cowley's** Ann and Nancy **Parks Anderson's** Betsy. **Peggy Pittard Bullard's** son, Stevan, was named STAR student for Marietta (Ga.) High School last year. "Easy" **Beale McGaughey's** daughter, Lisa, is at Duke. **Joan Lawrence Rogers** enjoys her "part time" job with the Southwest Retail Furniture Association in Dallas. Joan works three days a week, and her co-worker, two days. This is the solution for women who, as Joan says, "don't want to see their education, training and experience go to waste, and yet find it impossible to work full time." **Nancy Dendy Ryle** was recently named new vice-president of the Marietta, Ga. Alumnae Club. **Lee Cousar Tubb's** daughter, Nora, is at Queens, College in Charlotte, N. C.

#### 1950

**President:** Sarah Tucker Miller (Mrs. Timothy), 542 Camino Del Monte Sol, Santa Fe, NM 87501. **Secretary:** Jessie A. Hodges Kryder (Mrs. William H.), 203 Shawnee Rd, Hot Springs, AR, 71901. **Fund Chairman:** Louise Arant Rice (Mrs.

M. H.), 1152 Mason Woods Dr., NE, Atlanta, GA 30329. **Rosellen Gillam Potter** has finished her term as president of the Marietta, Ga. Alumnae Club. Rosellen's daughter, Karen, won first prize in Chemistry in the local science fair in Cobb County last year. **Todd McCain Reagan** writes that the family returned to Tokyo, after a year of furlough in the States. Jean and Jane, now in the ninth and tenth grades, are in boarding school in Kobe, trying to adjust to school in Japan. John, Jr., the only child at home, is a sixth grader in school in Takamatsu. John will soon start conducting a weekly English worship service in hope that the young Japanese people will come. **Jean Niven Baker** writes that she is keeping busy with her school work which entails working with a special group of Spanish-speaking youngsters who need language help. She has this group within her regular first grade class. Jean is also organist and choir director at her church in Camarillo, Calif. Her son, Keith, is a junior in high school.

#### 1951

**President:** Gail Akers Lutz (Mrs. Paul A.), 1015 Crest Valley Rd., NW, Atlanta, GA 30327. **Secretary:** Winnie Horton Martin (Mrs. W. O.), 4166 Oak Forest Dr., NE, Atlanta, GA 30319. **Fund Chairman:** Marjorie Stukes Strickland (Mrs. J. B.), 25 S. 18th St., Lewisburg, PA 17837. A wonderful time was had by everyone at the alumnae luncheon and the reunion dinner party last spring! Those attending the luncheon were **Marinella Segura Ortiz**, **Kay Laufer Morgan**, **Catherine Nelson Major**, **Dorothy Adams Knight**, **Frances Clark Calder**, **Betty McClain Ivy**, **Winnie Horton Martin**, **Amy Jones McGreevy**, **Gail Akers Lutz**, **Jimmie Ann McGee Collings**, **Jerrie Keef Moreland** and **Barbara Stainton Robinson**. The dinner party was held at the home of **Gail Akers Lutz**. Among those seen at the party were **Barbara Quattlebaum Parr**, **Patsy Cooper Wilburn**, **Anne Sears Gresham**, **Sally Lou Dickert Conlin**, and **Marjorie Orr Brantley**. **Virginia Arnold Diehl** is on the faculty at ASC this year, teaching math. Virginia received a Danforth Fellowship and did her graduate work at Ga. State University. **Dorothy Adams Knight** and **John** recently moved into their lovely new home in Sandy Springs, Ga. She said she hopes that she is "through moving." Their address is: 5655 Long Island Dr., Sandy Springs, Ga. 30327. **Frances Clark Calder** reports that her two boys are very active and keep her "on her toes." **Patsy Cooper Wilburn** and her family enjoyed a trip to the mountains last summer.

**Sally Lou Dickert Conlin** and **Betty Jane Foster Deadwyler** now have teenagers who keep their mothers very busy.

**Winnie Horton Martin** began her fall classes as a resource teacher of music and Spanish in the Montesorri School in Atlanta. She also resumed her teaching of private and group lessons in piano at home. **Janet Mattox** was married to Robert Ellsworth Calhoun on June 18, 1969 in Enterprise, Ala. Robert is from California and is working on his Doctorate in genetics at Purdue. Janet and Robert are both working on their dissertations at Purdue, where Janet works part-time as an academic adviser in the humanities school. **Betty McClain Ivy** returned this fall to her position as a music teacher in the Gwinnett County School System. **Mary Anna Ogden Bryan's** husband, Gainer, was recently appointed as editor of the Gwinnett Daily News in Lawrenceville, Ga. He was formerly with the Marietta (Ga.) Daily Journal. **Anne Sears Gresham** returned to her teaching position this fall. **Sue Yarbrough Stribling** had planned to attend the reunion affairs but underwent surgery just prior to that time. We all wish Sue a rapid recovery.

#### 1952

**President:** Shirley Heath Roberts (Mrs. Lamar H.), 928 Beaverbrook Dr., NW, Atlanta, GA 30318. **Secretary:** Emy Evans Blair (Mrs. H. Duane), 2119 Woodmoor Lane, Decatur, GA 30033. **Fund Chairman:** Kitty Freeman Stelzner (Mrs. R. W.), 115 Orchard Lane, Oak Ridge, TN 37830. **Charlotte Allsmiller Crosland** writes that life is busy in Laurel, Miss. All five children are now in school and she is teaching junior high music. For the past two years she went to U.S.M. to become certified to teach and to do some graduate work. Her husband, Bill, is pastor of the First Presbyterian Church in Laurel.



Although retired, Dr. Stukes comes regularly to the campus. Here he shares a confidence with Dea Taylor '71.

**Margaret Andes Okarma**, Gene, and their three children spent last year in Europe. Gene studied architecture and art, and the family went along for the fun and experience. **Ann Herman Dunwoody** accompanied her husband, Kenneth, on a business trip to Europe last February. Their first week was spent in Germany and Copenhagen, where they combined business and pleasure. A second week was spent skiing in Voss, Norway. She said her previous experience had been on the slopes in N. C., and "the mountains and the temperature in Norway are different!" **Margaret Inman Simpson**, Jim and their two girls have moved from Charlotte to Sylva, N. C., where Jim has bought the Chevrolet agency. **Helen Jean Roberts Seaton** received her Master's dechology at the University of Cincinnati.

### 1955

**President:** Constance Curry, 2230 Cheshire Bridge Rd., NE, Apt. 12A, Atlanta, GA 30324. **Secretary:** Vivian Hays, 2255 Virginia Place, NE, Atlanta, GA 30305. **Fund Chairman:** Carolyn Alford Beaty (Mrs. Roy), Rt. 4, Lawrenceville, GA 30245. **Welcome to these new arrivals:** A daughter, Catharine Elizabeth, July 8, 1969 to Jane Gaines Johnson and Ralph. A son, Edward McMillan White, June 17, 1969 to Peggy McMillan White and Bill.

### 1956

**President:** Guerry Graham Fain (Mrs.), 435 Allison Dr., NE, Atlanta, GA 30305. **Co-Secretaries:** Stella Biddle Fitzgerald (Mrs. G. H.), 1512 Windermere Dr., Columbia, TN, 38401; Mary Dean Oxford (Mrs. Ed. C.), 3614 Peakwood Dr., Roanoke, VA 24014. **Fund Chairman:** Louise Rainey Ammons (Mrs. Robert L.), 2237 Charsley Rd., Kingsport, TN 37660. **Alvia Cook** is teaching for her fifth year in a small elementary school in Bethesda. She has her master's degree in education. **Memye Curtis Tucker** has been very active in Marietta, Ga. and Cobb County. She is in charge of "A Welcome to Cobb County", a half-hour slide program compiled and shown by the youth museum committee of the Marietta Junior Welfare League. She was also a part of the group that helped beautify and plan the landscaping for Lockheed when preparations were made for the "Stay & See Georgia" Contest. Memye was recently named co-chairman of the Youth Museum Guild. **Welcome to this new arrival:** A daughter, Helen Louise, Aug. 7, 1969, to Louise Harley Hull and Charlie.

### 1957

**President:** Sis Burns Newsome (Mrs.

James D., Jr.), 234 Maxfield Dr., Paducah, KY 42002. **Secretary:** Margaret Foskey, 3399 Buford Highway, Y-10, Atlanta, GA 30329. **Fund Chairman:** Margaret Benton Davis (Mrs. Walter Ray), 1604 Rainier Falls Dr., NE, Atlanta, GA 30329. **Anne Lowrie Alexander Fraser** will teach history at Scott spring quarter, 1970. **Margaret Foskey** has enjoyed hearing from her classmates since becoming class secretary this fall. She is still teaching school in Atlanta and sees many Agnes Scott friends from time to time. A five week vacation to Boston, Cape Cod (including Martha's Vineyard), Washington, D. C., Jamestown, Yorktown, and Williamsburg was the highlight of last summer for her. **Margie Hill Krauth** writes that a good bit of her time has been spent in traveling and in visiting ASC friends. Margie flew to New York last spring, and while there she met **Angeline Pope Malcolm** and her daughter for lunch. Margie also saw **Joyce Skelton Wimberly** in July. Trips to Tennessee, Chicago, and Port Grand Bahamas have been enjoyed recently by Margie and her husband, Walter. **Suzanne MacGregor Dowd** reports that she had an active summer helping with Head Start, working with the Church Family School and vacationing in North Carolina. Suzanne was even busier when Larry, the oldest of her three boys, broke his leg. Suzanne enjoyed having lunch with **Carey Cansler Roberts**, **Doris Musgrave Robertson** and **Ann Alexander Culbreth** when Carey visited from Bethesda, MD. **Marilyn McClure Anderson** writes that she has spent all summer decorating and making curtains for her new home. She and her husband, Bill, moved in August. Marilyn says that she did supply teaching last year and hopes to do more in the future. She and Bill attended a convention in Los Vegas in October.

**Virginia McClurkin Jones** writes from Oak Ridge that the summer seems to be her busiest time. She teaches part time at the University of Tennessee and is a volunteer worker at the Eastern State Psychiatric Hospital in Knoxville two days a week. During the summer the family was involved in competitive sailing every weekend. Virginia's husband, Charles, went to Montreal late in August to the International Conference on the Properties of Nuclear States. Charles is a physicist at the Oak Ridge National Laboratory. **Cemele Miller Richardson** reports that she spent part of the past summer as a "widow". Her husband, Wood, won a fellowship to travel and study in Greece and Israel and was away for two months. Cemele and the three boys visited relatives and friends. **Barbara Myers Turner** writes that she and her husband and three children had a wonderful two-week vacation at Hilton Head

Island, S. C. During the summer Barbara's oldest son visited in New York with his aunt. The seven-year-old twins enjoyed staying in Atlanta. **Angeline Pope Malcolm** writes that after seven years, she and Bill have left New York City and are now living in Millwood, N. J., where Bill is building a career of consulting. Angeline taught nursery school as an assistant teacher. She is now working on a teacher's certificate at Bank Street College of Education and hopes to continue teaching. **Ryland Swain** reports that she is very busy with her job. She has had a fine promotion from OEO to Health Education and Welfare in Washington. Ryland lives on historic Connecticut Avenue and has had several interesting trips in connection with her job. Her address is: The Highlands, 1419 Connecticut Ave., Washington, D. C. 20036. **Welcome to this new arrival:** A daughter, Elizabeth Alexander, Sept. 12, 1969, to Lowrie Alexander Fraser and Van.

### 1958

**President:** Martha Meyer, 393-B Ardmore Circle, NW, Atlanta, GA 30309. **Secretary:** Martha Davis Rosselot (Mrs. R. G.), 2792 Overlook Dr., NE, Atlanta, GA 30329. **Fund Chairman:** Langhorne Sydnor Mauck (Mrs. Robert), 1414 Whittle Court, Martinsville, VA 24112. **Rebecca Fewell DuBose** has received her Master of Arts degree from George Peabody College for Teachers. Rebecca's major is in special education for those with learning disabilities. **Nora King's** address is 6102 Pinecrest Dr., Covington, Ga. 30209. **Carlanna Lindamood Hendrick**, who has been a faculty member at Columbia College in S. C. since 1965, has recently been made associate professor of history. **Carolyn Magruder Ruppenthal** has a new address: 2501 Knollwood Rd., Charlotte, N. C., 28211. **Shirley McDonald Larkey** reports from the West Coast that she, **Hazel Ellis** and **Suzie Ware McGinty** lunched together early in the summer. Hazel is still teaching in Bakersfield but has been "promoted" to the high-school level. Shirley, Gerald and children took a three week trip through the South Pacific islands and Australia. The children had first-hand experiences with kangaroos and Koala bears. Adventures like that certainly beat the zoo! **Barbara Sinclair Little's** husband is now in the second year of his own business representing industrial plastics. **Carolyn Tinkler Ramsey** has moved to Ohio. Her new address is: 1671 St. Charles Ave., Lakewood, Ohio 44107. **Margaret Woolfolk Webb** and **Judy Nash Gallo** and families camped together in the Sierras last summer. **Welcome to these new arrivals:** A daughter, Mary Hunter, August 16, 1969, to Randy Norton Kratt and

Bill. A daughter, Katherine Raines, adopted Aug. 8, 1969, by Carolyn Raines Gillespie and Charles.

## 1959

**President:** Wardie Abernethy Martin (Mrs. James E., Jr.), 2817 Hillsdale Ave., Charlotte, NC 28209. **Secretary:** Mary Clayton DuBard (Mrs. James L.), 3803 Sunrise Way, Louisville, KY 40220. **Fund Chairman:** Jane King Allen (Mrs. Bona IV), 4743 Cambridge Dr., NE, Dunwoody, GA 30338. **Harriet Harrill Tisinger's** new address is 76 Forrest Dr., Carrollton, Ga. 30117. **Maria Harris Markwalter** and Dick enjoyed a steady stream of company around moonshot time. For their vacation in August they and the three children met **Jody Armbrecht Bauknight**, **Lillian Shannonhouse Weller**, and **Libby Hanna Miller** and families at Camp Greystone's family camp. **Mary Ann Henderson Johnson** has enjoyed seeing **Margie Erickson Charles** and **Caroline Pruitt Hayes** in the Washington area while Dan was doing some government service, but they are now settled at 102 Ingleside Dr., Concord, N. C. 28025. **Jane Kraemer Scott's** children are Bowen and Elizabeth. She enjoyed a visit from Wardie and her three in June while Jim was at summer camp. Jane also made trips to Lake Summit, N. C. and Montreat where she saw **Lila McGeachy Ray**. **Barbara Lake Finch** reported on the ten years since she received a degree in journalism from U. of K. She was a reporter or did public relations work in Ohio and Texas before stopping to give full attention to Stephen and Sarah, who is adopted. Her husband, John, is a physical scientist for the U. S. Aeronautical Chart and Information Center in St. Louis.

**Eleanor Lee McNeill** and Dave have recently moved to Decatur where Dave is with E. F. Hutton Brokerage firm. Katrese and Davy are enjoying their new home at 3356 Comet Circle, Decatur, Ga. 30034. **Pat Lenhardt Byers'** new address is 8 Mockingbird Hgts. Rd., Triangle, Va. 22172. She and the two children spent the summer with her parents in Arizona. In August Pat took a trip to Hawaii to meet Larry (who is now on his second tour in Vietnam flying for the Marine Corps) for R & R. Larry will be home in March. **Betty Lockhart Anglin** has taught fifty students in four art class in her home in Hampton, Va., this year. She was selected as one of the sixty-five Virginia artists of note for 1969. Two of her paintings are in the Virginia Museum. **Peggy McCullough Cooper's** new address is 1837 Colland Dr., NW, Atlanta, Ga. 30318. **Martha Jane Mitchell Griffin** and Art have been in Huntsville, Ala. since 1965 and plan to stay. Their two adopted children, "Cholly" and Eleanor Kelley, keep her



Inci Unalan '69, a student from Istanbul, Turkey expresses the joy that seniors feel at Investiture.

busy. **Jorie Muller Mairs** has two boys and two girls to show for her ten years since graduation, and at last report number five was expected. Jim has recently been appointed attorney for the Orange County School Board and has his own law practice in Winter Park, Fla. Jorie's spare time usually goes to tennis or being a museum guide for the Junior League. **Paula Pilkenton Vail** still counts tennis and music (playing in the Roanoke Symphony) as favorite pastimes, though children, Charles and Elizabeth, and the log-cabin mountain retreat she and Chip are building take up some time, too!

**Carol Promnitz Cooper**, after having received her master's degree from the University of Cincinnati Teacher's College in 1963 and doing additional work at Ga. State, plans to continue with research in Music Therapy for the handicapped child. She has worked with crippled and retarded children this year as well as having been involved in church work. **Susan Purser Huffaker** is enjoying life in Chapel Hill where Bob is in his second year of a psychiatric residency. She and their daughter, Julie, love their neighborhood which is one with many couples, children and dogs. **Joanne Ray Moulton** and Tracy both practice law in Blakely, Ga. Their three sons are Tracy III, Joe Mike, and Scott. **Sylvia Ray Hodges**, Bob and little Mary moved this summer to Minneapolis where Bob is with Control Data Corporation. Bob had been teaching at the Univ. of Tennessee and recently completed his Ph.D. in business administration at the Univ. of Texas. **Sally Sanford Rugaber**, her husband, Walter, Christopher and Leslie are now in Washington. Walter is covering the White

House for the New York Times. They are living at 5528 30th St., N. W., Washington, DC 20015. **Kay Scheile Miklavcic** lives in Lakeland, Fla., where Joe is an engineer and owner of CHECON, Inc.

**Marianne Sharp Robbins**, Jim and Betsy live in Gainesville, Fla., where Jim is in private practice in ophthalmology. **Anita Sheldon Barton** is busy in Marietta, Ga. with Jr. League's big project, the Cobb County Youth Museum, and is serving as program chairman for the League this year. Bobby is Assoc. General Counsel for Lockheed. **Roxana Speight Colvin**, John and their son, Ashley, became New Yorkers in July. John is in the Marketing Management Program at IBM in Poughkeepsie. Their new address is: Miller Hill Dr., Lagrangeville, N. Y. 12540. **Isabella Strait Huffman** loves Florida living and the sailing that she and her two daughters work into their schedule. George is a regional planner with a Tri-County Planning Commission. **Curt Swords Sims'** husband, Graham, is the chief resident in surgery at Piedmont Hospital in Atlanta and Curt is a first year resident in psychiatry at Emory. They have one daughter, Melissa. **Edith Tritton White** was hostess for a coffee this fall for Marietta and Cobb County members of the Agnes Scott Alumnae Club. Ann Worthy Johnson '38, Director of Alumnae Affairs, was a special guest. Edith was recently elected president of the Marietta Club.

**Nancy Turner Braswell** and her three children live at 324 Anita Dr., Winston-Salem, N. C. 27104. She has a master's degree from Western Carolina and teaches third grade. Besides being the organist and choir director at a Moravian Church, she recently worked in an enrichment program to produce "Oliver", using a cast of junior high students. **Marian Walton Duggan** and Doug had a marvelous tour of the Holy Land and Egypt last summer, in spite of the political turmoil there. Calvary and the Garden Tomb were especially meaningful because of the preservation of their natural state. **Welcome to these new arrivals:** A daughter, Katherine McMurry, May 5, 1969, to Helen Burkitt Evans and John. A daughter, Beverly Grace, Jan. 10, 1969, to Beverly Cohen Huntley and Steve. A daughter, Alexandra Rachel, July 3, 1968, to Rosalind Johnson McGee and Zell. A daughter, Alison Britt, Sept. 16, 1969, to Lila McGeachy Ray and Richard.

## 1960

**President:** Mary Hart Richardson Britt (Mrs. David D.), 1110 W. Main, Crawfordsville, IN 47933. **Secretary:** Sallie Smith Howard (Mrs. John R., Jr.), 1120 Balmarol Rd., N.E., Atlanta, GA 30319. **Fund Chairman:** Dianne Snead Gilchrist (Mrs. K. W.), 521 Country Club Dr.,



Gadsden, AL 35901. **Louise "Corky" Feagin** is now Mrs. James W. Stone. The wedding took place on Oct. 18, 1969 in Washington, D.C.

## 1961

**President:** Patricia Walker Bass (Mrs. Thomas L.), 355 Riverdale Rd., Macon, GA 31204. **Secretary:** Anne Pollard Withers (Mrs. R. W.), 49 Tanner's Dr., Wilton, CT 06897. **Fund Chairman:** Anne Broad Stevenson (Mrs. Robert B.), 400 E. Green Tree Rd., Milwaukee, WI 53217. **Emily Bailey** married Henry Grady Chandler, Jr. on July 4, 1969. The wedding took place in Clinton, S. C. Henry attended the Univ. of S. C. and American University. He is special assistant to the federal co-chairman of the Coastal Plains Regional Commission in Washington, D. C. Emily and Henry are living in Arlington, Va. **Ellen Hines Smith** has become a staff attorney for the Greenville Legal Services Agency which pleads the cases of those with incomes so low that they cannot hire private legal counsel. The work is financed with Office of Economic Opportunity funds. Ellen is a fellow of the Reginald Heber Smith Assembly of Lawyers established at the University of Pennsylvania and supported with O.E.O. and private funds. The Assembly trains young lawyers for the practice of poverty law.

**Beth Magoffin Hudlow** married David Bruce Shine on May 31, 1969 in Kingsport, Tenn. A law graduate from Vanderbilt Univ., Bruce is with McLellan, Thatcher and Donahue of Washington, D.C. and Kingsport. They are living at 1905 Ridgefields Manor, Kingsport, TN

37660. **Anne Pollard Withers** and Bob enjoyed a week on Nantucket Island, Mass. last summer. They love living in Connecticut with all the advantages of that area. **Lucy Scales Muller** and John enjoyed a nice visit with **Linda Ingram Jacob** and Richard last year when the Jacobs went through Greenville on their way to Williamsburg. Lucy and John also enjoyed Dr. and Mrs. Henry A. Robinson's stay with them when "Dr. Rob" spoke to the Greenville Alumnae Club's Founder's Day meeting. Lucy is president of the Club. She keeps happily busy with young Katherine and John, Jr. **Page Smith Morahan** and Neil have been transferred to Virginia, where Neil works on an atomic power house for Stone and Webster. Page completed her Ph.D. in microbiology at Marquette University.

## 1962

**President:** Nancy Bond Brothers (Mrs. John A.), Box 5, Maxton, NC 28364. **Secretary:** Dot Porcher, 101 Western Ave., Apt. 75, Cambridge, MA 02139. **Fund Chairman:** Leby Rogers Harrison (Mrs. C. Lash), 2181 Brookview Dr., NW, Atlanta, GA 30318. **A note from the secretary:** "The response to Nancy's request for contributions to keep our news collecting project going was so good that we have been able to go for two years without asking again. But the time has come to ask again. Please send your contributions to me at the address above. And please keep the news coming, too. Everyone has done a marvelous job thus far." **Sally LeBron Holland** received a professional degree in Advertising and Design from Atlanta School of Art and is now a house-

wife in Calhoun, Ga. She enjoys traveling with her husband on his business trips for Dow Chemical Co. Sally writes that they participate in all local events in order to create a crowd in Calhoun, population 7,000! **Anne Moore** has been stationed in Germany for the past three years as a Red Cross hospital recreation worker. She has just returned to the states after traveling all over Europe during her overseas assignment. **Sara Ann Nelms Pierson** writes that she and Charles moved to Athens from Swainsboro, Ga. Charles is Business Manager of University Chevrolet Co. They love living in "Bulldog Country." **Sylvia Pruitt** has left Atlanta to teach philosophy at the University of Redlands, in California. For those who may not know where Redlands is, according to Sylvia it's 45 minutes from skiing, 45 minutes from the beach, 90 minutes from Disneyland, . . . in the middle of the California desert!

**Joanna Russell Robinson** and Bill are living in North Palm Beach, Fla. where he is an engineer at Pratt-Whitney Aircraft Co. Joanna keeps busy with their two children, Jay and Tommy, but finds time to work in the Jr. League of the Palm Beaches and on the Guild of the Science Museum and Planetarium. **Doris Sanders** changed jobs after the November, 1968, elections, as did her boss, the Governor of North Carolina. Doris is now working with an advertising firm in Raleigh, writing copy and setting up a library. **Margaret Shugart Anderson** reports that her husband, Wyatt, has completed his two years of active duty in the army and has resumed his position as assistant professor of biology at Yale University. Their new address is 107 Hartley St., Hamden, CT 06517. **Sally Smith** is attending the Smith College of Social Work. **Sylvia Turner Peterson** and her husband live in Albany, Ga., where he is an accountant. Sylvia was a Juvenile Court Services worker but was forced into retirement by the arrival of her son, John Paul. After graduating from Auburn in 1962, Sylvia attended the Univ. of North Carolina graduate school of social work. **Judy Wainwright Sandman** has a new address: 4913 South Melrose, Tampa, Fla. William is a Certified Public Accountant there, and July is a "retired" school teacher now keeping busy with their two sons. **Anne Williams Sherman** and John have recently moved to Rhode Island after assignments in San Diego and Monterey, California. John is a Lieutenant Commander in the Navy. Their new address is: 143 Jones St., Middletown, RI 02840. **Welcome to these new arrivals:** A son, William Bryson, Jr., Sept. 12, 1969, to Vicky Allen Gardner and Bill. A son, Kirk Thomas, born Feb. 1969 and adopted May 7, 1969 by Margaret Holley Milam and Harry.



Students still come to sit at the feet of Dr. George Hayes, Professor of English, Emeritus. Study groups in Atlanta vie for his lectures.

## 1963

**President:** Nancy Rose Vosler (Mrs. J. Mike), 2051 Courtland Ave., Cincinnati, OH 45212. **Secretary:** Sarah Stokes Cumming, 401 Clairmont Ave., Decatur, GA 30030. **Fund Chairman:** Mary Ann Gregory Dean (Mrs. Patrick), 1534 Berkley Lane, NE, Atlanta, GA 30329. **Nancy Wilkins Barnette** writes that Henry was elected last Nov. to a District Court Judgeship in N. C. The Barnettes have moved and their new address is: 3208 Coleridge Dr., Raleigh, N. C. 27609. **Mariane Wurz Schaum** writes that daughter Kate was baptized on August 17, 1969 and behaved beautifully—which could not be said of her older sister, Anna. **Welcome to these new arrivals:** A son, Henry Vance, III, July 12, 1969 to Nancy Wilkins Barnette and Henry. A son, David Grainger, July 22, 1969, to Ann Williams Wedaman and Tom.

## 1964

**President:** Carolyn Clarke, 808 Louise Circle, Apt. 32-C, Durham, NC 27705. **Secretary:** Dale Davenport Fowler (Mrs. Phillip E.), 2453 Coronet Way, NW, Apt. J-8, Atlanta, GA 30308. **Fund Chairman:** Laurie Oakes Propst (Mrs. Floyd), 97 Peachtree Park Dr., Apt. H-5, Atlanta, GA 30309. **Dale Davenport Fowler's** husband, Phil, has received his M.A. degree in Business Administration from Ga. State, and he is currently doing an administrative residency at Kennestone Hospital in Marietta, Ga. toward his master's degree in hospital administration. Dale is teaching in the model cities area in Atlanta and working on her master's degree in reading. **Pam Elliot** recently became the bride of Philip B. Reinhart. Phil is an assistant professor of physics at Scott. The Reinharts live at 354 S. McDonough St., Decatur, GA 30030. **Florence Willey Perusse** and Joe are living at #1 Ellis Ave., Apt. A, Chattanooga, TN 37412. Florence has "retired" from teaching and comes to Atlanta frequently. **Barbara Entekin** is now Mrs. William Jere Hough. She and Bill were married June 21, 1969 in Meridian, Miss. **Letitia Faucette** became Mrs. Stephen A. McClellan, Jr. on June 21. The wedding took place in Oyster Bay, N. Y. Stephen is a graduate of Brown University. He is a member of the Sports Car Club of America and has raced cars professionally all over the world.

**Lila Kelly** became the bride of Army Capt. William Wilson Mendel on Aug. 30, 1969 in the chapel at Eglin AFB in Florida. Lila has been teaching in the Okaloosa, Fla. school system. Bill is a graduate of VMI. **Mary Louise Laird** married Dr. Henry O. Gwaltney, Jr. on June 6, 1969. The wedding took place in Richmond. **Margaret Moses Young** and King



*"Mary Wallace Kirk '11 has written and illustrated—if that is the word when the etchings are fully as engrossing as the text—a beautiful book only two dozen pages long. Cabins and Characters, published by Southern University Press, Birmingham, comprises studies of various kinds of cabins surviving from the nineteenth-century rural South and of certain richly individual persons who either lived in them or were of that peculiarly contemplative world. Anyone who values the flavor of that life, and cherishes its few remaining traces, will prize Cabins and Characters and will lay hold of two copies—one to lend and one never to allow out of the house."*  
—Eleanor Hutchens '40

took fourteen students to Israel last summer. They spent two weeks in a kibbutz, getting up at 4:30 a.m. to pick pears, melons, tomatoes, etc. The whole trip was fascinating! **Laurie Oakes Propst**, Buddy and their son, Tristan, have moved to Atlanta, where Buddy is associated with an Atlanta law firm after graduating from Harvard Law School in June. Their new address is Apt. H-5, Peachtree Park, Atlanta, Ga. 30309. **Welcome to these new arrivals:** A daughter, Alaine Nicole Romanchuk, Dec. 12, 1968, to Judy Stark Romanchuk and Charles. A daughter, Robyn Lynn, Sept. 27, 1969, to Barbara White Hartley and Dan.

## 1965

**President:** Linda Kay Hudson McGowan (Mrs. John E.), 1142 McConnel Dr., Decatur, GA 30033. **Secretary:** Sandy Prescott Laney (Mrs. Leroy), US NAV ORD, FAC Box 6, FPO Seattle, Wash. 98762. **Fund Chairman:** Helen Davis, 2350 Palmour Dr. NE, Apt K-3, Atlanta, GA 30305. **Kitty Coggin** became Mrs. Lee Oliver Hagglund on Nov. 1, 1969. The wedding took place in Columbia, S. C.

**Kay Harvey Beebe** worked in the Scott Alumnae Office, helping us to convert to the new addressograph system in late summer. After her tour of duty in the office, Kay returned to teaching. She is teaching seventh-grade history this year at Skyhaven Elementary School in DeKalb County. Kay and Roger live at 231 Garden Lane, Decatur GA 30030. **Linda Kay Hudson McGowan** is working as an employment counselor with Snelling and Snelling's Decatur, Ga. offices. John is fulfilling his two years in the service by working at the Communicable Disease Center in Atlanta. Linda Kay's new address is: 1142 McConnell Dr., Decatur, Ga. 30033. She is serving an unexpired term as Class Council Chairman on the Executive Board of the Alumnae Association and will be nominated for a full term at the Annual Meeting on April 12, 1970.

**Ella Sloan Fouché** is teaching at College Preparatory School in Charleston, S. C. Last June she received her master's degree from the Univ. of S. C. Her address is: 4 Rutledge Ave., Charleston, S.C. 29401. **Pat Vander Voort Burton** and Bob are now stationed at Griffis Air Force Base



in Rome, New York. Bob is now a first lieutenant. Pat is busy with their baby daughter, Elizabeth. **Welcome to these new arrivals:** A son, Gregory Schofield, Oct. 2, 1969 to Brenda Barger Hudson and Henry. A son, Eric Christopher, July 25, 1969, to Elizabeth Feuerlein Hoffman and Ralph. A daughter, Stacy Louise, March 23, 1969 to Nancy Haddock Price and John. A daughter, Kristen Elizabeth, July 31, 1969, to Dee Hall Pope and Jim. A daughter, Elizabeth Anne, Nov. 21, 1968, to Pat Vander Voort Burton and Bob.

## 1966

**President:** Jan Gaskell Ross (Mrs. Arthur III), 3401 Brook Rd., Richmond, VA 23227. **Secretary:** Anne Morse Topple (Mrs. James), 93 Berkely Rd., Avondale Estates, GA 30002. **Fund Chairman:** Martha Thompson, 316 North Colonial Homes Circle, Atlanta, GA 30309. **Marilyn Breen** has recently passed her qualifiers in math at Clemson. Now there's a dissertation to write. **"Bunny" Foster Cameron** has been appointed art instructor for the 1969-70 year at Monticello College in Godfrey, IL. Last year Bunny was an art instructor at the University of Northern Iowa. Her husband, Paul, is a graduate student in architecture at Washington University in St. Louis. **Jan Gaskell Ross** and her husband, Art, are now living in Richmond, Va. He is a student at Union Seminary there and has two more years of school. Last summer Jan and Art were at Myrtle Beach, SC, where Art was a chaplain in a large family campground. Jan is now working as Editor for the Federal Reserve Bank in Richmond. Their new address is: 3401 Brook Road, Richmond, VA 23227. **Janice Greenfield Little** and husband, Jon, are in London, thanks to the U. S. Navy, for three years. Jon is a public affairs officer on the admiral's staff. Jan writes that their "doors are open to any visitors!"

**Frances Hopkins** became Mrs. William L. Westbrook on October 4, 1969. Frances is now a member of the Atlanta Junior League and is employed by Sibley, Sheehan & Mills, public relations counselors. Bill received his B.B.A. and M.B.A. degrees from Emory University, where he was elected to Beta Gamma Sigma. He is a member of the Atlanta Athletic Club and is employed by the Georgia Power Company. **Caroline Moseley Junkin** has finished her M.A. degree in American Civilization at the Univ. of Texas. She is currently employed as an assistant to the director of the Economic Research Bureau of San Diego. The Junkins' new address is: 1402 Pennsylvania, San Diego, CA 92103. **Gail Savage** became Mrs. Marion B. Glover, Jr. on April 12, in Walterboro, SC. **Adelia MacNair** served as

maid of honor. Marion graduated from Georgia Tech and received a master's degree from Harvard Graduate School of Business Administration. He has completed his two-year tour with the army and is working for the Coca-Cola Company. Their address is 266 Chez Vant Court, Hazelwood, MO. 63042. **Welcome to these new arrivals:** A daughter, Rebecca Elizabeth, Sept. 4, 1969, to Janice Greenfield Little and Jon. A son, Christian Gregg, Aug. 13, 1969 to Terri Singer Speicher and Paul.

## 1967

**President:** Jane McCurdy, 601 East Mandalay Dr., San Antonio, TX 78212. **Secretary:** Becca Herbert Schenk (Mrs. John), 21 Oakdale Place Avondale, Charleston, SC 29407. **Fund Chairman:** Norma Jean Hatten, 2554 Shallowford Rd., Apt. 4, Atlanta, GA 30329. **Judy Barnes** married James R. Crozier, Jr. on May 3, 1969. Judy and Jim will live in Durham, NC until October, when Judy will return to Atlanta while Jim attends OCS. Her address in Atlanta is 2252 Sanford Rd., Decatur, Ga. 30033. **Linda Cooper Shewey** and Bill are living in Atlanta and attending graduate school at Georgia State University. They enjoyed a three-week tour of Europe last summer. **Pam Logan Bryant**, Jamie and their two children will leave Feb. 1, 1970 for Ft. Lewis, Washington, where he reports for basic combat training. Within the year he will be assigned to a short-term duty area. If this means Vietnam, Pam will return to Charlotte. **Becca Herbert Schenk** met her husband in Hawaii for the famous R&R. John will be home for good the first of January, 1970. **Betty Hutchison Cowden** and Bill were in Atlanta for all of the Ga. Tech football games. They had nice little visits with **Maria Papageorge Sawyer**, **Mary Jervis**, **Anne Diseker Beebe**, **Gayle Doyle Viehman**, and occasionally **Linda Cooper Shewey** who pops in and out of the city from time to time.

**Linda Jacoby** became Mrs. George H. Miller, Jr. on Aug. 16, 1966 in York, Pennsylvania. Linda teaches math at Abington High School and did graduate work for her master's degree last summer at Temple University. George is a graduate of the University of Delaware, Wilmington, where he was a psychology major. He served for two years in the Peace Corps and is a teacher in the Philadelphia School System. **Mary Jervis** is now employed by Atlanta's Stein Printing Company in the creative department. She and Craig Hayes plan to be married in early spring. Craig is a Ga. Tech graduate and works with Delta Airlines in Atlanta. **Anne Overstreet** married Gerald Patrick Tolleson on October 11, 1969 in Orlando, Fla. Anne completed

her internship in medical technology at Grady Hospital and is employed by Emory University Hospital in Atlanta. Gerald received his B.S.I.M. degree from Ga. Tech, where he was a member of Sigma Alpha Epsilon. He is employed by the First National Bank of Atlanta. **Penny Penland Gibbs** and Gary are stationed in Karlsruhe, Germany and making the very best of Army life by doing everything from traveling to taking German in night school. Their address is: Lt. Gary L. Gibbs, CO. B, 249th Eng. Bn., APO New York, NY, 09360. **Jo Jeffers Thompson** and Hugh have moved to the beach in Charleston where Jo can "paint and pot" to her heart's content.

**Karen Kokomoor** married George Hill Folsom, III on June 14, Gainesville, Fla. **Gale Harrison** and **Andrea Huggins** served as bridesmaids. Karen and George are graduate students at the Univ. of Fla. He is working toward his doctorate in astrophysics, and she is doing graduate work in the College of Education. Their new address is: Summit House Apts., 1700 SW 16th Court, Gainesville, Fla. 32601. **Patricia Smith** became Mrs. Ronald A. Edwards on Oct. 12, 1969 in Atlanta. Dr. Wallace M. Alston officiated. After their wedding trip to Gatlinburg the couple are making their home in Atlanta. **Sallie Tate Hodges'** husband is in Vietnam and Sallie is at home in Salem, Virginia. She has lots of projects, like learning to sew, to help time go by. **Welcome to these new arrivals:** A daughter, Elizabeth Keeling, September 19, 1969 to Pam Hollands Esslinger and Bob. A daughter, Coleman Elizabeth, Aug. 24, 1969 to Betty Hutchison Cowden and Bill. A son, James Robert, IV, Nov. 9, 1969, to Pam Logan Bryant and Jamie. A son, Colin Fletcher, Aug. 19, 1969 to Kathy Reynolds Doherty and Dennis.

## 1968

**President:** Mary Lamar Adams (Mrs. Craig), 3204 Wrightsboro Rd., Apt. 6, Augusta, GA 30904. **Secretary:** A. J. Bell DeBardeleben (Mrs. W. D., Jr.), 763 Twin Oaks Dr., Apt. 3, Decatur, GA 30030. **Fund Chairman:** Adele Josey, 3221 Buford Highway, Atlanta, GA 30329. **Susan Aikman** became Mrs. Shelton Miles on September 13, 1969. The wedding took place in Fairfield County, S. C. in a brick church that was built in 1788. The church was also the setting for the wedding of Susan's parents when they married 28 years ago. Susan and Shel now live at 2332 Lawrenceville Highway, Apt. 5, Decatur, GA. 30033. **Lynne Anthony** became Mrs. Kevin F. Butler on July 5, 1969. The wedding took place in Palm Beach, Fla. **Mary Lamar Adams** and Craig are now at Fort Gordon, GA. Mary is working at the C&S Bank in Augusta.



Their new address is 3204 Wrightsboro Rd., Apt. 6 Augusta, GA 30904. **Patrice Cragg** became Mrs. James Clifford Darden on June 21, 1969. The wedding took place in Baton Rouge, La. **Elaine Harper Horton** kept the bride's book and **Libba Goud** assisted in serving. Jim graduated from St. Pius X High School in Atlanta, and is now at Georgia Tech where he is a member of Sigma Chi fraternity. **Sara Houser** is now Mrs. George M. Scott, Jr. The wedding took place on June 28 in Cherryville, N.C. Other Scotties in the wedding were: **Pat Hames '69**, who was maid of honor, and **Barbara Hoffman '69** and **Dottie Thomas Wells '68**, who served as bridesmaids.

**Claire Louise McCoy** was married to Weldon White, Jr. on Aug. 8, 1969. The wedding took place in the garden of the First Pres. Church in Nashville, Tenn. The ceremony was held at twilight. **Cathy Price** became Mrs. Elzie V. Laube, Jr. on April 5, 1969 in Glen Ridge, NJ. Cathy is a graduate student working toward a master of arts degree in teaching at the University of North Carolina. Her husband is a doctoral candidate in botany at Duke University. **Mary Rogers** is now Mrs. Lamar E. Hardin. They were married Nov. 28, 1969 at the First Baptist Church in Dalton, Ga. Lamar graduated from the University of Chattanooga, where he was a member of Pi Kappa Alpha, and served with the U. S. Army. He is a member of the Jaycees, the Dalton Elks Lodge, and on the District Boy Scout Committee. **Christy Theriot** became Mrs. Richard Henry Woodfin, Jr. in June, 1969. The wedding took place in New Orleans. Mr. and Mrs. Ferdinand Warren were guests at the wedding. Christy and her husband are now living at 77 Audubon Boulevard, New Orleans, LA. 70118. **Nancy Lynn Williams Lockman** left the country on October 1 for a year's stay in England. Her address is: Flat 69, Sheringham, Queensmead, St. John's Wood Pk., London, NW 8 England, c/o D. F. Williams. **Welcome to these new arrivals:** Twin daughters, Yvonne Marie and Michele Leigh, April 2, 1969 to Donna Evans Brown and Tom. A daughter, Amy Walden, Oct. 12, 1969 to Candy Walden Field and Wes.

## 1969

**President:** Peggy Barnes, 1320 Harding Place, Charlotte, NC 28204. **Secretary:** Mary Ann Murphy Hornbuckle (Mrs. Jon E.), Foxcroft Apt. 186-D Old Montgomery Highway, Birmingham, AL 35216. **Fund Chairman:** Mary Gillespie, 1893 Hudson Crossing Rd., Apt. 1, Tucker, GA 30084. **Cheryl Bruce** became Mrs. John D. Kragh on June 5, 1969. The wedding took place in Bartow, Fla. **Pam Gafford** is now Mrs. Robert Hugh McKinnon. The wedding

took place on June 15, 1969 at Robbins AFB in Georgia. Bob is a graduate of Ga. Tech. **Mary Garlington's** wedding took place in Jacksonville, Fla. on June 20, 1969, and she became Mrs. Robert J. Trefry. Mary and Bob now live at 120 Melrose Ave., Decatur GA, 30030. **Margaret** and **Mary Gillespie** have returned to Agnes Scott for post-graduate work. Mary is reliving her old biology days as Assistant in Biology. Margaret, who has been working in the Alumnae Office since September, will soon take over the job as our Fund Coordinator. Quite a dynamic duo, right? Margaret, Mary, and **Winkie Wootton** have an apartment in Tucker. Winkie is now a teller at the Atlanta Federal Savings and Loan. Their address is: 1893 Hudson Crossing Rd., Apt. 1, Tucker, GA 30084. **Sally Gillespie** is teaching at Winona Park School in Decatur. She has a class of forty 4th graders. **Carol Hill** became Mrs. Neale C. Hightower on June 14, 1969. The wedding took place in the First Baptist Church in Decatur. Carol and Neale now live at 160 4th St., NW, Atlanta, GA 30313.

**Ruth Hayes** is now Mrs. Robert R. Bruner. They were married in Rock Hill, S.C. on July 26, 1969. Ruth and Bob are living in Decatur. Their address is: 3062 Hamilton Rd., Decatur, Ga. 30030. Ruth is working with the Georgia Department of Family and Children's Services. **Jean Hovis** married Jeffrey Lee Henderson on June 28, 1969 in Charlotte, N. C. Jeff is now serving as a Lieutenant in the Army. **Lynn Hyde** is doing graduate work at Georgia State University in Atlanta. **Patsy May** became Mrs. Kenneth B. Touw on Aug. 30, 1969, at her home. Ken graduated with honors from Brunswick College and is studying at Duke University, so the couple are living in Durham, N.C. **Dianne McMillan** married Lt. Gary L. Smith on October 25, 1969. Gary is a graduate of the University of Arkansas. **Sally McPeake** is now Mrs. John M. Gilkey. Sally graduated Phi Beta Kappa from the University of North Carolina, where she majored in history. Sally started working on her master's degree in history in June at U. N. C. John has finished one year of medical school at U. N. C. on a Morehead Scholarship. Sally is teaching again this fall and will get her master's degree in the summer. Their address is Route 3, Box 142 D, Lystra Rd., Chapel Hill, NC 27514. **Minnie Bob Mothes** became Mrs. James M. Campbell on July 12, 1969. The wedding took place in Charlottesville, Va. Jim is a Captain in the Marine Corps. He received his B.M.E. degree from Vanderbilt University, where he was a member of the Kappa Alpha Order. He also received his jurisprudence degree from Vanderbilt and is a member of the State Bar Association of Georgia. Minnie Bob and Jim live at

15601 Tustin Village Way, Apt. 49, Tustin, Cal., 92680.

**Mary Anne Murphy** became Mrs. Jon E. Hornbuckle on June 21, 1969. The wedding took place in Gainesville, Fla. Classmates who served as bridesmaids were **Anne Willis** and **Lalla Griffis Mangin**. Mary Anne and Jon now live at Foxcroft, Apt. 186-D, Old Montgomery Highway, Birmingham, Ala., 35216. **Flora Rogers** became Mrs. Robert T. Galloway, Jr. on July 26, 1969. The wedding took place in Hartsville, South Carolina. **Gayle Wunder** served as a bridesmaid. Bob is a graduate of Ga. Tech, and he and Flora are employed by Patuxent River Naval Air Test Center. Flora and Bob's new address is: Apt. 1, Lee Apartments, Hollywood, MD 20636. **Dorothy Schrader** is now teaching French at Henderson High School in Fulton County, Ga. Dorothy's new address is: 510 Coventry Rd., Apt. 10-C, Decatur, GA 30030. **Martha Smith** is engaged to Douglas E. Worful of Anchorage, Ky. Martha is now employed as a secretary at the Univ. of Ga. Library. Doug is attending Georgia. The wedding will be Dec. 27, 1969, in Swainsboro, Ga. **Nancy Sowell** is engaged to Gordon Edmund Williams, Jr. Nancy is attending graduate school in physical therapy at the University of Pennsylvania. "Sonny" received his B.I.E. degree from Ga. Tech, where he was a member of Alpha Tau Omega, Tau Beta Pi, Alpha Pi Mu, Phi Kappa Phi, and was a Distinguished Military Graduate. He was commissioned a second lieutenant in the U. S. Army upon graduation. Sonny is working on his M.B.A. degree as a Joseph Wharton Fellow at the Wharton School of Finance and Commerce of the Univ. of Pennsylvania. A January, 1970, wedding is planned. **Jeanne Taliaferro** became Mrs. James F. Cole, Jr. on Aug. 2, 1969. Jim and Jeanne are living in Decatur, and Jim is a student at Emory Dental School. Their address is: 2398 Williams Lane, Apt. 3, Decatur, GA 30033. **Joan Warren** is finishing her senior year at the Univ. of Vermont. Her new name is Mrs. O. R. Ellars, Jr. Joan's present address is: Apt. 102, Ledgewood Apts., 80 Austin Dr., Burlington, VT 05401.

## 1970

**Terri Denson**, who transferred to Mercer University after her freshman year, has completed her college course in three years and was graduated August 15, magna cum laude. Terri was a Woodrow Wilson Graduate Fellowship nominee and was elected to Sigma Mu scholastic society. In September she will enter the Emory Law School. Her room number is 210 A in the Graduate and Professional Student Dormitory, and she would be happy to hear from Scottie friends.



## Worthy Notes

### How Would You Help Students Come of Age in the Seventies?

many colleges braced for goodness-knows-what at the beginning of this academic year, Agnes Scott opened the doors (freshly painted during the summer) to its eighty-ninth session with the confidence that effective leadership and knowledgeable communication can form the cornerstone on which this college is building a sound community. A certain freshness characterized the campus atmosphere this fall, and there was anticipation of good things to come from new leadership. We—administration, alumnae, faculty, students, trustees—acknowledged a need for change in several areas of the college's existence, not for change of itself, but to make a good college even better. We share a new Dean of the Faculty, Dr. Julia Jones, a new Dean of Students, Miss Roberta (Robin) Jones, our first Vice-President for Development, Dr. Paul Jones—to say nothing of alert new faculty members in the largest freshman class in the college's history.

We are rapidly disproving the old adage, "a new broom sweeps clean". Instead of rushing in with startling innovations, they have spent the fall listening, almost beyond the call of duty, to other administrators, to upperclass students, to faculty with years of service, to alumnae (young over thirty!). They have been literally absorbing Agnes Scott, and kudos go to them for their patience and for hearing themselves so thoroughly in long hours of conversation.

Questions to me this fall from alumnae center on one: "What are students thinking and doing about Agnes Scott?" I sense some underlying fear in the question—or at least a need for reassurance that current students will not be swept away thoughtlessly the basic values, intellectual and moral, which form the Agnes Scott heritage, as they seek to make their environment more conducive to learning in the Seventies.

The ideal way to answer the question would be to ask alumnae to come back to the college, in small groups, for me to listen to students and hear their concerns. One alumna, members of The Tower Circle, had this opportunity during two December days. One said, as she left, "I came here to judge on the basis of twenty-five year old standards. I go home prepared to praise these young men for their honesty, their integrity, their utterly sensible search for the best way of life today for our generation."

This year students have suspended the student-faculty-administration Committee on Student Problems, COP (its sister, Committee on Academic Problems, CAP, is still most active), in order to activate the Special Commission on Rules and Policies, SCRAP. Student Government selected nine students to serve with Dean Jones on this commission. (See article by Dusty Kenyon, President of Student Government, pp. 7-10.)

SCRAP's good intentions are to take a long and intensive look at the whole of student life and come up with the necessary guidelines for student behavior in relationships with each other, with other individual human beings on campus, and with the people who make up the Greater Atlanta community. It is an awesome self-imposed task for SCRAP and is being done instead of picking out a few of the years-encrusted regulations in the Student Handbook and attempting to change just them.

"It seemed to us so futile," Dusty says, "to begin to change little rules, to hack away at the superstructure bit by bit. *What we need now is a return to the basic ideals, those values which have in a very real way made Agnes Scott what it is today.*" (Italics in last sentence mine.) This theme, and a twin one, the educational purpose of the College, underlie SCRAP's endeavors.

To put this in the perspective of another college, I quote Dartmouth College's President John Sloan, who is retiring after a quarter century in office. "More of today's college students are aware of the gap between human ideals and human performance than any college generation I've ever known. . . . [Faculty members and administrators] are going through a reeducation at the hands of youths. . . . [The American male between 18 and 22 is] crossing the last great threshold of change in his life that comes from growth.

"Later he may become a little wiser or a little more cautious. But those years biologically and psychologically are the major change from a dependent boy to an independent man, and that is a tremendous educational opportunity for us if we have insight. We've got to deal with these fellows as men, not as boys."

*Ann Worthy Johnson '38*

Decatur, GA 30030

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