

# Lest We Forget

An Account of Agnes Scott College

by  
Walter Edward McNair



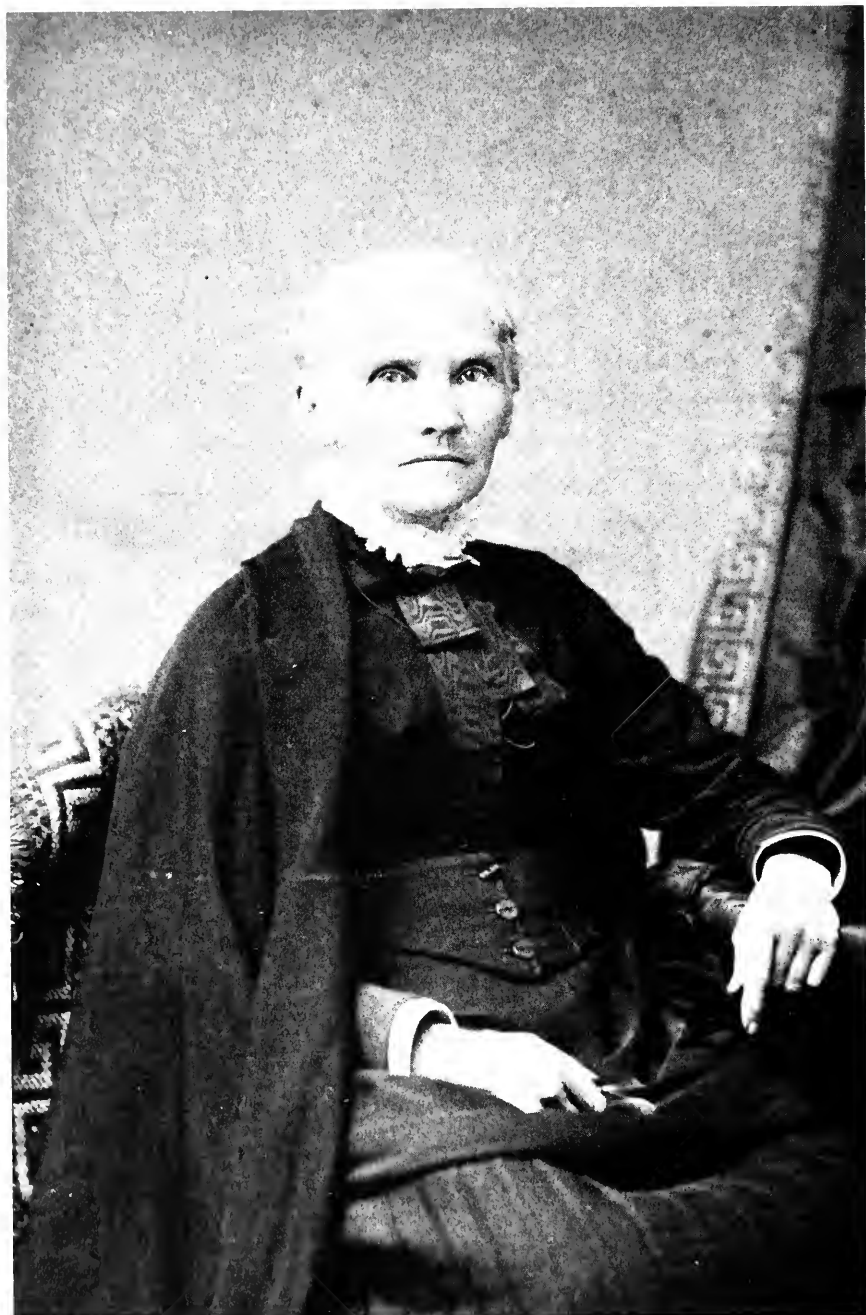
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LEST WE FORGET



Agnes Irvine Scott  
for whom Agnes Scott College  
was named

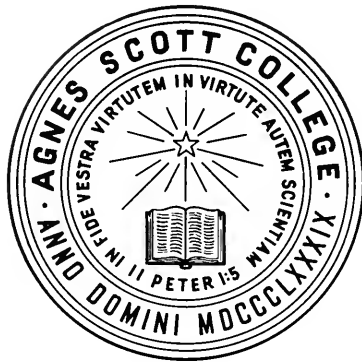


# LEST WE FORGET

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by

Walter Edward McNair



*"Lord God of Hosts, be with us yet*

*Lest we forget — lest we forget!"*

*Rudyard Kipling, "Recessional"*

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For  
WALLACE McPHERSON ALSTON  
and  
MARVIN BANKS PERRY, JR.

whose friendship, understanding, and interest  
have through the years continually  
encouraged and supported this  
writer in his long and happy  
relationship with Agnes Scott College

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## INTRODUCTION

The account here presented covers the development of Agnes Scott College from its beginnings in 1889 through June 30, 1982. Of course, not every single event is set forth, but a conscious effort has been made to include all happenings and personalities that have been formative in the evolution of the College.

One will notice that there are no footnotes. Rather, the writer has sought to build the necessary documentation into the narrative itself.

Encouragement and interest have been evidenced by so many that it is impossible to thank them all. Special gratitude is extended to President Marvin B. Perry, Jr., for unfailing support, to Mildred L. Petty, '61, and Juliette Harper, '77, for assistance in reading proofs, and to Dorothea S. Markert of the Agnes Scott Public Relations Office who has aided this writer in every way that she could.

I hope very much that Agnes Scott will not be swept by the urge to supply what may be temporary needs. We have never planned to meet the calls of "our day." We have always tried to think in terms of the long future and to establish programs which will be good for our children and our children's children, as well as for tomorrow or next year. It may take some steadfastness of purpose to hold fast to our established program, but I hope that we may be able to do so.

*James Ross McCain*  
*May, 1944*

Historically, the Presidents of Agnes Scott have personified the ideals, the hopes, and the dreams of this College. They have set the pace; they have pioneered the new paths; they have inspired and led.

*Hal L. Smith*  
*May 18, 1974*

To combine the life of faith with the life of the mind, to fuse the intellectual and spiritual dimensions of the life of learning — this is the goal we seek. It does not need a particular curriculum; it shuns indoctrination. Rather the individual student sees it in the lives of those who teach and otherwise participate in the college community, in the way those lives are lived and in the values such living reveals. It is the quality of this living, day by day and through "the passing years," that makes [Agnes Scott's] legacy indeed a goodly heritage.

*Marvin Banks Perry, Jr.*  
*Autumn, 1976*

*Chapter 1***BEGINNINGS**  
1889—1907

It is a cliché to say that the American Civil War devastated the South. The fact, however, remains that this internal conflict did set this region decades behind the rest of the nation. All fields of activity were hindered in their development, but this retardation was nowhere more evident than in the area of education. Many schools and colleges never re-opened after the War, and those that did found their endowments either gone or sadly depleted, their buildings and equipment in disrepair and disarray, and their faculties scattered.

Public education at the secondary and elementary level was largely nonexistent, and such as could be found was rudimentary in its offerings. The one-room school was the rule, and the competency of many teachers was just above the level of ignorance. Of course, there were notable exceptions to this sorry state of affairs, but in the main, education in the South was at a low ebb.

During this period of the 1870's and 1880's, Georgia was in a serious plight. For many people money was almost non-existent. Those schools that were established had no funds and consequently soon died. Education was largely a hit or miss affair. Public instruction, as it is thought of today, was in its infancy. The great Gustavus J. Orr, considered by many as the father of public education in Georgia, was in 1872 just beginning his notable work as the state's second school commissioner. In Atlanta, the public school system dates from the same year. It was a period of struggle, of some success, and of much frustration and failure.

Rural areas and small settlements found their educational problems even more acute than those of the larger communities, and Decatur was no exception. The town had been incorporated in 1832, some fifteen years before Atlanta achieved similar status, and even though the older community was just six miles from the center of its large neighbor to the west, Decatur was, up to the turn of the century, rather much separated from Atlanta. An unpopulated area of considerable

size lay between the two towns, and communication was by means of either the Georgia Railroad or horse-drawn vehicle. At the beginning of the last decade of the nineteenth century, the town of Decatur had a population of about one thousand, and its schools, like those of similar communities, were at a low ebb. In the year 1888-1889 two schools operated in the town, one a private school of elementary level and the other a public institution of the primary and grammar school type, the latter being far from satisfactory in its work. The private school, operated by Miss Kate Hillyer, long ago went out of existence, and the public school folded also. For that matter, public education as it now exists in Decatur traces its origins from 1902.

In the year 1889, in the context of this educational and economic situation, Agnes Scott College was born. The Rev. Frank H. Gaines had in 1888 accepted the pastorate of the Decatur Presbyterian Church, arriving in December of that year from the Falling Spring Presbyterian Church in Rockbridge County, Virginia. Besides his interest in preaching and pastoral work, Mr. Gaines had during his sojourn in Virginia developed a very active interest in education, particularly education with a strong Christian emphasis. He immediately saw the pressing need in Decatur for a quality school — particularly for girls —, and before the end of his first year in the town, he was addressing himself to this need.

Frank Henry Gaines was born in Tellico Plains, Tennessee, on July 25, 1852, the son of John Rhea and Sarah Rice Gaines. He received his B.A. degree from Cumberland University in 1870, studied medicine briefly, and then in 1873 entered Union Theological Seminary in Virginia, completing his work there in 1876. In September of the same year, he was ordained a Presbyterian minister and began his ministry in Ebenezer Presbytery, Kentucky. Two years later he transferred to Lexington Presbytery in Virginia from whence at the age of thirty-six he came to the pastorate of the Decatur Presbyterian Church, a congregation then numbering approximately 235 members.

As has already been said, there was a great need in Decatur for a good elementary school. Indeed, as the academic session drew to a close in the spring of 1889, there was a real question concerning what educational arrangements could be made for the next fall. To Mr. Gaines, with his keen interest in education, the occasion seemed propitious for the opening of a Christian school under the auspices of the Decatur Presbyterian Church. Mr. Gaines, ever an activist, broached the subject informally to several of the leaders in his



congregation and met with a favorable response. Among these was Col. George W. Scott, who was destined to play a leading role in the proposed enterprise, but more of this later. Such was the enthusiasm for the idea that by mid-July of 1889 it seemed appropriate to call a formal meeting of interested persons. On July 17, 1889, a group met in the pastor's study at the manse. Within a period of six weeks from that date, a charter had been granted to the Decatur Female Seminary; a place of operation had been secured; students had been recruited, and a faculty employed. One month later on September 24, 1889, the Seminary officially opened with sixty-three students and four teachers — a remarkable achievement in determination and speed. So important for Agnes Scott are the meetings held in the late summer of 1889 that their minutes are given herewith in full:

Decatur, Georgia, July 17, 1889

According to a previous understanding several members of the Presbyterian Church of Decatur met this evening at the Manse. Present: Rev. F. H. Gaines, George W. Scott, Milton A. Candler, Sr., Dr. Robert C. Word, James W. Kirkpatrick, J. A. Mason, John B. Swanton, George A. Ramspeck, B. S. Crane and H. J. Williams.

Rev. F. H. Gaines was called to the chair, and R. C. Word was appointed secretary.

The Chairman stated that the object of the meeting was to advise as to the need and feasibility of establishing in Decatur a school for young ladies and girls, to be of high order and under Presbyterian control and influence.

After discussion, Col. George W. Scott offered the following resolution, which was unanimously adopted, to wit:

“Resolved, That we determine to establish at once a school of high character.”

On motion of George A. Ramspeck, a committee consisting of George A. Ramspeck, George W. Scott and E. L. Hanes was appointed to canvass the town and report at a future meeting the probable number of pupils to be secured for the opening session.

On motion a committee, composed of Rev. F. H. Gaines, B. S. Crane and C. M. Candler, was appointed to prepare and report to the next meeting a plan of organization, and also to correspond with suitable persons as teachers.

On motion of M. A. Candler, Sr., it was made the duty of the first named committee to ascertain whether or not a suitable house could be obtained for the school, and upon what terms.

On motion it was resolved that the committee appointed to canvass for pupils, could say to patrons that the rates of tuition for day pupils would be from three to five dollars per month, and that a limited number of boys under twelve years of age would be received during the first session.

On motion those present adjourned to meet again at the same place on Monday evening next at 8 o'clock.

(Signed) R. C. Word  
Secretary

Decatur, Georgia, July 22, 1889

Pursuant to adjournment members of the Presbyterian Church interested in the organization of a female school, met at the Manse, Rev. F. H. Gaines, presiding.

The meeting was opened with prayer by chairman. The Committee on Pupils and Building reported that thirty-nine pupils had been subscribed, with a strong probability of at least ten more. In regard to securing a house, nothing definite had been accomplished, though they thought there was a strong hope of obtaining the Allen house. On motion this committee was continued with the same duties.

The Committee on plan of organization reported in writing a proposed charter and scheme. On motion of Col. George W. Scott, M. A. and C. M. Candler were requested to embody the suggestion of the committee in a petition to the Superior Court of DeKalb County for a charter under the name of the "Decatur Female Seminary."

On motion of M. A. Candler, Sr., J. W. Kirkpatrick, R. C. Word, R. F. Davis, W. J. Houston, George A. Ramspeck, and J. A. Mason were appointed a committee to apply for said charter.

On motion the meeting adjourned to meet Saturday afternoon next.

(Signed) R. C. Word  
Secretary

Decatur, Georgia, July 27, 1889

Those interested in the objects heretofore stated met at the Manse this afternoon, Rev. F. H. Gaines presiding.

The chairman stated that a number of letters had been received

relating to teachers, and they were read. The committee had not been able to secure the proper person as principal, as yet.

On motion of George W. Scott the Committee was continued and its chairman, Mr. Gaines, authorized to visit Virginia with the object of securing a suitable person, as principal.

The committee on building reported that they had made a proposition to lease the Allen house on the south side of the Georgia Railroad, but no definite answer had been received.

On motion the action of the committee was ratified and it was continued.

The meeting adjourned subject to the call of the chairman.

(Signed) R. C. Word  
Secretary

Decatur, Georgia, August 24, 1889

Pursuant to the call of the Chairman, the following persons interested in the establishment of a female seminary met at the Manse — Present: Messrs. F. H. Gaines, George W. Scott, M.A. Candler, G. A. Ramspeck, R. C. Word, J. B. Swanton, G. B. Scott, J. W. Kirkpatrick, B. S. Crane, R. F. Davis, C. M. Candler, and H. J. Williams.

Mr. Gaines, chairman of the committee on teachers, reported that after a visit on his part to Virginia, the committee had secured the services of Miss Nannette Hopkins, as principal, for the year, and Miss Mattie Cook as assistant, Miss Hopkins at a salary of six hundred (\$600.00) dollars per annum and Miss Cook at four hundred (\$400.00) dollars per annum.

The report was adopted on motion of M. A. Candler.

On motion George W. Scott, R. C. Word and G. A. Ramspeck were appointed a committee to secure a competent matron, and to purchase the necessary school furniture.

The Committee on teachers was continued and instructed to make inquiry for suitable teachers in the Music and Art Department.

On motion of G. A. Ramspeck the meeting adjourned to meet next Monday night.

(Signed) R. C. Word  
Secretary

At the fifth meeting of these “interested persons,” it was reported that a matron had been employed and that school furniture had been purchased. Then, on the same date, the charter was presented and accepted. Here is the record of that meeting:

### Incorporation Meeting

Decatur, Georgia, August 27, 1889

Pursuant to notice, the Committee of Incorporators, as named in the application for charter, met at the manse, present: J. W. Kirkpatrick, R. C. Word, R. F. Davis, J. A. Mason and G.A. Ramspeck. A majority of the Incorporators being present, J. W. Kirkpatrick was called to the chair and Dr. R. C. Word was appointed Secretary.

The charter granted to said persons, as Incorporators of the Decatur Female Seminary, by the Superior Court of DeKalb County was read and unanimously accepted. It is as follows:

### CHARTER

Georgia  
DeKalb County

To the Superior Court of said County

The petition of James W. Kirkpatrick, Robert C. Word, Robert F. Davis, Washington J. Houston, George H. Ramspeck and J. A. Mason show that they desire to be incorporated under the Corporate name of the “Decatur Female Seminary.” The object of their association is to establish an Institution of learning in the town of Decatur, in said County, for the moral and intellectual training and education of female youths. They desire the amount of capital stock to be fixed at five thousand dollars to be paid up in cash or its equivalent, twenty per cent annually in such installments as may be called for by the Board of Trustees, hereafter provided for, with the priviledge [*sic*] of increasing such Capital Stock to an amount not to exceed Twenty-five thousand Dollars.

They desire that the entire management control and direction of said Seminary shall be vested in a Board of Trustees, composed of five persons to be constituted in the following manner. The Pastor of the Decatur Presbyterian Church shall be ex officio, during his pastorate a Trustee. Two of the remaining four Trustees, shall be elected by the Session of Decatur Presbyterian Church, and shall be members of said church, in good and regular standing. At the first election therefor, one shall be elected for a term of two years,

and one for four years. As these terms expire their successors shall be elected for full terms of four years.

The remaining two Trustees shall be elected by the stockholders of said Seminary each share being entitled to one vote, and shall be members of the Presbyterian church in the United States, in good and regular standing. At the first election therefor, one shall be elected for two years and one for four years, and as these terms expire their successors shall be elected for full terms of four years. Vacancies in either division of the Trustees shall be filled by the respective election thereof for the unexpired terms.

The Pastor of the Presbyterian Church shall be chairman of the Board of Trustees. The Trustees shall submit annual reports of their transactions, together with such information as will fully show the conditions of said Seminary to the Session of the Decatur Presbyterian Church which report shall be subject to approval or disapproval by said Session. Said Session shall also have authority, in their official capacity to visit and inspect said Seminary as often as they desire, and to investigate fully into its conditions, needs and conduct.

The capital stock of said Seminary shall be divided [*sic.*] into one hundred shares of the par value of Fifty Dollars each, and the subscribers thereto shall be responsible pecuniarily only for the unpaid amounts of their subscriptions. Petotioners [*sic.*] desire that all the powers, rights and privileges necessary for the conduct, support and maintenance of said Seminary, together with such powers as are usually conferred on colleges and seminaries, be conferred upon said Board of Trustees, with the right to hold and acquire property, to sue and be sued in their corporate capacity, to sell, mortgage or otherwise dispose of any property they may acquire as may seem to the interest of said Institution, to charge and collect tuition fees, employ teachers etc. They desire that as soon as their charter is granted and accepted, and the amount of its capital stock subscribed the Board of Trustees may be elected and said Seminary opened for the reception of pupils.

The Principal office and location of said Seminary shall be in the town of Decatur, said County. Wherefore petitioners pray for an order incorporating them as the said "Decatur Female Seminary" for the term of twenty years, with the privilege of renewal, and with all the rights, powers and privileges as above set forth.

And petitioners will ever pray.

Candler, Thomson and Candler  
 Petitioners' Attorney  
 H.H. Burgess C S C

Filed in office July 27, 1889.

## ORDER

Exparte  
J. W. Kirkpatrick et al

DeKalb Superior Court  
August Term 1889  
Application for Charter

Read and considered, and it appearing to the satisfaction of the Court, that the application is legitimately within the purview of the code and that all the prerequisites of the law in regard to filing, advertising etc. have been fully complied with, it is therefore ordered by the Court that the prayer of the applicants be declared granted, and that the petitioners their associates and successors be and they are hereby incorporated under the name of the Decatur Female Seminary, with all the rights, powers and privileges as prayed for in said application, with the future government and control of the Institution to be established hereunder vested in the Trustees to be appointed as therein specified.

In open Court, this Aug. 27th 1889

Richard H. Clark  
Judge S C Presiding

By the Court  
Candler, Thomson and Candler  
Petr's Attys

The charter as above set forth having been accepted, on motion, R C. Word, G. A. Ramspeck and J. A. Mason, thereof were appointed to receive and solicit subscriptions to the capital stock.

On motion the Incorporators adjourned to meet on Monday night next.

(Signed) R. C. Word  
Secretary

Decatur, Georgia, September 2, 1889

The Incorporators met pursuant to adjournment, a quorum being present. . . .

It appearing that the requisite amount of stock had been subscribed, the subscribers were called together, the charter and list turned over to them and the Incorporators adjourned sine die.

R. C. Word  
Secretary

## Copy of List of Subscribers

Name	No. Shares	Amount
Milton A. Candler	10	\$500.00
C.M. Candler	5	250.00
George B. Scott	6	300.00
J.A. Ansley	2	100.00
T. L. Cooper	2	100.00
R. C. Word	2	100.00
J. B. Bucher	2	100.00
B. S. Crane	1	50.00
G. A. Ramspeck	2	100.00
T. R. Ramspeck	2	100.00
R. F. Davis	1	50.00
J. W. Kirkpatrick	1	50.00
J. A. Mason	2	100.00
N. P. Pratt	1	50.00
George W. Scott	40	2,000.00
Thomas Freeman	1	50.00
V. R. Sisson	1	50.00
M. A. Candler, Jr.	2	100.00
C. W. Ansley	1	50.00
E. P. Ansley	1	50.00
H. J. Williams	2	100.00
Ed L. Grant	1	50.00
W. M. Kirkpatrick	1	50.00
J. A. Kirkpatrick	1	50.00
J. C. Powell	1	50.00
L. M. Cassels	2	100.00
Geo. S. Bucher	2	100.00
E. L. Hanes, Jr.	1	50.00
John B. Swanton	2	100.00
J. H. Green	1	50.00
J. P. Laird	1	50.00
W. P. Houston & R. R. Billips	2	100.00
T. J. Ripley	2	100.00
H. C. Austin	1	50.00
A. L. Pitts	2	100.00
	<u>107</u>	<u>\$5,350.00</u>

As is set forth in the charter above quoted, the Decatur Female Seminary was to be governed by a board of five trustees, two to be elected by the Session of the Decatur Presbyterian Church from the members of the Church in "good and regular standing," two to be

elected by the stockholders, with the pastor of the church being the fifth trustee and chairman of the Board. The first Board of Trustees was constituted as follows:

F. H. Gaines, Chairman  
 C. M. Candler  
 B. S. Crane  
 George W. Scott  
 E. H. Barnett, D.D.

Dr. Barnett was the pastor of the First Presbyterian Church of Atlanta, and thus begins Agnes Scott's close association with that congregation, every pastor of the church from Dr. Barnett to the present pastor emeritus having served as a trustee of the institution.

As has been said, the Seminary officially opened on September 24, 1889. There were sixty day students, three boarding students, and four teachers. Miss Hopkins and Miss Cook have already been mentioned. The other two teachers were Miss Fannie Pratt who taught piano and Miss Valeria Fraser who taught art and calisthenics. The year was a good one, and the school promptly earned the support of its constituency. One cannot overemphasize the importance of these first four teachers in winning the confidence of the citizens of the town and of the patrons of the school. Had they failed, another defunct institution would be on the list of such schools. But they did not fail, and Agnes Scott College stands as a lasting testimonial to their effectiveness. Apparently Miss Pratt and Miss Fraser were not long related to the institution, but Miss Cook remained for twenty years, and the tenure of Miss Hopkins was forty-nine years — the longest to date of any administrative or faculty member in Agnes Scott's history.

A hallmark of Agnes Scott College is that it has always been sure of its purpose or mission. Early in the first year, Chairman Gaines realized this need and set down what he called the "Agnes Scott Ideal." Col. George W. Scott endorsed this statement, and it was issued in a booklet. So important and formative was this statement that it has been called the "Magna Carta" of the College. Commenting on this Ideal, Dr. Gaines (He received an honorary D.D. degree from Davidson College in 1896.) wrote in 1921 as follows:

What the architect's plans are to the future building, this Ideal was to the institution. The great principles here announced were to guide and control in the building of the institution. This Ideal



dominated in the development of the institution, was strictly adhered to in all its struggles, and is still its Magna Carta.

In 1939, when Agnes Scott celebrated its fiftieth anniversary, President James Ross McCain reaffirmed this Ideal; President Wallace McPherson Alston in his inaugural address in 1951 committed his administration to these same principles, and President Marvin Banks Perry, Jr., explicitly and implicitly espoused these time-honored commitments. In a real sense then this statement of principle, announced in the institution's first year, has been the controlling frame of reference for *everything* at Agnes Scott. Here is this Ideal as Dr. Gaines framed it:

1. A liberal Curriculum fully abreast of the best institutions of this country.
2. The Bible as a text-book.
3. Thoroughly qualified and consecrated teachers.
4. A high standard of scholarship.
5. All the influences of the College conducive to the formation and development of Christian character.
6. The glory of God, the chief end of all.

Another document of great importance from the early days of Agnes Scott is the prayer covenant which eight of the leaders signed. Convinced that the institution was an instrument of God's purpose, they bound themselves together in a mutual prayer agreement — an agreement which is unchanged and still living in that through the years others have signed it, there being one currently at Agnes Scott whose signature is affixed to this document, the original copy being still in existence. Here is this prayer covenant and its original signers:

We, the undersigned, believing the promise of our Lord concerning prayer (*Matt. 18:19*), and having at heart the largest success of the Agnes Scott Institute in its great work for the glory of God, do hereby enter into covenant with each other to offer daily prayer in our 'closets' for the following specific objects:

1. For *each other* in our work in and for the Institute
2. For the Board of Trustees and Faculty.
3. That God would convert every unconverted pupil before leaving the Institute.
4. That He would graciously build up in the faith, and prepare for highest usefulness all who are His.

5. That He would baptize the institution with the Holy Spirit, and make it a great fountain of blessing.
6. That He would give it so much of endowment and prosperity as He sees would be for His own glory.
7. That He would have the institution *constantly* in His own holy care and keeping, that His name may be glorified.

F. H. Gaines  
 Nannette Hopkins  
 Patty B. Watkins  
 George W. Scott  
 E. H. Barnett  
 J. G. Patton  
 Theron H. Rice  
 Milton A. Candler

Toward the end of the first year of the Decatur Female Seminary, a development occurred which perhaps was the single most important event in the history of Agnes Scott College. Col. George Washington Scott, having invited Dr. Gaines into his parlor, said to him: "Mr. Gaines, the Lord has greatly prospered me in my business and I don't want it to harden my heart; I have decided to give forty thousand (\$40,000.00) dollars to provide a home for our school." One condition was placed on this gift, namely, that the school be named for the donor's mother. Understandably, the Trustees promptly accepted this gift and immediately launched the procedures necessary to amend the charter, altering the name of the institution from the Decatur Female Seminary to Agnes Scott Institute. In this same amendment to the charter, the number of trustees was increased to six. Dr. G. B. Strickler, pastor of Atlanta's Central Presbyterian Church, was promptly elected to this additional post.

The year 1890-1891 saw a greatly enlarged number of students — a growth from sixty-three to 138, with 22 of these being boarders. An additional house had to be rented, and as Dr. Gaines has written, "Another successful session gave assurance of the permanence of the work."

At the end of the 1889-1890 session a little pamphlet of twenty-three pages was issued, this pamphlet being the first in the annual series of Agnes Scott catalogues. In it one finds the listing of trustees, faculty, and students, as well as the course offerings. There likewise is information on history, location, buildings, purpose, and rules — the usual information one finds in college catalogues today. The course

offerings were divided into two major departments — preparatory and collegiate, the former being of the elementary level and the latter that of the secondary school. The collegiate course of study was distributed into ten “schools,” namely, English, mathematics, natural sciences, Biblical instruction, history, moral sciences, Latin, modern languages, vocal and instrumental music, and art. Both Dr. Gaines and Miss Hopkins taught, and the faculty for the second session lists eleven others as well, some of them part-time, of course. To complete the work of the collegiate department, a student had to secure a “certificate of graduation” in eight of the disciplines. The passing grade was 80. Board and tuition for the 1890-1891 year was \$185.00, with an extra charge for instruction in music or art. Day students paid \$7.50, \$10.00 or \$12.00 per quarter depending on what grade they were in. It is interesting to note that this first “catalogue” sets forth the following statement of what the school considered the proper work of the teacher:

The true educator should seek to develop and train the intellect, not by the *cramming* process, but train it to think by giving it proper food for thought, proper methods of thought and proper stimulation to thought.

The true educator should seek to cultivate the taste, to lead the pupil to recognize and admire the beautiful in nature, in art, in literature, in the home, in all life. The true educator should seek very carefully and properly to train the moral faculties.

This same first official publication further proposes to achieve this “proper” education by utilizing “the best teaching talent” with the “most approved text books and methods of instruction.” And then comes the clincher — that commitment to standards which has ever been a hallmark of Agnes Scott: “We propose to require that each part of the course shall be mastered before the pupil shall be permitted to advance.”

Col. Scott spent much of this second year in carrying out his intentions for the building which he proposed to erect. Among other things, he took a northern trip to see school buildings. As a result, he became convinced that the amount he intended to give would not provide the building he wanted. Consequently, he increased his gift such that by the time the land was purchased and the building erected, he had contributed \$112,250, the largest gift ever made to education in Georgia up to that time. The site chosen was five acres on the south side of the Georgia Railroad, easily accessible to Decatur and to the railroad station, primary considerations in those days. (The first

catalogue even states that there “are fourteen daily passenger trains” between Decatur and Atlanta.) The new building was named Agnes Scott Hall but through the years has been popularly known as “Main.” It was in 1891 the “last word” in a modern college building, being lighted with electricity, heated with steam, and having hot and cold running water and sanitary plumbing — these being conveniences seldom found in college buildings before the turn of the century. That Col. Scott built well is evidenced by the circumstance that more than ninety years later his building is in full use as one of the principal structures on the campus. It is difficult today to assess how important it was for Agnes Scott Institute to have a fine building. It represented a firm confidence in the future of the institution. Dr. Gaines, in commenting on Col. Scott, has written the following about this structure and its significance:

Then too, the *kind* of building he [Col. Scott] erected produced a powerful effect. It was a large structure, beautiful in architecture and built of selected material. It would do credit to any college campus. This building expressed Col. Scott’s great vision of the future of this school. It testified to his confidence in the enterprise. It expressed his estimate of the importance of the work of Christian education. It attracted wide attention. It made a profound impression upon the Synod and upon the entire Presbyterian Church in Georgia, and, indeed upon other churches. It is interesting to conjecture what would have been the effect if Col. Scott had put up a plain ordinary building only sufficient for a local day school.

Who were George Washington Scott and his mother Mrs. Agnes Irvine Scott? Perhaps this is an appropriate place to pause in this narrative and say something of these two persons whose names are inseparably linked with Agnes Scott College. In February, 1951, President Wallace M. Alston delivered an address on the occasion of the dedication of the George W. Scott Memorial Park in Decatur. In this address he included the following excellent summary of the lives of George Washington Scott and of his mother:

George Washington Scott was born in Alexandria, Pennsylvania, on February 22nd, 1829. He was the fourth child of John and Agnes Scott, both of whom were of Scotch and Scotch-Irish extraction.

John Scott was a native of Adams County, Pennsylvania, where his ancestors, after emigrating from Ireland, had established themselves as farmers on Lower Marsh Creek as early as 1740.

The father of George Washington Scott was a successful and prosperous business man whose interests included a tannery and an establishment where shoes and boots were manufactured. He later served in both the Pennsylvania State Legislature and the Congress of the United States.

Agnes Irvine, mother of George Washington Scott, was born in Ballykeel, County Down, Ireland, on June 15th, 1799. When she was seventeen years old she came with her mother to America. The voyage in a sailing vessel required thirty-six days. This trip to a new land had its tragic aspect for Agnes Irvine, for en route her sister Susanna became ill and died at sea. Upon their arrival in America, the mother and daughter made their way inland two-hundred miles to the town of Alexandria, Huntingdon County, Pennsylvania, where some of their relatives who had preceded them from County Down, Ireland, resided. There John Scott and Agnes Irvine met, fell in love, and married on October 29, 1821. John Scott had been previously married and was a widower with five children. Seven children were born to John Scott and Agnes Irvine — Susan, John, James Irvine, George Washington, William, Mary Irvine and Alfred.

The boyhood of George Washington Scott was spent in Alexandria. There he received his education. From early childhood he was instructed in the Scriptures and was taught to revere them as the Word of God, the only infallible rule of faith and practice. Religious truth as set forth by the Westminster Confession of Faith, particularly by the Shorter Catechism, constituted a fundamental part of the early discipline of mind and heart. Habits of prayer, Bible reading, church attendance, Christian stewardship, and Christian service were normal and integral to the home in which George Washington Scott grew up. As a young boy he made a profession of his faith and became a member of the Presbyterian church in Alexandria. Thus began a long and faithful experience of loyal service to Jesus Christ through the Presbyterian Church whose doctrine, polity, and program he supported with unwavering conviction.

The most determinative influence in that Pennsylvania home seems to have been the character and teaching of Agnes Irvine Scott. Her son John in an address at the Dedicatory Exercises at Agnes Scott Institute, November 12, 1891, paid this tribute to his mother: "It is not for the spirit of mortals to be proud; but if men, yea, men whose hairs are whitened with the light of years, may justly, at any time, feel any pride, I am sure it is when they mingle with that pride the gratitude, reverence and affection which are due to an intelligent, conscientious, good Christian mother. That pride and gratitude, reverence and affection, speaking for my brother, we express of and to that mother whose name this

Institute is to bear. She is worthy of our pride, gratitude, reverence and affection and of your commemoration. She met the duties of her sphere with the sublimest faith and trust in the goodness of God, and in His overruling providence. 'There is a God who rules and reigns in the armies of heaven, and who doeth His will among the inhabitants of the earth,' was one of her daily utterances to her children. She was a Presbyterian, and loved her church. She believed in the sovereignty of that God as devoutly as in His goodness and mercy; and did not waste her time in metaphysical disquisitions, attempting to reconcile them, but diligently went about her duties and saw to it that no child of hers should go out into the world ignorant of the Shorter Catechism. Her early education had awakened in her the love of the true and the beautiful; hence, the first of all books to her was the Bible; and after this and her devotional books she appreciated Shakespeare and Burns. I have two treasures from her hand, both presented on the 14th of April, 1840 — a copy of Shakespeare and a Bible. In the latter, written with her hand, is an admonition which was the reflection of her own life: Proverbs c. 3; v. 5, 6. 'Trust in the Lord with all thine heart, and lean not unto thine own understanding'. 'In all thy ways acknowledge Him and He shall direct thy paths. . . .' And thus it was that in her home alike in pleasure, in sorrow, in the midst of the ever-recurring duties of wife, mother, friend, and counselor, she seasoned all her lessons with the truths of inspiration." A beautiful reflection of the character and spiritual life of Agnes Irvine Scott is found in a prayer written in her own handwriting in her Bible: "Heavenly Father, I leave all that belongs to me to Thee. Undertake Thou for them (her children). Bless them and make them blessings. Hide them under the shadow of Thy wings and direct their steps. May the grace of the Lord Jesus Christ be with you all."

When he was twenty-one George Washington Scott left Pennsylvania because of his health. He had not been a robust boy, having had frequent trouble with his throat. It was believed that the milder climate of the South would be beneficial to him. He left his home in Alexandria on October 4th, 1850, and defrayed his expenses as he moved southward by selling jewelry on the way. This trip was probably made with horse and buggy. On his way to Florida, George Scott visited Decatur and Atlanta for a brief period. In a personal diary we find some notations that relate to the first visit made by George W. Scott to Decatur and Atlanta: "Wednesday, October 30, 1850. Arrived at Decatur about 5 o'clock in the evening; received a letter from John (his brother) and also one from Daniel Evans — did not get one from Mother as I expected. Am a good deal disappointed; stopped at Dr. Calhoun's hotel. Read Isaiah 14.

“Thursday, the 31st. Left Decatur about half past seven and arrived in Atlanta about 8 o’clock — very warm and pleasant. Stopped at the Atlanta Hotel. This is the most stirring place for the size that I have ever seen. I suppose I saw between two and three-hundred wagons in the town today, principally all hauling cotton. Some were drawn by horses, some by mules and a great many by oxen. Met a Mr. Orme, said he was raised near Harrisburg; he told me he came to this place four years ago and there were then but two houses on the ground where the town now stands. The Georgia Railroad, Savannah and Macon Railroad, and the Georgia State Railroad all terminate here. . . . Had a long talk with a young man who spent last winter in southern Georgia. He gave me an account of his deer hunts in that region which were very interesting. Read Isaiah 15.”

Young George W. Scott remained in Atlanta until Tuesday, November 5th, 1850. He went to Griffin, to Columbus, into southern Alabama, then eastward into Florida where he settled in Quincy for approximately a year. He moved to Tallahassee where he entered a mercantile business in 1852, establishing the firm of George W. Scott and Company. This business prospered from the beginning. In addition, George W. Scott became a plantation owner where likewise he made a success of a business venture. Here in Tallahassee he made and lost his first fortune. The outbreak of war depleted his financial resources and elicited from him personal sacrifice and unselfish service.

At the beginning of the War Between the States, George W. Scott (in the language of an editorial in the Tallahassee, Florida, newspaper of October 9th, 1903) “shouldered his musket with a saddened heart, but with a resolute front, and went with the Tallahassee Guards to the battle line. He was a soldier without fear, as he had been a citizen without reproach. He rose over every battlefield to a higher rank, and at Olustee he wore a full colonel’s uniform, commanded his regiment side by side with Colquitt and Finley, and shared in full the honor and the credit of that famous field.” He entered the military service of the State of Florida in May 1861, determined to give his full allegiance to his adopted state and the South — even though he was born and reared in the North, with strong ties of kinship binding him to that section.

When the Tallahassee Guards were mustered into the Confederate service as Company D, Second Florida Cavalry, George W. Scott became the captain. In 1863 the Secretary of War of the Confederacy directed him to organize the Fifth Florida Battalion, known as “Scott’s Cavalry,” commanding this unit with the rank of lieutenant-colonel. In October, 1864, Col. Scott was made commanding officer of “Middle and West Florida and Southwest

Georgia." He was engaged in the battle of Olustee and Natural Bridge, serving with distinction and bravery. On May 13, 1865, Col. Scott surrendered his command to General McCook of the Union Army and was paroled on May 23, 1865. The "Cross of Honor" was bestowed upon Col. Scott by the Tallahassee Chapter of the Daughters of the Confederacy in recognition of his devotion to the cause of the South.

At the end of the War Col. Scott was unanimously nominated, despite his repeated protests, as Democratic candidate for the governorship of Florida. This was in 1868 during the reconstruction era when such turbulence obtained throughout the South. The election, conducted under military rule, extended throughout the period of three days. The Negroes, now enfranchised, voted the Republican ticket and Col. Scott was defeated. He was never again willing to run for public office — a tremendous loss to his state.

In 1870 George W. Scott left Florida and made his home in Savannah where he engaged in a very successful cotton "factorage and commission business." After accumulating a large fortune in Savannah Col. Scott, through no fault of his own, lost his wealth, and in 1877 moved to Decatur with a small sum of money advanced by friends and business associates in Savannah — persons who had great confidence in his integrity and ability and who believed that he would succeed again as he had so many times in the past.

George Washington Scott bought his home in Decatur and with his family began a residence in this community that was to continue until his death twenty-six years later. Here, as a pioneer in the commercial fertilizer business, Col. Scott made an outstanding contribution to the industrial development of the southeast. He was one of the first industrial leaders to see the possibilities of the use of Florida phosphate rock in the manufacture of commercial fertilizers. In addition to this large-scale operation, Col. Scott gave considerable attention to the purchase and development of central real estate in Atlanta and to the organization of such industries as the Scottdale Mills. In the October 9, 1903, issue of the *Atlanta Journal*, appears the announcement of George W. Scott's death. This account includes some significant statements concerning the importance of his business achievements: "He has been prominent in everything looking toward the upbuilding of Atlanta, and in the business world he was known all over the South as one of the most wealthy men in this section of the country . . . Though an aged man, Mr. Scott was very active up to the time of his death and took a keen interest in business. His last great work was the building of the skyscraping Century Building at the corner of Whitehall and



Alabama which stands as a monument to his belief in Atlanta as the coming metropolis of the South.

“Mr. Scott many years ago founded the George W. Scott Fertilizer Company, which he conducted with great success. Several years ago this company was merged with the great Comer Hull Company of Savannah, under the name of the Southern Fertilizer Company. About five years ago this company was bought up by the great Virginia-Carolina Chemical Company, by which company it is now managed.

“When he sold his fertilizer plant Mr. Scott founded the George W. Scott Investment Company and began purchasing central real estate in the city of Atlanta. At the time of his death this company owned some of the finest central real estate in the city of Atlanta.

“He always took a pride in Atlanta and believed that its possibilities were boundless.”

In all of his varied business, church, educational and philanthropic enterprises, Col. Scott was ably supported by his wife. During his young manhood George W. Scott returned at intervals to his old home in Alexandria, Pennsylvania. In 1854 he was married to Miss Rebekah Bucher, of Bucher's Mill near Harrisburg. Mrs. Scott graced the home in Tallahassee, then in Savannah, and from 1877 to 1899 the home that [they made together in Decatur].

\* \* \*

Col. Scott gave devoted service to his church through many years. While a resident of Tallahassee he served as a deacon in the Presbyterian Church there. Upon removal to Savannah, Col. Scott was elected an elder in the First Presbyterian Church in that city. For approximately twenty-five years he served as a ruling elder in the Decatur Presbyterian Church. His many ecclesiastical responsibilities included membership on the Board of Trustees of Columbia Theological Seminary and on the Assembly's Home Mission Committee.

In the McCain Library at Agnes Scott College are two letters written in 1890 by George W. Scott to his brother John. In these letters Col. Scott sets out his plan to honor his mother by establishing a school in her memory. While the entire text of the letters makes interesting and pertinent reading, one commitment that he makes has set the path for the institution that he founded. Here is the statement: “If I am spared and prosperity continues with me it is my desire to make it [Agnes Scott] as good an institution of this kind as there is in this land.” From that day to this Agnes Scott's goal has been excellence — to be as good

an institution of its type as there is in this land. Hence the founder enunciated as early as 1890 a determinative characteristic of the institute and subsequently of the college, namely, dissatisfaction with the status quo — the desire always to be better than now. Never satisfied — this phrase has mirrored and continues to mirror Agnes Scott.

Before this account moves forward, a fuller word needs to be said about one other person related to the establishment of Agnes Scott College. It has been noted that at some point between the meeting of the “founders” on July 27, 1889, and that on August 24, 1889, Dr. Gaines went to Virginia where he employed Miss Nannette Hopkins as principal. He first approached the Rev. A. R. Cocke, a Presbyterian minister in Waynesboro, Virginia, and offered the post to him. Mr. Cocke was unable to accept the proposed position; however, he said that if he were looking for a person for such work he would go immediately to Miss Nannette Hopkins of Staunton. Although Dr. Gaines did not know Miss Hopkins at all, he took Mr. Cocke’s advice and sought out this young woman, offering her the principalship, which she accepted. In many respects this development is rather remarkable. Dr. Gaines offered the post to a person of whom he had no first-hand information. She, in turn, accepted a job in a school which then existed only in the minds of a few interested supporters. Nannette Hopkins was born on December 24, 1860, in Sangersville, Virginia. Her father was a physician who had several other children. She had graduated at Hollins Institute (now Hollins College) and had taught in the Louise Home School and at the Valley Seminary in Waynesboro. At the time Dr. Gaines approached her, she had plans to go on to Bryn Mawr or to Vassar to complete her undergraduate degree. When she accepted the offer to come to Decatur, it was apparently with the thought of staying one year and then continuing her education. She was then in her twenty-ninth year, and she was destined never to leave Agnes Scott until she retired forty-nine years later. A reading of the early minutes of the Board of Trustees reveals that for a year or two after 1889 there was still some discussion of finding a man to be principal of the Institute, but soon this matter must have been dropped, and Miss Hopkins was routinely re-elected annually to her post — eloquent testimony that the Trustees were highly pleased with the way she discharged her work. Her particular field was mathematics, and for a number of years, in addition to her administrative duties, she taught the classes in this discipline.

Agnes Scott Hall (Main) was dedicated on November 12, 1891, with the Synod of Georgia present as an official body. The minutes of the Trustees show that an effort was made to have the Rev. B. M. Palmer, first moderator of the Presbyterian Church in the United States, give the dedicatory address; however, he found it necessary because of “feeble health” to decline the invitation. A second invitation was issued to the Rev. John L. Girardeau, then a professor in Columbia Theological Seminary and moderator of the General Assembly in 1874, but he also was unable to accept. Happily the Trustees then turned to the Rev. G. B. Strickler, who did give the dedicatory address. His subject was “True Culture.” At the time Dr. Strickler was an Agnes Scott trustee as well as pastor of Atlanta’s Central Presbyterian Church. He had served as moderator of the Presbyterian Church, U.S., in 1887 and was to become in time the Professor of Systematic Theology at Union Theological Seminary in Virginia. A second address at the dedication was given by the Rev. (later Bishop) Warren A. Candler, then President of Emory College in Oxford, Georgia, who chose as his topic “Another Christian College in the South.” Others participating in the program were Dr. E. H. Barnett, who reviewed the history of the institution to date; Col. George W. Scott and the Rev. F. H. Gaines, who presented and received deeds, respectively; the Rev. J. C. Barr, who offered the dedicatory prayer (He had been Mrs. Agnes Scott’s pastor at the time of her death.); and the Hon. John Scott, who gave a biographical sketch of his mother.

Agnes Scott began its third session on September 3, 1891. Dr. Gaines has written that “the wide publicity given by the press to the dedication of the new building attracted a large number of students.” In fact, the official “catalogue” shows an enrollment of 292 for the 1891-1892 session — 98 of these being boarding students. Dr. Gaines further observes that some of these came because they were “attracted by the new building and the success of the school.” A subsequent settling down in enrollment was therefore understandable.

A review of the early minutes of the Board of Trustees makes clear that initially these men concerned themselves with the intimate, almost day-to-day operations of the Institute. All sorts of administrative matters were attended to by the Trustees. Miss Hopkins as principal looked after the routine life of the students, and Dr. Gaines as chairman of the Trustees served as the part-time chief executive officer. Indeed, the first catalogue states that he would “visit the school and advise with the Principal almost daily.” In 1891 Dr. Gaines began

regularly to teach the courses in Bible; however, he was still the pastor of the Decatur Presbyterian Church with the primary responsibility of serving that congregation. Also during this same period the minutes record the recurring actions in which the stockholders were requested to make good varying percentages of the amounts which each had subscribed. In this way the Institute was financed if funds other than those derived from charges were needed.

In this fashion Agnes Scott's administration and finances moved along until 1896-1897 when some major changes took place. The first of these changes had to do with administration. Sometime in the spring of 1896, Col. Scott and Dr. Strickler, acting as a committee of the Trustees, waited on Dr. Gaines, requesting that he resign his pastorate and accept the presidency of the Institute. After careful consideration, Dr. Gaines acceded to this request and left the pastorate and gave the remainder of his life to Agnes Scott.

The second noteworthy change of this period was a major revision of the charter. After Dr. Gaines became the President of the Institute, Col. Scott was on May 17, 1896, elected Chairman of the Trustees, and Dr. Gaines became the Secretary. During the ensuing year President Gaines took up with Chairman Scott the limitations and disadvantages of the stock arrangement as a source of control. As a result, it was decided to eliminate the stock aspect of the Institute, and Col. Scott purchased all the shares of stock still outstanding and cancelled them. At the same time it was concluded to terminate the provision whereby the Session of the Decatur Presbyterian Church elected some of the Trustees. These changes are reflected in an amendment to the charter granted by the Superior Court of DeKalb County on April 10, 1897. The amended charter annulled the stockholding feature of the original charter and vested full and final control of Agnes Scott Institute in a Board of Trustees of not less than eight and not more than thirteen persons. It also provided that the first eight trustees be George W. Scott, Rev. F. H. Gaines, D.D., Rev. E. H. Barnett, D.D., C. M. Candler, Rev. James G. Patton, Rev. Theron H. Rice, George B. Scott and Milton A. Candler. These trustees were elected for life, unless removed by a majority of the Board and were authorized to increase their number to thirteen, "provided that no one shall be qualified to hold said office who is not a member of the 'Presbyterian Church in the United States' in good and regular standing, and provided further that any vacancy in said Board, however created, shall be filled by the remaining Trustees." Thus,

Agnes Scott Institute was now controlled by a self-perpetuating independent Board of Trustees. In this connection Dr. Gaines has written, "It was the intention of the founders that the Institution should *ever* [italics mine] continue under *Presbyterian* control, but not under *ecclesiastical* control."

After the granting of the amended charter, the first action of the Trustees was to organize themselves on a permanent basis. Col. Scott was elected president of the Board; the Rev. James G. Patton, who had succeeded Dr. Gaines as pastor of the Decatur Presbyterian Church, was named vice president, and President Gaines was made secretary. A committee of two was appointed to bring in recommendations of by-laws. Approximately two weeks later on May 17, 1897, the Trustees met and unanimously adopted bylaws as follows:

## BYLAWS

### Board of Trustees Agnes Scott Institute

#### I.

#### Officers

The officers of the Board shall be a President, a Vice President and a Secretary, and shall be elected annually at the meeting of the Board held during commencement.

#### The President

shall preside at Board meetings, and shall sign all deeds, conveyances, mortgages, bills payable, or other financial obligations incurred by the Board.

#### The Vice President

shall discharge the duties of the President in the absence or disability of the latter.

#### The Secretary

shall keep accurate minutes of the proceedings of the Board and shall countersign all deeds, conveyances, mortgages, bills payable, or other financial obligations authorized by the Board and to which the President's signature is required.

He shall, also, be authorized to call special meetings of the Board when in his judgment desirable or when requested to do so by the President. He shall be the custodian of all deeds, insurance policies and all other legal documents belonging to the Board.

## II.

## Committees

The following standing committees shall be appointed annually by the President, to wit: (1) Finance; (2) Buildings and Grounds; (3) Faculty and Officers; (4) Scholarships, Library, and Apparatus; (5) Endowments; (6) Advisory.

## The Finance Committee

shall have general supervision of the financial condition and conduct of the Institute; shall fix all fees and determine the financial policy of the Institute and shall examine and audit the accounts and expenditures of the President, at least, once a year.

## The Building and Grounds Committee

shall have general supervision of the buildings and grounds of the Institute, insurance, additions, changes, repairs or improvements thereto. It shall, also, in connection with the President of the Institute, employ the electrician and watchman.

## The Faculty and Officers Committee

shall be charged with the duty of nominating to the Board the officers and faculty of the Institute, investigation as to their character, qualifications, conduct, efficiency, etc., and recommendations as to salaries and compensation.

## The Scholarships and Library Committee

shall be charged with the duty of making recommendations for the award of all scholarships, under such rules for the awarding thereof as shall be fixed by the Board. This Committee shall have the supervision of the library, laboratories, apparatus, etc., and of all additions thereto.

## The Endowment Committee

shall be charged with the duty of soliciting and securing endowment funds for the Institute either in the way of general endowment, or the endowment of special chairs, professorships or scholarships and the investment thereof. This Committee shall also be especially charged with the important work of securing funds for the erection and equipment of a new building for the use of the Institute.

### The Advisory Committee

shall consider and act upon all questions or inquiries as to the conduct, management or discipline of the Institute submitted to it by the President of the Institute and as to which he may desire counsel or advice.

### Reports of Committees

Each standing committee shall submit to the Board annual reports of its work. Such committees as shall have need of special funds during the year shall submit estimates of probable needs for reference by the Board to the Finance Committee.

## III.

### Organization of the Institute

The general organization of the Institute shall be as follows, to wit:

a President  
a Lady Principal  
and Faculty

All shall be elected by the Board for terms of one year.

### The President of the Institute

shall be the executive officer of the Board and the financial agent and manager of the Corporation. He shall have, under the Board, charge and control of the Institute and its policy, and of all its officers, teachers and pupils, and the management and direction of the business details and affairs of the Corporation. He shall keep or have kept accurate books of accounts showing all receipts, expenditures, assets and liabilities of the Institute, and shall submit annual reports to the Board.

### The Principal

under the President's direction, shall be charged with the discipline and internal management and conduct of the Institute.

### The Faculty

The members of the Faculty shall perform such duties as may be assigned them by the President or Principal, under such rules and regulations as they may establish.

### Board Meetings

The Board shall meet, at least, twice a year, at the Institute, to wit, on the first Monday in March for the annual election of officers and faculty of the Institute, and on Wednesday of each commencement.

A review of these first bylaws reveals that they made no provision for an executive committee. This committee did not come into existence until the Board meeting on October 15, 1901, when this action was taken:

On motion it was resolved to appoint an executive committee of five with authority to act upon such matters as may be presented between the meetings of the Board.

For the first years of Agnes Scott's existence the Trustees had no stated time for meeting. They assembled, apparently on short notice, whenever any matter arose which needed their attention. For approximately eight years this practice prevailed until bylaws were adopted in 1897; however, on October 15, 1900, the minutes show that a change was adopted calling for a "regular stated meeting twice a year viz: First Tuesday in March and first Tuesday in October." Of course, called meetings could be held any time.

As one would expect, finances were of great concern in these early days. The first bequest received by the Institute is recorded under the date of March 3, 1892. Mr. William A. Moore, a ruling elder of Atlanta's First Presbyterian Church, willed to Agnes Scott the sum of \$5,000 to be used for endowing scholarships. Mr. Moore's will specified that his bequest become a permanent fund; however, the Trustees were "authorized to change any investment of this fund as its security and preservation may require." Agnes Scott's second permanent "named" fund came through a gift from Mr. A. B. Steele who in 1900 gave the Institute \$5,000 to establish "The Rebecca Steele Fund" in memory of his mother, "the income (only) from which should be devoted to the education of poor country girls at the Agnes Scott Institute." In the letter which Mr. Steele wrote informing the Trustees of his gift, he included this statement: "I desire to say that this donation is made to the Institute especially, because it has practically demonstrated its worth."

The first mention of raising money for capital purposes is recorded in the winter of 1899 when President Gaines was requested to explain to the Trustees "the movement to raise \$100,000 for a building and endowment fund." The Trustees "unanimously resolved that this



movement has the endorsement and authority of the Board” and then the group immediately shifted to President Gaines the responsibility for raising this amount, allowing him “to be absent from the Institute as much as he may deem necessary provided his absence is not detrimental to the interest of the school.” Apparently Dr. Gaines had some success, for in the minutes of June 22, 1900, it is noted that he reported \$50,249 subscribed of which nearly \$5,000 had been collected. At this same period, the Board was conscious that a more pointed effort was needed to raise money in the New York area, for action was initiated which led to the engagement of Dr. Wm. A. Rice of Newark, New Jersey, as Agnes Scott’s agent to secure endowment in New York. This first venture in utilizing what one would today call a “fund raiser” was ill-fated. The minutes of March 12, 1901, indicate that Dr. Rice had secured no money. The Trustees thereupon discontinued his salary of \$50.00 per month but agreed to continue paying his expenses and to give him ten per cent of any amount he might secure, his expenses to be deducted from the 10% if he raised any funds. During these days Agnes Scott operated with a deficit, and had it not been for Col. Scott, financial difficulties might well have brought an end to the venture. In 1900, for example, the Institute owed the George W. Scott Investment Company \$11,658.50 which had been borrowed to pay the deficits for the 1898-1899 and 1899-1900 sessions. Col. Scott personally paid \$2,000 of this debt, and a note was executed for the remainder. But this instance is only one example of his generosity.

In its efforts to secure funds, Agnes Scott from its earliest days had understandably looked to Presbyterians in Georgia. Soon, however, the Synods of Alabama and Florida were in the forefront of the plans which the Trustees were formulating. In the summer of 1900 the first two trustees from outside the Atlanta and Decatur area were elected, these being the Rev. Russell Cecil, D.D., of Selma, Alabama, and the Rev. Albert B. Curry, D.D., of Birmingham. President Gaines meanwhile, with the approval of the Board, was visiting both the Synods of Alabama and Florida with the invitation that these groups participate “in maintaining and building up Agnes Scott.” In the spring of 1901 Mr. T. V. Porter of Jacksonville was elected the first trustee from Florida. About this same time (autumn of 1900) Col. Scott, recognizing that it would facilitate raising funds if the Institute were free of indebtedness, addressed the following letter to President Gaines:

Decatur, Georgia, October 16, 1900

Rev. F. H. Gaines, D.D.  
 President Agnes Scott Institute  
 Decatur, Georgia

Mr dear Dr. Gaines:

In view of the fact that you and Dr. Curry have been authorized to invite the Synods of Alabama and Florida to join our Synod and the Board of Trustees in the effort to raise an endowment fund for the Permanent and perpetual support of the Institute, it has occurred to me that you ought to be able to say to the brethren of these Synods, that the Institute is entirely free from debt and that consequently all funds given will inure solely and directly to the benefit of the Institute.

For these reasons I have decided to assume the payment of the notes of the Institute for something over \$9,000.00 in favor of the Geo. W. Scott Investment Company — and have directed our Secretary and Treasurer to cancel and hand you these notes.

Very Sincerely,

Geo. W. Scott

Thus again Col. Scott rescued the Institute and further assured its continuance. Indeed, the contribution of this devoted Presbyterian layman is incalculable. Money, time, interest, energy, and work — all these things and more — made up what Col. Scott meant to the Institute in its formative days. It is not too much to say that but for this man there would be no Agnes Scott College now. Altogether his gifts amounted to \$170,000 — a sum which by the monetary standards and purchasing power of approximately three-quarters of a century ago, was a quite sizeable amount.

In academic matters the Institute was making much progress. A review at five-year intervals of the early catalogues reveals a steady growth in faculty and staff (full-time and part-time): eleven in 1890-1891, twenty-one in 1895-1896, twenty-four in 1900-1901, and twenty-eight in 1905-1906. Obviously a similar growth in students and facilities occurred. In 1898 the first teacher holding the Ph.D. degree joined the faculty. Dr. Howard Bell Arbuckle was no ordinary faculty member. Verbal reports indicate that because of his excellent academic training he became President Gaines's "right-hand man" in the important negotiations leading to Agnes Scott's accreditation as a college. Howard Bell Arbuckle was born in 1870 in Lewisburg, West

Virginia. He received his undergraduate degree from Hampden-Sydney College and his doctorate from The Johns Hopkins University. Dr. Arbuckle's special field was chemistry, but when he came to Agnes Scott he taught all the sciences. Before coming to Decatur, he had served as an assistant in chemistry at The Johns Hopkins University for one year and as a professor at the State College in Florida for four years. He continued in the faculty of Agnes Scott until 1913 when he resigned to become Professor of Chemistry at Davidson College, a post he held until his retirement. Professor Louise McKinney has written that "Dr. Gaines counted on him for advice and support in all his plans for the school." The year 1905 brought the appointment of the next two permanent faculty members with the Ph.D. degree: Professor J. D. M. Armistead in English and Professor Lillian S. Smith in Latin and Greek.

As has been observed, Agnes Scott began as a grammar school, and the process by which collegiate status was achieved was a gradual one. The minutes of the Trustees show that the Primary Department was discontinued at the end of the 1900-1901 session. The same source reveals that the first year of the academy was discontinued at the close of the 1904-1905 year. The catalogues of the early 1890's indicate that the curriculum was separated into three divisions: primary, preparatory, and collegiate. It was this last division that increasingly claimed the attention of the faculty, and gradually it was expanded and strengthened as emphasis shifted from the elementary and preparatory divisions. This shift was made intentionally as Agnes Scott up-graded its work. By 1905 the Executive Committee of the Trustees could take the following action: "The Faculty was authorized to separate the work of the Academy and Collegiate Department and to make such changes in the latter as will make it conform to the standard of a college as prescribed by the Southern Association of Colleges and Preparatory Schools. The faculty was also authorized to arrange for offering the B.A. degree, beginning with the Session of 1905-06." To make possible the achieving of college status, the Trustees in March, 1906, petitioned the Superior Court of DeKalb County to amend the charter changing the name of the Institute to "The Agnes Scott College." This petition was granted, and in a special term of the court the charter was on May 12, 1906, so amended, and Agnes Scott College came into being.

This whole process by which Agnes Scott developed from a small grammar school into a recognized four-year college has been well

delineated by President Gaines himself:

At the beginning of the session 1891-1892, the faculty was enlarged and some high school work was offered, but there was no separation between grammar school and high school. Gradually the work became better organized. A little later began the peculiar and difficult process of discontinuing each year the lowest grade and adding a higher. This was continued until all grammar school work was eliminated and the institution became a *college preparatory* school. Our purpose was to make this of the highest standard. We, therefore, set about arranging to have it conform to the standards of "The Association of Colleges and Secondary Schools of the Southern States." We then applied for admission into the Association, and the Institute was admitted [as a secondary school]. Very soon thereafter it was recognized as an accredited college preparatory school by some of the best Eastern Colleges for Women. How proud we were of this recognition of the high standard of our school!

In the year 1898, H. B. Arbuckle, Ph.D., came to the Institute as Professor of Chemistry and remained for fifteen years. In the development which followed, Dr. Arbuckle was of the greatest assistance. He knew much about college curricula and standards. He represented the Institute at the meetings of the Association and ascertained what the requirements were for admission of Agnes Scott as a college. We then entered another period of development from a college-preparatory school into a college of standard grade. We gradually arranged our curriculum, our faculty, our requirements for admission to the Association as a college, and our requirements for the B.A. degree to conform to the standards of the Association. In 1905 we made application for admission as a college. Action on our application was postponed for two years. Each year we ascertained what our deficiency was and corrected it. One thing of some consequence and difficulty we were informed must be done, namely: the complete separation of college and preparatory work. This was to be a separation in faculty, student body and all educational work. Hence we organized Agnes Scott Academy as a secondary school and made the separation required by the Association. At length in 1907 Agnes Scott College was admitted to the Association and Agnes Scott Academy enrolled as the successor to Agnes Scott Institute as a secondary school.

Thus, Agnes Scott College granted its first degrees in 1906 and was awarded collegiate accreditation by the Southern Association in 1907 — the first college or university in Georgia to be accredited. The Southern Association of College and Schools was established in 1895. A review of its proceedings shows that in the eleven-state area

presently comprising the Association, Agnes Scott was the fifteenth college to be accredited and the first one to receive accreditation after only one year of existence as a college!

The growth of Agnes Scott, of course, confronted the Trustees with the problem of increasing the physical facilities of the Institute. An early photograph taken not long after the completion of Agnes Scott Hall in 1891 shows that immediately to the south, almost where the principal quadrangle entrance to Main now is, stood a small one-story brick structure which must have been some sort of utilities building; however, for the first ten years the Institute was limited to Agnes Scott Hall. The minutes of the Trustees record that on July 2, 1901, the Board took the action that led to the purchase of the first land to be acquired subsequent to Col. Scott's initial gift. The Pattillo property which adjoined the Institute could be bought for \$10,000. It comprised three acres on which stood "a commodious dwelling containing 8 rooms thus providing for at least 12 additional boarders." The \$10,000 would have to be taken from endowment funds; however, a letter was in hand from Mr. Samuel M. Inman, who had been elected a Trustee on February 3, 1899, which gave authority "to use the entire amount of my subscription of \$5,000 to the endowment fund in the purchase and development of the Pattillo property." A similar letter was in hand from Mrs. Josephine Abbott giving permission to use her subscription to the endowment fund for this purchase of property. Recognizing both the pressing need of the Institute for more room and the fact that income from boarders housed on this property would be greater than the interest yielded by the purchase price as presently invested, and fortified with the authorizations from Mr. Inman and Mrs. Abbott, the Trustees unanimously named a committee of George W. Scott, M. A. Candler, and F. H. Gaines "to purchase the Pattillo property at a price not exceeding \$10,000." Thus, the house later known as West Lawn and the land on which Rebekah Scott Hall now stands came into Agnes Scott's possession.

In connection with this purchase, it should be noted that the consent of donors was involved. Several instances in the early minutes show that the Trustees were scrupulously careful to use gifts precisely as the donors intended, and if it seemed wise to use funds in a way different from what the donor designated, the consent of the contributor was assiduously sought. Thus, funds given for endowment were not arbitrarily used for buildings or vice versa. So began a policy and practice that still characterize Agnes Scott.

The acquiring of the Pattillo property and house was only a temporary relief from the pressing need of more facilities. In the autumn of 1902 the Board arranged to rent the White House from the George W. Scott Investment Company. This house stood where the present parking area is between Inman Hall and College Avenue. Unauthenticated reports claim that this house was the Allen house in which the first sessions were held in 1889 and that it once stood where Main now is. Apparently when Col. Scott gave the five acres of his initial gift, he had the Allen house (known later as White House) moved a few hundred feet to the northeast where it stood at the time the Institute rented it in 1902.

In the same year (1902) an effort was made to purchase the Conn property to the West of the Institute, possibly an effort to extend the campus as far as South McDonough Street, but at that time the owner was unwilling to sell.

Meanwhile, internal physical improvements were being made. It would seem that sometime earlier a laboratory building and a kitchen had been erected, for the minutes of October 14, 1902, show that the Trustees approved "the enlargement of the laboratory building and an addition to the kitchen." In the improvements to the laboratory, Dr. Arbuckle had been quite active even to the extent of raising among friends the funds for a "modern gas plant" (\$500).

The date of February 9, 1905, is an important one for Agnes Scott. The Trustees met that day and took the necessary action to finance and erect Rebekah Scott Hall, the second permanent structure to be built on the campus. The Scott family took the initiative in making \$20,000 available from the Rebekah Scott Memorial fund and \$30,000 more was subscribed by the following:

S. M. Inman	\$15,000.00
G. B. Scott	5,000.00
Mrs. B. F. Abbott	5,000.00
Miss Jennie Inman	1,000.00
J. W. English	1,000.00
R. J. Lowry	1,000.00
H. M. Atkinson	1,000.00
Mr. F. M. Inman	500.00
J. W. English	500.00
	<hr/>
	\$30,000.00

At the same meeting another action freighted with future importance

was adopted when Mr. Inman was “requested and authorized . . . to approach Mr. Andrew Carnegie with a request for a donation of Fifty Thousand dollars for the erection of a library and music building.”

About this same time Mr. G. B. Scott, the son of George W. Scott, gave Agnes Scott “two lots and house adjoining [the] Institute grounds on the South.” On June 4, 1906, is recorded a request from the Trustees “to the town council of Decatur to close Scott Street.” Contingent on the closing of this street (It apparently ran between Main and where Evans Dining Hall and Inman now stand.), the Trustees gave authorization to the Finance Committee “to purchase the ‘White House’ property from the Geo. W. Scott Investment Company at \$15,000 and the home of F. H. Gaines at \$5,500, payment for said properties to be made in bonds of the College, said bonds to bear interest at the rate of 6%.” The Gaines house stood where Evans Dining Hall now is.

There was at this same period great need for better facilities for an infirmary. In the late summer or early fall of 1904, the Institute purchased from M. A. Candler for \$4,000 the property at the southeast corner of the then campus. Fifteen hundred dollars was paid in cash and annual notes for \$500 at 6% were signed for the balance. The plan for the payment of these notes is significant, for it represents one of the first alumnae projects for Agnes Scott. The Alumnae Association had been organized in 1895 and had already set up a scholarship fund and a Reading Circle. Concerning the infirmary the minutes read this way: “It was reported to the Board that the Alumnae had with great unanimity undertaken to provide the Infirmary, that they were working to this end and hoped to be able to meet the deferred payments. Whereupon the Board expressed its gratification at the action of the Alumnae, and by unanimous vote decided that all subscription [*sic.*] should be credited [*sic.*] to the Alumnae and if the Association succeeded in its purpose the name of the addition thus secured should be *The Alumnae Infirmary.*”

Professor Louise McKinney has written that at this period a “dummy car line” came into the campus from the south and terminated in the area between Main and the White House. Later this line was known as the South Decatur car line, and for many years served the south part of the campus. Miss McKinney also comments on several “cottages” which the Institute acquired and used in these years.

In the midst of the growth, development, and changes that were taking place at Agnes Scott around the turn of the century, Col. George Washington Scott died on October 3, 1903. He was in his seventy-fifth year. The last Board meeting at which Col. Scott presided was on June 26, 1903. At this meeting final action was taken authorizing the erection of a gymnasium-classroom building. Dr. Gaines has written that "Col. Scott took a very deep interest in this building. When the matter was before the Board he insisted that we should not put up any 'make-shift,' and the swimming pool was his suggestion. He was chairman of the building committee and carefully scanned the plans and assisted in letting all the contracts." Thus, almost up to the very end of his life Col. Scott was busy on behalf of Agnes Scott. Indeed, he was present for the opening exercises of the Institute in mid-September, only days before his death. Appropriately, Agnes Scott took Col. Scott's death as occasion to record its gratitude to this good man. The Board of Trustees on October 13, 1903, adopted a suitable memorial. The faculty and students in a body attended the funeral. The Institute issued a special memorial number of its *Bulletin* in which the following tributes were included:

"A Biographical Sketch" by C. M. Candler

"Christian Business Man" by S. M. Inman

"Col. George W. Scott — An Appreciation" by F. H. Gaines

These papers are full and glowing. Perhaps, however, the simple, almost terse, tribute contained in the Catalogue for 1903-1904 best summarizes Col. Scott:

Our loyal friend, wise counselor and generous benefactor.

George Washington Scott has been officially designated as the founder of Agnes Scott College, as indeed he was. Since 1918, his birthday, February 22, has been celebrated by the college as Founder's Day — a time for looking back in gratitude, but, as Col. Scott would have it, also a time for looking forward with vision.

The Board of Trustees at its meeting on October 13, 1903 — ten days after Col. Scott's death — elected Mr. Samuel M. Inman as chairman. He did not accept the chairmanship officially until the semi-annual meeting of the Trustees on February 9, 1904, and then for only one year "with the understanding that at the expiration of that time he might desire to resign" because of another commitment. Fortunately for Agnes Scott, he did not resign but for a decade filled with great distinction the post of chairman of the Board of Trustees.



Samuel Martin Inman had been elected a trustee of Agnes Scott on February 3, 1899. He was born in Danbridge, Tennessee, on February 19, 1843. He received his education at Maryville College and Princeton College and, after serving in the Confederate Army where he rose from private to first lieutenant, he settled in Atlanta in the spring of 1867. Here he entered the cotton business, and according to one associate Mr. Inman ultimately headed the largest cotton enterprise in the South. He was, however, related to numerous other concerns. He was associated with the organization of the Southern Railway and with the establishment of the street car system of Atlanta. In real estate development, he was a prime mover in promoting Inman Park, then one of Atlanta's more desirable residential sections. He had banking interests through his directorships in the Atlanta National Bank and the Lowry Banking Company, forerunners of the present First National Bank of Atlanta. He also served on the city Board of Education. He was the chairman of the Board of the Young Men's Christian Association and was a director of the *Atlanta Constitution*. He was also a trustee of the Grady Hospital and of the Confederate Soldiers Home. Perhaps his most signal civic contribution is related to the Cotton States and International Exposition which was held in Atlanta in 1895. He was chairman of the Finance Committee of this enterprise and personally contributed \$50,000 to it when it looked as if it might fold in its planning stages. Mr. Inman was an active churchman and served as an elder in Atlanta's First Presbyterian Church.

Such then was the man who succeeded Col. Scott and who joined leadership with President Gaines as Agnes Scott received accreditation as a college. Ahead now lay the struggle for stability and status. Mr. Inman and Dr. Gaines comprised a formidable team for this achievement.

*Chapter 2*

## STABILITY AND STATUS

The years 1908-1909 loom as very important in the development of Agnes Scott College. Prior to that time the institution's permanent assets consisted only of land, buildings, and equipment. There was no endowment; hence, the operation of the college was entirely dependent on charges and gifts. During the early years, as has already been noted, Col. Scott repeatedly assumed any deficits. Understandably, this kind of financing fostered uncertainty and greatly hampered planning.

Enrollment was likewise very unstable. President Gaines has noted that Agnes Scott's high standards created a problem in getting and holding students. It was a period when higher education for women was considered a luxury and was not taken seriously. Students withdrew at almost any time, and a large number had no ambition to take a degree. Financial crisis was a constantly recurring specter. At one point Col. Scott said he could no longer underwrite the deficits. Writing of this occasion, President Gaines said:

The collapse of the enterprise [Agnes Scott] seemed imminent. Something had to be done. In this crisis the President appealed to the Synod of Georgia which met that year [1899] in Marietta. In an address to the Synod he plainly laid before that body the serious condition of the school and appealed to them to come to the rescue. The Synod acted promptly. It endorsed the Institute and commended the President to all the churches. It went still further and made a subscription to the Institute at once. The members of the Synod subscribed \$3,200. When the President returned home and reported to Col. Scott what had been done he [Col. Scott] was greatly encouraged and said at once that he would join in the movement.

But after 1903 there was no Col. Scott "to come to the rescue." Mr. Inman recognized the urgency of getting Agnes Scott on a more stable fiscal basis, and the record of the years of his chairmanship of the Trustees documents his concern. However, the years 1908-1909 stand as a watershed in the college's fiscal stability. That is the period when the General Education Board of New York evidenced its first interest

in Agnes Scott. For a continuation of approximately thirty years, this agency was to provide a series of challenge grants which served as the motivating spur to move Agnes Scott toward financial soundness. There would have been no Agnes Scott without Col. Scott, Dr. Gaines, and Miss Hopkins. It is also not too much to say that without the active support and interest of the General Education Board, Agnes Scott would never have become a recognized and distinguished college. Who or what, then, was the General Education Board?

This particular agency was founded by Mr. John D. Rockefeller, Sr., in 1902 and was incorporated by an act of the United States Congress on January 12, 1903. Before 1902 Mr. Rockefeller had mainly directed his educational gifts toward Baptist Institutions, utilizing the American Baptist Education Society as the channel for these gifts. However, as is set forth in *The General Education Board: An Account of its Activities, 1902-1914*, “. . . as Mr. Rockefeller’s fortune increased, his interest in education broadened, and with it a sense of public duty and responsibility which transcended alike denominational, sectional, and racial lines. To provide an agency through which the broadest possible interest in education throughout the land could find a fitting expression, the General Education Board, long existing as an ideal in his office, finally came into being. Without limitation the funds of the General Education Board were to be distributed to institutions of any denomination or no denomination.” The charter granted by Congress was couched in broad terms and stated the purpose of the corporation to be “the promotion of education within the United States of America without distinction of race, sex, or creed.” A major interest of the board was “the industrial and educational up-building of the South.” The General Education Board continued its activities until 1964. During the more than half century of its existence, it distributed \$324,632,958, much of its benefactions being directed toward Southern education. In 1908-1909 this agency became a determining force in the development of Agnes Scott College.

The minutes of the Board of Trustees for September 28, 1908, make the first official reference to the General Education Board. Following an entry concerning the pressing need for raising funds, the minutes read as follows:

He [President Gaines] then reported that Dr. [Wallace] Buttrick, Sec. of Genl Ed. Bd. N.Y. had visited the college and offered to recommend that his Bd. give \$75,000. toward a fund of \$250,000. or \$100,000. toward a fund of \$300,000. A letter was then read

from the chairman, Mr. S.M. Inman [He was not present in this meeting.] cordially endorsing a movement to raise \$300,000. Mr. J.K. Orr [who had been elected a trustee on February 9, 1904, and who was to have a definitive role in Agnes Scott's affairs for the next thirty years] earnestly supported the proposition to enter upon a canvass to raise \$300,000. He also reported that a guarantee fund to pay the expenses of the canvass amounting to \$4,000 had been almost completed and was practically assured.

The upshot of the subsequent discussion resulted in the naming of a committee "to estimate very carefully the condition and needs of the college and report back to this Board what sum we should attempt to raise . . . ." Thus, the action was taken which led to Agnes Scott's first major financial campaign.

As background for this decision by the Board, President Gaines has written that one day he received a telephone call from Dr. Wallace Buttrick asking for an appointment. Dr. Gaines had previously met Dr. Buttrick and knew of his connection with the General Education Board, but he did not know why the appointment was requested. On arrival, Dr. Buttrick made careful inquiry into the College and its financial condition. Characteristically, Dr. Gaines was quite honest and answered all questions including telling Dr. Buttrick of Agnes Scott's debt of \$60,000, mostly for property. Dr. Gaines has written that when the questions were completed his visitor commented "substantially" as follows:

Dr. Gaines, this is an honest debt. You have a promising work. The General Education Board has noticed your high standard and that you are doing good work. I am willing to recommend to the Board to make a donation to the College of fifty thousand (\$50,000) dollars, sixty thousand (\$60,000) dollars, or one hundred thousand (\$100,000) dollars, provided the College raise a proportionate amount.

By October 27, 1908, the General Education Board had made a firm offer to give Agnes Scott \$100,000 provided the College raise at least an additional \$250,000 by December 31, 1909. The terms of this offer specified that

1. \$25,000 already given by Mr. Andrew Carnegie be used for a library building
2. \$50,000 already donated by Mr. S.M. Inman be used for a residence building
3. \$15,000 be used for additional land
4. \$25,000 be used for "additions and improvements"
5. \$60,000 be used to pay off Agnes Scott's indebtedness

6. \$175,000 (the remainder of the total of \$350,000) be "invested and preserved inviolably" for endowment

No legacies were to be counted in meeting the conditions of the grant, and the General Education Board would not pay any money to Agnes Scott so long as the College had any debts. Finally, if Agnes Scott did not meet the terms of this grant by December 31, 1911, any remainder would be void.

Less than two weeks following this offer, the Agnes Scott Board of Trustees on November 9, 1908, accepted this pledge of the General Education Board and its conditions. Mr. J.K. Orr was appointed chairman of the committee "to make and execute plans for raising the . . . sum required." A new day was dawning for Agnes Scott.

Before this account proceeds further, it seems appropriate to make a brief comment about Dr. Wallace Buttrick for whom Buttrick Hall on the Agnes Scott campus is named and who played such an important role in the developments just described. Born in 1853 in Pottsdam, New York, Wallace Buttrick graduated from Rochester Theological Seminary in 1883 and was ordained to the Baptist ministry the same year. He served successive pastorates in New Haven, Connecticut, St. Paul, Minnesota, and Albany, New York, before becoming Secretary and Executive Officer of the General Education Board in 1902, a post he filled until 1917 when he became President of this same agency. From 1923 until his death in 1926 he served as chairman of the Board. Thus, for a quarter of a century, he was one of the determinative figures in all of the Board's activities. In *The General Education Board, Review and Final Report 1902-1964*, he is characterized as "a man of sturdy judgment with a large share of practical common sense . . . warm and affable." Such was the man who for many years was one of the most effective friends Agnes Scott has ever had.

In the action of November 9, 1908, naming Mr. Orr chairman of the committee to raise the sum to meet the General Education Board's challenge, Mr. Inman was made an *ex officio* member of the committee; otherwise, Mr. Orr himself was authorized to select his associates. Apparently during most of 1909 this committee must have worked quietly and diligently, for by November of that year \$140,000 of the required \$250,000 had been raised. Included in this total was Mr. Inman's \$50,000 pledge as well as the one for \$25,000 from Mr. Andrew Carnegie. At some point during 1909 Col. Robert J. Lowry, President of Atlanta's Lowry National Bank (a forerunner of the present First National Bank of Atlanta), had subscribed \$25,000

toward Agnes Scott's campaign. At any rate, as November, 1909, arrived, \$110,000 still remained to be raised. Those in charge decided to wage a whirlwind campaign in Atlanta and complete the entire effort in two weeks — from Wednesday, November 17, through Tuesday, November 30. This effort was more than successful and merits an account of some detail — an account drawn from a rather full folder of newspaper clippings available in Agnes Scott's McCain Library.

All of Atlanta got behind this effort, and excitement increased as all three of the newspapers (*Constitution*, *Georgian*, and *Journal*) gave almost daily coverage of the campaign. A large clock recording day-by-day progress was installed on the Anderson Hardware Building at Five Points, and an atmosphere of intense anticipation was evident.

After an appeal in all the Presbyterian churches on Sunday, November 14, a workers' dinner was held at the Piedmont Hotel on Monday evening, November 15, to announce plans and organization. The list of just a few of those present reads like a veritable Who's Who of Atlanta at that time. The Alumnae Association took over a vacant space in the Grand Opera House (later Loew's Theater), decorated it in Agnes Scott colors, and served lunch every day until the campaign was concluded. The students made boutonnieres to be given to all who subscribed to the fund. Daily rallies for workers were held.

On the first working day, Wednesday, November 17, \$6,000 was secured. On the next night, Thursday, November 18, a mass meeting for citizens of Decatur was convened in the Pythagoras Masonic Lodge under the leadership of Mr. Charles D. McKinney. On that very evening a resolution was adopted to raise \$25,000 in Decatur, and \$18,000 of this total was subscribed on the spot.

Leaders from all denominations helped. Involved in one way or another were Bishop Cleland Kinloch Nelson of the Episcopal Diocese of Atlanta, Dr. J.W. Lee of the Park Street Methodist Church, Dr. John E. White of the Second Baptist Church (now Second-Ponce de Leon) as well as pastors of what were then Atlanta's three leading Presbyterian churches: Dr. Walter L. Lingle (First), Dr. Dunbar H. Ogden (Central), and Dr. Richard Orme Flinn (North Avenue).

Atlanta women joined in the crusade, and many prominent ladies canvassed office buildings. A newspaper clipping setting forth these assignments reads as follows:

Empire Building [now C. and S.], Mrs. Hugh Willett; Equitable building [old Trust Company], Mrs. J.S. Hamilton; English-

American building, Mrs. Archibald Davis and Mrs. Ernest Kontz; Prudential building, Mrs. Woods White; Century building, Mrs. R.L. West; Fourth National Bank building, Mrs. Albert Cox; Peters building, Mrs. Frank Orme; Candler building, Miss Rosa Woodberry and Mrs. Frank Smith.

By Friday, November 19, ninety thousand dollars still remained of the \$110,000. Eight days later \$50,000 was still needed and only three days remained before the predetermined deadline. Now begins one of the most dramatic episodes in Agnes Scott's entire life.

The Agnes Scott campaign in a real sense became an Atlanta campaign — almost a "cause celebre." The newspapers fanned the flame. The *Atlanta Georgian* on Saturday editorialized about how much the students at Agnes Scott meant to the financial life of the city. On the same day the *Atlanta Journal* sounded a similar note. On the next day, Sunday, November 28, the *Journal* headlined an article "Raise \$50,000 in Fifty Hours; Is Atlanta's Supreme Opportunity," and then went on to say

In order to secure the contingent appropriation of a hundred thousand dollars, which the general education board will give to Agnes Scott College, provided our own people raise two hundred and fifty thousand dollars, we must raise —

**FIFTY THOUSAND DOLLARS IN FIFTY HOURS!**

**THIS MEANS THAT WE MUST RAISE A THOUSAND DOLLARS AN HOUR UNTIL TUESDAY AT MIDNIGHT!**

There is something inspiring about the very thought.

It is a challenge to the resourcefulness and patriotism of Atlanta. It is one of those high, heroic aims which sends the red blood coursing through the veins, stirred with a determination which only such causes can inspire.

The question is no longer in the subjunctive. This money **MUST AND SHALL BE RAISED.**

**OTHERWISE A BLIGHT AND BLEMISH WILL REST UPON THE NAME OF ATLANTA FOREVER MORE.**

On Monday, November 29, one newspaper carried an open appeal from the campaign committee to all Atlantans, followed by a subscription form which one and all were urged to cut out, fill in, and send to the committee. On the same day the *Journal* proclaimed in a bold page-one headline that only \$30,000 more was needed to reach the goal. Tuesday the final day dawned with \$30,000 to be raised before midnight. The climax was arranged as a mass meeting at 8:00 p.m. in Taft Hall of the Auditorium-Armory (until recently the Municipal Auditorium at Courtland and Gilmer Streets). The *Georgian's*

headline that day read "ALL FOR AGNES SCOTT!" Diligent activity went on all day, and Dr. Gaines has written that the entire student body and faculty joined a host of friends and wellwishers at the mass meeting. Mr. J.K. Orr presided, and a number of prominent Atlanta leaders spoke. Subscriptions continued to come in as they had done all day. At 10:55 p.m. a tally revealed that only \$4,500 was needed. At that point Mr. Orr announced that the Georgia Railway and Electric Company had given \$5,000. In Dr. Gaines's words, the crowd "went wild." The *Atlanta Constitution's* headline on Wednesday morning, December 1, read "AGNES SCOTT CLINCHES MILLION ENDOWMENT FUND." Agnes Scott had won, and so had Atlanta! The whole activity was Agnes Scott's first great thrust to become fiscally sound, and it heralded many subsequent similar efforts to secure the funds necessary for a college aspiring to greatness.

Of course, the reason for all this activity was Agnes Scott's earnest desire and avowed purpose to be a college of high academic quality. A review of the regular reports which President Gaines made to the Trustees during this period documents the College's commitment to standards of excellence — a commitment which in the first decade of this century posed real problems for a woman's college in the South.

One of the recurring difficulties which faced Agnes Scott in its first years as a college was the poor preparation being given prospective students during their secondary school experience. It was this deficiency, more than any other circumstance, that prompted the Trustees to continue Agnes Scott Academy after the College was established in 1906. In various entries of the Board's minutes, mention is made of the importance of the Academy as a "feeder" to the College. As has been noted earlier, the Southern Association had required complete separation of the Academy from the College as a requisite to collegiate accreditation. This step, of course, was taken, and the Academy functioned under its own principal and faculty, completely apart from the academic life of the College itself. Both institutions were under the control of the same Board of Trustees and occupied one campus, but there the commonality ended. Separate graduation exercises were held, and even though a sizeable number of Academy students entered Agnes Scott College, others elected to attend college elsewhere. President Gaines's report to the Board for the 1909-1910 session contains this paragraph:



During the session Miss Ella Young, the Principal of the Academy, applied to a number of Eastern Colleges for certificate privileges and the following high grade institutions responded favorably to this application by placing Agnes Scott Academy upon their accredited list: Mount Holyoke, Smith, Vassar and Randolph-Macon Woman's College. This was recognition of the grade of work done by the Academy which was most gratifying.

Even though the Academy did serve as a useful "feeder" to the College, President Gaines and the Trustees became increasingly convinced that it was unwise for them to operate two institutions. As early as June, 1907, there is an entry in the Board's minutes concerning an offer from a Professor G.H. Gardner "proposing to take off of our hands our Academy." Interestingly there was an abortive overture in 1908 that the Agnes Scott Trustees take over the Young Female College in Thomasville, Georgia, to serve as another "feeder" to the College. In 1911 the President in his annual report made the following presentation to the Board concerning "a system of College-Preparatory schools correlated within Agnes Scott":

It is suggested that steps should be taken, if possible, to organize a system of Christian education for young women in our Southern [Presbyterian] Church of which Agnes Scott shall be the head and crown. This system should consist of College Preparatory Schools in different parts of the South with courses carefully correlated with Agnes Scott College. These schools would thus become feeders to our College and secure for us well prepared students. The effect would be to unify our forces throughout our [Presbyterian] Assembly. It would be possible then to have true educational ideals and standards adopted throughout the entire system. Such a system would also do much to stimulate the young women of our Church and of the South to secure a college education. It is not recommended that Agnes Scott assume financial responsibility for such a system, but that this Board use its influence and its leadership in forming such a system.

Even though a committee was appointed to "investigate" this suggestion, nothing ever came of it. It is evidence, however, that the Trustees were committed to getting good students for the College and that they recognized that Agnes Scott Academy was a good preparatory school. It further shows that they were concerned about what to do with the Academy. There was, in addition, the constantly recurring problem of not enough facilities on one campus for both institutions. The College was "crowding out" the Academy. Finally on December 31, 1912, the Board, on the recommendation of the President, took

action "to discontinue the Academy at its present location with the expiration of the present scholastic year" and "the President [was] directed to give due notice of this action to the present patrons [of] the Academy." In the same meeting a committee was appointed "to ascertain the feasibility of transplanting the Academy." This move was not found to be practicable, and Agnes Scott Academy was discontinued on May 24, 1913, after serving a highly useful purpose for seven years.

The same period around the end of the first decade of the twentieth century saw Agnes Scott determined to take its place as a first-class institution of collegiate rank. Entrance requirements and standards were in primary positions of emphasis. The President's annual report for 1907-1908 contains this paragraph:

Since the last report the entrance requirements have been so changed as to require hereafter in Latin four additional books of Virgil, and in Mathematics Plane Geometry. Besides major and minor requirements have been introduced in French and German. With these changes Agnes Scott College now requires for entrance to the Freshman class 14 Carnegie units, thus placing it in the class of the best colleges. For our B.A. degree we require 60 hours of college work. We thus have the standard entrance requirements of the best colleges and also the required number of hours of work for the recognized B.A. degree. There is often a wide difference between the requirements offered in the catalogue and the requirements actually made of students. In the case of Agnes Scott the catalogue requirements are rigidly adhered to. So I am glad to report that your college is dealing fairly in maintaining its standards.

In the President's report for the next year (1908-1909), there is a statement that the size of the student body "has been unquestionably reduced by our high entrance requirements," but the statement is followed by an affirmation that adherence to high standards "is not only right and honest and necessary to the highest interests of students, but that it will win in the long run." And indeed this stress on standards did win. Five years later (1913-1914) President Gaines was able to inform the Trustees that during the session just ended the College had experienced "the largest gain [in students] in any year since 1892, the year of the opening of the present Main Building." He goes on to observe that this gain "clearly indicates the wisdom of the action of the Board in discontinuing the Academy," and then writes

The reputation of this College is growing every year. This reputation rests upon its standards. Because of its standards it attracts

the most earnest and desirable students . . . who gives [*sic*] promise of the largest usefulness. Our standard, therefore, is our greatest asset.

That Agnes Scott's academic standards were of a high order is attested by other than internal evidence. Lucian Lamar Knight, who founded both the Department of Archives and History of the State of Georgia and the Georgia Historical Association, wrote in the *Souvenir Book of General Assemblies (1913)* of Agnes Scott's being the only college in the South approved by the United States Bureau of Education.

The Trustees and the President were indeed committed to standards of excellence, but it was the faculty who set and maintained them. Dr. Gaines recognized this circumstance when in his report for 1906-1907 he wrote "that any college is very largely what its faculty makes it." From the beginning in 1889, great care was exercised in choosing teachers. In the same report just referred to the President makes this further statement:

No pains or expense has been spared in filling vacancies [in the faculty] as they have occurred. The first indispensable qualification has always been Christian character; the next has been the finest qualification for teaching special subjects. In selecting teachers of modern languages only those were considered who had had the best training in this country and then had had foreign residence and instruction in the countries in which each language was spoken. As a result of the extreme care taken in the selection of teachers, your College has a very finely trained and able faculty. The following colleges and universities are represented by graduates or those who have taken graduate work in them: Johns Hopkins, Hampden-Sydney, Washington and Lee, Cornell, Radcliffe, Bryn Mawr, Wellesley, University of Berlin, University of Leipsic, University of Paris.

This statement was made concerning the second year of Agnes Scott as an institution of collegiate rank. Eight years later in 1915, these faculty requirements were reaffirmed and strengthened when it was required that a department head "must have a graduate degree form [*sic*] a college or university of approved standing, and in Modern Language Departments foreign training in addition." It was further stated that "All candidates in order to be eligible must be members of one of the protestant evangelical churches." Finally no faculty member would be employed whom the President had not interviewed personally. The Trustees in formal action taken on May 25, 1915, stressed even more

the Christian requirement for faculty members when they took action that

. . . the Christian character, spirituality, and interest in the Christian ideals and work of the College, be stressed in the election and retaining of teachers.

Thus, as Agnes Scott advanced, there was no watering down of entrance requirements, of academic standards, or of high faculty requisites. But there was also no relaxation of the Christian emphasis. Agnes Scott at its origin was dedicated to the glory of God. In 1906 President Gaines again affirmed divine blessing as attendant to every success, and then he said: "This institution was founded in prayer for His glory, and we have gone forward step by step relying upon His blessing." Central to Agnes Scott's purpose were academic excellence and the Christian faith. In the judgment of the Trustees and the President, the achievement of this dual thrust resided in the training and character of the faculty.

During these initial years in Agnes Scott's life as a college, there was a third activity under the authority of the Agnes Scott Board of Trustees, namely, the School of Music, Art, and Expression. The principal faculty member in this School was Joseph Maclean, who had come to Agnes Scott in 1893 and who remained in charge of music until 1918. It is interesting to note that for more than a decade Mr. Maclean was, after the President, the highest paid member of the entire staff. "There is no small demand for these ornamental branches in a College for young women," wrote President Gaines in 1909, and, typical of Agnes Scott, he could also say ". . . the work done has been considered of a high order." Music drew the largest number of students, with art next, and expression last. For several years the President advocated a separate building for the School of Music, Art, and Expression. Practice rooms were crowded on the fourth floor of Main or scattered about the campus. The art studio was also on the top floor of Main. An entry in the Trustees' minutes for November 24, 1911, shows that during the 1910-1911 year a revision of the curriculum had permitted "the Scientific and Literary part of Music" to be counted "under conditions" for the B.A. degree.

There was also a Professorship of Home Economics added during 1910-1911, and the teaching of science was separated with a professor in chemistry, one in physics and astronomy, and one in biology and geology. The elective system of courses had already been established.

About a year later (1912), the President reported to the Board that the faculty had changed the teaching schedule from a five-day to a six-day week.

As a result of the successful financial campaign of 1909, three new buildings were erected in the next two years: a dormitory, a library, and a science hall. The erection of these buildings was not free of difficulty. In all three instances the contractor failed in business after construction had begun, and the special building committee of the Board had to superintend the completion of the buildings. Problems to the contrary notwithstanding, the structures were completed, and immediately following the commencement in June, 1911, dedicatory exercises were held. The dormitory was the gift of Mr. Samuel M. Inman, and he named it Jenie D. Inman Hall in memory of his first wife. The Carnegie Library (presently the Murphey Candler Building) was the gift of Mr. Andrew Carnegie, and Lowry Science Hall was the gift of Col. Robert J. Lowry. This last structure served until Campbell Science Hall was erected in 1951. Lowry Science Hall, a three story building plus basement, stood where Walters Hall now is.

In 1906 Agnes Scott purchased the "White House" from the George W. Scott Investment Company and the Gaines house from the President of the College. In the same general period Mr. Inman bought the Crockett property and three other lots on behalf of the College. This Crockett property was supplemented in 1908 by the Ansley plot through the good offices of Mr. G.B. Scott (Col. Scott's son), and these parcels gave the College frontages on South Candler Street. Part of Winship Hall now stands on the Crockett piece, and the Ansley plot is now part of the parking lot between Evans Dining Hall and Winship. Both of these parcels (Crockett and Ansley) contained houses which the College rented out. Later (1911) in the same report which officially informed the Trustees of the completion of Inman, Lowry, and the Library, this statement occurs:

The Committee also superintended the opening of a broad avenue through our campus to Candler Street . . . .

Thus, Agnes Scott now had entrances both on East College Avenue and South Candler Street. Access to South McDonough was to come a few years later with the acquisition of the Conn property on the west side of the present campus.

The year 1909 saw not only the first successful financial campaign but also a devastating typhoid epidemic which almost closed the

College and which had adverse effects for several years thereafter. This epidemic came in November, the very month set to finish the campaign. On November 2, the Trustees met to hear a report on the situation but decided, on the advice of Dr. W.S. Kendrick, the College's consulting physician and also a trustee (Dr. Kendrick was at the time one of Atlanta's most distinguished physicians.), not to take any steps beyond empowering a committee of Dr. Gaines, Dr. Kendrick, and Dr. Mary Frances Sweet, the resident college physician, to move in such ways as seemed wise to them. Six days later on November 8, the Board met in special session to deal with serious developments in the interval. There were now twenty-two diagnosed cases of typhoid and four others suspected. A number of students "in health" had been called home, and circumstances were indeed grim. Looking back on this trying ordeal, President Gaines in 1921 wrote as follows:

While the plans for the campaign were being made, and just before the time appointed for the canvass, a great calamity overtook the College. A serious outbreak of typhoid fever came among the students. There were thirty cases in all. A number of students were called home. Everything possible was done to meet the serious condition. And yet nothing but the guiding hand and blessing of God prevented a panic. Daily bulletins telling the exact truth were mailed to parents. Fortunately there were no deaths and we were able to hold the body of students together. The morale was wonderful. The cause of the outbreak was found to be a broken sewer contaminating the drinking water. This epidemic increased the debt of the College by eleven thousand (\$11,000) dollars. Coming as it did just before our campaign, we feared it would be disastrous, but happily it was not. But the effect of the typhoid epidemic was felt for several years in our attendance, causing recurring deficiencies.

In 1913 the General Assemblies of four major Presbyterian denominations met in Atlanta simultaneously — the Presbyterian Church in the United States, the Presbyterian Church in the United States of America, the United Presbyterian Church, and the Associate Reformed Presbyterian Church. One of the delightful occasions of these meetings was an afternoon social gathering at Agnes Scott for all the commissioners — possibly the largest social function at which the College had entertained up to that time.

This chapter began by referring to 1909 as an important year for Agnes Scott. President Gaines in his annual report for the 1908-1909 year pointed up, among other things, a real internal need of the

College. The administration of the institution had been from the beginning almost exclusively in the hands of Dr. Gaines and Miss Hopkins. She had charge of the daily life and routine of the students and faculty, and the President took care of practically everything else. He had used Professor H.B. Arbuckle from time to time as an assistant, and Professor J.D.M. Armistead had helped in the heavy correspondence relative to securing students. By the summer of 1909, it was becoming apparent to Dr. Gaines that he needed some full-time administrative help — particularly in the area of business affairs, so in February, 1910, he asked the Trustees to consider this possibility. As usual, a committee was appointed (S.M. Inman, G.B. Scott, C.M. Candler and F.H. Gaines). In November, 1910, the Board took action authorizing the employment of a business manager. At the meeting of the Trustees on November 24, 1911, the President reported that on July 1 of that year Mr. R.B. Cunningham had been engaged and “had entered upon his duties.” Mr. Cunningham came from Winthrop College in Rock Hill, South Carolina, and continued with Agnes Scott until his retirement in 1943.

Along with Col. Scott, Dr. Gaines, and Miss Hopkins, there is no more important person in the first quarter century of Agnes Scott's development than Samuel Martin Inman. It was Mr. Inman's great contribution that he started the college on the road to fiscal soundness. Like Col. Scott, he was generous with his own fortune, which was considerable. Over all, he personally gave Agnes Scott more than \$100,000 — a sizeable sum in the first years of this century. But different from Col. Scott, Mr. Inman saw to it that his gifts motivated other gifts. When he offered \$15,000 toward the construction of Rebekah Scott Hall, his gift was contingent upon certain other funds being made available also. As has already been pointed out, his gift of \$50,000 for Inman Hall was part of the campaign of 1909. Even though this campaign was a notable success, the College was soon in debt again, such that by 1914 this indebtedness has accumulated to \$50,000, a circumstance which sorely troubled all the Trustees and Mr. Inman in particular. On June 11, 1914, he wrote the following letter to President Gaines:

My dear Dr. Gaines:

The \$50,000 debt of Agnes Scott College gives me a great deal of anxiety. With this removed I feel there is a great future of Christian usefulness for the College.

I will soon be seventy two years old. I must lay down as far as I can, places of responsibility that bring care and anxiety. Provided the Board of Trustees will accept my resignation as Chairman and that Mr. J.K. Orr will accept the Chairmanship, and that I be called on for no more money for three years for the support of the College, I am willing to contribute \$25,000 toward the extinguishment of the debt, on the condition that the friends of the College contribute the same amount (\$25,000) in good and solvent subscriptions, and that I am to pay in dollar for dollar as the other contributors pay in their subscriptions.

This offer is open until January 1st, 1915, when it will expire, if the terms of this offer are not fully complied with.

Yours sincerely,  
(Signed) S.M. Inman

The Trustees were understandably deeply grateful to Mr. Inman; however, they asked that he extend the time limit to January 1, 1916. Mr. Inman declined to grant this request, but he did state that he would be "willing for three annual payments, without interest, the first payment to be January 1st, 1916." So on November 17, 1914, the Trustees adopted a resolution accepting Mr. Inman's challenge offer. Then and there Mr. Orr offered to give not only \$5,000 but also much of his time to make the necessary canvass. Accordingly, the Board had approximately six weeks to raise the sum which would again make Agnes Scott debt free. This time Mr. Orr ran a quiet campaign confined to a limited number of people. When the Board convened on December 31, 1914 — one day before the deadline, it was reported that twenty-seven subscriptions were in hand totaling \$25,000. Agnes Scott had won again!

In the meantime on December 26, 1914, the Trustees had accepted Mr. Inman's resignation and had unanimously elected Mr. Orr as chairman. Mr. Inman was named chairman emeritus. All the terms of Mr. Inman's offer had been met *on time*.

It was good that the Board moved fast, for Mr. Inman was already on his deathbed. He did survive long enough to hear the fine report from Agnes Scott and to make appropriate provisions for the payment of his offer. Death came for S.M. Inman on January 12, 1915.

The Trustees met on January 26, 1915, and adopted appropriate resolutions in tribute to Mr. Inman. Three sentences in these resolutions are here quoted:

He gave himself without stint, and cheerfully, to the advancement of every enterprise of the College. Indeed, it is impossible to over-



estimate what his interest, his leadership, and his efforts meant to the institution. During the term of his chairmanship [1903-1914] it made very remarkable advance in the enlargement and improvement of its plant, more than doubled its assets, and developed from a secondary school to a college of standard grade.

James Ross McCain, Agnes Scott's second president, has written of Mr. Inman, "It was he who lifted the college from a local to a national basis."

In 1914 Agnes Scott was twenty-five years old, and the anniversary brought a considerable celebration. According to the minutes of the Board, the celebration took place during Commencement Week and was in three parts. The first part was on Monday afternoon, May 25, and took the form of a pageant which involved students and faculty. Professor Louise McKinney has written that she and Miss Mary E. Markley originated the idea which developed into the pageant made up of tableaux, dramas, etc. Miss McKinney recalls that the Department of English presented a St. George play. Other departments had their presentations. Special costumes and music were featured, and the event took place out-of-doors under the oaks in front of Inman Hall. The pageant was designed to illustrate "the progress of education in Georgia, and the development of the College."

The second event of the celebration was a historical address given by the Hon. C. Murphey Candler on Tuesday, May 26. This address dealt with "the founding and development" of Agnes Scott. Representatives from other institutions were present to bring greetings, among whom was Chancellor James H. Kirkland of Vanderbilt University, one of the most distinguished educators the South has ever produced. Also during this same event the College received the handsome portraits painted by E. Sophronisba Hergesheimer of President Gaines and Dean Hopkins which continue even now to be among Agnes Scott's most treasured possessions.

The final part of the celebration was on Tuesday evening, May 26, when Agnes Scott presented the Hon. Thomas R. Marshall, Vice President of the United States. His address was for the whole metropolitan community, and the assembly convened in the Atlanta Theater located on Exchange Place across from the Hurt Building. The Vice President remained until May 27 and gave the Commencement address in the College Chapel, then on the first floor of the east wing of Rebekah Scott Hall.

Joseph Kyle Orr, who succeeded Mr. Inman as chairman of the

Agnes Scott Board of Trustees, was to occupy that position longer than anyone has before or since — almost twenty-four years. Born in New York City in 1857, he had come to the South early in life and began his business career in Columbus, Georgia. In the mid-1890's he moved to Atlanta where for many years he was President of the J.K. Orr Shoe Company. For approximately forty years he was allied with practically every good cause that was part of Atlanta. He served as president of the Atlanta Chamber of Commerce, was campaign director of the effort that raised the funds to erect the building for the central Y.M.C.A. in downtown Atlanta, and played a major role in establishing the Atlanta Freight Bureau. Franklin M. Garrett in *Atlanta and Environs* points out that Mr. Orr was active in the drive to purchase Piedmont Park for the City of Atlanta and that he also chaired the committee which successfully brought about the establishment of the Federal Reserve Bank in Georgia's capital city. He was a distinguished leader in the Knights Templars and achieved the top national position in that organization. In addition to his relationship with Agnes Scott, he was also a trustee of the Berry Schools and of George Peabody College for Teachers in Nashville, Tennessee. Mr. Orr was likewise a long-time member and an elder in Atlanta's North Avenue Presbyterian Church. He was unquestionably one of the leading citizens of the Atlanta area during the first third of the twentieth century, and his association with Agnes Scott for thirty-four years (1904-1938) was to be a period of great advance for the College.

From the time that Agnes Scott was chartered as a college in 1906, the members of the faculty were keenly interested in having a chapter of Phi Beta Kappa, but, in keeping with a well-established campus policy, they decided to make no active effort to secure such recognition until they themselves were convinced that the institution fully measured up to all the high requirements of Phi Beta Kappa. On May 19, 1914, an important step looking toward a chapter of Phi Beta Kappa was taken when the faculty voted to establish an honor society to be known as Gamma Tau Alpha. The first members of this organization were the six members of the faculty who were also members of Phi Beta Kappa, namely, J.D.M. Armistead, Mary Cady, Mary DeGarmo, J. Sam Guy, C.P. Oliver, and Lillian S. Smith. At the organization meeting of Gamma Tau Alpha, it was determined that the general plan of the society would be modeled as nearly as possible on the principles of Phi Beta Kappa. This local organization continued to function until the Agnes Scott Chapter of Phi Beta Kappa was

established in 1926. Gamma Tau Alpha held up high standards of scholarship, electing to its membership undergraduates and alumnae of outstanding scholarly attainments and at its open meetings presenting to the community addresses by distinguished visiting and local scholars. The society also worked diligently toward securing a Phi Beta Kappa chapter for Agnes Scott. Professor Louise McKinney has written that the name Gamma Tau Alpha was suggested by Professor C.P. Oliver because at the University of Virginia, his alma mater, these “three Greek letters were the initial letters of an inscription over a certain building.” This inscription is from John 8:32: *γυώσεσθε τὴν ἀλήθειαν* which translated into English means “You will know for yourselves the truth.” What an appropriate name for the forerunner of Agnes Scott’s chapter of Phi Beta Kappa!

In 1916 a second society was established which continues to the present. HOASC (Honorary Order Agnes Scott College) was the predecessor of Mortar Board, and it recognized students on the basis of leadership, character, and scholarship. The founding members of HOASC were ten students from the Class of 1916: Nell Grafton Frye, Eloise Gaston Gay, Ora Mast Glenn, Evelyn B. Goode, Maryellen Harvey, Margaret Ray Harrison, Martha G. Ross, Jeannette Victor, Alice S. Weatherly, and Louise W. Wilson.

By the spring of 1915, it was clearly evident that additional endowment was mandatory if Agnes Scott intended to maintain its respected place in educational circles; thus, on May 25 of that year the Trustees adopted a recommendation of President Gaines that a target goal of \$500,000 be set. Subsequently, a committee of J.K. Orr, J.J. Eagan, L.M. Hooper, J.T. Lupton, and F.H. Gaines was appointed to make plans for the effort to raise this money. Regardless of where these funds might ultimately come from, it was understandable that the Board would think of the General Education Board as a potential source for at least part of the total. Accordingly, at the next meeting of the Agnes Scott Board (October 22, 1915) a resolution was adopted authorizing an application to the General Education Board for a “donation.” Over the next two or three years there were several downward changes in the total goal, and the effort did not move into final focus until 1919. Not surprisingly, it was the General Education Board that brought matters to a head. As the result of negotiations, President Gaines was able to announce to the Trustees on May 27, 1919, “that a telegram had been received from the General Education Board of New York offering to contribute the sum of \$175,000 toward the total sum

of \$500,000 which the Board recently agreed to raise.” This challenge offer pushed the Board back to its original high goal. Dr. James Ross McCain has written as follows about this incident:

When the Board of Trustees met to consider the offer, there was great hesitation about beginning so large a campaign. After a silence of some length, one member of the Board suggested that he hesitated to make a motion of acceptance but he would be willing to second such a motion if made. Dr. Gaines promptly made the motion of acceptance and it was unanimously carried.

Thus, Agnes Scott was launched into its second major financial campaign. Fortunately, some pledges were already in hand. Members of the Board and their families had pledged \$66,000 and there was also a subscription of \$5,000 from the Alumnae Association. It was in this effort that Agnes Scott had its first “campus campaign.” Under the leadership of Professor Anna I. Young, the students set a goal of \$20,000 and actually raised \$22,000. Dr. McCain, who had much to do with the direction of this drive, has written that a “vigorous campaign was made throughout Georgia and the South, and subscriptions were secured to meet the supplemental sum by May 1, 1920.” In one year Agnes Scott had met its goal! But this result was not the end. Long before the pledges on this campaign could be paid, the College was precipitated into another financial effort. The minutes of the Trustees show that on May 25, 1920, a further challenge offer of \$100,000 had been received from the General Education Board contingent upon Agnes Scott’s raising an additional \$150,000. President McCain has written that this second challenge offer came about because Mr. John D. Rockefeller had just made a large cash grant to the General Education Board “to assist in increasing the salaries of teachers” sorely pressed by the inflationary prices resulting from World War I. Fortunately, about this same time the Carnegie Corporation of New York gave the College \$75,000 which could be counted toward the General Education Board’s grant. The Trustees accepted the challenge; the goal was reached, and Agnes Scott in the two campaigns achieved \$750,000 in new money.

There was great need for salary improvement as these two juxtaposed campaigns were completed. As a matter of information the minutes of the Trustees show that for the 1920-1921 session the overall salary scale was as follows:

President	\$5,000.00
Vice President	4,000.00
Dean	3,000.00
Treasurer	2,400.00
Business Manager	3,000.00
Professor	2,500.00
Associate Professor	2,000.00
Assistant Professor and Instructor	1,400.00

By this time Agnes Scott had been able for some years to operate without a deficit. One of the main contributors to this fortunate state of affairs was J.C. Tart, who had joined the Administration in 1914 as treasurer and who was destined to hold this strategic post until 1962 — forty-eight years. The minutes of the Board for the initial years of Mr. Tart's tenure frequently record appreciation of his performance. He was gifted in handling investments, could hold a financial line, and had no difficulty in saying "No!" to any expenditure that he thought unwise. During Mr. Tart's first year the Board's minutes record an action which this writer firmly believes was sponsored by the newly appointed Treasurer. Here is the action:

That the Treasurer be directed within 30 days after rendering bills to close up all accounts by notes payable within 30, 60 or 90 days as may be agreed upon.

Incidentally, Mr. Tart was over the years an expert in collecting every penny that was owed to the College.

In May of 1916, the Trustees began a series of changes (amendments) in the charter of the College with a view to relating Agnes Scott more organically to the Presbyterian Church in the United States. There was never any idea of putting the College under the direct control of the Church, but there were many who thought that some form of relationship would be advantageous. From its beginnings Agnes Scott had been avowedly Christian and strongly Presbyterian. Initially all the Trustees had to be members of that Church, and it was many years after the founding before any change was made in that requirement. However, some relation to various Synods of the Presbyterian Church, U.S., now seemed wise. Accordingly, the necessary charter revisions were undertaken. The finalized plan authorized the Board of Trustees to elect certain of their number from the bounds of a specific Synod, subject to ratification or confirmation by the Synod. The Synods could not ratify anyone whom the Board had not nominated. The Synod could reject, but it could not initiate. If a

nominee were rejected, the Board would make another nomination until someone was ratified. If a Synod failed to act within a specified time, the Board's nominee was automatically confirmed. The Trustees were careful that less than half their members were subject to Synod ratification. Members elected directly by the Board were designated as corporate trustees to distinguish them from Synodical trustees. A similar arrangement to that with the Synods was made for two trustees to be ratified by the Agnes Scott Alumnae Association. Thus, for all practical purposes the Board continued to be self-perpetuating.

It took until the early 1920's for this Synod arrangement to be fully worked out because there was some flux as to which Synods were to be included and how many trustees were to be allotted to each. Initially there were eight Synods included (Alabama, Appalachia, Florida, Georgia, Mississippi, North Carolina, South Carolina and Tennessee), and on October 17, 1917, the Board actually elected trustees representing these Synods. Over the next several years the charter was so amended that ultimately only three Synods were represented on the Board (Alabama, Florida, and Georgia), and this arrangement continued for approximately the next fifty years. The provision that the Agnes Scott Alumnae Association ratify two trustees is still in force. Under the plan that went into effect in 1917, the number of trustees was increased to twenty-four. When the plan was finally stabilized (August 23, 1922), there were twenty-seven members of the Board — 14 corporate, 11 Synodical (Alabama: 4, Florida: 3, Georgia: 4) and 2 alumnae. This arrangement continued for many years — until the late 1950's when the charter was amended authorizing five additional corporate trustees. As a result of these changes in the charter, Agnes Scott became a college affiliated with the Presbyterian Church, U.S., as opposed to those institutions of higher education controlled by the denomination. Of this arrangement President James Ross McCain wrote in 1939 that it “gives a close and sympathetic relationship to the Church, so that Agnes Scott is listed as an ‘affiliated’ Presbyterian college; but in a legal and technical sense it is non-sectarian and independent. It asks no place on the church budgets for current support, but it serves the Presbyterian Church as fully as if ecclesiastically controlled. The plan has proved eminently satisfactory to all concerned.”

On October 17, 1917, the Trustees for the first time elected women to membership on the Board. Two of these were alumnae, and one was the wife of the late chairman of the Trustees. These three were Mrs.

S.M. Inman, Mrs. C.E. Harman, who was a daughter of George Washington Scott, and Miss Mary Wallace Kirk. Each of these three women was to serve on the Agnes Scott Board of Trustees for the remainder of her life — Mrs. Harman until 1937, Mrs. Inman until 1946, and Miss Kirk until 1978, this last tenure being the longest of any trustee who has ever served Agnes Scott — over sixty years. Further distinction was afforded Mrs. Inman when on May 21, 1926, she was elected vice chairman of the Board, a post she filled until her death more than twenty years later.

Like all the rest of the United States in 1917-1918, Agnes Scott felt the effects of and was engaged in activities related to World War I. Issue after issue of *The Agonistic* (the student newspaper) contained one or more items concerning the war effort. Many students were active in the Patriotic League, an organization sponsored nationally by the Junior War Council of the Y.W.C.A. Through this agency they knitted socks and other articles for service personnel and made trench candles. The dramatic troupe journeyed to nearby Camp Gordon to entertain soldiers stationed there. Among other things, students participated in a great patriotic parade down Peachtree Street in Atlanta. Then there was the constant effort to conserve food, and many became affiliated with the program directed by Herbert Hoover as President Woodrow Wilson's Food Administrator. The Class of 1919 went so far as to forego publishing an annual and gave the savings to war relief. One of the "spark plugs" in all this patriotic fervor was Miss Mary Cady, who was Professor of History. Apparently she had unlimited energy and enthusiasm which she communicated to many others. Professors Joseph Maclean and S. Guerry Stukes entered military service. In his own inimitable way, Dr. James Ross McCain has made this interesting comment about the World War I period:

One of the problems was to get "dates" for our girls. Camp Gordon had plenty of soldiers, but some of them were not too acceptable, and it was hard to know them well. Agnes Scott had never had a divorce among its Alumnae, but in this war some hasty marriages were made, and a few divorces got started.

Professor Llewellyn Wilburn, who was in the Class of 1919, remembers that there was also considerable interest among the students in going overseas after graduation to do Red Cross work. When Armistice Day finally came, the students twice engaged in a "snake dance" around the Court House in Decatur.

Mention has been made earlier of various College activities involv-

ing Agnes Scott alumnae; however, the Alumnae Association as it is known today dates from 1921. Miss Mary Wallace Kirk, '11, was president of the organization at that time, and she led the way in making the association more than just a local club for the Atlanta-Decatur vicinity. With the assistance of Fannie G. Mason and Carol Stearns Wey and with copies of the constitutions of alumnae associations of several eastern colleges, Miss Kirk drafted a constitution intended to make the Agnes Scott Alumnae Association national in scope. This constitution was ratified and met with a fine reception, both near and far. The Alumnae Association was on its way.

Also in this same year (1921) the Trustees provided the funds for the erection on campus of an alumnae house. Vassar College already had such a house, and the one at Agnes Scott was the second such building in the United States and the first one in the South. The Board resolution which authorized this building was adopted on May 28, 1921, and reads as follows:

Whereas the General Education Board in its first conditional pledge of \$175,000 to the College allowed us to use \$100,000 of the total sum which we raised . . . for land and buildings; and whereas only \$34,000 has been so expended as provided in the pledge of the General Education Board; and whereas the Alumnae Association of the College desires to be placed in a position in which it can maintain a more effective organization and better cooperate in the advancement of the College,

Therefore, Resolved that this Board hereby appropriate \$20,000 for the purpose of erecting an Alumnae house on the campus under the following conditions:

- (1) The appropriation will not be available until this amount has been collected on subscriptions not made under specific terms, and until the Treasurer of the Endowment Fund shall notify the Chairman of the Finance Committee that the said sum of \$20,000 is in his hands and available for said purpose.
- (2) The house must be constructed within the appropriation.
- (3) Of said \$20,000, the sum of \$15,000 shall be a gift and \$5,000 shall be a loan to the Alumnae Association to be covered by a subscription to the Endowment Fund, and paid in installments of \$1,000 per year for five years.
- (4) The money herein appropriated shall be paid only on the requisition of the Building Committee and the approval of the Chairman of the Finance Committee of this Board.
- (5) The construction of the house shall be in the hands of the Building Committee composed of an equal number of Trustees and Alumnae. The members of the Committee



from this Board shall be appointed by the Chairman. The members from the Alumnae Association shall be appointed by the President of the Association subject to the approval of the Executive Committee of said Association. The Building Committee shall be authorized to select plans, solicit bids, award contracts, and generally superintend the building.

- (6) The house herein provided for shall bear such name as the Alumnae Association shall select. It is to be known as the Alumnae House. While it shall be the property of the College, it shall be turned over to the Alumnae for their exclusive use and management.

By the time the Board met on October 7, 1921, it could be reported that much progress had been made on the construction of the Alumnae House and that completion could be expected by Thanksgiving of that year. At this same meeting a slight change was made in the original arrangements so that management of the house would be under a joint committee of the Trustees and the Alumnae.

The house was named for Miss Anna Irwin Young who taught mathematics at Agnes Scott from 1895 until her death on September 3, 1920. Miss Kirk has written that the first hostess or manager of the house was Martha Bishop, an alumna who had completed her degree at Agnes Scott in the Department of Home Economics. In addition to an office for the hostess, the house contained a parlor, dining room, and six bedrooms. A large room at the back on the first floor was used as a tea room. The hostess "also served special breakfasts, luncheons, dinners, and afternoon teas for any faculty member, alumna or student who wished to entertain there. The house soon became the center of the social life of the college" — so writes Miss Kirk. One of the bedrooms was set aside for special guests of the College.

The Trustees also at their meeting on October 7, 1921, took an action which was to affect academic procedures at Agnes Scott for more than the next half century. The bylaws of the Board were so amended "as to provide for an Academic Council. . . consisting of the heads of the various departments, to act on several matters which [had] been hitherto considered by the Faculty as a whole." This Council, in addition to the department heads, consisted of the President and the Dean. Its specific functions were officially as follows:

Subject to the approval of the Board of Trustees, the Council shall have power to determine the academic policy of the College, to fix requirements for admission and for the degree, and to

approve the courses of instruction offered by the various departments.

As is obvious, this action quite effectively removed from the faculty practically all control of educational policy and lodged it with the Academic Council — an action which insured that academic matters would be in the hands of seasoned faculty members but which at times tended to thwart the initiative of younger professors.

In the spring of 1922 a decision was made which was of tremendous importance for the future of Agnes Scott. This decision was to continue the College at its present location rather than move to a new site. Some of the Trustees, supported by out-of-town friends, proposed acquiring "some two hundred acres in the Druid Hills section" and relocating the College there in a completely new plant. At that time there was a considerable amount of undeveloped land on the Decatur side of Druid Hills where an ideal campus could be developed. Dr. McCain has written that there was, moreover, a group of Atlanta people who were prepared to make a bid for the then present campus and facilities in order to start a private school for girls. The proposal came to nought because, as Dr. McCain says, "we could not unite whole heartedly on that plan." Two present alumnae who were in touch with the College at that time say that the proposed move was abandoned because of the opposition of the Scott family.

On Saturday morning, April 14, 1923, President Frank Henry Gaines died quite unexpectedly. He was in his seventy-first year. Three days before, on Wednesday, April 11, he had conducted chapel, and no one sensed that his life was near its end. On the next day, Thursday, he felt enough unwell to go to Atlanta by street car to consult his physician, who that afternoon put him in the hospital for observation and therapy. On Friday Dr. Gaines was in good spirits with the expectation of soon returning to Agnes Scott. However, early on Saturday, his heart started to fail, and he died quietly around noon. With his death, an era closed at Agnes Scott.

Shortly after President Gaines's death, a booklet was prepared in his memory and the following paragraphs are quoted from this pamphlet giving a contemporary account of the events of his funeral and burial as well as various tributes to his life.

As soon as the first shock of surprise and grief had passed, the faculty and students planned memorial services in his honor along just the lines which they thought would have pleased him most. It was the unanimous desire that his body should lie in state in the

chapel for a day and that a special service of worship should be held for the college community before the formal and public ceremonies. On Sabbath morning, when the body was brought from the undertaker's, the students dressed in white received him in double columns from the campus gate to the chapel; and the casket was borne by his closest associates to rest on the platform where for almost numberless days he had read and prayed for the college and his girls.

It was with the feelings of deepest reverence and love that the faculty and students gathered that Sabbath morning for the memorial service in his honor, as his body lay in state. It was very simple and was conducted by the girls themselves. The first song was "Come, Thou Fount of Every Blessing" which was a favorite hymn of Dr. Gaines and which he nearly always used on Saturday mornings. Miss Hilda McConnell, President of Student Government, spoke briefly of the love of the students for Dr. Gaines and of their appreciation for being allowed to conduct the service. Miss Eloise Knight, President of the Young Women's Christian Association, read the Scripture passages which had been used scores of times by Dr. Gaines himself in conducting memorial services. Miss Mary Goodrich, President of the Senior Class, led the prayer, asking that all might take to heart the lessons taught by Dr. Gaines and show in true lives the influence he exerted, and seeking also for comfort in the great bereavement. The service closed with the singing of "My Faith Looks Up to Thee" by Misses Frances Gilliland and Lillian McAlpine.

All during the Sabbath and on Monday morning, there was a student guard of honor in the chapel, and during the night the men of the faculty kept watch. Hundreds of friends came quietly and reverently to look once more on his face so strong and peaceful in death, or to sit in the chapel and meditate on his wonderful achievements for the Kingdom of Christ.

On Monday morning, April 16, 1923, the funeral services for Dr. Gaines were held at the Decatur Presbyterian Church. Dr. B.R. Lacy, Jr., Pastor of the Central Presbyterian Church of Atlanta; Dr. D.P. McGeachy, Pastor in Decatur, and Dr. J. Sprole Lyons, Pastor of First Presbyterian Church of Atlanta [all Agnes Scott trustees], were in charge of the exercises. The Board of Trustees of the college formed a special honorary escort, and the whole faculty and student body were in attendance. The building was entirely inadequate for the throng who gathered to do him honor.

The service was simple, but very impressive. By request of the family, all eulogies were omitted; but all realized that none were needed. The great work of Dr. Gaines was itself so eloquent that mere words would seem empty. The Holy Scriptures, beautiful gospel hymns, and sincere, heartfelt prayers drew the whole

audience very close to Him, in whose service Dr. Gaines spent his life.

After the church service, the body was taken to its last resting place in Westview Cemetery, in Atlanta. Through the courtesy of the Decatur Chamber of Commerce, automobiles were provided to take the entire faculty and student body to the place of burial. There again all hearts were touched as the members of the Senior Class in special token of their love and sorrow dropped each a rose into the open grave, and it was a satisfaction to all to have the closing words of Dr. Lyons to be those of hope and thanksgiving rather than of grief or despair. All felt that here was a fitting close of a marvelous life.

President Gaines was survived by his wife, the former Mary Louise Lewis of Augusta County, Virginia, whom he had married in 1877, and by one son, Dr. Lewis McFarland Gaines, a prominent physician of Atlanta.

All the records at Agnes Scott about Dr. Gaines testify to his singleness of purpose. His life was controlled by two great passions: (1) utter and complete surrender to God in Christ and (2) a devotion to the highest ideals attainable by a human being. Agnes Scott College provided him with a channel for both of these passions.

Time and time again he stressed that the glory of God was the only reason for the College's existence, and in report after report to the Trustees, he expounded on both the academic and the religious life of the campus. That the faculty recognized his commitment is illustrated in some sentences from their resolutions at his death:

Fundamental in the structure of that character was his faith in God. Before he began his work as an educator he was widely known as a preacher of the Gospel — an evangelical preacher of great power. He carried with him into his work for the founding and development of the college this same evangelical spirit — a spirit of faith and enthusiasm which fashioned all his acts with one end in view as stated in his formulation of the Agnes Scott "Ideal" to accomplish in every activity of the institution the Glory of God.

His insistence on Christian character as an indispensable qualification for all members of the teaching force; his constant effort to preserve the spirit of Christ in every activity of the student body, whether academic or otherwise; his unhesitating loyalty to his faith in every policy of the college; his unflinching effort to be just in every decision; his fearless integrity in small matters as well as in great; and withal his tender sympathy, which all who have found themselves in trouble have experienced, these are the traits which will give him a permanent place in the affectionate memory of

every member of this faculty; these are the traits which we wish to place on record for future generations of faculty members.

President Gaines' passion for lofty ideals found expression in the high standards which he set and maintained for the College. He never wavered during a period when education was a great luxury for anybody and when demanding standards meant small enrollments. Once again attention is directed to what his faculty said about him in this regard:

It was his faith in God that enabled him to hold steadfastly to the admission standards as stated in the catalogue, year after year in those trying days of a decade and more ago when the very life of colleges appeared to depend on their ability to attract large numbers of students. Knowing full well that adherence to the standard of admission would probably mean a deficit to be reported to the Board of Trustees at the end of the year, he never yet let himself be turned a hair's breadth from his purpose to maintain an honest standard, despite the mental worry that would inevitably result from his action, and the ease with which he might have doubled the student body by making concessions which most institutions similarly situated were making freely. No one who did not live through those years can fully appreciate the greatness and steadfastness of the man in these trying circumstances.

This same single-minded tenacity of purpose caused President Gaines to require unyielding commitment to standards in the academic work of the College once a student was admitted. It also led him in taking the utmost care in choosing members of the faculty — men and women who were competent and well prepared in their disciplines and who were committed to the Christian faith. "Once chosen, they were free always to do what seemed best to them in their respective departments — a policy the wisdom of which has been abundantly proved in the gratifying advancement that has steadily marked the growth of the college," so say the same resolutions of the faculty.

For more than a third of a century, Frank Henry Gaines personally directed every facet of Agnes Scott's life. In many instances there was nothing except struggle, but the President never faltered in his belief in the importance and rightness of his work. That he was privileged to experience some of the success of his indefatigable labors gives one much satisfaction now. From a rented house in 1889, the College in 1922-1923 had grown to twenty acres of land and twenty-one buildings. For the same period the students had increased from 63 to 435, and the officers and teachers had enlarged from 4 to 54. Assets had

grown from a subscription list of \$5,000 to \$1,586,344. The institution itself had developed from an elementary and grammar school to a recognized four-year college of highest standards.

It is little wonder, then, that *The Atlanta Journal*, editorializing at the time of his death, could say:

A great educator he truly was, a builder, a leader, a benefactor; a man strong in the strength that comes from a lofty purpose and a valiant faith; a doer of the noble, and immortal work.

The students through their weekly, *The Agonistic*, put their feelings this way:

But our sadness is touched with the light of a great thankfulness — thankfulness for the life which he lived in simplicity, in strength, and in sincerity; for the college which he dreamed of, and toiled for, and loved into being; for his spirit that is inseparable from the spirit of Agnes Scott.

The Board of Trustees in their meeting on May 25, 1923, adopted a full tribute to their deceased comrade and said in part:

His life was preeminently one of service, service to God, and service to fellow men . . . . His life and character command our admiration and love . . . .

The Alumnae Association at its gathering in May following Dr. Gaines' death heard Miss Mary Wallace Kirk, '11, who served as a trustee of the College from 1917 to 1978, speak for them:

. . . we would pause to honor him . . . who in his passing, as in life, has left us rarer gifts than gold — a noble heritage of those best things of which the spirit of man is capable . . . . Truth, honor, integrity, scholarship, character — were the things he held of dearest worth and as being essential factors in attaining man's chief end — the glory of god.

. . . Such was the first president of our Alma Mater, and such are the characteristics which because of his life are a part of the warp and woof of our college.

The twenty-year period between the death of Col. Scott in 1903 and that of President Gaines in 1923 was a time of struggle and striving for stability and status. To the everlasting credit of many people, these goals had been achieved by the end of Dr. Gaines' presidency.

A firm financial foundation has been established. Through a series of campaigns, greatly assisted by the General Education Board, a substantial endowment by the criteria of that time had been accumulated.

The campus had been expanded, and a number of buildings had been erected. The annual deficits which had plagued the College for so long were now only a memory, and the nagging indebtedness of former years was no more. The student body had stabilized, and there were more young women seeking to attend Agnes Scott than the College could accommodate. The salary scale for the faculty and administration adopted on March 2, 1923, (just over a month before President Gaines's death) showed the following growth:

President	\$6,000
Vice President	5,000
Dean	3,600
Professor	2,750 - 3,000
Associate Professor	2,075 - 2,300
Assistant Professor	} 1,050 - 1,550
Instructor	
Assistant	

At the same time academic standards of the highest order had been maintained, and educational recognition had been assured. Accreditation by the regional accrediting agency had come in 1907. In 1912 the Bureau of Education of the United States Government placed Agnes Scott in Group I of the classification and rating of educational institutions. In 1920 the College was included in the approved list of the American Association of Universities, and the next year (1921) Agnes Scott became a charter member of the American Association of University Women. The most coveted recognition was to come just two years after Dr. Gaines' death when the United Chapters of Phi Beta Kappa voted to establish a chapter at Agnes Scott.

Stability and status had been achieved, and no one deserves more gratitude for this accomplishment than Samuel Martin Inman, Joseph Kyle Orr, and — most of all — Frank Henry Gaines.

*Chapter 3*

## THE McCAIN ERA

On April 20, 1923, just six days after President Gaines's death, the Executive Committee of the Board of Trustees met and appointed Dr. James Ross McCain to be acting president of Agnes Scott College pending action by the Board of Trustees itself. Approximately one month later, on May 25, 1923, the Board convened in its annual meeting and confirmed the action of the Executive Committee by formally electing Dr. McCain Agnes Scott's second president. No other candidate was considered. Since Dr. McCain was a trustee, he was asked to retire from the meeting while the discussion of his election to the presidency was being held. After the vote, which was unanimous, three trustees were named to escort the new president back to the meeting where Chairman J.K. Orr formally notified him of his election. Dr. McCain then and there accepted his presidential duties and responsibilities, and a new era began for Agnes Scott.

James Ross McCain was born in Covington, Tennessee, on April 9, 1881, the oldest child of John Irenaeus and Louisa Jane Todd McCain. In the summer of 1882 John McCain moved his family to Due West, South Carolina, where he had accepted a professorship in Erskine College, his alma mater. In the rural setting of this small college town, James Ross McCain spent his childhood and youth. The home in which he grew up was characterized by the strict and rigorous virtues of the Associate Reformed Presbyterian communion. Understandably, many of the strong, unbending, almost stern traits which were so evident in President McCain's maturity can be traced directly to his father and mother and their home and surroundings in Due West. Three incidents related by James Ross McCain himself will suffice:

When I was about eight years old, my mother taught me a valuable lesson in stewardship. She gave me a dime for filling the box with stove wood. I had often done it without any pay. That day, however, she said to me, "If you will take one penny out of this dime and give it to Jesus in the collection tomorrow you will be a tither and will be a partner of God Himself." It seemed to me a fine bargain, and I gave the penny gladly, and I think that I have



never had a dime since then that I did not give at least one penny. Of course, I had put money into the collection plate for many years — money given me by papa, but this was my own money and was given with a special thought of the Lord. It was a good lesson for which I have been grateful.

The second incident is of a somewhat different nature:

Not everything was sweetness and light between my parents and me, however, for they whipped me often for various things, and I think I [did] not get any licks amiss. For some reason, mother had told us children [There were five children altogether.] not to eat raw sweet potatoes. Really they are very healthful and taste good. One day as she crossed the yard, I was eating such a potato, and she asked, "James Ross, aren't you eating a potato?" Without any hesitation I replied, "No, mama." She said firmly, "Let's go into the house and talk this over." I knew that I was in for something bad. She said, "I want to teach you the difference between man-made rules and God-made laws. I am your mother and have a right to make rules about potatoes and other such things, and you ought to obey me because I am your mother, even though no morals are involved; but you told a lie, and that violates the laws of God, and that is quite a wrong thing to do. I want you always to remember the difference." She then gave me the hardest whipping she had ever administered, and I remember it all quite well after some 70 years.

The third incident from James Ross McCain's growing-up also reveals something of the canniness for which he is remembered in later life. After writing of the various and limited avenues open in Due West for a boy to earn money, he says:

I found that I could make much more income from memorizing Scripture than in any other way, and it could be done winter or summer, by day or by night. My Grandmother Todd would pay one cent a verse for memorizing. She preferred that we learn Psalms in the metrical version, and I liked that. On one occasion I got \$1.76 for the 119th Psalm at one sitting! She allowed only her immediate family this privilege, and it was a great family blessing to me, as I remember now in old age many of the passages learned as a boy. Modern educationalists who insist that memorizing is poor training and that rewards ought not to be given have never been convincing to me.

Something of the character of President McCain's father can be gleaned from a comment which the son made when an old man:

Papa had a custom of asking at each evening meal the same

question of each of the older ones, "Did you keep up the reputation of the family today?" It was a rather searching question.

In the fall of 1896, James Ross McCain at the age of fifteen entered Erskine College. Four years later, in the spring of 1900, he graduated with a straight A record. The following autumn he matriculated in the Law School of Mercer University in Macon, Georgia, and subsequently in 1901 successfully passed the bar examination and was admitted to practice both in the state and U.S. courts. He began his practice in July, 1901, in the firm of Johnson and Nash in Spartanburg, South Carolina; however, he could not receive his license in South Carolina until April, 1902, when he was twenty-one years old. He was paid \$35.00 per month and was permitted to pick up any outside practice that he could. President McCain has noted that one of his uncles offered to provide him with \$25.00 monthly as needed, but he remarks that he "never found it necessary" to draw on this source.

Young Mr. McCain did not find the practice of law satisfying, and after two years he decided to try another field. In his own inimitable way, he observed in later years that his experience was that no one came to consult a lawyer unless he was in trouble or wanted to get someone else in trouble. So he decided that he would seek a more rewarding work. For a brief time he considered both the ministry and teaching and ultimately chose the latter. In the fall of 1903 he accepted a teaching post in Covington, Tennessee, at a salary of \$75.00 per month for a nine-month term. After a second year in Covington, young McCain was re-elected for a third term, but during the summer of 1905, he was approached by Mr. J.P. Cooper of Rome, Georgia, about becoming principal of a school there. This contact led to James Ross McCain's move to Rome and to his becoming the first headmaster of what was to develop into the Darlington School. Meanwhile, he realized that if he was to continue in teaching, he needed graduate training; thus, in 1905 he enrolled for the summer in the University of Chicago, a move which led to his receiving his M. A. degree there in 1911 and ultimately to his going on to Columbia University from which he received the Ph.D. degree in 1914.

During 1911-1912, Mr. McCain took a year's leave of absence from Darlington and completed his residency and language requirements at Columbia. He then returned home to take up his work and write his dissertation. The topic of Mr. McCain's dissertation was "The Executive in Proprietary Georgia." When he began his research, he discovered that the material he had to have "was largely in manuscript form

and stored in the State Capitol with no access to it without legislative approval." Fortunately the Hon. Lucian Lamar Knight, who had recently been named Custodian of Records for the State, agreed to be of assistance. The help of Governor Joseph M. Brown was enlisted, and an enabling resolution was passed by the legislature permitting Mr. McCain to have access to the appropriate records. These records were handwritten and had been copied in London. At any rate, the research was done, and the dissertation was written — all of this being accomplished while young Mr. McCain was fully employed and involved as headmaster at Darlington!

At Christmas of 1900 James Ross McCain met Miss Pauline Martin who was a student at the Women's College in Due West. During the same season two years later, the couple became engaged, and three and a half years later on June 12, 1906, they were quietly married in the home of the bride's parents in Newton County, Georgia. This marriage continued with great happiness until Mrs. McCain's death in December, 1953. The McCains had seven children, six of whom survived them.

After ten successful and fruitful years at Darlington, Dr. McCain in 1915 accepted the invitation to join the faculty and administration of Agnes Scott College as Registrar and Professor of Bible at a salary of \$2,100 per year plus a house. He had been recommended to Dr. Gaines by Chancellor James. H. Kirkland of Vanderbilt. In order to accept the call to Agnes Scott, Dr. McCain had to decline the presidency of Westminster College in Fulton, Missouri, to which post he had been unanimously elected almost simultaneously with the offer from Agnes Scott.

Dr. McCain began his duties at Agnes Scott on July 1, 1915. One of his responsibilities as Registrar was to secure students, a somewhat difficult assignment at this particular time when war was raging in Europe and the economy of the South was rather unstable. He also found his teaching of the Bible courses quite "strenuous" since this field was not his specialty. The catalogue for 1916-1917 shows that he had been transferred to American History and Sociology. However, Dr. McCain himself has written that while "I was employed as a teacher and registrar, Dr. Gaines and the Trustees really wanted me to help raise money for the College." By 1918 he had been relieved of his teaching and had been made Vice President and Registrar of Agnes Scott. In the financial campaigns of 1919 and 1920, the new Vice President played an increasingly important role. In other ways also he was

moving into a position of strength at the center of the College. In his unpublished memoirs Dr. McCain has written that about 1920,

Dr. Gaines was not very well and felt that a long vacation in the summer, plus one in the winter in Florida, would be of help to him. I had been elected a member of the Board of Trustees, and he turned more and more jobs over to me, such as getting teachers and dealing with the Faculty in educational matters. It was excellent training for me, and I learned a great deal about all phases of college problems.

When in the spring of 1923 James Ross McCain found himself in charge of Agnes Scott College, he was already well prepared. In his own words, here is the way he put the matter: "It was not burdensome as Dr. Gaines had taught me a great deal as to his ideas of a good college and how to run it."

President McCain goes on to say further

The taking over of the management of Agnes Scott was made much easier by the fine staff which Dr. Gaines had collected. Miss Nannette Hopkins, the Dean, was the first person employed when the school opened in 1889, and she had been the Principal for seven years. Mr. R.B. Cunningham had been with the school since 1911 and knew the business management. Mr. J.C. Tart, the Treasurer, had come in 1914, and was efficiency itself. Mr. S.G. Stukes, who was made Registrar, had come in 1913 and was familiar with all the academic work. All these had been with the College longer than I, and had its good at [*sic*] much at heart as I could myself.

In 1923-1924, the first year of President McCain's administration, Agnes Scott had a faculty of forty-four people (some part-time). There were 493 students, 345 of them being in residence on campus. The charge for a resident student was \$600 per year (tuition: \$185, maintenance fee: \$25, medical fee: \$10, board and room: \$380). The charge for a non-resident student was \$200 per year. The disciplines constituting the curriculum were art, astronomy, Bible, biology, chemistry, economics and sociology, education, English, French, German, Greek, history, Latin, mathematics, music, philosophy, physical education, physics, psychology, and Spanish. Sixty-two semester hours were required for a B.A. degree, two of these being in physical education. The remaining 60 hours were divided into 30½ required and 29½ elective. The prescribed 30½ hours were as follows:

English	6	hours
A modern language or Greek	3	hours
Latin 1 or 2 or a modern language or Greek, or advanced science, or additional mathematics	3	hours
Mathematics	3	hours
Two of the three sciences, Biology, Chemistry, Physics	6	hours
History	3	hours
Bible	3½	hours
Psychology	3	hours
	<hr/>	
	30½	hours

Students were expected to take the required courses in the first two years, and all courses, including electives, were planned with the Committee on Admissions or the Committee on Electives. A major subject was chosen by the end of the sophomore year. "With the advice and approval of the head of the department in which the major subject [was] selected, a minimum of nine hours in that department [had to] be taken, together with six additional elective hours also approved by the professor. Work in the major subject [was required to] be continued in the Junior and Senior years." Majors were available in the following disciplines: Bible, biology, chemistry, economics, English, French, history, Latin, mathematics, philosophy and psychology, physics, and psychology. Elementary language courses and those in art history, music, and spoken English could not fulfill major requirements or those in related hours. Another interesting requirement set forth in the 1923-1924 catalogue prohibited a student from taking more than six hours from the same professor in any semester.

Just as Dr. McCain was assuming the presidency, Agnes Scott was in the process of receiving the largest legacy that the College had had up to that time. Through the will of Miss Jane Walker Inman, which was probated on August 2, 1922, Agnes Scott became the legatee for approximately \$150,000 with an additional \$50,000 which ultimately came to the College. This gift from Miss Inman, who was the sister of the late Samuel M. Inman, was used to establish a memorial endowment fund honoring her brother.

Also, on April 30, 1923, the College sustained the death of Professor J.D.M. Armistead, longtime chairman of the Department of English and greatly beloved and respected faculty member for eighteen years, one who was a moving force "in building up the high standard of

Agnes Scott.” He was a founding member of Gamma Tau Alpha and worked untiringly in the effort looking to a local chapter of Phi Beta Kappa. Quite appropriately, his personal library became part of the collection in the College library — each book being identified by a special accession symbol and number.

Rather early in his administration President McCain began to give attention to long-range campus planning, and the effects of this interest and emphasis have been felt ever since in the development of the physical plant. In the fall of 1922 Dr. Ralph A. Cram of the architectural firm of Cram and Ferguson in Boston had visited the campus and had prepared plans and given advice. A study was developed to serve as a guide for the future. This study was later modified by the Atlanta firm of Edwards and Sayward and actually controlled the location of a number of new buildings.

The three most pressing campus matters facing the new president were (1) the acquisition of more land, (2) the erection of a new gymnasium, and (3) the re-location of the South Decatur car line. During the first year of Dr. McCain’s administration six additional lots were bought at a total cost of \$45,000, and in his annual report for 1923-1924 the President told the Trustees that “In planning for growth for twenty-five years even, we are sure we ought to extend our holdings to Dougherty Street between Candler and McDonough Streets.”

The need for a larger gymnasium was urgent. The physical education facility then in use had been built for approximately 200 students, and by the middle of the 1920’s the enrollment was approaching 500. This old building stood between Rebekah Scott Hall and the present location of Buttrick Hall. In articulating this need President McCain wrote as follows to the Trustees:

Since it [the old gymnasium] was built methods of teaching physical education have changed, and the arrangements are out of date. The swimming pool is a joke among the girls, and we are ashamed to take visitors to see the building.

And then “to kill two birds with one stone,” Dr. McCain continues:

Another need of almost equal importance is a large auditorium. We have about 560 officers and students, and our chapel will hold only 467. We have not sufficient room for ordinary exercises and worship, and we cannot invite visitors without fear of their having to endure discomfort.

It looks as if the time has come to build a gymnasium and to so arrange it that it can be used as a temporary auditorium until a permanent one can be provided.

On December 1, 1924, work was begun on a new gymnasium-auditorium with the completion date set for September, 1925. The structure cost over \$150,000, "more than any two other buildings on the campus" had cost up to that time. Of course, one of the major units in the new building was to be a swimming pool, and in order to get the funds for this facility, the College engaged in its second campus campaign to raise \$25,000 to finance this particular enterprise. Almost \$30,000 was raised, and the swimming pool became a reality. The new building was named for George Bucher Scott, a son of George Washington Scott. Bucher Scott was for many years a trustee of the College and also served as chairman of the Board's committee on buildings and grounds. This combination auditorium-gymnasium could seat 1,600 and removed the necessity of Agnes Scott's holding its baccalaureate services in the Decatur Presbyterian Church. Until 1940, when Presser Hall was built, all large campus functions were in the Bucher Scott Gymnasium.

Perhaps one brief anecdote relative to the new "gym" will not be out of place here. In his unpublished memoirs, Dr. McCain writes:

The girls enjoyed it [the swimming pool] a great deal, and some of them broke into the pool room one night and enjoyed the swimming about 3 o'clock in the morning. We had no real rules against such. We had "Academic Probation" and "Social Probation," but neither one of these seemed to fit the case; and so I invented the term "Administrative Probation," and put these girls on it.

During the year 1924-1925 the South Decatur-Stone Mountain trolley line was moved to Dougherty Street where it remained for many years. In fact, when buses replaced the trolleys, the bus route continued for some time to operate on Dougherty Street. Prior to 1924-1925 this carline, which was a continuation of the old dummy line that came into the campus at the time Main was built, entered the campus through the woods behind the present steam plant. It crossed Dougherty Street and ran along the west side of the present athletic field. At a point about the northeast corner of the present Campbell Hall, the track made a right angle turn to the east, crossed what is now the athletic field, and entered South Candler Street between where Winship Hall and the President's House now stand. It is easy to understand the importance of getting this transportation artery relocated. With the new gymnasium and an expanded physical education program, a larger athletic field was a pressing need, and this carline ran right through the site where the athletic field should be. In crossing the

present athletic field, the carline ran along what was then Ansley Street. Thus, the College needed not only to have the carline moved but also to get Ansley Street closed. This process involved the City of Decatur and the Georgia Railway and Power Company, and as would be expected, the community got involved also. Finally, to get the carline moved, Agnes Scott had to buy some additional property on Dougherty Street and provide an easement along the College side of the street and then pay for the moving of the tracks. All in all this removal cost Agnes Scott between \$20,000 and \$25,000. This new route ran between the present tennis courts and Dougherty Street from the present steam plant to South Candler Street. Once the carline was moved, the College petitioned the City of Decatur to close Ansley Street and College Place (This latter street paralleled the west side of the present athletic field.), but the town, prior to giving its consent, required the College to improve Dougherty Street to be a "good thoroughfare." However, all of this effort and expense were necessary if Agnes Scott was to have an appropriate athletic field; consequently, the Trustees approved the project.

Mention has already been made of Gamma Tau Alpha and of its purpose to be the forerunner of Phi Beta Kappa at Agnes Scott. The years 1924, 1925, and 1926 saw this dream become reality. Here is the account as set forth in the Anniversary Booklet published when the Chapter observed its fiftieth birthday in 1976:

On March 3, 1924, President James Ross McCain . . . received notification from Secretary Oscar M. Voorhees of the United Chapters of Phi Beta Kappa that Agnes Scott had been placed on a tentative list of colleges that might be considered for a chapter. President McCain was also advised to send information concerning Agnes Scott to the Phi Beta Kappa chapters in the South Atlantic District. This information was sent in the form of a report from President McCain setting forth the special claims of Agnes Scott to recognition at that time. The action of the South Atlantic chapters was favorable, and on October 24, 1924, word was received that Agnes Scott had been placed in nomination. On the advice of Secretary Voorhees, Agnes Scott on November 13, 1924, forwarded its petition for a charter to the Senate and National Council. Much investigation through reports and questionnaires followed. Also Secretary Voorhees and President Charles F. Thwing of the United Chapters made visits to the campus. On September 9, 1925, the Council of the United Chapters of Phi Beta Kappa, meeting in New York, took action granting a charter to Agnes Scott. The College was the one hundred and second insti-



tution to receive a charter and the ninth college for women to have this recognition.

The actual installation of the chapter took place on March 23, 1926. On the night before, the Atlanta Phi Beta Kappa Association gave a dinner at the Piedmont Driving Club honoring the installation of the new chapter. The program at this dinner is of interest:

Presiding Officer — Dudley R. Cowles, President of Atlanta Phi Beta Kappa Association

Welcome — Clifford M. Walker, Governor of Georgia

“Why Agnes Scott Was Selected for Phi Beta Kappa” — Dr. Oscar M. Voorhees

Response: “The Pledge of Agnes Scott in Maintaining Phi Beta Kappa Standards” — President J.R. McCain

“Phi Beta Kappa as a World Force for Scholarship” — Mr. Harold Hirsch

“The Obligation of Scholarship to Citizenship” — Hon. John M. Slaton, Former Governor of Georgia

“Woman’s Contribution to Scholarship” — Miss Rhoda Kauffman

“The Spirituality of Scholarship” — Dr. Plato Durham, Emory University

The installation of the Beta of Georgia Chapter was conducted by Dr. Voorhees. Twenty-one chapters sent representatives. The charter members of the Beta of Georgia Chapter were the six members of Phi Beta Kappa who were then in the Agnes Scott faculty, namely, Lady Coma Cole, Edith Muriel Harn, Cleo Hearon, Robert Benton Holt, Lillian Scoresby Smith, and Samuel Guerry Stukes. Prior to the establishment of the chapter, President James Ross McCain was elected a foundation member. At the first meeting of the Chapter, held on the day of installation, six alumnae from the classes of 1906 to 1911 were elected as were five members in course from the class of 1926. This election and initiation were followed by a formal dinner in the Anna Young Alumnae House at which Professor Robert B. Holt, President of the new Chapter, presided. Mr. Dudley Cowles of the Atlanta Association brought greetings from other chapters in the South Atlantic District. Exercises were then held in the Bucher Scott Gymnasium where Secretary Voorhees publicly presented the charter of the Beta of Georgia Chapter and spoke about the significance of Phi

Beta Kappa. At this same occasion Professor R.E. Park, Chairman of the Department of English at the University of Georgia, gave an address entitled "The Responsibility of the Scholar in the Community." From that day forward Phi Beta Kappa has been a formative force at Agnes Scott.

Also in connection with recognition of scholastic achievement, M. Rich and Bros. Company (now Rich's Inc.) of Atlanta began in 1925 making a prize available to the member of the freshman class who made the highest grade average during the year. This prize is still awarded except that it now goes to the freshman with the second highest average. Since 1957 the top student has been designated a Stukes scholar — but more of this later.

In the same year (1925) the Trustees authorized the President to make financial assistance available to faculty members desiring to engage in advanced study, provided the College had the funds. A teacher holding the rank of professor could receive \$1,000 per year while away and those below that rank might expect \$500. Thus, an initial step was taken toward faculty-study leaves of absence.

The 1925-1926 year saw a rather careful study conducted to ascertain whether Agnes Scott students were overworked, particularly to the extent that their health was being endangered. A committee consisting of the Dean, the College physician, and three faculty members was appointed to conduct this study. A questionnaire providing for confidentiality was devised and responses came in from 350 students (63.5% of the student body). The way a student used her time was analyzed. In the area of academic work 62% spent less than fifty hours per week and 38% spent more than fifty hours per week on their studies. Time used in recreation and extra curricular activities was harder to tabulate. The report observes

The work of Y.W.C.A., Student Government, Departmental Clubs, Athletic Association, etc. is fairly well distributed by the Point System [a device that limited the number of activities in which a student could be involved] so that few cases of overstrain can be attributed to such activities. Most of the time spent in recreation is either devoted to games on the campus or to movies, shopping, etc. in Atlanta. Nearly every student goes to Atlanta on Saturday afternoons, and the majority of them get off for week-end visits several times a year. The Camp at Stone Mountain, built and maintained by the students, proves to be one of the most helpful provisions for change and relaxation, and has been used nearly every week-end this year. That and the swimming pool in

the gymnasium furnish the chief means of healthful recreation in the College.

The report also probed the feelings of day students about their lack of involvement in campus life. A general complaint was that “the greatest need of the College . . . is more provision for social life among the students.” So far as overstrain was concerned, it was evident that some courses were too demanding for the usual run of student — a finding not at all surprising. President McCain summed up the matter by making the following observation in his annual report for 1925-1926:

As far as it exists this strain seems to come from two sources: namely, a feeling at the end of any given period that not all of the work that should be done has been accomplished, and a certain constraint due to the fact that in so large a crowd it is very difficult to have much time to one’s self.

He then goes on to note that most people in general have more to do than they can complete and concludes by saying, “We regard it as not a bad sign for students to have tasks that cannot be fully accomplished provided they do not allow the matter to worry them unduly.” He also states that more adequate “recreational opportunities” were being provided.

At the Board meeting on May 21, 1926, a policy still in force was adopted, namely, that “the retiring President of the Alumnae Association [would] be nominated by the Trustees as one of the Alumnae Representatives on the Board of Trustees for a two year term, if the way be clear.” The same action also invited the active President of the Alumnae to sit with the Board except when it was in executive session.

In 1925 Agnes Scott published a pamphlet setting forth the growth needs of the College for the next ten years. The total assets at that time amounted to approximately \$2,000,000, and there was now real urgency to expand many areas and facilities. This pamphlet states that much “pressure is brought each year for Agnes Scott to take more of the hundreds of young women who wish to enroll.” At the end of the 1924-1925 year there were 355 resident students and 148 non-resident. Plans were projected to handle 500 residents and a greatly increased number of day students. In addition to endowment, the two most urgent needs were for a new heating plant and laundry and for a new

administration-classroom building. The old heating plant and laundry were completely outmoded, and they also occupied the exact site where the Trustees wished to build the new administration-classroom structure. The most obvious obstacle was money; consequently, the gears began to mesh for another capital funds campaign. On December 8, 1925, the Trustees approved a ten-year goal of \$2,924,000 and “instructed the President to proceed as rapidly as possible in securing funds.”

This particular financial effort increasingly occupied Agnes Scott’s attention for the next six or seven years. As usual in such campaigns, a large gift was needed to spur interest and enthusiasm, but the President was at a loss where to turn. The natural action to take was to go again to the General Education Board — after all Agnes Scott had a good record with that agency. However, beginning in 1922, it became general knowledge “that the Board [had] discontinued gifts to the colleges.” Moreover, Agnes Scott’s great friend Dr. Wallace Buttrick had died on May 27, 1926. The chief executive officer of the General Education Board was now Wickliffe Rose, and the principal officer in the Division of College and University Education was Halston Joseph Thorkelson. President McCain has written that Dr. Thorkelson “could not see the least value in a college for women. He would not even allow an appeal to be made.” Apparently Dr. Rose concurred in this position. Dr. Thorkelson had been Professor of Engineering and later business manager at the University of Wisconsin, and understandably his orientation was not toward the small liberal arts college for women. At this point when the Agnes Scott Trustees were perplexed as to what to do, a series of events occurred which President McCain subsequently affirmed were in his judgment the workings of Almighty God on behalf of Agnes Scott — an institution which had been established for His glory.

In the general elections of 1928 Walter J. Kohler, a leading industrialist, was chosen Governor of Wisconsin. As a result, Mr. Kohler asked Dr. Thorkelson to return to Wisconsin and take a major position in the Kohler Company, an offer which Thorkelson accepted. Meanwhile Dr. Rose retired and Dr. Trevor Arnett became the President of the General Education Board. Dr. Arnett knew and appreciated Agnes Scott and was sympathetic toward the College’s appeal for funds. As a result of negotiations between Dr. Arnett and President McCain, the Agnes Scott Trustees took action asking the General Education Board to help in the current financial effort, especially in funds for the administration-classroom building. Negotiations

continued, and on August 28, 1928, the Trustees approved a revised application specifically asking the General Education Board for \$500,000 toward a total goal of \$1,500,000. In the spring of 1929 the good news came that Agnes Scott's request had been granted. The offer was in two parts: \$300,000 was given provided Agnes Scott raise \$600,000 by July 1, 1929, and an additional \$200,000 was granted on the condition that the College secure \$400,000 by July 1, 1931. The total grant would be forfeited unless all conditions were met by July 1, 1934.

At the time of this grant the College already had \$600,000 in sight and was almost immediately able to claim the first \$300,000 from the General Education Board. Plans were now set in motion for securing the remaining \$400,000. The financial start of the whole effort had been a campus campaign in 1928 in which faculty and students had subscribed approximately \$80,000. Now the same group "requested the privilege of initiating this final effort with a campaign to increase their subscriptions to a total of one hundred thousand dollars." This campus effort raised \$30,000 so that the whole faculty-student part of the campaign came to a total of \$110,000. This successful campus campaign closed on October 17, 1930, and on the same day an Atlanta campaign opened, chaired by George Winship in cooperation with J.K. Orr. President McCain writes that under the leadership of these two men "there was organized a group of one hundred and twenty men and another of ninety women" to carry out the solicitation in Atlanta. By October 27 — ten days after the Atlanta campaign began — \$1,468,000 of the objective of \$1,500,000 was underwritten. There were still eight months to secure the remaining \$32,000. One can't help being amazed at this achievement when it is realized that these results were occurring just as the economic depression of the thirties was beginning. Incidentally, the total subscriptions required were in hand by July 1, 1931.

As already noted, all subscriptions were due by July 1, 1934, if Agnes Scott was to meet the full requirements of the General Education Board. Fulfilling this obligation became ever more difficult as the depression deepened and lengthened. Many people simply could not pay their pledges as soon as they had originally planned. But, thanks to the sympathetic understanding of the General Education Board, even this difficulty worked to Agnes Scott's advantage. Dr. McCain put it this way:

The Board very generously allowed an extension of one year and offered the College a special grant of an additional \$100,000.00 if the College would collect in full the supplemental sum of \$1,000,000.00 which had been proposed in 1929. This was too stimulating a challenge to go unmet, and a special campaign was launched to secure approximately \$200,000.00 which must be obtained in order to make a complete success of the whole effort to secure the additional \$100,000.00.

As in previous efforts, the campaign was launched among the faculty and students, and more than ten per cent of the needed money was immediately pledged. Many alumnae and local friends came to the rescue with sacrificial gifts, and by July 1, 1935, the required amount was provided in cash and the General Education Board paid their full amount, which brought their grants to that date up to \$975,000.00. The various gifts of the Board had been the means of encouraging others to give more than twice that amount, and the whole growth of the College had thus been greatly stimulated.

The first tangible result of this campaign was the construction in 1929 of the new steam plant and laundry. These two buildings were erected on the southwest corner of Dougherty Street and College Place at a cost of \$130,000, a total which also included a tunnel system beneath much of the campus through which underground steam lines and other connections could be run. At this writing fifty years later, this steam plant (with later conversions to gas and oil) continues to serve the campus, and whereas the College has ceased to operate its own laundry, the laundry building still is in use housing the physical plant office.

The removal of the steam plant and laundry cleared at long last the site where the Trustees wanted to build the greatly needed administrative-classroom building. Since \$300,000 of the cost of this new building (total cost including equipment: \$301,743.41) had come from the General Education Board, the Trustees chose to name the new structure Buttrick Hall in grateful memory of Dr. Wallace Buttrick, Agnes Scott's loyal friend who first interested the General Education Board in the College. Buttrick Hall was designed by Edwards and Sayward, architects of Atlanta. The new building was "a four-story structure, fire-proof, having steel, reinforced concrete, brick, limestone, and a roof of antique tile as its chief materials." It continues to this day as the central facility of the campus, containing administrative and faculty offices as well as numerous classrooms. The corner stone of Buttrick Hall was laid on May 30, 1930. The Hon. Charles Murphey Candler, a

founding trustee of Agnes Scott and at the time chairman of both the Executive Committee and the Buildings and Grounds Committee of the Board, made the address of the occasion. Dean Nannette Hopkins, who was then completing forty-one years of service to Agnes Scott, placed in the corner stone a metal box containing appropriate documents. The new building was ready for occupancy by September, 1930, and the dedication took place on December 5 of that year, an occasion planned to coincide with a meeting in Atlanta of the Association of Colleges and Secondary Schools of the Southern States. President McCain has observed that "more than two hundred educators from all parts of the South" were in attendance. Also present was Dr. James H. Dillard of the General Education Board who gave a review of the life and achievements of Dr. Wallace Buttrick. Mr. Paul Buttrick, "worthy son of a distinguished father," was likewise present. The principal address of the occasion was given by President William P. Few of Duke University who spoke on "Improving the Quality of College Education." In addition, brief remarks praising Dr. Buttrick were given by the Hon. George Foster Peabody, an educator and philanthropist of note and formerly a member of the General Education Board. The dedicatory prayer was offered by the Rev. Dr. Richard Orme Flinn, a trustee of Agnes Scott and for forty years pastor of Atlanta's North Avenue Presbyterian Church. How much Buttrick Hall meant to Agnes Scott was summed up by Dr. McCain when he wrote: "For the first time since Agnes Scott became a college, do we have room enough for all our classes and for adequate administrative work."

Other results of the successful financial effort of the late 1920's and early 1930's were evident in new walks, the placing underground of electric and telephone lines, the planting of new shrubbery, and the installation of a white-way system, greatly improving outdoor lighting on the campus. Also, now that classrooms were no longer in Main, that building received a "face-lift" and became increasingly the social center of the campus. Efforts leading to the development of the Alumnae-sponsored formal garden between Inman Hall and the Anna Young Alumnae House likewise date from this same period. Almost at the same time as the erection of Buttrick Hall, the old Gymnasium and Philosophy Hall were torn down. These two structures, which had served the College well but which were completely outmoded, stood on a line with the Murphey Candler Building in front of the present McCain Library and Buttrick Hall.

Two important anniversaries occurred in 1929. In that year both Dean Nannette Hopkins and Mr. Charles Murphey Candler celebrated forty years of continuous service to Agnes Scott. As already noted, Miss Hopkins came in 1889 as Agnes Scott's first teacher and principal. On the occasion of her fortieth anniversary, the Board recorded its appreciation of her long service and presented her with a new automobile. Mr. Candler, a leading local lawyer, was one of the five original trustees and in numerous ways had given unselfish service to the College, such as through his chairmanship of both the Executive Committee and the Buildings and Grounds Committee of the Board.

By this time President McCain was well settled into the presidency and was having much success at Agnes Scott. However, these very successes were bringing him to the attention of other colleges. In 1927-1928 the Trustees of Winthrop College made a strong bid to move him to the presidency there, and a year or two later he had "feelers" from Davidson, Hampden-Sydney, and the University of Alabama. His comment concerning the Winthrop offer was, "I had cast my lot with Agnes Scott and did not wish to move." Regarding the other three, he says, "I never gave any consideration to any of these."

When Dr. McCain was elected president in 1923, he was provided the same salary that the Trustees had been paying Dr. Gaines — \$6,200 annually plus a house. In 1929, realizing what a valuable asset the College had in its President, the Board took action raising his annual compensation to \$10,000, plus an additional \$500 as an entertainment or contingency fund. The minutes of the Board show that President McCain tried to dissuade the Trustees from making this increase "until further remuneration could be made for the teachers also." But the Board refused to heed his request. Commenting in his unpublished memoirs concerning this incident, Dr. McCain says, "I thought this too much, and as a matter of fact I gave back to the College an average of \$2,500 a year for nearly 10 years."

Several brief passages from the 1929-1930 and 1930-1931 reports of the President to the Board of Trustees will illustrate that even though change and growth were taking place, Agnes Scott continued, nevertheless, to hold fast to its initial commitments to academic excellence and fiscal soundness — all for the glory of God. In May, 1930, President McCain wrote as follows:

As we view the Session 1929-1930 in comparison with others, it does seem to be really, not conventionally, "the best" we have had.



The first test we apply to our results is on the spiritual basis. Agnes Scott has no excuse for existence unless we maintain a strong Christian atmosphere. This year we have enjoyed fine leadership in all our religious activities among the students, and the results are gratifying.

In educational matters, the year has been characterized by earnest work on the part of both faculty and students. We have had fewer interruptions on account of sickness than for several years; and our Freshmen, for example, show more merit grades and fewer failures than any other class that has ever entered.

Our financial difficulties keep us humble and mindful of what is needed yet in order to run Agnes Scott on a basis equal to that of the best institutions for women in the country, but we manage to stay out of debt and we do without things until we find the money to pay for them.

Then in the annual report for 1930-1931, President McCain comes to grips once again with what the founders viewed as the central and controlling purpose of the College:

The ultimate test of the value of Agnes Scott, as viewed from the ideals of the founders, is the religious element. We have a mission in preparing young women to fill worthy places in life; we have a missionary program in raising the standards of education in the South; but we agree with the Founders that if our College does not make a vital contribution to the advancement of the Kingdom of God there is no need for the sacrifice and labor so many people are putting into Agnes Scott. We believe that the results fully justify all that has been invested here either in time, or life, or money.

The minutes of the Board of Trustees for January 18, 1927, show that Agnes Scott was recognizing more and more the importance of faculty members' having the Ph.D. degree. On that date authority was granted to the President "to make some distinction in salaries of teachers in favor of those who hold the Ph.D. degree." A few months later, in May of the same year, the concept of probationary appointment to the faculty received the attention of the Trustees. Here is their action:

That new appointments to the Faculty be made on a temporary basis until the appointees prove satisfactory, and that other officers and teachers be chosen for tenure "at the Pleasure of the Board of Trustees," it being understood that before such tenure is announced to any given person the President be assured that the individual is in harmony with the standards and ideals of the College.

At the annual meeting of the Trustees in May, 1929, the question

was raised as to the advisability of granting "honorary degrees to outstanding women whom we might desire to honor." The matter was referred to the Executive Committee and two years later in 1931 the Committee recommended "that for the present the College do not exercise its privilege of granting honorary degrees" — a recommendation which was approved unanimously.

At the annual meeting of the Board of Trustees on May 25, 1928, an apparently routine action was taken which was freighted with tremendous significance for the long-range development of Agnes Scott. Here is the action:

The Finance Committee was authorized to invest endowment funds of the College in high grade *common* [italics mine] stocks if the Committee should desire to do so.

The annual reports of the Treasurer prior to this authorization show a limited investment in stocks; however, in the light of the 1928 action just cited, it is reasonable to assume that these stocks were in the preferred rather than common categories. At any rate, the Treasurer's report for 1929-1930 shows that Agnes Scott during that year acquired 80 shares of Coca-Cola Co. "A" stock, a small beginning from which has developed the major part of the College's present very respectable endowment.

At the meeting of the Board on May 24, 1929, the Student Government Association, through Dean Nannette Hopkins, requested of the Trustees a restatement of the powers and duties of Student Government. At the time of this request, the students made "certain suggestions as the basis for a new statement" — these suggestions having already been approved by President McCain and Dean Hopkins. "The Trustees were quite surprised at the extensive powers which were expected, and felt that it would be unwise to grant the petition without a thorough study of the matter." Therefore a committee of five trustees including President McCain and Dean Hopkins (She had been elected a trustee in 1927.) was named "to investigate the whole situation and to report later." In this entire process the faculty also had opportunity for input through review and suggestion. The following autumn on October 1, 1929, the Board formally adopted the following statement delineating the powers of the Student Government Association of Agnes Scott College:

1. The maintenance of a high standard of honor in all academic matters.

2. The enforcement of the regulations and of the ideals of the College regarding order and decorum.
3. The supervision in the dormitories of the registration of absences and of chaperonage. (Not to affect such matters as are now handled in the Dean's office.)
4. The control of the Point System, subject to the approval of a Faculty advisor.
5. The direction of fire drills.
6. The supervision of church attendance.
7. The investigation of offenses and the giving of penalties, except that in flagrant cases the decision reached is subject to review and approval by the Faculty.
8. Such other powers as may hereafter be granted by the Administration and faculty.
9. It is understood that this grant of power may be modified or revoked by the Faculty, but any increase in authority is to be approved by the Trustees.

Agnes Scott, like every other institution, felt the effects of the severe economic depression of the early 1930's. However, in this time of adversity, the integrity of the College and the sacrificial devotion of its personnel set an example for all succeeding years. The Board of Trustees was determined to take any steps to avoid a deficit or indebtedness. This resolve first became officially evident in 1931. Up until that time Agnes Scott had made no reduction in salaries or personnel, but by way of indicating their position and policy, the Trustees on May 29, 1931, took the following action:

That the President of the College arrange for the budget to be balanced, even if it should mean the reduction of staff members or their salaries. . . .

For the 1931-1932 session President McCain was able to report that the faculty showed "the finest co-operation possible during this period of financial difficulty, voluntarily offering any reduction in salaries that may be necessary. . . ." During that year there were no salary cuts, but for 1932-1933 a ten per cent cut across the board was imposed. This reduction was not the end, for in the 1933-1934 session additional cuts were necessary such that salaries were approximately 19% below the normal level. Part of this cut was caused by the need to increase scholarship assistance to beleaguered students whose parents were likewise caught in the toils of the depression. The enrollment for 1933-1934 was down to 441 students, and significantly the number of day students was larger than the enrollment of residents — 231 to 210. For

this same year the report of the Treasurer shows that the nightmare of a deficit was just barely avoided. Receipts exceeded expenditures by only \$355.30. This particular year was the financial nadir of the depression so far as Agnes Scott was concerned, but a deficit was not incurred! At this same time the Treasurer could report that the College's investment portfolio remained stable, "that of all investments held, on which there is any possible way of obtaining markets, we could liquidate our entire holdings at a small profit over their original costs to us." What an accolade for the Board's Finance Committee — and in the depths of the depression! Happily the heavy second salary cut was in force only one year, but it was a longer period before the pay scale returned to normal. Commenting on this trying period, President McCain writes that

The faculty and officers have shown a degree of loyalty and of love for the College that excels anything I have ever found or heard of in any college.

Apparently everyone contributed toward Agnes Scott's maintaining its fiscal integrity — a policy which continues to be — along with academic excellence — a hallmark of the College. In his financial report for 1934-1935, Treasurer J. C. Tart put it this way:

. . . it is one of the traditions of our institution, to live within its income regardless of what the income may be. This policy has proven a very wise one and has enabled Agnes Scott to stand out in her business management as well as in a scholastic manner, and the excellent credit standing of the institution has been worth thousands of dollars in our ability to purchase supplies at the very lowest cash prices.

It is interesting to note that all through this period Mr. Tart maintained his long record of 100% collections on every penny that anyone owed Agnes Scott. Also too much praise cannot be given to President McCain. His determination, firmness, and almost Spartan economy coupled with an uncanny ability to handle financial affairs were of inestimable value to the College. It should be observed once again that Agnes Scott through all the early years of the depression was also engaged in collecting and soliciting subscriptions to a capital funds effort which was eminently successful.

On July 9, 1935, the Board of Trustees, recognizing that President McCain's "proverbial modesty" would almost prevent him, as Secretary of the Board, from recording any praise of himself in the official

minutes, ordered that the following tribute be included in the Board's records:

The Board of Trustees of Agnes Scott College hereby would record their appreciation of the high efficiency, patience, courage, faith and perseverance of our honored President, Dr. J.R. McCain, in the leadership of our latest campaign for additional equipment and endowment at a time when conditions apparently made the success of such an effort almost impossible. Through his tact and ability not only has he been able to secure the payment of large amounts but he has also been able to arrange for the underwriting of the uncollected amounts so as to meet the terms within the given time and to secure in full the sum offered by the General Education Board.

We desire further to express our gratitude to God for the favor with which He has followed the efforts made in behalf of this institution founded for His glory, and for His grace in furnishing one so gifted both in mind and in spirit for its leadership.

Before this account proceeds further, it should be noted that in 1931 HOASC (see p. 53) became affiliated with the national Mortar Board organization, still, however, carrying forward the emphasis on leadership, scholarship, and service.

Two of the structures included in the development program of 1929-1930 were an additional dormitory and an auditorium and fine arts building. It was generally thought that one or the other or both of these buildings would be the next to be constructed after the completion of Buttrick Hall. Circumstances, however, altered these plans considerably. The Presser Foundation of Philadelphia, which was committed to providing a major amount for the auditorium-music building, asked that this structure be postponed for a time. Further, a gift of \$15,000 for books from the Carnegie Corporation made the then present library, built in 1910, increasingly inadequate for the needs of a growing college. As early as the President's annual report for 1931-1932, the suggestion surfaced that a new library might be preferable to a new dormitory. After all, some of the houses which the College was purchasing could be converted to "cottages" for students; whereas, no such arrangement was possible for the library. Since funds which could be used for a dormitory or library were in hand from the financial effort of the early thirties, the Trustees on May 24, 1935, authorized the construction of a new library. The site chosen was between Buttrick and the Gymnasium where West Lawn Cottage then stood. Edwards and Sayward, the same architectural firm used for Buttrick,

was engaged to draw plans and supervise construction. A grant of money from the Carnegie Corporation made possible using outside librarians and architects as consultants in perfecting the plans. Agnes Scott's librarian, Edna Ruth Hanley (later Mrs. Noah E. Byers), who became librarian in 1932 and who remained with the College until her retirement in 1969, was herself an expert on library buildings. In 1939 under the auspices of the American Library Association she published a definitive volume entitled *College and University Library Buildings*. It is not surprising then that she was of untold assistance all during the planning and construction of Agnes Scott's new library. The finished building completely equipped cost \$233,000. The new library was ready for use in the autumn of 1936 and was officially dedicated on December 12 of that year. This writer was privileged to be present for this dedication and clearly remembers the large assemblage in the Gymnasium where Professor William W. Bishop of the University of Michigan made the address, followed by open house in the new library. Also participating in the dedication was Dr. T.W. Koch of Northwestern University. This dedication was held during the same weekend that Emory University was observing its centennial, and as a result, representatives of many institutions who were at Emory came to Agnes Scott for the library opening. Gothic in style, the new structure was built of brick and Indiana limestone. It contained two wings, one being two stories high and the other four. The bookstack tower of six floors was located at the inside angle of the wings. It afforded ample room for growth beyond the holdings of approximately 35,000 volumes which constituted the collection in 1936. The fourth level of the new library was intended to be used as a museum, but nothing ever came of this plan, and the area was used for storage until it had to be claimed in 1977 for stack purposes. The new building carried forward from the old library the name of Andrew Carnegie, a name which continued until the building was redesignated in 1951.

After the library moved into the new structure, the old building was remodeled to serve as a student center. It was re-named in memory of Charles Murphey Candler who, as already pointed out, was a charter trustee of Agnes Scott and who served continuously for forty-six years from 1889 until his death in 1935. However, the students through the years since 1936 have called this building the "Hub." Although it was never designed to be a student center, it has served this purpose usefully for over forty years.

Through President McCain's stature in the educational world, two distinct honors came to Agnes Scott in 1936 and 1937, respectively. In the former year he was elected to the presidency of the Association of American Colleges and served the customary one-year term in that office. Then in September, 1937, he was named a senator of the United Chapters of Phi Beta Kappa.

Turning to other matters, on October 7, 1935, the Academic Council took action changing Agnes Scott's academic calendar from the semester system to the quarter system. This new calendar became effective with the 1936-1937 session and has continued ever since. The specific action is as follows as set forth in the minutes of the Academic Council:

That we change from a semester basis to a quarter basis.

That we require for graduation 180 quarter hours plus present requirement in Physical Education. That major and minor requirements, merit requirements, etc. remain unchanged but stated in terms of quarter hours.

That present year courses remain just as they are now as to number of hours per week.

That each department be asked to refer to a special committee a plan for semester courses now offered. Some of our present semester courses should be offered four hours per week for a quarter (the same time now given to those courses), while other semester courses should be given three hours per week for a quarter (equivalent of two semester hours). To avoid confusion in schedule each department should offer some four hour and some three hour quarter courses.

That each department be permitted to suggest a limited number of five or six quarter-hour courses.

That a special committee be appointed to coordinate the courses to be offered by the various departments.

A little later during the spring quarter of 1936-1937, the Academic Council established on an experimental basis a "cut" system for class attendance. Students on the honor roll had unlimited "cuts" except for classes on days immediately before and after holidays. All other students except those on the ineligible list and those having been officially warned because of poor academic work were granted "one cut per credit hour per quarter in each course." Except for illness all students were required to be present for regularly scheduled tests. Absence from a laboratory class counted as two cuts. Of course, absences could be

excused by the Dean or the College Physician. Any student not complying with the "cut" regulations lost the privilege of the system and was required to attend all classes. Faculty members were called on to make a report of all absences by 5:00 p.m. each day. This system, modified from time to time, continued until "voluntary" class attendance was established many years later.

The end of the session in 1937 brought the first formal retirements from the faculty and the naming of Agnes Scott's first emeriti. Professor M. Louise McKinney and Dr. Mary Frances Sweet chose to retire at that time. Miss McKinney had come to Agnes Scott in 1891 and had been a member of the English Department for forty-six years. Fortunately, she continued to live on the campus until her death in 1965 when she was in her ninety-eighth year. Thus, Professor McKinney was at Agnes Scott for a total of seventy-four years, the longest time that anyone has been continuously on this campus before or since her time. Dr. Sweet had come to the College in 1908 as College Physician and Professor of Hygiene and in these crucial roles had touched the lives of every student for twenty-nine years. Since in 1937 Agnes Scott had no retirement program, the Trustees very appropriately provided a "small annual allowance" for Professor McKinney and "retained" Dr. Sweet in an "advisory" status.

Quite suddenly on September 18, 1938, Mr. J.K. Orr died. He had presided over a meeting of the Trustees on September 7, just eleven days before his death, and even though he was in his eighties, there was no warning evidence that his life was nearing its end. On October 4, sixteen days after his death, the Board met and elected Mr. George Winship to succeed Mr. Orr as chairman. At this same meeting, appropriate resolutions concerning Mr. Orr were adopted which read in part:

Mr. Orr became interested in Agnes Scott Institute, as it was then called, through his friendship with Mr. Samuel M. Inman, and he was elected to membership on the Board of Trustees February 9, 1904. He became Chairman of the Board on December 26, 1914, and for nearly twenty-four years has been the unquestioned leader in the development of the institution.

When Mr. Orr became the Chairman, there were many difficulties to be faced. It was during the first year of the World War. Economic problems were numerous. Agnes Scott was not able to secure the needed number of students. Her total assets were less than \$700,000. With characteristic energy, he assisted Dr. Gaines, the President, to balance the budget, to promote the recognition



of the College throughout the country, and to increase both its student attendance and its financial resources.

During the twenty-four years of Mr. Orr's leadership, a great deal has been accomplished. The reputation of the College has been widely established. It has received all of the recognition, both in this country and abroad, that can be given to a college or university. The student body has reached the capacity of the plant, and is as large as the Trustees desire. The faculty and officers have likewise been increased in number, and their training has been decidedly improved.

During his administration, the assets of the College have increased five-fold being now approximately \$3,500,000. The buildings, grounds, and equipment total \$1,700,000. The endowment is nine times what it was in 1914 — \$1,600,000. Most of the increase in financial strength has come through special campaigns, in all of which Mr. Orr was either the active or honorary Chairman, and in which he was a very active participant.

During the first twenty-five years of the history of Agnes Scott, there were only 132 graduates. During the twenty-four years of Mr. Orr's administration, there have been 1,751 college graduates whose diplomas he has signed.

Aside from helping with the material achievements, Mr. Orr has rendered notable service for Agnes Scott. He has had the utmost confidence of his fellow Trustees, who have been pleased with his leadership and happy to be associated with him. His ready wit and good humor have often banished discouragement and pessimism.

He has been much interested in the spiritual life of the College, and has used every effort to promote right attitudes of the students toward the finer things of life. His messages at the opening exercises of each session and on Commencement occasions were always heard with interest and appreciation and profit. He will be greatly missed by Trustees, faculty, students, alumnae, and friends of Agnes Scott.

Present-day alumnae who remember Mr. Orr's talks to students recall that on almost all occasions he worked the following lines into his remarks:

The truest test of woman's worth,  
The surest sign of gentle birth  
Is modesty.

George Winship, who succeeded Mr. Orr as Board Chairman, had been elected a trustee on May 29, 1931, and served faithfully until his

death on June 20, 1956. He was born in Atlanta on June 30, 1884, and received his education in the Atlanta Public Schools and at Emory College (Oxford, Georgia) and the Georgia School of Technology. Records at the Atlanta Historical Society show that in 1905 Mr. Winship joined the Continental Gin Company where he remained for eleven years. However, in 1914, while still employed by Continental Gin, he formed the Fulton Supply Company of which he became the president. This business was a distributor of mill supplies and machinery. Under his leadership this enterprise flourished greatly. Mr. Winship was active in many Atlanta organizations including the Chamber of Commerce and the Atlanta Freight Bureau. His greatest civic contribution was through the Y.M.C.A. of which he served for five years as president. He was also an elder in Atlanta's Central Presbyterian Church.

The last Trustee meeting at which Mr. Orr presided was called to act on the resignation of Dean Hopkins. During the 1937-1938 year her health had failed for the first time in all her long tenure at Agnes Scott, and she had found it necessary to spend most of her time in her room in West Lawn. It was fervently hoped that her health would improve so that she could be in her usual active place during the 1938-1939 session and thus complete fifty years at Agnes Scott. However, as the autumn of 1938 approached, it became evident that Miss Hopkins could not continue her work, and she herself insisted that the Board accept her resignation. This action was reluctantly taken on September 7, 1938, and she was named Dean Emeritus and given a quarterly stipend for the remainder of her life. Seven weeks and two days later on October 28, 1938, death came for Nannette Hopkins. She was in her seventy-eighth year. So ended a life of service to Agnes Scott the constructive impact of which is incalculable. For almost half a century she was the epitome of everything that the College stood for and sought to accomplish.

On November 14 following Dean Hopkins' death, the Trustees adopted a memorial, the concluding section of which reads as follows:

Force of character and an ideal spirit met in her, and those of us who come after her can but rejoice that in some measure at least we may follow her example and, drawing upon her Sources, imitate her virtues. Her school and her church, her girls and her Lord, her ideals, and her daily round —these were the walls that bound her seventy-eight years, but they were walls that opened onto eternity and the crown that is for those who love God's appearing.

The faculty, who perhaps knew Dean Hopkins as few other groups could know her, recorded their tribute in one of the most remarkable set of resolutions that this writer has ever read. Selected excerpts from these resolutions are here quoted:

In the death of Miss Nannette Hopkins, our beloved dean, we, her friends and fellow-workers of the faculty, feel unutterably the great loss to us and to the College. At the same time, we remember with gratitude our association with her; we are daily aware of her continuing influence among us, an influence that is gracious and fortifying; we rejoice in the rare quality of her spirit and in the rich completeness of her life.

Miss Hopkins' long association with this college is the moving record of mortal life putting on immortality through the identification of personal hopes and satisfactions with the large impersonal aims and achievements of a great cause. The college was Miss Hopkins' very life; it was the channel of her creative energy; it nourished her spirit with joy and disciplined it to fortitude; it deepened and enriched the experience of maturing life; it was her being's heart and home. She gave herself to the college, and she took its high ideals and its far-reaching purposes for her own.

\* \* \*

For generation after generation of students she blended the past and the present, preserving tradition that enriched the life of the campus and yet welcoming innovation that stimulated it. And so the college at every stage of its development during the past fifty years has been inseparable from this woman who loved it.

\* \* \*

Her strength was inner peace. Hers was a serenity that communicated itself to all who came near her. The flurried committee chairman, the overbusy instructor, the deeply troubled student or teacher felt her tranquilizing power. Often we sought her presence merely for the quietness that it imparted to us. And her peace of spirit evoked trust. We could rely on it. There was granite back of it. Its source was independent of human beings: abundant, secret, remote. Its source was God.

Her life was "hid with Christ in God." In this truth lay her simple persuasive power. Here is gathered the wisdom of her long life; here, the compassion that made her a refuge for troubled souls, the humility that gave her grace, the courage that sustained her. This was her spirit's deep repose. This was the invisible sun within her, in whose clear light she lived and in whose radiance she died.

So testified the Agnes Scott faculty about their Dean.

Anne Hart Equen, '21, President of the Agnes Scott Alumnae Association, representing all her fellow alumnae, after observing that Dean Hopkins was the "one common tie" that bound all former students to Agnes Scott, said that

Miss Hopkins was to the manner born, one whose nature was quiet dignity, whose spirit was graciousness, and whose sympathy and understanding reached out abundantly to all who stood in need of her help or counsel.

Jean Bailey, '39 (now Mrs. Edward W. Owen), speaking for the students, commented on how Miss Hopkins' presence continued to pervade the campus, on how "her force for good, her spirit of unselfishness, her generosity, her enthusiasm, devotion and sympathetic understanding, have remained" at Agnes Scott.

President James Ross McCain in his customarily incisive way summed it all up, even for present times, when he said:

On the walls of Buttrick and also among the mottoes in the Library you will find a Greek inscription to this effect: "Having received torches, they pass them on from one to another." Some of us may not realize that we have received torches at Agnes Scott, but as we look back over the long years, we realize that Miss Hopkins and others have been passing them to us and perhaps we have been carrying them unconsciously.

At the next commencement season following Dean Hopkins' death, at a special service held in remembrance of many Agnes Scott people, the College received a handsome marble bust of Miss Hopkins carved by the well-known sculptor Steffan Thomas. The bust is a remarkably fine likeness and for many years adorned the foyer of the McCain Library. It is now on display in the Special Collections Room of the Library.

Fifteen years later in 1953, Hopkins Hall, a new dormitory was dedicated to the memory of the late Dean. That her influence continued to live in the lives of her associates was the ample testimony of all participating in the dedication. Dean Carrie Scandrett spoke for all when she said:

When I think of Miss Hopkins there come to my mind such qualities as strength and gentleness, selflessness and self-control, dignity, poise, charm, graciousness, a delightful sense of humor.

Such was Agnes Scott's first dean.

As a result of the resignation of Miss Hopkins, the Board amended its bylaws to change the administrative organization of the College. Miss Hopkins had been the "dean of everything." Now her responsibilities were divided between two offices — dean of the faculty and dean of students, respectively. The amendment to the bylaws described these two new offices this way:

#### Dean of the Faculty

Under the President, this officer shall have general charge of the academic work of the College, advising with members of the Faculty in regard to instructional methods and results, making studies of testing procedures and grades, assisting students in getting adjusted to their work, and striving to maintain sound standards in the making and administering of the curriculum.

#### Dean of Students

Under the President, this officer shall keep in close touch with the students and endeavor to assist them with personal, social and other problems. She shall advise with the various organizations as to policies affecting students. She shall have general charge of the social calendar of the year and shall make out the examination schedules.

In the same action which amended the bylaws to create these two new offices, the Board elected Professor Samuel Guerry Stukes to be Dean of the Faculty and Miss Carrie Scandrett to be Dean of Students. Professor Stukes had joined the Agnes Scott faculty in 1913 and at the time of his election as Dean of the Faculty was also Registrar and Professor of Philosophy and Education. He continued until his retirement nineteen years later as Dean, Registrar, and Professor simultaneously. Miss Scandrett had graduated from Agnes Scott in 1924 and had for a number of years been serving as Assistant Dean under Miss Hopkins. Thus, the administration of the College moved forward without interruption.

Agnes Scott was fifty years old in 1939. Although President McCain has written that plans began by 1935, the first official reference to the approaching semi-centennial occurs in the minutes of the Trustees for June 4, 1937, when the Board authorized the appointment of a planning committee consisting of the following persons: S.G. Stukes, chairman, George Winship, Mrs. S.M. Inman, J.J. Scott, Miss Louise McKinney, Miss Llewellyn Wilburn, Philip Davidson, Miss Carrie Scandrett, Mrs. D.B. Donaldson, Mrs. Crawford F. Barnett, Mrs.

Samuel Inman Cooper, and Mrs. J.F. Durrett. As appropriate the committee was authorized to enlarge its membership and did so by adding Mrs. Murdoch Equen, Miss Emma May Laney, and Miss Annie May Christie. This listing shows that the committee was drawn from trustees, administration, faculty, and alumnae. Understandably the Trustees chose this anniversary occasion to set and work toward financial goals for strengthening the College. Although all of these objectives were not immediately realized, they show the continuing confidence and foresight of the Trustees. Here are the semi-centennial financial goals:

Fine Arts Building and Auditorium	\$150,000
Additional Science Hall	200,000
A New Dormitory	150,000
Modernizing Present Dormitories	100,000
Faculty Apartments	50,000
College Infirmary	50,000
Additional Land and Improvements	90,000
Equipment, Art, Music, Laboratory, etc.	85,000
Additional Endowments	
Department of the Home	\$150,000
Upkeep of Buildings	300,000
Better Salaries	675,000
	1,125,000
Total	\$2,000,000

As a second part of the semi-centennial, the College, starting with the Commencement season of 1939 and extending through the corresponding period a year later, offered an exceedingly impressive array of speakers and artists. Beginning with Dean Ernest C. Colwell of the University of Chicago as baccalaureate preacher and President Emeritus Mary Emma Woolley of Mount Holyoke College, who gave the Commencement address, the series of presentations continued during the next session when in November the Honorable Alfred Duff Cooper, former First Lord of the Admiralty in the British Cabinet, spoke on "The Survival of Liberty" — a most timely subject in the autumn of 1939 as World War II was just beginning. In December the Lecture Association sponsored an all Beethoven piano recital by Ernest Hutcheson, who was at that time president of the Juilliard School of Music in New York. On January 25, 1940, in connection with the Phi Beta Kappa initiation and dinner, the honor guest and speaker was Dr. Douglas Southall Freeman, editor of the *Richmond News Leader* and author of the Pulitzer-prizewinning biography on

Robert E. Lee. Dr. Freeman's topic was "Adventures in Biography." The distinguished astronomer, Dr. Harlow Shaply, Director of the Harvard Observatory, spoke in March on "Exploring Stars and Galaxies," and then in May the American poet Robert Frost returned for one of his early visits to Agnes Scott and read his poetry. All of these events were offered free of charge to the general public — not Agnes Scott's usual practice at that time. The year ended with the Rev. Wade H. Boggs, later to be moderator of the Presbyterian Church in the United States, as baccalaureate preacher and President Harmon W. Caldwell of the University of Georgia as commencement speaker.

Another facet of the fiftieth anniversary observance was a project to collect "as many mementoes as possible" of Agnes Irvine Scott and of her son George Washington Scott. This effort was, of course, opened and still continues. Since no record is extant of what was secured in 1939-1940, it is impossible to determine how successful that effort was, but the College does now have books, pictures, letters, and other memorabilia of Col. Scott and his mother. Among treasured possessions are Agnes Irvine Scott's spinning wheel and one of her bonnets as well as a suit of clothes which she made for George when he was a small boy.

One of the long-term developments that surfaced as Agnes Scott approached and observed its semi-centennial was what is now known as the University Center in Georgia. This idea first appeared officially in the minutes of the Board for May 26, 1933, when it is recorded that President McCain reported "as to the progress that has been made regarding a survey of the educational institutions of the Atlanta area, with a view to seeing whether Emory University, Agnes Scott College, and Georgia School of Technology may not together work out plans for better cooperation." Three years later (1936) in his annual report to the Trustees, the President wrote as follows:

Steady progress is being made in closer cooperation between Emory University, Agnes Scott College, and various units of the University of Georgia System. It is absolutely necessary that we keep definitely in mind that our program does not call for co-ordination or merging or any close or integral relationship. The word "cooperation" expresses the extent to which we feel that our institution ought to participate.

It is not planned, for the present at least, that there will be any exchange of students between the institutions unless we should decide that we would like to have our Practice Teaching or some other professional element of the curriculum done at Emory

rather than to try to carry on the work here. However, in the re-arrangement of our program on a quarter basis [see p. 89], in the facilities with which we can exchange teachers where classes are small, in a joint library catalogue for all of the institutions of the community, in planning for summer work, and in other particulars, we feel that progressive and yet conservative ideas are being worked out.

President McCain follows these paragraphs by noting that Emory is celebrating its centennial in 1936 and that Agnes Scott will be “endorsing” Emory’s appeals to the leading foundations for funds for a developing graduate school because such a school would be of much usefulness to Agnes Scott.

In reality it was James Ross McCain who was the “father” of the University Center idea. In his unpublished memoirs he sets forth his role:

As early as 1935 there was a small luncheon of educators and business men sponsored by Cator Woolford, a public spirited business leader, to honor Edwin R. Embree, President of the Rosenwald Fund in Chicago. The latter made an impressive speech, in which he said, for example, “We have just granted to an Agnes Scott graduate a large sum as a fellowship to study social conditions in Ga., but she had to go 700 miles to Chicago to study these conditions under a Ga. born professor (W.F. Ogburn). You ought to have a university in Atlanta for such work. And you can have it if you unite your forces and pool your interests.” I caught the point and asked him to suggest someone who might make a survey and he named George Works of the University of Chicago. I got in touch with him, and he suggested that it might take \$10,000 to get a really great committee and to make a survey. I talked with Dr. H.W. Cox, President of Emory University, and he was agreeable to making an effort. We got the Beck Foundation of Atlanta to make the cash available; and a really good survey was made and it was suggested that Agnes Scott, Emory, Ga. Tech, Columbia Seminary, University of Georgia (though 70 miles away) and Atlanta Art Association (though it was received with hopes as to what it *might* become) unite for joint purposes; and this was done at a dinner at the Biltmore sponsored by Harmon Caldwell, then President of the University of Ga. I had had almost the entire load of getting the folks together, and this was appreciated by the General Education Board, who had kept in close touch with our plans.

During the 1938-1939 years plans were formalized into a “general agreement” which was signed by the six institutions that initially formed the University Center. Here is the text of this agreement:



We, Agnes Scott College, Columbia Theological Seminary, Emory University, High Museum of Art, and the University of Georgia System (the University of Georgia and the Georgia School of Technology), wishing to cooperate more effectively toward the end of making a greater contribution to the educational development of Georgia and of the South, and, specifically, for the purpose of establishing a University Center in Georgia, agree upon the following points, subject to the laws of the State of Georgia and the regulations of the Board of Regents of Georgia and of the other authorities concerned.

1. It is understood that our principal efforts will be centered on the development of graduate work of a high order so that the Ph.D. degree may be offered under conditions of high efficiency. For this purpose, we realize that there may need to be exchange of students as well as faculty.
2. We will seriously undertake to make available for one another as many of our resources and facilities as may be practicable — including an exchange of library books, laboratory equipment, faculty services and the like.
3. In order that there may be a continuous study of admissions, curriculum problems, advanced standing, educational costs, and the needs of students, we hereby set up *An Advisory Faculty Council*, with representatives from each of the cooperating institutions, and with the responsibility of making suggestions and recommendations. However, it is clearly understood that such will not be binding on any institution.
4. An earnest effort will be made to avoid needless overlapping and duplication of effort and of expense. To this end, we agree to give careful study to the programs of study now in operation among our group, and to study our own offerings in the light of what our neighbors are attempting.
5. Realizing the need for a Joint Committee from the Boards of all the cooperating institutions to consider the broader aspects of joint undertakings, to promote the idea and spirit of cooperation, to bring the need for higher education before the State and the South, to assist in raising funds for particular needs, and to distribute undesignated gifts, we agree to appoint representatives to such a joint committee. It is understood that this committee, which will have advisory powers only, may associate with itself other distinguished people not now officially connected with any of the cooperating institutions.
6. It is definitely understood that no attempt will be made to merge the institutions involved. Each is to maintain its identity; each will operate under its own regents or trustees or directors; and each will keep separate and distinct its own assets of every kind.

Mutually agreed to this 15th day of October, 1938.

In addition to this agreement among six institutions, there was a second one signed between Agnes Scott College and Emory University. For Agnes Scott this agreement with Emory was at the time of much more importance than the general one inasmuch as it set forth in considerable detail how the two institutions proposed to cooperate. The text is as follows:

This agreement, entered into on the date below named, between Agnes Scott College and Emory University, both institutions chartered under the laws of the State of Georgia, and located in DeKalb County, Georgia,

WITNESSETH, as follows:

### I. OBJECTIVES

It is intended that the joint efforts of the two contracting institutions shall accomplish some very definite results, namely:

1. The strengthening of the basic work at the undergraduate level in each institution.
2. Economy in operation through the elimination of duplicate courses and the combining of other courses with very small enrollments.
3. Economy through a general exchange of services between the institutions, including faculty and students.
4. The elimination of competition as far as possible.
5. *Augmenting the facilities for graduate work at the higher level with a view to raising the educational standards in the Southeast.*
6. Improving the quality of work in the professional schools now operated by Emory University.
7. The combining, merging, or eliminating professional schools within the State so as to have only one medical school, one law school, and one engineering school.
8. Creating opportunities for professional training of a high order in fields where such is now not available, including business administration, social service, the fine arts, and possibly others.
9. A very distinct emphasis on *quality* in higher education and a joint effort to secure funds for the maintenance of quality work in the Southeast.

### II. SPECIFIC STEPS ALREADY TAKEN OR APPROVED

1. The change of the Agnes Scott calendar to correspond to that of Emory.

2. The organization of the Agnes Scott work on the quarter basis so as to fit in with the Emory program.
3. The adoption of the Emory Summer School by Agnes Scott on an official basis, and the giving to it a unique status so that it is the only summer school of any institution whose credits Agnes Scott will accept at par, or count for "merit" grades.
4. Emory accepts the Agnes Scott student for summer work without a matriculation fee and for such programs as are arranged by the Agnes Scott faculty and committees. The reports are sent directly to Agnes Scott.
5. Both institutions have appointed a joint Faculty Committee on Summer School Work so as to consolidate and unify the programs, and to make possible fuller offerings for students.
6. Emory University is discontinuing the enrollment of women for undergraduate degrees, and all of these must matriculate at Agnes Scott College to be eligible for Emory courses.
7. The closest cooperation has been arranged by the library committees of the two institutions with particular reference to purchases, inter-institutional loans, joint catalogue plans, and free use by the students of either institution of the facilities of the other.
8. Both institutions will push as rapidly as possible the securing of a union catalogue for all the libraries in the Atlanta area.
9. The giving to Emory and Agnes Scott faculty members the same financial consideration for the education of their children that Emory now permits to its faculty, and an effort to work cooperatively, providing for both faculties hospital insurance and retiring facilities.
10. The appointment by both institutions of a joint Faculty-Student Committee on extra-curricular activities and student organizations. It is intended that there be inter-student privileges and opportunities on both campuses for such organizations as the Lecture Association, the Glee Club, the Dramatic Club, and others.
11. The continuance of joint sponsorship by Agnes Scott, Emory, and the Georgia School of Technology for the Institute of Citizenship, which for a long time Emory sponsored alone.
12. The assumption by Emory of the responsibility for developing a *graduate school* of a high order, capable of giving the Ph.D. degree on a sound basis. It is understood that, while this responsibility is centered at Emory, Agnes Scott will use its resources as far as possible to make the development a success.
13. Agnes Scott accepts the responsibility for planning developments in the Fine Arts on an undergraduate basis on the Agnes Scott campus, with the understanding that Emory University students may share in the facilities provided; and

the College further agrees to promote, when funds are available, a Fine Arts program which may include several institutions of the vicinity and which would be open to others besides the regular undergraduate students.

14. For allocation of emphasis on undergraduate subjects, it is tentatively agreed that Emory will give particular attention to Archaeology, Economics, Geology, Journalism, and Philosophy. Agnes Scott will give emphasis to Latin, Greek, French, Education, and the Fine Arts. It is understood that both institutions will undertake jointly the promotion of other departments not specifically named herein.
15. In undergraduate work, it is agreed that the objective will be to give the individual student the program most nearly conforming to his or her individual need (in accordance with sound educational policy), regardless of the institution in which the particular courses are offered.
16. Both institutions will encourage the work of the Joint Faculty Committee, with a view to the development of continuous cooperation within the departments as well as between the institutions in general.
17. Agnes Scott agrees to accept a division of 20% for itself and 80% for Emory in the case of gifts that are undesignated, provided the resulting efforts will make possible the very much desired graduate school of a high order.
18. Both institutions will seek to promote a hearty spirit of cooperation not only between themselves but also with the University of Georgia, Georgia School of Technology, Columbia Theological Seminary, and the High Museum of Art.
19. It is definitely understood that no attempt will be made to merge the two institutions. Each is to maintain its identity. Each will operate under its own Board of Trustees. Each will keep separate and distinct its assets of every kind and such affiliations as have hitherto been maintained.

In token of the acceptance of both institutions of the terms above outlined, the signatures of the presidents of the institutions are herewith attached, and the seals of the contracting parties are herewith affixed, this 15th day of October, 1938.

AGNES SCOTT COLLEGE

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President

EMORY UNIVERSITY

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President

The signatures on this joint agreement were of course those of J.R. McCain and Harvey W. Cox for Agnes Scott and Emory, respectively. This agreement with Emory was in force until 1952-1953 when a new pact was negotiated. An account of this second arrangement will be given subsequently in its appropriate time sequence.

When the University Center was inaugurated, its overall program of education was in the hands of a Faculty Advisory Council made up of representatives from each of the cooperating institutions. Agnes Scott's representatives on this council were Dean S.G. Stukes and Professor Philip Davidson, Jr., who was chairman of the Department of History. By 1941 Professor George P. Hayes, chairman of the Department of English, was also a member of this Faculty Advisory Council. In the total University Center picture, the top policy-making group was (and is) the Council of Presidents, composed of the chief administrative officer from each of the participating institutions.

As has already been noted, it was through the generosity of the Lewis H. Beck Foundation of Atlanta that an initial grant was made which enabled a study to be conducted leading to the conclusion that the Atlanta area with the institutions already there was the logical location for a major university center in the South. Subsequently, the General Education Board made a grant of \$22,500 to underwrite the work of the Faculty Advisory Council for its beginning years. However, for Agnes Scott and Emory there was the need of more substantial funds to undergird their enlarged programs. Thus, the stage was set again for another financial campaign — this one, so far as Agnes Scott was concerned, to be meshed into the College's semi-centennial goals.

In early 1939 the General Education Board offered Agnes Scott and Emory jointly a grant of \$2,500,000 provided an additional \$5,000,000 be raised. Emory was designated to receive \$2,000,000 of this General Education Board grant because of the large expense involved in expanding work and facilities for graduate and professional education. Agnes Scott's share was \$500,000, and the College understandably had to raise its proportionate share of the joint total. Agnes Scott itself made the proposal that Emory receive 80% of all undesignated gifts and that the College receive 20%. One of the plusses of Agnes Scott's excellent record with the General Education Board was that the Board made an immediate outright donation of \$100,000 to the College. This money was placed in the endowment portfolio, a circumstance which after the first year freed for other purposes undesignated funds, the

income from which had been used for activities normally financed from endowment.

Agnes Scott's semi-centennial campaign committee consisted of George Winship, T. Guy Woolford, John A. Sibley, J.J. Scott, and J.R. McCain — all trustees. The joint overall campaign with Emory was chaired by Preston S. Arkwright, President of the Georgia Power Company and one of the most distinguished citizens the Atlanta area has ever had. Suffice it to say, the total campaign was a success, as was Agnes Scott's specific part. The University Center in Georgia was on its way, and the College moved confidently into its second half century.

What did the Agnes Scott faculty think of all these developments and the attendant campaign? Professor Philip Davidson, Jr., chairman of the Department of History and subsequently, in turn, provost of Vanderbilt University and president of the University of Louisville, wrote as follows in the *Agnes Scott Alumnae Quarterly* in April, 1940:

The present campaign for a million and a half dollars will obviously have important academic effects upon Agnes Scott College. The previous campaigns certainly have. As we look over the really inspiring campaign records, it is easy to see the results. Each campaign may be identified, of course, by the buildings it produced — Bucher Scott Gymnasium, Buttrick Hall, and the new library — but these buildings themselves have had a strong influence on the academic life of the college. Buttrick Hall has made possible much more effective teaching, and the new library has changed the whole atmosphere of study on the campus. Improved physical equipment, indeed, can have direct academic effects. A new dormitory, for example, can be constructed to be conducive to study.

But previous campaigns have done more. The intellectual growth of the college is intimately connected with them. The steadily increasing endowment has meant better salaries, and hence a more highly trained faculty. The financial growth of the college has been, in fact, immediately and directly reflected in its intellectual growth.

If Patrick Henry's lamp of experience can guide us here, you will see the same intellectual invigoration as a result of this campaign. Concretely, what will it mean to the academic life of the institution?

In the first place, the campaign will mean a strengthening of the present program. Agnes Scott is a good college, and its standards are unquestioned, but the faculty is far from convinced that it is doing the job that ought to be done. The objective of its efforts is

the best possible B.A. degree that it can give. That will mean, among other things, higher standards of faculty salaries, additional instructors, greatly increased library facilities, enlarged collections in the fine arts, and better laboratory facilities. These additions to our present resources must be made in order to strengthen the present program, not to expand it; we must first do outstandingly well what we are now attempting.

In the second place, the campaign in relation to the cooperative University Center movement will mean the enrichment of the Agnes Scott degree.

As funds are available, offerings in new fields will surely come as they have in the past. The strengthening of our present program must come first, however, and it must come principally through strengthening our own resources; the enrichment of our program in the immediate future can come principally through co-operation with our neighboring institutions. Agnes Scott students already have open to them the larger program at Emory with its work in many subjects that we cannot offer, and as additional funds become available to Emory, others will be added. Furthermore, by strengthening graduate work at Emory University and at the University of Georgia and by increasing opportunities for professional work in social service training, public administration, as well as in many other fields, the campaign will mean a great deal to Agnes Scott students.

The very process of the campaign itself is stimulating to the academic life of the campus. Faced with the opportunities the campaign will present, faculty members will re-study and clarify their objectives and examine their work for its points of weakness and strength. The work is more enthusiastically undertaken because there is tangible hope that those weaknesses will be overcome and those points of strength strengthened.

To the intellectual life of the campus, then, this campaign will mean, as previous campaigns have meant, first strengthening; then, enrichment; and throughout, stimulation.

The immediate tangible evidence on the Agnes Scott campus of the results of the financial efforts of the late 1930's was the erection of Presser Hall. For many years the Trustees had wanted to have a building for music, and ever since President Gaines's death in 1923, there were plans to build a chapel in his memory. At first the chapel was to be a separate building, and the College still has copies of the architect's rendering of how this chapel might look. However, as the years passed, the idea grew that the memorial chapel and the music building could be incorporated into one structure. Such was the case when Presser Hall was built. The new building was named for the late Theodore Presser

of Philadelphia, who established the distinguished Theodore Presser Musical Publishing Company and who in 1916 founded the Presser Foundation, an agency which contributed \$65,000 toward Agnes Scott's new building. Presser Hall was completed in the autumn of 1940 at a cost of \$275,000, and the dedication of the building took place on November 1 of that year with President James Francis Cooke and Secretary John L. Haney of the Presser Foundation participating. On January 12, 1941, Gaines Chapel was formally dedicated with addresses by the Rev. Henry H. Sweets, Secretary of Christian Education for the Presbyterian Church, U.S. and by President Walter L. Lingle of Davidson College. The chapel was an all-purpose auditorium seating 900. One of its most important features was (and is) a four-manual Austin organ. In addition to Gaines Chapel, teaching studios, faculty offices, and practice rooms, Presser Hall also contains a small 300-seat auditorium named for Professor Joseph Maclean, who headed Agnes Scott's department of music from 1893 to 1918. One of the stories that grows out of the construction of Presser Hall has to do with Agnes Scott's \$10,000 dogwood tree. Many alumnae and others who have been on the campus will remember the giant dogwood tree that grows just outside the east wall of Gaines Chapel. The original plans for the building called for the felling of this tree. (These first blueprints are still in the possession of the College, and the writer has seen them.) However, these plans were altered, and the tree was saved and continues to glorify the campus each spring. According to President McCain, this alteration cost an additional \$10,000 in the erection of the building — hence Agnes Scott's \$10,000 dogwood tree.

From the time that Agnes Scott was established in 1889, the institution had been controlled, except for the two alumnae trustees, by Presbyterians — never by the denomination as an ecclesiastical entity, but by Presbyterians as individuals. To be a trustee of Agnes Scott, other than an alumnae trustee, one had to be a Presbyterian. At the annual meeting of the Board on May 31, 1940, the initial action was taken to alter somewhat the denominational constituency of the Board of Trustees, and a year later on May 30, 1941, the following resolutions were adopted authorizing a change in the charter of the College:

1. That the paragraph giving the qualifications of Trustees be amended so as to read as follows: "The Board of Trustees shall consist of not exceeding twenty-seven members, of whom at least three-fourths shall be members of the Presbyterian Church in the United States, but all of whom shall be members



of some evangelical church and sympathetic with the fundamentals of the Christian religion. The President of the College shall be ex-officio a member of the Board and counted as a Corporate Trustee.”

2. That the President of the College take necessary steps to have the Charter as amended renewed for so long a time as the laws of the state now permit.

The “necessary steps” were taken, and on October 23, 1941, the Superior Court of DeKalb County, Georgia, amended the Charter to incorporate the recently requested provisions concerning the denominational affiliation of Trustees. The charter was also renewed for a period of thirty-five years “unless otherwise amended.”

In 1939 Mr. John D. Rockefeller, Jr., having reached the age of sixty-five, retired from membership on the General Education Board, and Dr. James Ross McCain, at the request of John D. Rockefeller, III, was asked to fill the unexpired term. When the unexpired term was completed, President McCain was re-elected to the Board and continued to serve until he himself was sixty-five in 1946. Dr. McCain’s becoming a member of the General Education Board was, of course, a great tribute to him, but it assuredly was a recognition of the record of fiscal soundness and academic excellence which Agnes Scott had so consistently maintained.

Until 1940 the finance committee of the Trustees and the President and the Treasurer of the College were the principal agents in handling investments for the Board. However, on November 14, 1940, the Board of Trustees began an association which still continues and which through the years has been of significant value to the College: Agnes Scott employed the Trust Company of Georgia “as custodian of its bonds and as general advisor as to investments.”

A perusal of the minutes of the Board of Trustees for the decade of the thirties reveals that on a number of occasions during this period the Trustees were concerned to set up a retirement plan for the faculty and principal administrative officers. The annual reports of the President frequently support this concern of the Board. However, because of a lack of funds and a determination not to incur a deficit, the Trustees delayed consideration of any official retirement program. Finally at the Board meeting on May 30, 1941, the following resolution from the Trustee Committee on the Faculty was adopted:

The Committee recommends that the President and Treasurer of the College be empowered to make arrangement with some well

known insurance company for the inauguration of a pension plan for faculty members having the rank of Instructor and above and for major officers of administration, with the following provisos:

1. Participation in the plan may be optional for those who have been in the employ of the College for two years or more, but it will be compulsory for those who hereafter enter and stay for that length of time.
2. The time of retirement for faculty members and officers will ordinarily be at 65 years of age, but the Board of Trustees may re-elect from year to year such members of the staff as it feels should be retained; but no re-election is to be held after an individual has attained 70 years of age.
3. The College will deal with older members of the faculty (for whom there will not be time to accumulate a retiring program) on an individual basis as heretofore. Those who are now 70 years of age will be retained for the session 1941-1942 and, by special action of the Board, may be retained for 1942-1943, but not for a longer time.
4. The College will plan to contribute 5% of the annual salary of each officer or faculty member who will participate in the pension plan; each such person shall likewise contribute at least 5%, but may contribute more if he or she desires to do so. The College reserves the right to discontinue its payments at any time by vote of the Trustees. The Treasurer will collect the faculty payments.
5. It is hoped that the retirement plan may be later worked out for all employees of the College if it proves to be satisfactory for the limited group now recommended, but no commitment is to be made about any extension of the program.
6. It is expected that the formal inauguration of the pension program will begin on October 15, 1941.

On August 29, 1941, the College entered into a trust agreement with the Connecticut Mutual Life Insurance Company of Hartford, Connecticut, as the agent of the pension plan. Here is the trust agreement:

#### **PENSION TRUST AGREEMENT AND DECLARATION OF TRUST**

WHEREAS, the Board of Trustees of Agnes Scott College did on May 30, 1941, adopt a Pension Plan for faculty members having the rank of Instructor and above and for major officers of administration and did set out in detail the provisos governing said Pension Plan; and,

WHEREAS, the Board of Trustees of Agnes Scott College has completed arrangements with Connecticut Mutual Life Insurance

Company of Hartford, Connecticut, for the adoption of said Pension Plan — all as set out in the letter dated June 6, 1941, of Dr. James R. McCain, President of Agnes Scott College:

NOW, THEREFORE, in order to carry out said Pension Plan (which shall be known as Agnes Scott Pension Plan) a trust is hereby created and the following provisions for the management and operation of said trust shall govern Agnes Scott College and the Trustees and the Beneficiaries:

1. The control, management and the administration of Agnes Scott Pension Plan are hereby vested in a Board of Trustees to be known as the Trustees and said Board shall consist of three members, namely, the President of Agnes Scott College and the Treasurer of Agnes Scott College and the Dean of the Faculty of Agnes Scott College and their successors in office.
2. James R. McCain, President of Agnes Scott College, and J.C. Tart, Treasurer of Agnes Scott College, and S.G. Stukes, Dean of the Faculty of Agnes Scott College, shall constitute the first Board of Trustees and their successors in office from time to time, as above provided, shall constitute said Board of Trustees.
3. Reference is hereby made to the resolution of the Board of Trustees of Agnes Scott College, passed on May 30, 1941, adopting said Pension Plan and reference is also made to the said letter of Dr. James R. McCain, President of Agnes Scott College, dated June 6, 1941, to the Faculty and Staff of Agnes Scott College, and the said resolution and the said letter of Dr. McCain shall constitute a part of the Trust Agreement herein set up.
4. The Trustees may adopt such other and further rules, regulations, requirements and provisions as in their judgment seem necessary and proper for the control, management and administration of the Pension Plan.
5. All policies of insurance issued under the Pension Plan shall contain a clause known as "Exercise of Privileges," providing as follows:

"The right to receive the endowment benefit, all cash values, loans, dividends, and other benefits accruing hereunder, to change the beneficiary, to assign this Policy, to exercise all privileges and options contained herein, and to agree with the Company to any release, modification or amendment of this Policy, shall, unless herein otherwise specially provided, belong and be available without the consent of any other person, to the Insured, with the consent of the Agnes Scott College; except the right to 'Change the Beneficiary' or to elect 'Optional Settlements at Maturity' shall belong and be available to the Insured alone."

IN WITNESS WHEREOF, Agnes Scott College and the Board of Trustees named herein have hereunto set their hands on this 29 day of August, 1941.

AGNES SCOTT COLLEGE,

By Geo. Winship

Chairman, Board of Trustees

Attest:

J.R. McCain

Secretary, Board of Trustees

Meantime, on June 6, 1941, President McCain had addressed to the Faculty and staff the following letter explaining the pension plan and how one could participate in it:

AGNES SCOTT COLLEGE

Decatur, Georgia

Office of President

June 6, 1941

To the Faculty and Staff of Agnes Scott College:

The Board of Trustees is pleased to announce the successful completion of arrangements with the Connecticut Mutual Life Insurance Company of Hartford, Connecticut, for adoption of an Agnes Scott Pension Plan, the effective date for beginning the Plan to be October 15, 1941.

Installation of the Plan will begin immediately under the direction of Mr. Bealy Smith, General Agent of the Connecticut Mutual, with Mr. J.S. Brail and Mr. Pete Mackey conducting the individual interviews with each of you. The College offers its fullest cooperation to these gentlemen in installing the Plan and each of you will be approached by one of these representatives in due course. The Student Government Room, No. 100 Buttrick Hall, will be used as a temporary office.

Participation now is optional for those who have been in the employ of the College for two years or more, but it will be compulsory for those who hereafter enter and stay for that length of time. While the Plan is optional now, it is, nevertheless, definitely encouraged for your consideration.

The College has agreed to contribute 5% of the annual salary of each officer or faculty member who will adopt the Plan; each such person shall likewise contribute at least 5%, but may contribute more if he or she desires to do so.

The pertinent facts of the Plan are:

1. The Plan is singular in that it carries a death benefit in addition prior to maturity, but those of you who either are unin-

- surable or desire the straight Pension Plan, can adopt the Plan without this benefit, provided the required percentage is met.
2. The retirement date shall ordinarily be age 65, but the Trustees may re-elect from year to year such members of the staff as it feels should be retained; but no re-election is to be held after an individual has attained age 70. The fact that figures are based on the age of 70 does not at all insure employment to that age.
  3. While the anniversary date of the Plan will be October 15, the Plan may be binding on the Company for each of you from the date you adopt it to October 15, 1941, if you wish to make a small temporary deposit. This will be explained in more detail by the Company representative.
  4. In event of your withdrawal from the employ of the College at any time after adoption, the College's contribution is given to you for continuance or for a paid-up annuity policy. You shall have the right with the Company of continuing all or part of the program regardless.
  5. Rights to the cash values, annual dividends, dividend accumulation, or collateral rights shall be obtainable only with the proper consent of the College authorities, during your tenure of service with the College.
  6. Beneficiary designations, and changes, and methods of payment to the beneficiary shall vest in you, prior to your death, or in the beneficiary so designated after death. This pertains to that portion purchased by the contribution of the College as well.
  7. Disability benefits will be offered in connection with a contract including the death benefit only, providing for waiving of all subsequent premiums by the Company for the one so disabled. This benefit, however, is restricted to those able to qualify according to the Company's standards. Under such a circumstance all rights to the contract shall vest immediately to the insured. The contract shall continue uninterruptedly with no payments to be made by either you or the College. A small extra charge is made for this benefit.
  8. Individual contributions shall be deducted from your salary by the College monthly, the first such deduction to begin October 15, 1941.
  9. Once the plan is adopted it cannot be dropped or discontinued without consent of the College; but it reserves the right to discontinue its contribution, with proper notice.
  10. Salary increases as applicable to increases in the Pension Plan on the part of the College shall be handled on an individual basis if such occur.
  11. There are several options for retirement payments available

and selection of such option can be made upon beginning of retirement; options such as an income for self and wife, or self and husband, or the principal held at a guaranteed interest rate, subject to withdrawal, etc., make the contract an extremely flexible and individual retirement plan, to suite the individual situation.

12. The Company can arrange for voluntary retirement before age 65 or for retirement by request before that age, the benefits to be adjusted according to what has been jointly invested by the College and the Individual.

Those who are generally over the insurance attained age of 61, will be dealt with on an individual basis by the College as heretofore (since there will be little or no time to accumulate a retiring program). I wish we could be sure that some provision can be made. The matter will have to be determined later.

It is hoped that the Retirement Plan may be later worked out for all employees of the College if it proves to be satisfactory for the group now recommended and qualified to participate. No commitment, however, is to be made now about such extension of the program.

This type of plan was chosen after careful study. The proposals of many other companies were considered, but it is felt that the Connecticut Mutual offers the variety of choices which will suit the different needs of our staff; and the Company has been well and favorably known for nearly a hundred years.

We heartily endorse and commend the Plan to you.

Respectfully,

James R. McCain  
President

Thus at long last, Agnes Scott had the beginnings of a retirement program. Notice that the word "beginnings" is used. Since 1941 this program has grown and evolved so that now virtually every employee at the College has some sort of retirement arrangement — in addition to the federally required social security.

It was during the period under consideration that Agnes Scott, like all people and agencies in the United States, felt the effects of World War II, though perhaps less markedly than many other institutions since Agnes Scott was a college for women. All during the war years enrollments remained stable and even increased. Thus, there was no necessity for the College to seek government training programs such as those which were found on many campuses — particularly on those of men's colleges. For that matter, President McCain in his annual report dated May 26, 1944, when the war was at its height wrote as follows:

The Agnes Scott campus is probably as free from the strain and stress of war as any other place in our country. The activities of both faculty and students are largely routine. The session (1943-1944) has been unusually free from war tragedies among the kinspeople of the college community. The students are very busy with their educational and social life and do not take much time for reading the newspapers or listening to radios. There are minor inconveniences of all kinds which remind us that something unusual is in progress, and there are difficulties as to travel; but, on the whole, we have had a very quiet and peaceful year.

We have been somewhat disturbed lest the students become too oblivious to international affairs and so we have had a series of discussions in chapel; we have brought speakers from many war activity centers; and we have had representatives of the WAC, WAVES, and other groups to offer enlistments to our students. Our religious services have also kept in mind the sufferings of people in other lands and our responsibility for some type of ministry.

The Agnes Scott faculty have been giving serious study to the impact of the war on our curriculum and on the College as a whole, and they have had more study groups among themselves this year than at any time since I have been connected with Agnes Scott.

In other sections of this report, references will be made to some of the problems that are involved; but, on the whole, we feel deep gratitude to God that Agnes Scott has been so little burdened and so little upset by present-day world events.

The problems which President McCain referred to were really comparatively minor. It was increasingly difficult to get adequate help for the dining hall and for other such jobs. The College simply could not compete with the wages paid by war-oriented enterprises, and many long-time employees left. Mr. J.C. Tart in his report for the 1943-1944 year is characteristically forthright and plain spoken in his assessment of the situation:

. . . there has never been a time in the history of the College where labor has been so hard to obtain and when obtainable the efficiency was at an almost zero point. The turn-over in servants has been at such a rapid rate that few weeks during the session have the same names appeared on the payroll.

To meet the situation somewhat, Agnes Scott for the first time began to use student help in the dining room, a circumstance about which President McCain made favorable comment, although Dean Scandrett remembered that the procedure had real drawbacks.

Because of the scarcity of help and supplies, the dining hall in White House was closed and never opened again. All food service was concentrated in the Rebekah Scott facility, and the necessary equipment was installed to change to the cafeteria method of serving meals — a procedure which the College followed with reluctance.

Lest one think that Agnes Scott was an oasis of quiet during the traumatic war years, let it be said that much worthwhile patriotic work and many notable contributions to the national effort were part and parcel of campus life. In January, 1942, just a month after Pearl Harbor, the Faculty-Student War Council was organized and continued as the coordinating agency for a whole series of endeavors during the next several years. Money was raised for the Red Cross, for the World Student Service Fund, and for the Community War Fund. The sale of war bonds was promoted at every opportunity; first aid classes were offered as were courses in home nursing; conservation was emphasized, and tin cans were collected and flattened for the de-tinning plants. (In the 1942-1943 session almost four tons of such cans were collected.) Much knitting of sweaters, gloves, etc. was the order of the day. Public instruction was a major thrust of the War Council. Every other week in chapel Professor Catherine S. Sims reviewed current happenings. Other speakers also addressed themselves to timely war topics, and the Public Lecture Association brought outside national figures to enlarge the understanding of the students. For example, in the 1943-1944 session Henry Wolfe lectured on the theme "The Next Act in Europe"; Kirtley Mather, esteemed Harvard geologist, spoke on "Strategic Minerals in War and Peace"; and Norman Cousins of the *Saturday Review* addressed the topic "Planning for the Post-War World." Also visiting the campus in that same session was the great philosopher-theologian Reinhold Niebuhr who spoke on "The Total Crisis of Civilization." Air raid drills, black-out preparations, and other mundane but necessary activities claimed the attention of the students. In the early part of the War (February, 1943), the College sponsored a day-long War Conference. Under the leadership of Professor Susan Cobbs of the Department of Classics, this Conference was well attended and applauded. Perhaps a paragraph from the yearly report of the War Council will give an idea of the ambitiousness of this Conference:

The program of the conference began Friday Evening, February 26, when Miss Billie A. Larson, head of the department of mathematics and acting dean of Randolph-Macon Woman's



College, spoke in Presser Hall. Her lecture, "The Whole Armor," was a discussion of the place of the liberal arts college in a world at war. On Saturday morning, February 27, the meetings opened with a lecture by Miss Ernestine Friedman of the regional educational services of the Office of Price Administration in Atlanta. Her subject was "The Challenge of the Economic Home Front." Next, Miss Ruth Scandrett, of the United States Department of Labor, division of labor standards, in Washington, D.C., discussed "Some Labor Problems." "A Right Attitude Toward Racial Minorities" was the topic of the next address, delivered by Dr. Herman L. Turner, of the Covenant Presbyterian Church in Atlanta. The last session Saturday morning was a panel discussion on labor and racial minorities in which Miss Scandrett, Dr. Turner, Miss Friedman and Mr. William B. Stubbs of Emory University, participated. Mr. J.J. Carvey, Jr., economist on the War Manpower Commission in Atlanta, spoke at the first Saturday afternoon meeting on "The Role of Women in War Production." "Opportunities for Women in the Enlisted Services" was the topic of the next talk by First Officer Florence C. Jepson, acting personnel director for the Women's Army Auxiliary Corps, Washington, D.C. Mr. Malcolm Henderson, British consul in Atlanta, spoke on "British Women and the War." The last meeting of the conference was under the auspices of the student lecture association, which presented a lecture by Miss Margaret Mead, assistant curator in the department of anthropology of the American Museum of Natural History in New York. Her subject was "Laying the Groundwork for a Constructive Peace," and her lecture, which was given Saturday evening, closed the conference.

But Agnes Scott students were touched by the War in unnumbered ways that President McCain apparently did not know about. One alumna in the Class of 1946 — a student who was on campus for almost the whole period — has emphatically stated that students were aware of the outside world. Their boy friends were in military service, and the only young men available for dates were in the V-12 or army and navy R.O.T.C. programs at nearby colleges. This alumna spoke of the absolute horror which permeated the entire campus when a student received news of a war casualty in her family. There were two young women enrolled at the time whose father was among those taken prisoner on Bataan and who remained a prisoner for most of the War. Occasionally letters would get through from him and the whole campus would suffer with these young women. Professor Walter B. Posey and Professor Mildred R. Mell and their associates in the Departments of History and Economics and Sociology, respectively, saw to it that their students were aware of the War. Rationing was the

order of the day, and day students had no food at home to which they could invite their on-campus friends to give them a change from the limited offerings of the dining hall. There was no gasoline; a girl's wardrobe was limited; austerity was everywhere. Agnes Scott students did know a war was going on — so says this alumna of 1946. Times were grim, and the Agnes Scott campus felt the times.

But the War to the contrary notwithstanding, the academic “wheels” of the College continued to turn. The first formal public announcement of a program of “reading for honors” is found in the catalogue dated January, 1944; however, the minutes of the Academic Council indicate that the faculty was experimenting with such a program as early as 1938. By the spring of 1941 the Academic Council adopted the following action embodying Agnes Scott's honors program and directed that this program become effective with the 1941-1942 session:

The object of the Honors Program at Agnes Scott College is to enable students who have already demonstrated unusual ability in academic work to achieve intellectual values not possible in the routine plan of courses.

These students should benefit from a program which, by a distinctive method of study, permits them to develop their individual interests and abilities and to increase their knowledge and comprehension of their major fields.

The actual content of the honors work may differ with each student. She may read to cover subjects in her major not now offered at Agnes Scott; she may read in subjects in her major now offered but which she was for some reason unable to take; or she may be allowed to read widely in a special field which has attracted her interest, doing more intensive reading than is possible in the course or courses covering that subject. In every case the program must necessarily be arranged by the head of the department with the individual needs of the student in mind.

Whatever the content, the honors program will involve a distinctive method of study calling for greater individual initiative, greater ability in the organization of materials, greater maturity of judgment in the interpretation of subject matter, than are expected in regular course work.

#### Regulations

1. Not later than September 15th of each year the highest 10% (on basis of merit points) of the incoming seniors shall be invited by the Dean of the Faculty to read for high honor during the succeeding academic year. The list of those to be invited together with the total merit points of each shall be certified to

the Dean of the Faculty by the Committee on Electives. In counting 10% of the class a fraction shall be counted as a whole; and in case two or more students are tied for the lowest position within the 10%, all of those tied shall be included in the list. Both student and major professor are to be notified; in case of double majors the student shall be asked to select the department in [which] she wishes to do the reading.

2. The honors program shall consist of not more than three or less than two hours per week throughout the year, with specific time allotted for systematic review for the comprehensive examinations. Each student is expected to carry an average of fifteen hours, including the honors work.
3. At the completion of this work, and within the period of senior examinations, the student shall take an examination consisting of two parts, a written examination not less than six hours long and an oral not less than an hour long. The exact time of the examination shall be set by the committee on honors work provided for below.
4. The written examination shall cover the field of the major. It may consist in part of a laboratory experiment or of a written report on the reading done for honors.
5. The oral shall cover the major subject, including both course work and honors reading. At each oral examination there shall be present representatives from the major department and one or more persons to be named by the Dean of the Faculty. It is strongly recommended that the head of the major department invite a representative from at least one of the co-operating institutions to participate in the examination.
6. Students undertaking the honors program shall be exempted from all course examinations in the spring quarter.
7. Upon the basis of the quality of the honors work, the written examination and the oral examination, the head of the department may recommend the student for graduation with high honor. No student may be graduated with high honor who has not completed the above program, who does not have the recommendation of the head of the major department, or who does not meet all present requirements for graduation with high honor. Graduation with honor is to be automatic upon the basis of merit points.
8. It is recommended that the President appoint annually a committee on honors work to consist of not more than five persons, of which the Dean of Faculty shall be ex officio a member. This committee shall have authority to approve examination programs and programs of study for honors and to set the time for written and oral examinations. It shall also pass finally upon all matters of detail arising under this program.

9. A copy of the proposed honors program of each student shall be filed with the committee on honors within two weeks after the opening of the fall quarter, and a copy of the questions for the written examination shall be filed with the committee before the end of the spring quarter.

In May of 1945 a new statement was issued somewhat expanding and refining the above procedures, and again in 1950 there was further revision. This honors program remained in force until 1954 when the College initiated the program of Independent Study which is still operative — a program which will be discussed at the appropriate time.

In 1943 President McCain completed twenty years as the chief administrative officer of Agnes Scott. In his annual report to the Trustees for the 1942-1943 session, he understandably reviewed the progress which the College had made under his leadership — progress that was indeed impressive by anybody's standards. However, he also characteristically looked ahead and projected his hopes for the next ten years: a new science hall, another dormitory, a dining hall, a new infirmary, greatly increased endowment, as well as an enriched curriculum. Interestingly, with the exception of the dormitory, all these goals were achieved by the time President McCain retired in 1951. He did not neglect to comment on the spiritual thrust either. Here is what the report says:

It is not possible to tabulate the development in spiritual things during the last twenty years or to set specific goals for the years that lie ahead. From its earliest days, the College has been dedicated to God, and it has no real excuse for existence if it does not fulfill this high mission. We feel that religious objectives are best reached through careful selection of faculty, officers, and students. The planning of the curriculum is also a contributing factor.

All indications are that we are coming to a great period of moral decadence and of spiritual laxness. We are very anxious that Agnes Scott College be a great power for good in standing for the highest things.

Another of the priority items mentioned in President McCain's plans for the remaining years of his administration was the erection of a practice home for the Department of the Home. In the late 1930's Agnes Scott published a special brochure setting forth the reasons and plans and goals for such a department. This brochure points out that the establishment of a Department of the Home had been before the

Trustees since 1920 when President Gaines first proposed it. In the interim the College had had a Department of Home Economics, but it had been dropped because it was not being operated at the same high standard as were other departments. The Department of the Home was to be, however, much more than a home economics department. Its offerings would encompass, for example, human physiology, home hygiene, child training, home management, dietetics, budgeting, religious life, etc. A practice home was to be built where students could put into use what they had learned. Moreover, it was suggested that the College might sponsor a baby clinic as well as a nursery school — again as laboratories for putting learning into practice. Anyone familiar with Agnes Scott knows that a Department of the Home was never established although it is highly likely that President McCain never relinquished the idea. This writer has heard him, long after his retirement, continue to talk about his dream of and the need for such a department.

In 1944 a major change occurred in the workings of the Alumnae Association. Under the leadership of Miss Margaret Ridley, '33, President of the group and of Mrs. Crawford F. Barnett, '32, alumnae representative on the Board of Trustees, a report was made to the Trustees recommending a full reorganization of the alumnae program, a discontinuance of dues, and the setting up of an annual gifts program to take care of alumnae expenses and hopefully leave a surplus for the College. In order to implement this program, the Trustees on May 26, 1944, adopted the following resolution:

Resolved that the Trustees approve the general reorganization plans of the Alumnae Association and that the following specific steps be approved toward the working out of details:

1. That a grant of \$2,000 from the current funds of the College be made, payable at the end of each quarter in equal installments. It is not expected that this be repaid for the year 1944-1945.
2. That the President of the College be authorized to direct an "Alumnae Fund Campaign." This will probably take most of the time of the Alumnae Secretary, but the College will guarantee \$3,000 from the campaign office to the Alumnae budget, payable in equal installments at the end of each quarter. It is understood that this \$3,000 will be repaid to the College from the proceeds of the campaign if these are sufficient for the purpose.
3. That the president of the College and the President of the Alumnae Association be authorized to work out details as to

the exact time to be used by the Secretary for this purpose, or by secretaries if more than one should be employed, and as to the objectives which will be presented to the alumnae for their gifts.

So begins Agnes Scott's annual giving program — a program which over the years since 1944 has brought untold dollars to the College.

With the arrival of the mid 1940's, the attention of the Trustees was increasingly directed to choosing the third president of Agnes Scott. President McCain would be sixty-five in April, 1946; and although the Board could elect him President on an annual basis until he reached the mandatory retirement age of seventy in 1951, it seemed appropriate for the Trustees to prepare for this administrative change well in advance. The Board wanted the President to recommend his successor, but he requested that a committee be appointed to assist him; consequently, the Trustees, at their annual meeting on June 1, 1945, authorized the following members to constitute a presidential search committee: George Winship, chairman, Mrs. S.M. Inman, John A. Sibley, J.J. Scott, and C.F. Stone. This committee was not ready to make its recommendation until the spring of 1948; meantime President McCain, having passed his sixty-fifth birthday, was being annually elected to continue as President.

On March 19, 1948, the Board met in specially called session with twenty-two of the twenty-seven trustees present. It is little wonder that the attendance was so good, since the members knew ahead of time the business of the meeting, namely, that the presidential search committee was ready to report. Here is the resolution which was unanimously adopted:

Resolved that Dr. Wallace McPherson Alston be elected Vice President and Professor of Philosophy at Agnes Scott College, with the understanding that he is to succeed to the presidency no later than July 1, 1951, the actual details to be worked out by the President and the Finance Committee.

This action by the Trustees made possible an orientation period for Dr. Alston prior to President McCain's mandatory retirement at age seventy and at the same time meant that the new president had already been named should any contingency develop before 1951.

In connection with the election of Dr. Alston, the Trustees took an unusual action providing for the new president to sign a declaration whenever he assumed the presidency. The adopting of this declaration required a bylaw change. It was introduced at the March meeting in

1948 and adopted on May 21 of the same year. The vote for adoption was by secret ballot and was divided 12 for to 8 against. The new presidential requirement read as follows:

On taking office, the President shall subscribe to the declarations stated below, which shall be inscribed in the Minute Book of the Board of Trustees and signed in the presence of the Chairman of the Board:

1. I believe the Scriptures of the Old and New Testaments to be the Word of God, the only infallible rule of faith and practice.
2. I sincerely receive and adopt the Confession of Faith and the Catechisms of the Presbyterian Church in the United States as containing the system of doctrine taught in the Holy Scriptures.
3. I promise that in the selection of teachers, officers, and other helpers I will endeavor to find those who are active members of some evangelical church and who believe in the fundamental doctrines of [the] Christian faith including the deity of Jesus Christ, the inspiration of the Bible, and the atonement for sins.
4. I further recognize that the College has been dedicated to the glory of God from its earliest days, and in all its work I will try to maintain its Christian ideals and standards.

This declaration was in force until May, 1968, when it was determined by the Executive Committee of the Board of Trustees that the President was no longer restricted by its requirement because on October 12, 1965, the Board had adopted new bylaws which did not include this declaration.

As President McCain moved into what were to be the last four years of his administration (1947-1951), there was no relaxing of his energetic leadership. On March 19, 1948, the minutes of the Trustees show that Agnes Scott had recently received from an anonymous foundation a grant of \$500,000 for endowment provided the College raise an additional \$1,000,000 by December 31, 1949. The President cheerfully and enthusiastically led the College into this campaign which was completely successful within the time limit. As usual the campaign began on the campus, and the students, faculty, and administration raised in ten days more than \$40,000, over twice the goal that had been set for this campus effort. Mrs. Frances Winship Walters, Vice Chairman of the Board of Trustees, contributed \$180,000 to build a new infirmary. Mrs. Letitia Pate Evans of Hot Springs, Virginia, and some of her friends provided the funds to erect a new dining hall. The W.C. and Sarah H. Bradley Foundation of Columbus, Georgia, made a gift sufficiently large to assume the construction of the observatory to

house the recently acquired 30-inch reflector telescope, funds for which had been given by the Lewis H. Beck Foundation of Atlanta. Also on Founder's Day, 1949, Mrs. Annie Louise Harrison Waterman of Mobile, Alabama — an alumna and a trustee — gave the College \$100,000 to endow a professorship in speech. Funds were secured to build a new home for the incoming president, and at long last, after more than a decade of planning, a new and adequate science hall was erected. Thus, in three short years (1948-1951) five new buildings were constructed — more than have ever been built in a comparable period before or since. In addition the new archway entrance to the campus on College Avenue was built at this same time.

The campaign of 1948-1949 saw the organization of alumnae spouses into a Husband's Committee to solicit Atlanta businesses, an effort which raised approximately \$65,000. However, as in Agnes Scott's first campaign in 1909, the final goal was not achieved until the deadline day itself. Of this day President McCain wrote as follows:

As the 31st of December (1949) approached and it was realized that this was the very last day of the campaign, our friends were much in prayer and very active in work . . . . An anonymous donor pledged \$10,000 about noon of the closing day. More than 400 alumnae gifts came in that day, and by three o'clock in the afternoon the final goal was reached. It was a time of very great rejoicing on the part of all of us who had been working in the campaign.

More will be said later about Mrs. Frances Winship Walters, who was to become in the judgment of many the second founder of Agnes Scott. However, it seems appropriate to pause here to comment on Letitia Pate Evans, Annie Louise Harrison Waterman, and John Bulow Campbell, for whom the new science hall was named.

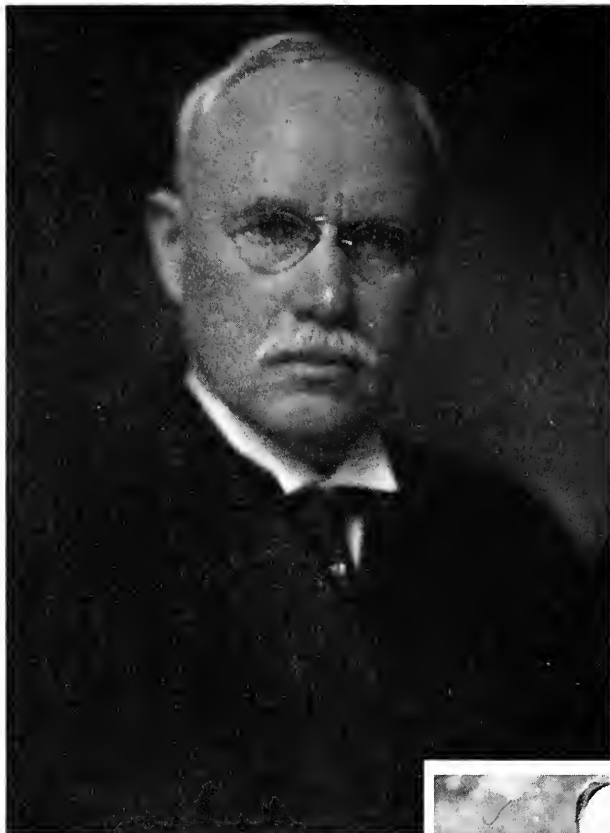
Mrs. Evans was a trustee of Agnes Scott from 1949 until her death in 1953. Jointly with her two sons, who predeceased her, she inherited a large fortune from her first husband, Joseph Brown Whitehead. How wisely and unselfishly she used this inheritance is attested to by her many benefactions. Hospitals, colleges, and universities, both in her native Virginia and in her adopted Georgia, were recipients of her generosity; moreover, she gave liberally to the church, particularly to causes sponsored by the Episcopal Church in Virginia. Helping war victims of World War II also claimed her attention, and for this last work she received recognition from countries abroad. She was interested in Agnes Scott over a period of years, and the outstanding evi-





Agnes Scott's Founder,  
George Washington Scott,  
in his thirties

Presidents of Agnes Scott College



Frank Henry Gaines  
1896 - 1923

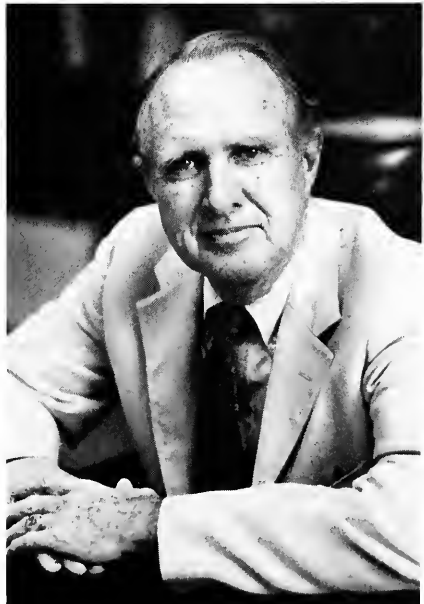


James Ross McCain  
1923 - 1951

Presidents of Agnes Scott College (con't.)



Wallace McPherson Alston  
1951 - 1973



Marvin Banks Perry, Jr.  
1973 - 1982

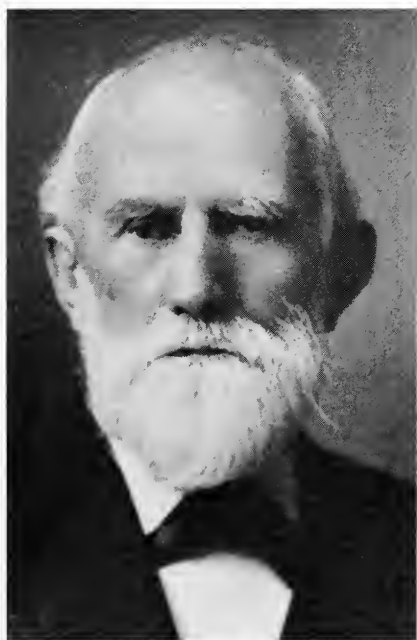


Dean Nannette Hopkins,  
a major administrative  
officer for forty-nine years,  
1889 - 1938

Chairmen of the Board of Trustees



Frank Henry Gaines  
1889 - 1896

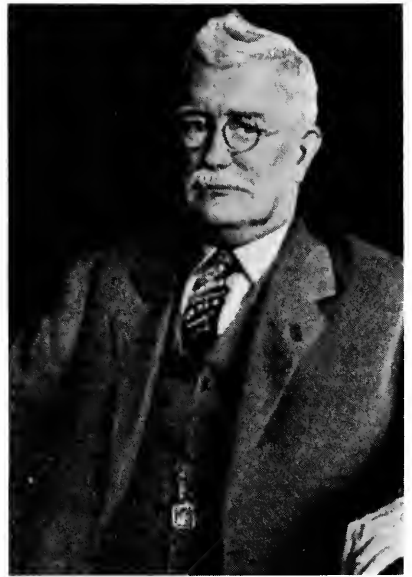


George Washington Scott  
1896 - 1903

Chairmen of the Board of Trustees (con't.)



Samuel Martin Inman  
1903 - 1914



Joseph Kyle Orr  
1914 - 1938



George Winship  
1938 - 1956

Chairmen of the Board of Trustees (con't.)



Hal L. Smith  
1956 - 1973



Alex P. Gaines  
1973 - 1979



Lawrence L. Gellerstedt, Jr.  
1979 -

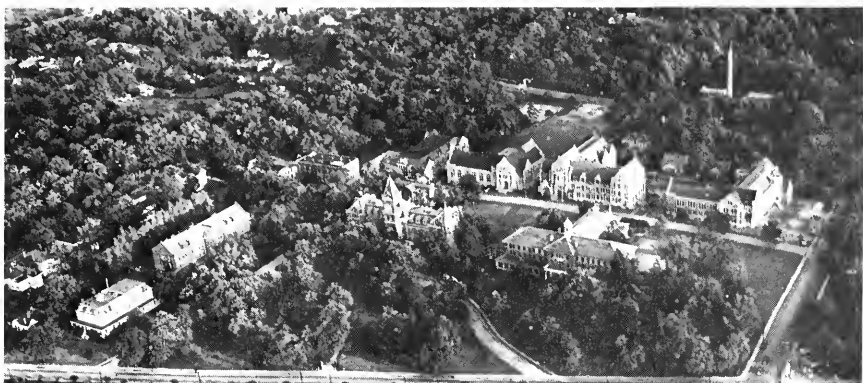


Campus about 1900



Campus in 1923





Campus in early 1940's



Campus in 1970's

# Agnes Scott Institute.

Decatur Georgia.

Fourth Session

To all to whom these presents may come

Be it known that *Mary Mack* a pupil of this Institute has fully and satisfactorily completed the *Scientific Course* in this Institute and in testimony thereof is entitled to receive this Diploma conferring upon her the degree of

## Baccalaureus Scientiae

Given at the Agnes Scott Institute at Decatur Georgia this Fourteenth day of June 1893 MDCCCXCIII under the hands of its Faculty and the seal of the Corporation



J. H. Guineo Bible Course  
Charlotte J. McKee, Principal

Marion R. Mason, History and French

L. A. Mayo, Mathematics  
Mary G. Shapford, Music & Vocal Phys.  
W. Julia Withering, English

Lida A. Field, Latin

Cathy B. Hathorn, Mathematics

made signed

J. H. Guineo

President Board of Trustees

H. J. Williams

Secretary Board of Trustees

Agnes Scott diploma from 1893



President Gaines' house which stood  
where Evans Dining Hall now is



Dean Hopkins near the  
end of her career



The Golf Club



The Chafing Dish Club

dence of this interest is the College's dining hall which bears her name. In her will she left Agnes Scott \$100,000 to serve as an endowment for the dining hall. More recently the foundation which she established made a further grant to the College — a grant which made possible the air conditioning of Evans Dining Hall.

Annie Louise Harrison Waterman attended Agnes Scott Institute from 1894 to 1896. Although she did well in all her work, her particular interest was speech. On April 3, 1896, she gave her graduating recital, the program of which was included in the College catalogue for that year. Her husband was the founder of the Waterman Steamship Corporation, and from him she inherited considerable wealth which she used in many benefactions, principally those dealing with child welfare or stemming from the Church. She was elected a trustee of Agnes Scott in 1947 and served until her death in 1953. She was constantly "boosting" her alma mater. For that matter, the President of the College, received from her a letter written the day before she died which said in part: "Any news of progress is of interest to me, and I am always directing young women in your direction. In fact I am an animated 'Ad' for Agnes Scott."

John Bulow Campbell was elected a trustee of Agnes Scott on May 21, 1926, and served continuously until his death on June 28, 1940. During this period he held membership on several of the Board's most active committees and for a number of years was chairman of the all-important Finance Committee. A Christian businessman in the highest sense of that term, he was active not only in the affairs of Agnes Scott but also in those of the Berry Schools (now Berry College), of the Rabun Gap-Nacoochee School, of the University Center in Georgia, and particularly of Columbia Theological Seminary. Indeed, it was Mr. Campbell, more than any other person, who was instrumental in effecting the move of the Seminary from Columbia, South Carolina, to Decatur. He was active in three of Agnes Scott's campaigns, and in the one of 1939-1940, the joint University Center campaign, he was the largest subscriber who designated his pledge for Agnes Scott. So outstanding was his service to the College that in 1943 the Trustees took action to name the science building for him whenever it could be built — a construction that was not to be accomplished until more than seven years later. Mr. Campbell's great continuing contribution to education and religion was his establishment through his will of the John Bulow Campbell Foundation, an agency which through the

ensuing years has been one of Agnes Scott's most supportive friends. When the John Bulow Campbell Science Hall was dedicated on October 23, 1951, one of the speakers on the program was Agnes Scott Trustee John A. Sibley. Here is part of what he said about Mr. Campbell:

I consider it a privilege to speak here today. My talk will be in the nature not of eulogy but of testimony about the life of a friend.

I have had a rather broad acquaintance with men, some of them of unusual endowments and talents. I have had occasion to speak of the character and accomplishments of many of them in terms of sincere admiration.

Yet, in describing the life of John Bulow Campbell, the life that we are here to honor today, I will use some words that I have never used before in describing the quality of other men.

In fact, I will use a vocabulary that is almost obsolete even among the scholarly and the learned.

When have you heard it said of a man that he was God's nobleman, that he possessed that elevation of mind and spirit that we associate with nobility? When have you heard it said of a man that his life was characterized by purity, meaning that he was free from the taint and suggestion of evil? When have you heard it said of a man that he had great natural dignity, meaning that his bearing reflects those innate qualities of mind and soul that command the respect of all?

We are not living or thinking or speaking in such terms today. Our lives and our thoughts are on a different and lower plane and our manner of speech is adjusted to our lives.

But I am glad I knew a man to whose life these great words are appropriate.

I can testify with truth and sincerity that John Bulow Campbell's life was noble, was pure, traits which were reflected in his great dignity of bearing and person.

When I meet a man who has these rare qualities I always want to know why the difference between such a man and others.

In the case of John Bulow Campbell the answer is simple.

He believed in a living and loving God. He knew that he did not have to walk the pathway of life alone; every step of the way he had the companionship and the guiding hands of the Master. The light of truth revealed in the Holy Word illuminated his pathway.

Now I want to turn to the vocabulary of today in describing the qualities of the men we know. We say that a man is a great success, that he is honest, able, courageous, and constructive; that he is a good citizen. Those are significant and meaningful words. They are the measure or the standard by which we judge men today. They are the vocabulary of the modern man.

Each of those words is applicable to the life of John Bulow

Campbell. He had marked success in business, he was able, honest, and constructive. He abhorred things that caused failure to men and institutions, extravagance, waste, and self-indulgence. He required high standards of performance of himself and of others and would countenance nothing less. He was careful, frugal, and industrious.

He had a keen sense of values, material, human and spiritual. I have known many men who had the sense of material values. Seldom have I known the same man who equally understood material, human and spiritual values.

John Bulow Campbell was such a man. He knew the interdependence of material, human and spiritual values. And he knew that to achieve stability and permanence, material values must be sustained and supported by human and spiritual values. Upon the foundation of such qualities his success in life was built.

John Bulow Campbell's philosophy of life, his allegiance to God, his desire to serve his fellowman, led him to consider himself a trustee of the things he had accumulated and possessed. During his life he administered his affairs as a good trustee, using his talents and his wealth to help institutions and causes that honor God and serve men.

In his Last Will and Testament he made the solemn declaration: *"There is nothing more worthwhile or of more lasting benefit to humanity than the development and preservation of a love for Jesus Christ."*

In that great document he established a trust and foundation that is to be administered in the interest of those causes that honor God and serve men.

Not only religion but public health, education, public welfare are all included within the scope of his benevolences.

Through his life and through the foundation that he created the development of an entire section of the country has been advanced. The arm of the church has been made more far reaching; the standards of education have been improved in our institutions; the suffering of the weak and the helpless has been relieved; the processes that make for new wealth have been stimulated; all these things will continue for years to come and I hope in perpetuity.

As President McCain approached the close of his administration, he decided to lift the ban on smoking which had been in force on the campus from the beginning in 1889. This action in no way implied that he approved of smoking — far from it. This writer's contacts with Dr. McCain over a period of years were convincing that he was thoroughly opposed to smoking — especially in women. For that matter, in the early 1930's, the College published a small pamphlet in which the President explained why Agnes Scott prohibited smoking on the

campus. However, Dr. McCain was also a realist, and by 1950 it was evident to him that sooner or later the smoking ban would be lifted; thus, so that the responsibility for making this change would not rest on his successor, he took the necessary action himself. Lest anyone think that smoking immediately became campus-wide, it should be said that lifting the ban meant that one could smoke in the basement of the Hub (Murphey Candler Building) and there only — nowhere else, an arrangement which continued for a number of years thereafter before smoking was permitted elsewhere on the campus.

On April 9, 1951, James Ross McCain was seventy years old, and under the rules of the Board of Trustees his retirement became mandatory on June 30 of that year. This birthday was celebrated with a surprise party in the new Letitia Pate Evans Dining Hall. Every constituency of the College was represented in this recognition of Agnes Scott's long-time leader. President-elect Alson presided; John Flint, who had worked at the College since 1910, was the bearer of the lighted birthday cake; the President-elect made the formal announcement of the McCain Entrance on College Avenue — a tribute given by Mrs. Frances Winship Walters; John A. Sibley brought greetings from the Board and announced that the Trustees had named the library in honor of President McCain; Dean S.G. Stukes presented a book listing the names of those who had established the McCain Library Fund, the income from which was to purchase books; Miss Eleanor N. Hutchens, Alumnae Director, presented the honoree with a bound volume of 1,000 letters from wellwishers everywhere; George Winship on behalf of a group of friends gave Dr. McCain the keys to a new automobile; Professor Emma May Laney spoke in tribute from the faculty; and Mrs. Catherine Baker Matthews, President of the Alumnae Association, brought greetings from that group. The students sang an original song which recalled Dr. McCain's many years at Agnes Scott. The whole program was recorded for Mrs. McCain, who for reasons of health was unable to be present. The day was a high event in Agnes Scott's history.

One of the greatest honors to be accorded President McCain came in the last month of his tenure as President. In June, 1951, he was elected Moderator of the General Assembly of the Presbyterian Church in the United States — the highest honor that this denomination can accord to any person.

In Book IV, Section VIII, of *John Brown's Body*, Stephen Vincent Benét writes of the Army of Northern Virginia. One of the vignettes



which Benét gives is of Stonewall Jackson, and about halfway through this portrait are two arresting lines which not only are applicable to Jackson but also epitomize James Ross McCain — at least in this writer's judgment. Here are the lines:

The skilled man, utterly sure of his own skill  
And taking no nonsense about it from the unskilled.

Such was President McCain. This it not to say that he was not kind and sympathetic, for indeed he was. However, he was a man who was able to do his own thinking, make his own decisions, and then act. For more than a quarter of a century he dominated Agnes Scott. He did the planning and supervised the execution of his plans. So confident was the Board of Trustees in his abilities that there is no record that they ever questioned his leadership. Dr. McCain was mild-mannered, but aloof. He was usually terse and direct, but when the occasion called for it, he could be as subtle as Machiavelli. He had an uncanny way of getting immediately to the heart of a problem and of grappling with it. He had iron self-control and led a life of disciplined simplicity. Once a matter was decided, he closed the door on it and did not drag its weight into the next problem. Fortunately, he had abounding good health, else he could never have discharged the numerous responsibilities he took on. Aside from his devotion to Agnes Scott, he was in the forefront of many other endeavors. He was probably the most highly respected and effective layman in his denomination for almost half a century. He was in the vanguard of every worthwhile community endeavor, and the mere mention of his name was an open sesame to many a business inner sanctum. His leadership in southern education is legendary. As leader of the committee on reports of the Commission on Higher Education of the Southern Association of Colleges and Schools, he perhaps did more than any other single person to raise institutional academic qualifications in the South.

During his administration at Agnes Scott, the endowment tripled; the worth of buildings and grounds multiplied more than eight times; annual income rose from \$265,000 to \$600,000, and salaries increased from \$85,000 annually to \$298,000.

No thoughtful person would ever say that Dr. McCain was a scholar. He had an excellent mind, but his interests were administrative. At the same time, he was a consistent champion of high academic standards and demanded that Agnes Scott be at the forefront of educational excellence. In 1965 President Alston wrote as follows: "Dr. McCain in

the years from 1923 to the date of his retirement in 1951 remarkably developed Agnes Scott, lifting it into the front rank of colleges for women in America. With courage, unselfishness, and clear-headedness, he did more than any one person to shape the character of the college. He was brought to the college to lead — and he led!”

He was a man who sincerely believed in God, whose prayer life was meaningful, and who took his faith into every decision. For him the circumstance that Agnes Scott was founded for the glory of God had real significance. Likewise the fact that the College was an educational institution had similar significance. He saw no barrier to merging on this campus both of these emphases, and the thrust of his presidency with all its material accomplishments was to unite the Christian faith and academic excellence in one dynamic, viable whole. It is appropriate that the years of his administration be called the McCain Era.

*Chapter 4***GIRDING FOR GREATNESS**

When in 1973 Wallace McPherson Alston retired from the presidency of Agnes Scott College after having served in that office for twenty-two years (1951-1973), he could look back on almost a quarter of a century of unsurpassed achievement. In a very real sense the Agnes Scott of 1973 was the creation of Wallace Alston. Of course, he received from his predecessors an excellent foundation on which to build, but the remarkable way in which, during his administration, he personally molded every aspect of the College was indeed significant.

Over 75% of the trustees in office in 1973 had been elected during President Alston's administration, and he had been a leading participant in the choice of each one. At the time of his retirement every major administrative officer had been selected for and installed in his or her position by him. Every secretary and clerical person had been employed by him, and 84% of the faculty had been engaged during his administration. In each instance he had made the final decision on each one.

During the years of his presidency, the number in the faculty increased from fifty-seven to more than eighty-five. In 1973 the endowment (book value) was more than twelve times larger than when he took office. The value of buildings, land, and equipment increased by almost \$7,000,000 under his leadership, and the size of the campus doubled. Moreover, the number of students rose by approximately 35% between 1951 and 1973.

Ralph Waldo Emerson in "Self-Reliance" wrote that "An institution is the lengthened shadow of one man." Agnes Scott in 1973 was the "lengthened shadow" of Wallace McPherson Alston. Who was this remarkable man, and what is the record of his administration at Agnes Scott? This account now directs itself to answering these questions.

Wallace Alston was born at 184 South Candler Street, Decatur, Georgia, on July 16, 1906, just across the street from the Agnes Scott campus. His mother, the former Mary McPherson, had attended Agnes Scott Institute in 1891-1892, and the future president was named for his maternal grandfather, Wallace McPherson, who lived in

Decatur when his daughter was enrolled at the Institute. President Alston's father, Robert Augustus Alston, was a local business man who was born in the same house as his son. Young Wallace grew up in Decatur and as a boy played on the Agnes Scott campus. He has laughingly observed that on more than one occasion he was chased off the campus by the night watchman. In 1924 he entered Emory University, from which he subsequently received both the B.A. and the M.A. degrees. Emory did not have a chapter of Phi Beta Kappa when Wallace graduated, but in 1944 his alma mater elected him to alumni membership in this prestigious society. He is also a member of Omicron Delta Kappa. Because of need for funds, he interrupted his college career to teach in Avondale Estates, Georgia, where he served as principal of the high school. In 1929 he entered Columbia Theological Seminary and received his B.D. degree there in 1931. During this period at Columbia he also did some part-time teaching in New Testament Greek. On April 29, 1931, the Presbytery of Atlanta ordained Wallace Alston to the Presbyterian ministry and thus began one of the most distinguished ministerial careers of any person ever ordained by that denomination — a career that continues with great influence even as these lines are written. President Alston's first pastorate was in the Rock Spring Presbyterian Church of Atlanta where he remained from 1931 to 1933. He then moved to a two-year pastorate at the Maxwell Street Presbyterian Church in Lexington, Kentucky, where his work was so outstanding with the students of the University of Kentucky that he was in 1935 called to Richmond, Virginia, to direct the youth work for the entire Presbyterian Church in the United States. The pull of the pastorate was not to be denied, however, and in 1938 he accepted a call to the First Presbyterian Church of Charleston, West Virginia — then and now one of the largest congregations of the entire denomination. After over five very happy and fruitful years in Charleston, Wallace Alston returned to Atlanta in 1944 to become the minister of the Druid Hills Presbyterian Church, from which he came to Agnes Scott in 1948. In 1937 he received his Th. M. degree from Union Theological Seminary in Virginia and in 1943 his Th.D degree from the same institution. Thus, President Alston holds five earned degrees including his doctorate in theology. He also was awarded three honorary doctor's degrees from Hampden-Sydney College, Davis and Elkins College, and Emory University. On May 27, 1931, Wallace Alston married Madelaine Dunseith of Agnes Scott's class of 1928. Miss Dunseith was the older daughter of the Rev. Dr. David Arthur Dunseith, who served as an

Agnes Scott trustee from 1928 to 1936. President and Mrs. Alston have two children: the Rev. Dr. Wallace McPherson Alston, Jr., who was elected a trustee of Agnes Scott on May 11, 1979, and Mary McNall, the wife of John O. Leslie, Jr. The Alstons have four grandchildren. During the years at one time or another, President Alston served in the following educational, civic, or religious groups:

- DeKalb County Merit System Council
- Board of Sponsors, Atlanta School of Art
- Board of Directors, Georgia Association of Phi Beta Kappa
- National Commission on Accrediting
- President, Southern University Conference
- President, The Georgia Association of Colleges
- President, Southern Association of Colleges for Women
- President, Presbyterian Educational Association of the South
- President, Georgia Foundation for Independent Colleges, Inc.
- Board of Trustees, The Westminster Schools, Atlanta
- Board of Trustees, the Protestant Radio and Television Center, Inc.
- Board of Trustees, Columbia Theological Seminary
- Commission on Religion in Higher Education, Association of American Colleges
- Board of World Missions, Presbyterian Church, U.S.
- Board of Christian Education, Presbyterian Church, U.S.
- General Council, Presbyterian Church, U.S.

In 1961-1962 Wallace Alston served as Moderator of the General Assembly of the Presbyterian Church in the United States — the highest honor that that denomination can give to any person. He is also the author of three books: *The Throne Among the Shadows* (1945), *Break up the Night* (1947), and *Mirrors of the Soul* (1953).

Prior to 1951 Agnes Scott had never had a presidential inauguration. When Dr. McCain became president in 1923, there was some thought of having a formal inauguration, and an invitation to be guest speaker was extended to President Emeritus M. Carey Thomas of Bryn Mawr. In his memoirs, Dr. McCain has this comment: “Her [Miss Thomas’s] reply was characteristic of her. In effect it was, ‘I do have another appointment at the time you suggest, but I would not wish to come anyway, because I feel that no man ought to be president of a woman’s college.’ That put a quietus on any inauguration, and I was glad of it,” wrote Dr. McCain.

No such “quietus” was placed on President Alston’s inauguration, however, and it is remembered as one of the most significant events in Agnes Scott’s history. This writer was present, and he can testify to the appropriateness of each aspect of the occasion. The event began on Monday night, October 22, 1951, and continued all day on Tuesday,

October 23. On Monday evening President Howard Foster Lowry of the College of Wooster gave a superb address entitled "The Time Beyond the Tower." Dr. Eleanor N. Hutchens, '40, who was the editor of the *Agnes Scott Alumnae Quarterly* in 1951, has this comment about Dr. Lowry's speech: "This address, made on the evening before President Alston's inauguration, was felt by many of the faculty and students to be one of the most memorable talks ever made at Agnes Scott. The Editor of the *Quarterly*, having read it four times in the process of preparing it for the printer as well as having heard it delivered, has been more deeply impressed with its quality and flavor with each reading."

More than two hundred representatives of other colleges and universities and learned societies attended the actual inauguration itself — 48 of them being the presidents of their respective institutions. President Sarah Gibson Blanding of Vassar College was the principal speaker and used as her provocative subject "As a Man Thinketh . . . So Is He." At the delegates' luncheon following the inauguration, the speaker was President Theodore Henley Jack of Randolph-Macon Woman's College. President Jack had taught President Alston when the latter was an undergraduate in college, and it was particularly appropriate for him to speak from his experience to his former student on the topic "The Task of a College President." In the early afternoon Agnes Scott formally dedicated the John Bulow Campbell Science Hall (see p. 124) and at 4:00 p.m. gave a reception honoring President and Mrs. Alston.

Of course, the high point of the inauguration was President Alston's address of acceptance. This writer still remembers the thrill that he experienced as Wallace Alston eloquently dedicated himself and his administration to continuing and strengthening Agnes Scott's great heritage — a heritage which he delineated as three-fold and yet inseparable: First, Agnes Scott had always placed emphasis on the liberal arts as the best means for equipping one to live a rich, full life. "The type of education offered at Agnes Scott is predicated upon the conviction that a mind trained to think is essential if life is to be unfettered, rich and free," said the President. Secondly, quality in the work done had always been a hallmark of Agnes Scott's academic credo. The new President stressed the need for an aristocracy of competence if a democratic society is to realize its potential. Finally, the President recommitted the College to its long-standing Christian moorings, stating unequivocally that he would have no interest in

being at Agnes Scott “if it were not for the fact that [the College] is determined to remain a Christian institution, not simply in name but in fact.” Emphasis on the liberal arts, work of high quality, and an unashamed commitment to the Christian faith — the union of these three strands into a unified whole had been the factors which had made Agnes Scott a distinguished College, said the new president; and as has already been stated, he dedicated himself and his administration to continuing and strengthening these emphases.

In the first few weeks of his administration, President Alston made two appointments which in their excellence and permanence revealed the uncanny judgment of people that was to characterize his presidency. After Mr. R. B. Cunningham’s retirement in 1943 from the post of business manager, the duties of that office for the remainder of President McCain’s administration were combined with those of the treasurer, and Mr. J.C. Tart functioned in both capacities. However, because the new president saw the wisdom of having two posts and because Mr. Tart was in poor health, Dr. Alston, almost immediately upon assuming office, relieved Mr. Tart of his duties as business manager and appointed to that position Mr. P.J. Rogers, Jr., who for several years had been Mr. Tart’s assistant. No more felicitous appointment was ever made at Agnes Scott than was that of Mr. Rogers, and for the next eighteen years until his sudden and untimely death at age 48 in 1970, he functioned with amazing efficiency and good humor in one of the most varied and difficult posts in the entire College. The second major appointment made by President Alston was that of Miss Laura Steele, ’37, to be Agnes Scott’s first director of admissions, a position which she was to fill with marked success for the next twenty-two years. She continued to serve also as assistant registrar until Dean Stukes’s retirement in 1957 when she became both registrar and director of admissions. Both of these people were far more to President Alston than mere administrators. They became his confidants whose advice he sought and whose judgment he listened to. Such was also true of Dean Stukes and Dean Scandrett, who were continued in their respective offices. Indeed, during President Alston’s administration, his principal administrative officers, no matter who they were, became a team working harmoniously with him and with one another — each one devoted to the President and fiercely loyal to Agnes Scott. For them, with the President setting the example, the College became a way of life.

President Alston at the beginning of his administration

understandably asked President Emeritus McCain for a copy of the College's operating budget that had been drawn for 1951-1952. To the new president's surprise and astonishment, he was told by his predecessor that Agnes Scott had no formal budget. It was known how much was obligated for salaries and fringe benefits, and from past experience it could be estimated what the regular recurring expenses would be, but as for having a budget allocating specific amounts to definite areas, there was none. Thus, one of the first innovations which President Alston initiated at Agnes Scott was the establishment of an annual budgeting process and the drawing of an annual budget which was approved by the Executive Committee of the Board of Trustees. He himself all through his administration stayed at the center of the budget-making process, and the final document was his personal handiwork. The budget was administered by the Treasurer, but it was created by the President. Thus, in a real sense, Dr. Alston was not only the president but also the chief fiscal officer of the College.

As has already been set forth (see p. 100), Agnes Scott and Emory began in 1939 a program of cooperation which proved mutually advantageous to each institution in the ensuing years. However, by 1951-1952 a real need had developed to modify this agreement. Consequently, in Dr. Alston's first year as President a joint committee was named to study the cooperative arrangements and make recommendations for changes as necessary. Agnes Scott's representatives on this committee were President Alston, Dean of the Faculty S.G. Stukes, and Professor Ellen Douglass Leyburn of the Department of English. Emory was represented by Dean of the Faculties Ernest C. Colwell, Dean of the College Judson C. Ward, and Professor Samuel M. Shiver of the Department of German. These six persons worked diligently and produced a new agreement which was ratified by each institution. Here is the new agreement:

#### A PLAN FOR COOPERATION BETWEEN AGNES SCOTT COLLEGE AND EMORY UNIVERSITY

With a frank acknowledgment of the inadequacies of their present inter-relationship Agnes Scott College and Emory University agree to establish a more effective pattern of cooperation.

The goals of this cooperation are:

- First, to reinforce the quality of liberal arts education;
- Second, to increase the range of studies within which students may follow their special interests;



Third, to use the resources of each institution for the enrichment of the curricula rather than for unnecessary duplication;

Fourth, to establish a community to which the members of both faculties will belong.

## I. THE BASIC PRINCIPLES OF COOPERATION

### IT IS RECOMMENDED:

1. That in undergraduate work the objective be to give the individual student the program most nearly conforming to his or her need, regardless of the institution in which the particular courses are offered;
  - 1A. That each institution carry this first principle to the point of encouraging a student to take his major subject in the other school when to do so is to the student's advantage;
  2. That in undergraduate work the institutions in consultation allocate instruction in particular areas;
  - 2A. That this allocation be any one of the following patterns:
    - Type 1: All instruction in the subject be given at only one institution; e.g., at present Geology at Emory and Astronomy at Agnes Scott.
    - Type 2: Instruction in the subject be given in both institutions, but one institution assume a larger responsibility than the other; e.g., at present Art at Agnes Scott, Economics at Emory.
    - Type 3: Instruction in the subject be given in both institutions with approximately equal institutional responsibility; e.g., at present, Education.

NOTE: Identical departments and courses where the need exists will be maintained.
  - 2B. That where a specific allocation of any one of these three types is established, the pattern of major and departmental requirements for students be worked out on a cooperative basis;
  3. That it be definitely understood that no attempt will be made to merge the two institutions, but that each will maintain its identity, operating under its own board of trustees and keeping separate and distinct its assets of every kind and such affiliations as have hitherto been maintained;
  4. That each institution arrange its course offerings in such credit-quantities that the option offered the student of taking work in the other institution is a live option;
  5. That graduate and professional degrees normally be given by Emory;
  6. That in the development of this program each school

recognize the desirability of admitting members of the other's college faculty to one faculty community; and in pursuit of this goal;

- 6A. That a new title (other than Visiting Professor) be adopted for faculty teaching in the second institution;
- 6B. That the graduate and professional faculties at Emory admit qualified members of the Agnes Scott faculty to participate in their work when such participation is regarded as desirable by the officers of the two schools;
7. That cooperation be continued between the libraries in purchases, loans, catalogue, etc.;
8. That the institutions encourage cooperation in extra-curricular activities;
9. That all items in the previous (1939) agreement between Agnes Scott and Emory not here specifically restated or revised be abrogated.

## II. ALLOCATIONS

### IT IS SUGGESTED:

#### Type 1

Geology — Astronomy  
Emory      Agnes Scott

1. That each dean arrange for course offerings so scheduled as to be easily available to students in the second school as an option for the satisfaction of the basic science requirement; that these courses be advertised on the second campus.

#### Type 1

Anthropology  
Agnes Scott

2. That Agnes Scott undertake to develop instruction in cultural anthropology.

#### Type 1

Librarianship  
Emory

3. That efforts be exerted to make Agnes Scott students aware of the undergraduate offerings in Library Science.

#### Type 2

Economics and Political Science  
Emory                      Agnes Scott

4. That Emory assume major responsibility for the continued development of these subjects.

#### Type 2

Music and Art  
Agnes Scott (Emory)

5. That Agnes Scott assume a major responsibility for instruction in Music and Art.

## Type 3

Education	Modern Languages
Agnes Scott-Emory	Agnes Scott-Emory
Classics	Bible & Religion
Agnes Scott-Emory	Agnes Scott-Emory
Philosophy	
Agnes Scott-Emory	

6. It is to be noted that this type of cooperation is already functioning in Education. It is suggested that explorations be carried out with other respective faculty groups as to the desirability and feasibility of Type 3 allocations.

## III. ADMINISTRATION

## IT IS RECOMMENDED:

1. That the cooperation between the two institutions be supervised by a Liaison Committee;
2. That the Liaison Committee be directed to review the status of cooperation at least once a year;
3. That recommendations on major changes in or extensions of cooperation be sent from the Liaison Committee to the presidents of the institutions for report to their Boards;
4. That adequate notice be given by either institution of desire to withdraw from any part of the agreement;
5. That the annual calendar be set up in consultation between representatives of the two institutions;
6. That the schedule of course offerings be planned in the Autumn for the following year on each campus; that each school consult the other in the development of these plans; and that those who are involved in the making of class schedules and the catalogue of course offerings confer in some established annual routine;
7. That each faculty continue to have the authority to arrange the course of study which its students take in the other institution (including summer work taken at Emory by Agnes Scott students); and  
That the reports on such work be sent directly to the controlling institution.

## IV. FINANCIAL

## IT IS RECOMMENDED:

That one institution not charge the other for courses taken by its students up to the level of the bachelor's degree (except that this shall have no reference to those courses

taken by Agnes Scott students in the Emory summer school);

That the Liaison Committee work toward an approximate equivalence in the instruction which each school provides to the other;

That the improvement of transportation between the schools be a joint responsibility;

That Emory accept the Agnes Scott student for summer work without a matriculation fee;

That each institution continue to give to full time faculty members of the other the same financial consideration for the education of their children that it gives to members of its own faculty;

That students in one institution may use the other's library facilities without charge.

Two excellent comments, one about the effectiveness of the old arrangement and the other concerning the working out of the new, were made by Professor Margret G. Trotter and Professor Ellen Douglass Leyburn, respectively, in issues of *The Agnes Scott Alumnae Quarterly* contemporary with these happenings (see XXX, No. 3 and XXXI, No. 2). Both were highly commendatory in their appraisals.

One of the provisions in the original agreement which was dropped from the new was that which prevented Emory from enrolling women in its College of Arts and Sciences. In 1939 Georgia State University was really non-existent as a college; DeKalb College did not exist, and Oglethorpe's enrollment was not large. With Emory prevented by its own agreement from enrolling women in its undergraduate college, Agnes Scott was the principal institution, along with Spelman College, where a local young woman could go to college and still live at home. The new agreement effectively changed this circumstance and directed Agnes Scott toward becoming increasingly a residential college with more and more of its students coming from outside the Atlanta area. In 1951-1952, there were 473 students — 317 residential and 156 day students. Ten years later there were 650 students — 592 boarders and 58 day students — figures which illustrate one of the results of the new agreement.

Student housing was rapidly becoming an acute problem at Agnes Scott. In 1951-1952 there were only three dormitories — Main, Rebekah Scott, and Inman — plus six cottages (Boyd, Cunningham, Gaines, Lupton, Mary Sweet, and Ansley) accommodating 317 boarders and all full. To begin to deal with this situation, the Trustees

in November, 1952, authorized the construction of a new dormitory to be known as Hopkins Hall in memory of the College's first dean. Ever since Dean Hopkins' death, it had been planned to erect a dormitory in her memory, and during the period 1939-1944, the alumnae raised \$100,000 for this project. Conditions occasioned by World War II made it impossible to go forward with the building at that time, and although the College added \$25,000 to the amount raised, the post-war rise in prices continued to prevent starting construction. By 1952 it became apparent to the Trustees and the administration that the building must be erected. It was estimated that this new dormitory would cost \$200,000, and although all the money was not in hand, the Board authorized the building and named President Alston, President Emeritus McCain, and Chairman Winship a committee to supervise the building and the raising of the additional funds. Hopkins was completed in time for the opening of the College in September, 1953. It houses fifty students and a senior resident, and the total cost was \$227,205, including furnishings and landscaping. The architects were Logan and Williams, and the builders were Barge-Thompson. The site of the new dormitory is just north of the alumnae garden, which the building fronts. In the summer of 1952, White House, which was no longer used except for storage purposes, had been razed, and this removal had made room for Hopkins Hall. It will be recalled that White House (originally the Allen House) had formerly stood where Main now is and that it was the building occupied by the Decatur Female Seminary in 1889. In 1890 it had been purchased by Col. George Washington Scott and moved to a site just north of where Inman Hall now stands.

Hopkins Hall was officially dedicated on September 30, 1953. President Alston presided, and the two principal addresses were made by Dean Carrie Scandrett and President Emeritus McCain. Dean Scandrett's topic was "My Personal Impression of Miss Hopkins," and Dr. McCain's address was titled "The Permanent Contribution of Miss Nannette Hopkins to Agnes Scott."

At the annual meeting of the Board of Trustees on May 30, 1952, President Alston, at the end of his first year in the presidency, made the following recommendation which was unanimously adopted:

That a strong committee from our Board be appointed to advise with me about plans for the future development of the college, and to chart a long-range program, possibly culminating in the seventy-fifth anniversary of the College in 1964.

Chairman Winship, having been authorized to appoint this "Development" Committee, named the following persons: J. R. McCain, chairman; George Winship, George W. Woodruff, G. L. Westcott, Mrs. Letitia Pate Evans, Mrs. Annie Louise Harrison Waterman, John A. Sibley, and Hal L. Smith. A year later on June 5, 1953, this committee presented its report and recommendations. No more important action was ever taken by the Board than when it approved this report, for by this action Agnes Scott was launched on its Seventy-fifth Anniversary Development Program which by 1964 was to add more than \$12,000,000 to the assets of the College. As set forth in detail, this report was as follows:

### AGNES SCOTT'S LONG-RANGE DEVELOPMENT PROGRAM

(culminating in the observance of the seventy-fifth anniversary  
of the College in 1964)

#### I. BUILDINGS, GROUNDS AND EQUIPMENT

Hopkins Hall — construction of new Freshman dormitory to house fifty students, furnish building and landscape area adjacent to Alumnae Garden	\$ 225,000.
Modernization and Renovation of Buildings — fire-proof stairs and other improvements of Inman, Rebekah Scott and Main	150,000.
Large Additional Dormitory — to accommodate approximately one hundred fifty students, enabling us to discontinue the use of cottages for student housing	575,000.
Faculty Center — probably a homelike one-story building with ample parlor and kitchenette facilities	75,000.
Art Building — classrooms, lecture rooms, gallery, etc.	300,000.
Faculty Housing — addition of several houses for faculty families, improvement of faculty houses now in possession of College, and erection of attractive unit of faculty apartments	225,000.
Arboretum, Outdoor Amphitheatre, Landscaping — improvements on campus (i.e. removal of cottages, old science hall, etc.)	125,000.

Student Center — with recreation rooms, offices for student publications, student activities, snack bar, etc.	300,000.
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	\$ 1,975,000.
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## II. ENDOWMENT

Scholarships	\$ 500,000.
Lectureships	30,000.
Frances Winship Walters Infirmary	185,000.
Letitia Pate Evans Dining Hall	500,000.
History and Political Science	500,000.
Biology	500,000.
Chemistry	500,000.
Physics	300,000.
*English	300,000.
Astronomy	250,000.
Modern Languages—French, German, Spanish	535,000.
Classics	250,000.
Economics	200,000.
Sociology	300,000.
Anthropology	175,000.
Physical Education	325,000.
Music	500,000.
Art	500,000.
Speech	200,000.
Bible	300,000.
Philosophy	300,000.
Mathematics	300,000.
Psychology	300,000.
Education	300,000.

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	8,050,000.
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Total	\$10,025,000.
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\*Our English Department is our largest and is the only department for which considerable endowment has already been secured.

This total goal of \$10,025,000 was subsequently augmented by \$450,000 to care for a second large dormitory, so that by the time the Anniversary Development Program moved into the intensive campaign stage, the goal was \$10,475,000. Nobody knew where this

money was coming from; thus, the Trustees took a “leap of faith” based on the College’s needs. The story of how this goal was more than reached will be of concern later in this account.

As has already been pointed out, Agnes Scott in 1938 began its honors program for particularly well qualified seniors (see pp. 116). However, by the early 1950’s there was a growing judgment in the faculty that this program needed to be “opened up” so that more students could benefit from the experience of doing independent research. The possibility of a change was thoroughly studied by the Curriculum Committee, and on April 1, 1953, the Academic Council enacted a program of independent study to replace the honors program which had served for fifteen years. One of the principal changes in the new program was the elimination of the written and oral examinations which had frightened some capable students away from the honors program. Here is the program of independent study as enacted by the Academic Council — a program which continues with little change to the present time:

#### Program of Independent Study

In lieu of our present 415 and 499 courses we offer Independent Study as course 490.

That the basis for admission to the program be a minimum of 240 merit points at the end of the second quarter of the junior year. The Dean of Faculty will notify eligible students in the third quarter of the junior year after prior consultation with major departments and will advise them to consult with the major department on the advisability of their undertaking the program of independent study.

It is understood that the final decision as to a student’s participation in the program will rest with the major department and that no department should feel obliged to offer independent work when staff limitations make it inadvisable.

That the program of independent study be offered for one, two, or three quarters and for three or five quarter hours, at the discretion of the major department. However, under no circumstances will a student be permitted to take more than ten hours in this program.

A student may count a maximum of ten hours of the independent study beyond the present major limitations.

That a copy of the paper or other written work submitted by the student be filed with the faculty committee supervising the program.



Each department shall prescribe the methods of testing students on the independent work. It is understood that all students will take examinations in regular courses.

That the basis for graduation honors be as follows:

For graduation With Honor:

450 merit points, of which at least half shall be earned in the junior and senior years, with not more than eighteen hours below C in the entire program

OR

400 merit points, of which at least half shall be earned in the junior and senior years, with not more than eighteen hours below C in the entire program, and provided that a minimum of six hours, distributed over two quarters, be earned in independent study.

For graduation With High Honor:

450 merit points, of which at least half shall be earned in the junior and senior years, with not more than eighteen hours below C in the entire program, and provided a minimum of six hours, distributed over two quarters, be earned in independent study.

Three-year students must meet the following requirements:

For graduation With Honor:

350 merit points, of which at least two-thirds shall be earned in the junior and senior years, with not more than eighteen hours below C

OR

320 merit points, of which at least two-thirds shall be earned in the junior and senior years, with not more than eighteen hours below C in the entire program, and provided a minimum of six hours, distributed over two quarters, be earned in independent study.

For graduation With High Honor:

350 merit points, of which at least two-thirds shall be earned in the junior and senior years, with not more than eighteen hours below C, and provided a minimum of six hours, distributed over two quarters, be earned in independent study.

Two-year students must meet the following requirements:

For graduation With Honor:

240 merit points, with not more than nine hours below C.

OR

225 merit points, with not more than nine hours below C,

and provided that a minimum of six hours, distributed over two quarters, be earned in independent study.

Note: two-year students may not graduate With High Honor.

Every student graduating With Honor or With High Honor must be recommended by her major department and must have been on the honor roll at least one year, and that the junior or senior. All graduation honors must be voted by the faculty.

That a standing committee on the program of Independent Study be created in lieu of the present committee on the honors program.

Less than two weeks after the action establishing the program of independent study, the faculty adopted a report which slightly altered procedures in the determining of academic policy as far as the curriculum was concerned.

As previously noted (see pp. 59-60), responsibility for academic policy was, under the Board of Trustees, lodged with the Academic Council, not with the faculty. Apparently there was some restiveness in the faculty concerning this procedure, so much so that President Alston appointed a special faculty committee to investigate this whole area of academic activity and make recommendations, as appropriate. At a faculty meeting on April 10, 1953, the following report was submitted and adopted:

#### Report of the Special Committee on Academic Policy

This committee was appointed by President Alston to study the problem of the determination of academic policy, specifically the organization and procedure by which changes in curriculum and academic requirements are effected, with the object of achieving greater democracy and more general faculty participation in policy formation. We wrote to sixteen liberal arts colleges, and received detailed replies from all sixteen, together with printed matter from several of them. In each of these there exists a faculty committee, elected or appointed from the various divisions of learning, to whom such matters are referred for study. In all sixteen any proposed curricular changes are brought before the entire faculty for discussion, and in fifteen of the sixteen changes can be made only by vote of the faculty. At one of these colleges only does final action rest in the hands of a committee.

It is the feeling of this committee that our system under which the Curriculum Committee is the deliberative body and the Academic Council the executive body has in the past been somewhat less than democratic, and has not been conducive to a lively interest in matters of curriculum on the part of those faculty members who were not members of either of these two bodies.

Under our present system the constitution and functions of the Academic Council are prescribed by the By-Laws of the trustees, which state that the Council "shall consist of the President, the Deans, and the heads of the various College departments," and that "the Council shall have the power to determine the academic policy of the College, to fix requirements for admission and for the degree, and to approve the courses of instruction offered by the various departments." Hence any change in the system would require a change in the By-Laws of the trustees, and such action as we may propose is only in the nature of suggestion or recommendation.

The committee makes the following recommendations:

1. That the Curriculum Committee, appointed by the President in consultation with the Committee on Committees, shall continue as that body to which all suggestions for changes in curriculum or academic requirements are brought, whether by the Administration, the departments, or individual faculty members; that this Committee shall continue to be an advisory and deliberative body, whose function it is to consider all problems connected with the curriculum and to study all proposed changes with such help from sub-committees as it may deem advisable.
2. That proposed changes in curriculum, educational policy, or academic requirements shall be brought before the faculty for discussion in faculty meetings before action is taken by the Curriculum Committee, and that the faculty shall indicate by vote where it recommends to the Academic Council that such changes be adopted or rejected.
3. That the final decision in matters of the determination of academic policy shall rest, as it does now, with the Academic Council, and that this Council shall consist of the President, the Deans, and representatives of the various academic departments, to be appointed by the President in consultation with the Committee on Committees.

Added by faculty action: Final decisions to be reported by the Council to the faculty as information.

4. That the title "Head of Department" shall be changed to "Chairman of Department," with the suggestion that in the future a system be devised by which the chairmanship may rotate among the members of a department.

Respectfully submitted,

Muriel Harn  
George P. Hayes  
S.G. Stukes  
Leslie J. Gaylord

Two comments seem appropriate to this report: (1) The authority of the Academic Council over academic policy remained unchanged; (2) the term "Chairman of Department" came into use. Prior to this time "Department Heads" were appointed, and they served until they retired or resigned. Under the new procedure, the President could rotate department chairmen. It should be noted, however, that for all practical purposes this new procedure was not retroactive; thus, it took many years for the procedure of rotating departmental chairmen to become fully operational.

Beginning in the 1953-1954 academic year, under a grant from the Fund for the Advancement of Education of the Ford Foundation, Agnes Scott became a participant, along with Emory, Oglethorpe, and the Westminster Schools, in an activity called the "Atlanta Experiment in Articulation and Enrichment." The purpose of this experiment, as President Alston stated in his annual report for 1953-1954 was "the enrichment of the curriculum in the last two years at the Westminster Schools and the first two years of the colleges involved." A steering committee made up of representatives from the four institutions (Dean S.G. Stukes and Professor Emma May Laney were Agnes Scott's members.) supervised the experiment, and subject-matter committees from the disciplines of English, history, mathematics, foreign languages, and science worked together to coordinate the curricula of the institutions with the purpose of enrichment and the elimination of duplication between the last two years of secondary school and the first two years of college. In addition, observers from the Atlanta, Fulton County, and DeKalb school systems also participated. The whole experiment was designed to last seven years before being gradually phased out. The program was ambitious and freighted with potential, but its ultimate goals were never fully realized. To have achieved its purposes the participating students at Westminster would have needed to attend college at one of the participating institutions, and no way was provided for controlling a secondary school student's choice of college. On the plus side, the experiment developed a more acute awareness on the part of the secondary school and the colleges of the need to coordinate more effectively the work of the eleventh, twelfth, thirteenth, and fourteenth years of a young person's education.

During 1952-54, the faculty was engaged in a rather thorough self-evaluation study of Agnes Scott College. This study was undertaken on the recommendation of the Committee on Higher Education of the

Board of Christian Education of the Presbyterian Church in the United States. It was quite comprehensive in nature, involved a sizeable number of faculty members, and preceded by approximately ten years, the first decennial self-study subsequently required by the Southern Association of Colleges and Schools. Something of the scope of this study can be ascertained from the six major areas to which it directed itself:

1. Objectives of the educational program.
2. Student clientele.
3. Adequacy of staff including levels of preparation and compensation.
4. Adequacy of physical plant and equipment.
5. Efficiency of business management.
6. Program of financial support.

This study involved only the faculty, and the final recommendations went to this group. The Trustees were not brought in; thus, the effort was not a fully definitive one. As a result of this study, several committees were established to work with the President concerning the size of the student body, the area of sophomore counseling, and the adequacy of the bookstore. Also growing out of this study, the curriculum committee was to effect an on-going program for evaluating requirements for admission; the public relations area was to be strengthened; a student-aid program based on need was endorsed; the efforts to improve both faculty compensation and opportunities for study leaves were commended; the policy of not allowing a major in education was approved; the library committee was asked to seek to have the library open for longer hours with trained personnel on duty; and a strong recommendation was adopted asking for a “combination post-office-mimeo-supply room to be operated under the supervision of the Business Manager’s office with a competent staff employee and service throughout the day.” The submitting of annual requests each spring for departmental needs also resulted from this study. President Alston took all these recommendations very seriously and over a period of time found ways and means to implement them, and in many instances far exceeded the expectations and hopes voiced in this self-study of the early 1950’s.

November 14, 1954, is a watershed date in the history of Agnes Scott College — a date of equal importance with July 17, 1889, when the little group first met to consider establishing a school in Decatur. On

November 14, 1954, Mrs. Frances Winship Walters died, and by her will Agnes Scott became the residuary legatee of her estate. At the time of her death, Mrs. Walters' bequest amounted to over four and a quarter million dollars — more than doubling the College's endowment. The Walters Fund, which is maintained as a separate entity in Agnes Scott's endowment portfolio, has today a value of over \$30,000,000. President Emeritus McCain called Mrs. Walters the second founder of Agnes Scott — and indeed she was!

Mary Frances Winship was born in Atlanta on September 25, 1878. She was the youngest daughter of Mr. and Mrs. Robert Winship and grew up in the Inman Park section of the city. She enrolled in Agnes Scott Institute in the autumn of 1892 and continued for two years until the spring of 1894. On October 2, 1900, she was married to George C. Walters, and every evidence indicates that this union was a very happy one. Young George Walters died after a brief illness in 1914, and thereafter his wife remained faithful to his memory and never remarried, living as a childless widow for forty years. Mrs. Walters made her first gift to Agnes Scott in 1920 when she contributed \$1,000 to establish the George C. Walters Scholarship — later augmented to \$5,000. In 1940 she gave \$50,000 to set up the Frances Winship Walters Foundation at Agnes Scott. She contributed twice toward the erection of Hopkins Hall, provided the funds for the McCain Entrance to the front campus, and in 1949 gave the money to build and equip the infirmary (see p. 121). The memorial adopted by the Trustees on December 13, 1954, reads, "She never waited to be *asked* for support, but always volunteered her generous donations." In 1937 Mrs. Walters was elected a trustee of Agnes Scott, and in 1947 the Board named her its vice chairman, a post she filled until her death. Dr. McCain has commented that during the dark, post-depression days, she called him one day to encourage him by telling him that she was including Agnes Scott in her will. However, it was the seventy-fifth anniversary development program, projected in the first year of President Alston's administration, that opened up for Mrs. Walters what a really substantial legacy could do for Agnes Scott. She was an "insider" in the group that drew up this development plan, and she apparently caught a new vision of the kind of college her alma mater could become, provided the necessary funds were available. As a result, she re-wrote her will and made Agnes Scott her residuary legatee. Mrs. Walters very wisely divided her bequest into two equal parts. One part came immediately to the College; however, in order to receive the

second part, Agnes Scott was required to match its corpus dollar for dollar with new money. Meanwhile, as this matching process was going on, the College received the income from the total legacy. Suffice it to say, through gifts received during the seventy-fifth anniversary campaign, Agnes Scott met the terms of the matching provisions in full.

Two other bequests that came to Agnes Scott in the early 1950's should be noted, particularly in that they came from faculty members. On February 27, 1952, death came for Dr. Elizabeth Fuller Jackson, who was a member of the Department of History from 1923 until 1952. By the terms of Professor Jackson's will, the College was the residuary legatee of her estate, a bequest which amounted to more than \$78,000. In like manner, Agnes Scott received the residuum from the estate of Dr. Mary Frances Sweet who served as College Physician and Professor of Physiology and Hygiene from 1908 until her retirement in 1937. Until her death in 1954 she continued to live on the campus, blessing all who had contacts with her. The resolutions adopted by the Board of Trustees at the time of her death called her one of the "greats" in Agnes Scott's history. By the terms of Dr. Sweet's will the College received more than \$183,000.

In late 1955 the Ford Foundation announced a gift of \$210,000,000 to be distributed among America's 615 fully accredited private colleges and universities, the amount each institution received to be approximately that of its "1954-55 payroll for full-time teachers in the Arts and Sciences. In addition, 126 carefully chosen colleges and universities [were] given Accomplishment Grants." The statement from the Ford Foundation concerning these 126 Accomplishment Grant institutions reads as follows:

The colleges and universities offered grants under the latter (Accomplishment Grant) programs are those which appear, among the institutions of similar type in their regions, to have made outstanding effort throughout the period since World War II to raise the economic level of their teachers and to recognize in other ways the central importance of the faculty in the educational process.

Agnes Scott was understandably gratified to be the recipient of both types of grant, the total amounting to \$285,300 to be used to provide endowment income for improving faculty salaries.

In this connection, it is interesting to note that in the first five years of President Alston's administration the minimum salaries for each

faculty rank increased by the following percentages: “professor, 41%.; associate professor, 46%; assistant professor, 57.7%; instructor, 54.7%.” It is not surprising then that Agnes Scott was among the 126 institutions receiving a Ford Accomplishment Grant.

Another significant step of this period was Agnes Scott’s introduction of the tests of the College Entrance Examination Board as one of the criteria in the admission of students. In June of 1954, Dean Stukes reported to the Trustees that all “new students accepted thus far for 1954-1955 have taken these national examinations.”

Because of the increasing number of applicants and because of the need for housing students in facilities other than the “cottages,” there was an increasing necessity that the College build another large dormitory. Mrs. Walters fully understood this need, and prior to her death she had committed herself to provide the funds for this building and had even selected its site. Thus, subsequent to her death, the Trustees took immediate steps to carry out her plans. On December 13, 1954, the Board in a special meeting unanimously adopted this recommendation from its Finance Committee and the administration:

In view of the College’s critical need for a new dormitory and Mrs. Walters’ explicit desire and intention, the Finance Committee joins with the Administration of the College in making the following recommendations to a special meeting of the Board of Trustees called for December 13, 1954:

1. That we proceed as soon as feasible to erect and furnish adequately the new dormitory as planned by the Administration working with Ivy and Crook, Architects, and Barge-Thompson, Builders.
2. That the new dormitory be named the “Frances Winship Walters Hall,” dedicated to the memory of Mr. and Mrs. George C. Walters.
3. That the dormitory be financed by involving part or all of the income from the Walters’ estate for the period necessary to pay for the enterprise, and that the Officers of the College be authorized to borrow from the Trust Company of Georgia sufficient funds to erect the dormitory and acquire the necessary or desirable furnishings, and to repay the same from the income of the Walters’ estate or trust.

Walters Hall was completed in time to be used at the beginning of the 1956-1957 session. Its approximate cost was \$700,000. It accommodated 146 students plus the requisite senior residents. It also



provided both a suite for College guests and a large recreation area. To make room for Walters Hall, it was necessary to raze both the Lowry Science Hall, which was no longer used, and the Mary Sweet Cottage, the name given to the old infirmary. The erection of Walters Hall also permitted the College to raze both Boyd and West Lawn Cottages as well as to convert other cottages for faculty housing and to utilize Lupton as a faculty club.

During this same period extensive renovations were carried out in Main, Rebekah Scott, and Inman. These rather costly renovations were necessary to bring these three dormitories up to the standards of the Fire Marshal of Georgia. Also as a part of general improvements, these years saw the conversion of the boilers in the steam plant from coal to oil and gas.

A situation freighted with tremendous significance developed in the spring of 1956. President Alston had followed the usual practice of inviting the baccalaureate preacher well in advance (in this instance 18 months). For the 1956 commencement the person selected was the eminent theologian Nels F.S. Ferré, Professor of Philosophical Theology in the Divinity School of Vanderbilt University. Many months before Commencement, Professor Ferré accepted Agnes Scott's invitation. Some weeks prior to the Commencement season, two long-time Trustees of the College requested that the President cancel the invitation to Dr. Ferré on the grounds that his beliefs, doctrines, and writings were not theologically "sound." The demands of these two trustees were so serious and insistent that Acting Board Chairman George W. Woodruff (Chairman Winship was mortally ill.) appointed a special committee "to study criticisms of the writings of Dr. Ferré and to consider the advisability of his appearing for his engagement in June." At the annual meeting of the Board on May 11, 1956, this committee presented its findings and recommendations:

Your Committee has been informed that a request to cancel the engagement with Dr. Nels F.S. Ferré, as Baccalaureate Speaker for the Class of 1956, of Agnes Scott College, has been presented to the officials of the College by two respected Trustees, by a petition signed by sixteen alumnae and friends of the College, by the urgent demand of a small group of interested friends in the Atlanta area, and by a few anonymous letters and telephone calls. It has further been informed that this request for the cancellation of Dr. Ferré's engagement is on the grounds that he is a blasphemer of Christ and a person unfit to appear at Agnes Scott College. The Committee has read rather widely distributed

pamphlets attacking the Christian theology of Dr. Nels F.S. Ferre, which pamphlets have been cited by the above-mentioned groups. We find them to be, in part, an attack on the National and World Council of Churches, which Councils the pamphlets declare to be apostate, with the specific criticism of Dr. Ferre as one who is 'highly recommended by practically every high official' of these Councils. We have read the quotations from Dr. Ferre's works, set forth in these pamphlets, and have read them within the context in which Dr. Ferre wrote them. It is our conviction that the attacks and criticisms of these pamphlets are unjust and misleading since the meaning of most of the statements quoted from Dr. Ferre's writings is limited or perverted by their being lifted out of the context in which they were originally written. We recognize that it is easy to lift quotations from writings, which quotations thus lifted, completely misrepresent the meaning the author intended to convey.

We recognize that there are elements in Dr. Ferre's thinking which may not be in complete accord with the theological position of members of the Board, the Administration, or the Faculty of Agnes Scott College. However, we in no way agree that Dr. Ferre is a blasphemer of Christ, or is in any manner unfit to appear at Agnes Scott College as a speaker. We recognize that Agnes Scott has been, and continues to be, a Christian liberal arts college with emphasis in its curricula and in its devotional life on evangelical Protestant Christianity. We also recognize the long established policy of academic freedom in which preachers and lecturers have been, and continue to be, invited to speak on the campus of Agnes Scott, expressing a variety of theological, educational, philosophical, economic, and political points of view. We believe such a policy of academic freedom is consistent with the position of Agnes Scott as a Christian college and essential to the adequate liberal arts training of our students. We reaffirm our opposition to the view that students, in their Christian academic training, must be protected from reading or hearing points of view not in accord with the particular theological position of members of the Board and Administration and of the Church with which Agnes Scott College has been long associated.

We, therefore, recommend to the Board of Trustees of Agnes Scott College that the Board support the Administration in its refusal to cancel its invitation to Dr. Nels F.S. Ferre to be the Baccalaureate Speaker for the Graduating Class of 1956.

We further recommend that the Board reaffirm its unbroken policy of inviting to the campus lecturers and speakers who are leaders in their respective fields of endeavor, with the confidence that the Administration of the College will exercise all possible wisdom and discrimination in such invitations, constantly keeping in mind that the College exists to develop Christian

character to the glory of God. It is specifically understood that (as in all the past) such invitations do not imply complete endorsement or approval of all that the lecturers or speakers have to say.

Respectfully submitted,

(signed)

J.R. McCain

(signed)

John A. Sibley

(signed)

Harry A. Fifield, Chairman

As an addenda to the report, Dr. Fifield, who was minister of Atlanta's First Presbyterian Church, informed the Board that subsequent to the completion of the report, twenty-three elders of the Decatur Presbyterian Church had signed a petition "urging the cancellation of Dr. Ferre's engagement." Dr. Fifield moved the adoption of the report, and Trustee John C. Henley, III, of Birmingham seconded the motion. After voting down a substitute motion to rescind the invitation, the Board overwhelmingly voted to adopt the committee's report (20 votes for — 2 against). This action by the Trustees was a great victory for the College. It meant that Agnes Scott was a place where all points of view might be heard and that censorship of the choice of speakers was not to be countenanced. The Board's action was also a ringing endorsement of confidence in President Alston and his leadership.

All through this episode Acting Board Chairman George W. Woodruff evidenced wisdom of the highest order. His steady influence on the Trustees and his fairness in approaching the whole matter place the College forever in his debt.

On the afternoon of the day the Trustees met, the faculty held its regular monthly meeting at which time President Alston informed the group of the Board's action concerning the invitation to Dr. Ferre' and shared with them the report which the Trustees had adopted. At the conclusion of the President's summary, on motion by Professor Emma May Laney, the faculty gave a rising vote of thanks. Subsequently, on May 17, 1956, the faculty met voluntarily and unofficially, the President not being in attendance, and adopted the following resolution:

The faculty of Agnes Scott College wishes to convey to the Board of Trustees its profound appreciation of the firm stand which the Board has taken on the matter of the invitation to Nels F.S. Ferre'. We all rejoice in the strong re-affirmation by the Board of the principles of academic freedom, and we as a faculty pledge our

continuing loyalty to the convictions expressed in the resolution of the Board concerning the purpose and function of the College as a liberal arts institution with an avowed Christian commitment. We are grateful for the privilege of having our part in the life and work of the College under such leadership as has been exercised in this situation and look forward to continued happy relationships under the leadership of the Board of Trustees and the President.

The committee appointed to communicate this resolution to the Trustees consisted of Professors Emma May Laney, chairman, Catherine S. Sims, Paul L. Garber, and Henry A. Robinson.

Prior to the Board meeting on May 11, 1956, Agnes Scott had no official statement on academic freedom as applied to the faculty. At that meeting the Trustees approved the following statement, written by President Alston, as the College's position on academic freedom:

We are proud of a tradition that assumes and safeguards the freedom of the faculty members to think, to speak, to write, and to act. It is expected that faculty members will exercise this freedom with due regard for the purposes and ideals of the College, with common sense, and with a maturity that discriminates between the irresponsibility of license and the responsibility of true liberty.

This particular statement of the Board was followed up by an equally unequivocal statement by the President concerning his conviction that faculty and staff members should support the Christian purposes and ideals of Agnes Scott:

The faculty and staff members at Agnes Scott support wholeheartedly the Christian ideals of the College and the religious program that is integrated with the whole academic procedure. The long-time policy of the College is to choose only those who are sincerely committed to Jesus Christ as Lord and Saviour, encouraging them to affiliate actively in the church of their choice in this community. While it is true that the President of the College, under the rules of the Board, is required to sign a theological and ecclesiastical credo, there is absolutely no theological or ecclesiastical requirement of a member of our faculty or staff. It seems to me that this practice is in line with the ideals and purposes of the College. It is my recommendation that the Board reaffirm this policy and that the President be authorized to make use of this statement [the one on academic freedom] at his discretion. It is my firm intention, no matter how scarce teaching personnel may become, to continue to use this criterion (i.e. to find people committed to the Christian faith and practice) in the selection of those who are brought to Agnes Scott.

It is, of course, no surprise that the Trustees endorsed this practice and intention of the President.

As has already been set forth (see p. 34), the birthday of George Washington Scott (February 22) was designated as Founder's Day at the College. For many years this date was celebrated as a holiday; however, the Board at its annual spring meeting of 1956 directed that "the College discontinue Founder's Day (February 22) as a holiday, effective in 1957, in order that the day be observed in a more significant fashion and also to add a much needed day of class work for the winter quarter."

On June 20, 1956, Mr. George Winship died after a long illness. He had become a member of the Board of Trustees in 1931 and had been elected chairman in 1938, a position he filled continuously until his death. The official statement of appreciation of Mr. Winship is quoted herewith in full:

#### GEORGE WINSHIP

The death of George Winship on June 20, 1956, removed from Atlanta and Georgia one of our great leaders. He was in his 72nd year, and his life had been full of service. In his own business he had been quite successful, and he had been called to serve as director in many other important enterprises.

He will be longest remembered in the community for his services to the church and to several educational institutions. In all those relations, he gave unstintingly of his time, thought, prayers and his own personality.

Agnes Scott College has the greatest cause to be thankful for him. He served as Chairman of the Board of Trustees for eighteen of its most fruitful years. He was the fifth Chairman in the sixty-seven years of the College, and one of the very best.

Mr. Winship was elected to membership on the Board on May 29, 1931, in the midst of the depression years. Almost immediately he was asked to lead one of the most difficult campaigns ever undertaken by Agnes Scott, and it was a great success. He served as chairman of the other three large campaigns while he was a member of the Board, and all of them exceeded their goals.

On the death of Mr. J.K. Orr, Mr. Winship was chosen as Chairman of the Board on October 4, 1938, and continued until the time of his death. During this period of 18 years, the assets of the College increased from \$3,500,000 to \$12,500,000, and his strong leadership was most valuable in the growth.

Among the notable buildings erected during his period as Chairman are Presser Hall, the Infirmary, Bradley Observatory,

Evans Dining Hall, Hopkins Hall, Campbell Science Building, and the new Walters Dormitory. In addition, Main Building, Inman, and Rebekah Scott were thoroughly renovated at a greater expense than their original cost.

The trustees, faculty, students and alumnae enjoyed having Mr. Winship as their official head. He took a real interest in all groups and in many individuals. He was always on hand when needed, never missing a Board meeting or any important function which he was to share. He greeted the college community at the opening of each session, and delivered the diplomas with a happy smile to the graduates at commencement.

He was quick to express his appreciation of any effort in behalf of Agnes Scott and was always steady and dependable in any time of stress or discouragement. His connection with the College was widely known and was a great asset to the institution. He valued the spiritual emphases on the campus and often spoke to others of them.

He was always modest and retiring. He was a man of faith and of strong Christian character. His own character gave meaning to his efforts in character-building for others. The whole Agnes Scott family have lost a true friend and a great leader, and we will long honor his memory.

On November 16, 1956, the Trustees in a called meeting elected Mr. Hal L. Smith to be the sixth chairman of the Board of Trustees — a post he was to hold until his resignation in 1973. The new chairman was a native Atlantan and a graduate of the Georgia Institute of Technology. At the time of his election, he was president of the John Smith Company, one of Atlanta's major automobile dealerships — a business which his grandfather and father had formerly headed and over which his son presently presides. Mr. Smith was for a number of years active in such local enterprises as the Georgia Tech National Alumni Association, the Atlanta Chapter of the American Red Cross, and the Community Chest. He also served a term as the President of the Atlanta Rotary Club and was for many years an elder in the First Presbyterian Church of Atlanta. He was likewise a long time director of the Atlanta Citizens and Southern National Bank. Mrs. Smith is the former Julia Thompson of Agnes Scott's Class of 1931. For the next seventeen years Hal L. Smith played a major role in everything having to do with Agnes Scott.

At the same meeting in which the Trustees elected Mr. Smith as chairman, the Board received a proposal from the Charles Loridans Foundation, Inc., offering to establish at Agnes Scott the Adeline

Arnold Loridans Chair of French in memory of the wife of Charles Loridans. The Trustees, with great appreciation, accepted this offer, which has been considerably augmented financially in ensuing years by this Foundation. Mrs. Loridans graduated from Agnes Scott Institute in 1901 and subsequently taught French in the Atlanta Public Schools. It was very appropriate that Agnes Scott's first named professorship should be in memory of an alumna. The Adeline Arnold Loridans Professorship through the years has ordinarily been held by the chairman of the Department of French.

In the spring of 1957 an important change was made in the College calendar when Alumnae Day was shifted from commencement weekend to a date in April. For years Alumnae Day had been on the Saturday preceding baccalaureate Sunday and commencement Monday. After a careful investigation by the Executive Board of the Alumnae Association, the change of date was made. Understandably the seniors and their parents were on "center stage" at the commencement season. Also the returning alumnae merited full attention. It was, therefore, very difficult for the President, the Deans, and the faculty to concentrate appropriately on either group. The separation of these two events has proved through the years to be a very happy resolution of this dilemma.

After forty-four years at Agnes Scott, Dean Samuel Guerry Stukes reached the mandatory retirement age on June 30, 1957. Over the years Professor Stukes filled many posts, and at the time of his retirement he was Dean of the Faculty, Registrar, and Chairman of the Department of Psychology. March 29 was S.G. Stukes Day! Plans for this celebration had been in formulation since the preceding autumn, and everybody was aware of what was planned. The celebration was a surprise to him. A "this is your life" skit was presented in Gaines Chapel, followed by a luncheon in Evans Dining Hall. Then, after the luncheon, he was presented with a new automobile. The whole event was one of great fun and appreciation for an Agnes Scott "great." The editor of *The Agnes Scott News* had this comment:

"We love you, Mr. Stukes." So read the dinner napkins at a recent festive occasion, and so run our sentiments. Never has there been a friend so consoling, or dean so deserving of love and praise. Six hundred strong, united in secret, then openly exultant, we join to express a portion of our gratitude to one who has ever given untiringly of himself in service to students and the college. Truly, there will never be another S.G. Stukes!

Also in tribute to Dean Stukes, the Trustees established three Samuel Guerry Stukes Scholarships. These scholarships are awarded each year to the "three students who rank first academically in the rising sophomore, junior, and senior classes." Receiving one of these scholarships is obviously one of the highest honors a student can achieve. It is highly fitting that Dean Stukes' memory is perpetuated in academic excellence.

To fill the administrative vacancies occasioned by Professor Stukes' retirement, the Board of Trustees, on President Alston's recommendation, named Professor C. Benton Kline, Jr., to be Dean of the Faculty and Miss Laura Steele to be Registrar. Professor Kline had joined the Agnes Scott faculty in 1951 and had already proved to be one of the most effective teachers in the College, respected and admired by faculty and students alike. A graduate of the College of Wooster, he received graduate degrees from Princeton Theological Seminary and Yale, earning his Ph.D. degree from the last named institution. Miss Steele, an Agnes Scott graduate in the class of 1937, with a master's degree from Columbia University, was already Director of Admissions and Assistant Registrar. She just added another full-time job to those she already had.

A post World War II development in American higher education was the establishment of state associations by non-tax supported colleges to appeal jointly to business and industry for contributions to the current operating budgets of colleges in their area. Legal interpretations of tax statutes had given the "green light" to businesses to make benevolent gifts from corporate earnings. Some method was, therefore, needed to provide businesses with a unified way to make gifts to independent higher education. The state association was the answer. Beginning in Indiana and spreading to Ohio and then to Pennsylvania, this idea soon caught on in many states. In fact by 1956 there were such associations in thirty-nine states. The time seemed ripe for such an organization to be established in Georgia. Accordingly, in the spring of 1956 representatives from the then nine accredited private undergraduate colleges in Georgia met at Agnes Scott to initiate action looking to a Georgia organization. As a result of this meeting and subsequent ones, the Georgia Foundation for Independent Colleges came into being, with Agnes Scott as a founding charter member. President Alston in his annual report for 1956-1957 wrote that the purpose of this Foundation "is the solicitation of monetary gifts to be shared by member institutions on a fixed formula basis (sixty percent



on an even basis, and forty per cent prorated on the basis of [undergraduate] enrollments at the individual institutions)." Initially the nine presidents themselves, in teams of two, did the soliciting. Gradually other persons, including business executives, also became solicitors. A central office was established, and funds came in and were distributed there. A member institution was in no way restricted in its own fund raising activities except that solicitation for funds from businesses to support current operations had to be carried on through the Foundation. A college, however, was completely free to solicit businesses for capital purposes. Through the years the Georgia Foundation for Independent College has served and continues to serve a useful function. Agnes Scott has benefited both financially and otherwise from this working association with its sister accredited private colleges in the state.

The great upsurge of students desiring to go to college which characterized the fifties and sixties was felt very markedly at Agnes Scott. Because there were many more applying than the College could possibly accommodate, the Admissions Committee was able to become increasingly selective. Mention has already been made that Agnes Scott had started using the tests of the College Entrance Examination Board as a criterion in determining admission. In time, the tests of the American College Testing Service were also used. In addition to the Scholastic Aptitude Tests, Agnes Scott began early to require three subject matter achievement tests, one of which had to be in English. Although standardized tests were becoming an important factor in a student's admission to Agnes Scott, the high school transcript still was the single most important element in the decision to admit an applicant.

Two other developments in admissions are set forth in President Alston's annual report for 1957-1958. During that year the College implemented the Early Decision Plan which provided for acceptance of a limited number of "qualified" students prior to Christmas of their senior year in high school, provided up until that time Agnes Scott was their first and only choice of a college. This plan was being increasingly used by leading colleges and was designed to limit multiple applications and to reduce tension and uncertainty among good high school students during their senior year.

At about this same time Agnes Scott also began to grant advanced placement to entering freshman who could demonstrate proficiency in college-level courses as a result of high school training. This plan

reduced needless duplication but did not shorten a student's time at Agnes Scott. It enabled her, however, to have opportunity to enrich her college program by taking additional elective courses.

In 1957-1958 Agnes Scott became a member of the College Scholarship Service, an agency which enabled its member institutions to use the same standards in determining the financial need of applicants for scholarship aid. The College Scholarship Service has been and continues to be of tremendous assistance in enabling the College to apportion scholarship funds equitably on the basis of need.

Too much praise cannot be accorded to Miss Laura Steele and the Admissions Committee as they coped with the augmented number of applications and tried to select those students who would do well at Agnes Scott. The whole application process was conducted on a highly personal basis. Each item of correspondence was handled in an individual way, such that many students came to think of Miss Steele as a real friend, deeply interested in them long before they ever entered Agnes Scott.

The reader is aware that this section of this narrative concerns the 1950's at Agnes Scott. One of the recurring events that made this decade memorable at the College was the annual visit of the distinguished American poet Robert Frost. He had first been on the campus in 1935 when, at the invitation of Professor Emma May Laney, he had come for a single lecture. He returned again for a similar engagement in 1940, and then beginning in 1945 he came every year thereafter through 1962 and was already scheduled to be here in January, 1963, the month of his death. All in all, Robert Frost visited Agnes Scott twenty times, the last eighteen visits being of several days' duration. While here, he would be "in residence" on campus — talking with faculty and students, autographing books, and generally making himself a felt presence. The high point of his visit was, of course, his public lecture when in Gaines Chapel he "said" his poetry to standing-room-only audiences. Beginning in 1952 and continuing until his last visit in 1962, he was the house guest of President and Mrs. Alston, and as a result they came to know him better than anyone else at Agnes Scott. After Mr. Frost's death President Alston with keen insight wrote of his recollections of the poet. These impressions may be read in *Robert Frost: Read and Remembered*, published by Agnes Scott in 1976.

Shortly after Mr. Frost's first visit, he sent Professor Laney some autographed first editions of his poems — volumes which she very generously gave to the College library where they formed the nucleus

of what has developed into one of the most outstanding collections of Frost materials anywhere. The size and quality of the collection are largely the work of Edna Hanley Byers, who was the college librarian for thirty-seven years and whom Mr. Frost called his “indefatigable collector.” It is highly appropriate that upon Mrs. Byers’ retirement in 1969 the College named the Robert Frost collection in her honor. One of the College’s most prized possessions is a fine portrait of the poet painted by Ferdinand Warren, who was chairman of the Agnes Scott Department of Art from 1950 to 1969. Mr. Frost sat for the portrait during his visit in 1958, and the finished work was unveiled at Mr. Frost’s public lecture in 1959, the poet and the artist standing together by the portrait at the time.

In this same period, the Superior Court of DeKalb County in November, 1959, amended the charter of Agnes Scott College increasing the number of trustees from twenty-seven to thirty-two by the addition of spaces for five new corporate trustees. In all other respects the charter remained the same.

Another development of 1959 was the establishment of a major medical program for employees of the College. This program ranks in importance with the retirement arrangements which had become effective some years before. Here are the details of the major medical recommendations that were adopted:

1. That the College enter a new Blue Cross plan — the 30 day Preferred Contract.
2. That the College contract with Home Life Insurance Company for a Major Medical plan on the Blue Cross base with provisions for \$200.00 deductible and \$10,000 maximum.
3. That the College pay the cost of Blue Cross for all individuals on annual contract (faculty status upon employment; non faculty after one year service).
4. That the College pay the cost of Major Medical insurance for the same group on the same terms.
5. That the College pay the cost of Blue Cross for families of employees on annual contract.
6. That the College pay the cost of Blue Cross for individual non-contract employees with 5 years’ continuous satisfactory service as approved by the Business Manager.
7. That Employees on annual contract be given the privilege of taking Major Medical coverage on their families under the terms of the plan.

8. That retired faculty and staff members who are presently subscribing to Blue Cross be covered on the new Blue Cross.
9. That the Business Manager handle the operation of the plan, the Treasurer providing the payments for the College's share of costs on the required basis.

So pleased were the faculty with these new fringe benefits that official resolutions were sent to the Board as follows:

Whereas the new program of medical insurance greatly increases the financial and health security of the faculty and staff and their families,

Whereas the new program of medical insurance demonstrates once again the great concern of the Trustees for the well being of the members of the college community,

Therefore the Faculty extends heartfelt thanks to the Trustees.

As a result of the U.S. Supreme Court's decision in *Brown vs. Board of Education* in 1954, there was aroused, as everyone knows, much strong feeling and resistance particularly in the deep South. Georgia understandably was caught up in this movement so much so that as the decade of the fifties drew to a close there seemed to be a real likelihood that the State might abandon its program of public schools. This whole matter was of great concern to all, and no group was more troubled than those in the teaching profession. The Agnes Scott faculty, although not directly affected by the Supreme Court's ruling, was nevertheless convinced that the loss of public education would be a tragedy of the worst sort. Thus, unofficially and as individuals, Agnes Scott's teachers in December of 1958 prepared and signed a statement setting forth their conviction of the importance of preserving the public schools of Georgia. This statement was sent to the Atlanta newspapers, and on Sunday, December 14, 1958, appeared as a page-one article in the edition for that date. Here is the statement with the names of its signers:

As members of the faculty of Agnes Scott College and citizens deeply concerned for the welfare of the South, we wish to express our earnest hope that the public schools will be preserved. We feel that closing them would be a major disaster to that region.

We assent entirely to the warning published by the Emory faculty of the loss in people qualified for every sort of work demanding special training, which the suspension of public education would cause.

Another even more far-reaching evil would be the spread of actual illiteracy. For the past fifty years we have struggled to build

up the public schools in order to combat exactly this handicap and to give every person the educational equipment to function as a citizen in a democracy. It seems the height of folly to jeopardize now the fruits of the struggle. The substitution of private for public schools, haphazard at best, would work a peculiar hardship on the children of parents with small incomes, who would be left largely without any schooling at all. Since numerically this group is far the largest in our population, a great proportion of our people would have little or no education.

Furthermore, illiteracy is now a much more serious economic handicap than it was fifty years ago, when the society of the region was largely agrarian and much of the work was hand labor. In this day of mechanization there are very few jobs which can be performed by illiterates. The deterioration of the working group because of lack of education would make a still further gap between the per capita income of the region and that of the rest of the nation.

We feel also that closing the schools and thus making idle a great number of boys and girls would be inviting them to turn their energies to mischief or more serious trouble making. This is said in no disparagement of our young people. There is real danger to the community in depriving any large group of its normal fruitful occupation.

Any dislocation in our educational system would accelerate the migration from our region of its most gifted young people. We are just beginning to be able to hold them because of the influx of industry, which would itself be endangered by uncertainty about education and a supply of trained workers.

It is sometimes said that if the schools close, they can be re-opened. But it is wishful thinking to suppose that the re-opening would be the simple performance of opening the doors. A closing of the schools for however brief a period would bring about the loss of the best teachers and of many students who would never return. Re-opening would mean starting again the whole arduous and costly process of building up the organization and establishing standards.

We urge, therefore, that our public schools be kept functioning without any break in the continuity of their service, so essential to the very life of the community.

#### FACULTY MEMBERS WHO SIGNED THE MANIFESTO

John Louis Adams	William A. Calder
Mary Virginia Allen	Kwai Sing Chang
Ruth M. Banks	Anne M. Christie
Judith Berson	Melissa A. Cilley
Mary L. Boney	Frances Clark
Josephine Bridgman	W. G. Cornelius
Edna Hanley Byers	Elizabeth A. Crigler

## FACULTY MEMBERS Continued

S. L. Doeringhaus	Lillian Newman
Mrs. Miriam K. Drucker	Katherine T. Omwake
Florene J. Dunstan	Rosemonde S. Peltz
Mrs. William C. Fox	Margaret W. Pepperdene
Jay C. Fuller	Margaret T. Phythian
Paul Leslie Garber	W.B. Posey
Julia T. Gary	Janef Newman Preston
Leslie J. Gaylord	George E. Rice, Jr.
Lillian R. Gilbreath	Mary L. Rion
M. Kathryn Glick	Sara Ripy
Mrs. Netta E. Gray	Henry A. Robinson
Nancy Groseclose	Anne Martha Salyerds
Roxie Hagopian	Carrie Scandrett
Muriel Harn	Catherine S. Sims
Irene L. Harris	Anna Greene Smith
George P. Hayes	Florence E. Smith
Richard L. Henderson	Chloe Steel
Marie Huper	Laura Steele
C. Benton Kline, Jr.	Koenraad W. Swart
Edward T. Ladd	Pierre Thomas
Ellen Douglass Leyburn	Margret G. Trotter
Kay Manuel	Sara Tucker
Raymond J. Martin	Merle G. Walker
Michael McDowell	Ferdinand Warren
Kate McKemie	Robert F. Westervelt
W. Edward McNair	Llewellyn Wilburn
Mildred R. Mell	Roberta Winter
Timothy Miller	Mrs. J. Harvey Young
Ione Murphy	Elizabeth G. Zenn

Since this statement was an expression from the faculty and not of the administration, President Alston was not asked to sign it, but his support was a felt force as is evidenced by his reaction:

This statement, issued by members of the Agnes Scott faculty, has my complete approval. It comes voluntarily from honest and concerned members of the teaching profession who have evidenced their interest in the welfare of young people by their sacrificial and devoted service. It is a measured, realistic warning that closing our schools will prove to be an ill-considered action, destructive of the economic, intellectual, moral, and spiritual life of our state.

Hal L. Smith, chairman of the Board of Trustees, also endorsed the faculty's action when he issued the following comment:

The statement that came from the members of the Agnes Scott faculty is a fine one. They have a perfect right to express their beliefs in this manner since Agnes Scott stands for academic freedom.

It was not inspired by the administration of the college, but is an expression of the deep concern of the faculty members who have signed it. Speaking solely as an individual I concur with their position.

President Emeritus McCain, who was at the time chairman of the Executive Committee of the Board of Trustees, made this observation about the faculty statement:

I quite approve of it. The emphasis is on a single point — the importance to education at all levels of the public schools of the State.

There is no group of my acquaintance better qualified to testify on educational matters than the Agnes Scott Faculty. In academic training, in experience, in all tests of good citizenship, in unselfish and devoted service through teaching, and in other ways, they have proved to be wise and helpful counselors.

Georgia's public schools were preserved. In a time of strain and stress, Agnes Scott's teachers spoke out with conviction and courage!

In October of 1959 Agnes Scott was evaluated by a visiting team of educators from colleges related to the Presbyterian Church in the United States. When the visit was concluded, the Team filed its report with the Division of Higher Education of the denominational Board of Christian Education. The following paragraph from this report expressed the Team's judgment of the College:

The Visitation Team concluded that the overall effectiveness of the college program was not due to the use of special techniques or devices, but rather to the honest administration of a simple basic curriculum dealing with fundamental matters of learning. As one member of the team put it, "There are no gimmicks or frills here." An observer hoping to find some unusual educational device responsible for the educational success of Agnes Scott would be disappointed. At heart it is the harmonious and effective combination of three elements: a dedicated and well trained faculty and administration, a very carefully selected student body, and the advantages of a splendid physical plant, including a fine

collection of library books and scientific equipment. It was evident in all of the discussions that the faculty and administration of Agnes Scott College believe in a liberal arts education within the Christian context and are dedicated to providing it for their students in a full and rich measure. The Team was impressed with the intelligence of the planning and the essential soundness of the constructive measures taken by administration and faculty. The students seemed unusually responsive to the challenge of becoming liberally educated; those with whom members of the Team talked were aggressive in their attitude toward the academic program in contrast to the passivity which is felt on other campuses. For the Agnes Scott student, "going to college" seems to have a significantly positive and genuine meaning. The care and foresight with which the construction of the campus buildings had been undertaken was clearly evident. Unusually good provision has been made in past years for equipping these buildings in the form of ample budgets for library and scientific materials. The present richness and variety of these collections is an eloquent tribute to the continuing and patient efforts of those in charge of the college program. The character of the physical plant was impressive, but the Visitation Team came to the conclusion that in the final analysis the real strength of Agnes Scott College rested in the character and intelligence of those who have been responsible for administering the policies of the school. It is to do no more than to state a simple fact to declare that they have done a splendid job.

From the early days of the College, instruction in speech and drama had been a part of the curriculum of the English Department. By action of the Trustees in May, 1960, this area of the academic program was established as a separate department and became the forerunner of the present Department of Theatre.

President Alston in his report to the Board in the summer of 1960 delineated with great perception the elements that he most desired for Agnes Scott's image. These aims and ideals and hopes were set forth in the President's own inimitable style:

#### I

Our educational responsibility is to continue to offer the bachelor of arts degree to young women in a relatively small student body (presently 640 students).

#### II

We are trying to provide a rich curriculum integrating the Christian interpretation of life with a high quality of academic



work in an environment where personal relationships among members of the educational community obtain.

### III

We undertake to offer a liberal arts training that touches life vitally and determinatively. We are convinced that, so far from being visionary, vague, and unrelated to life, a liberal arts education ought to fit young people to live with themselves; it ought to contribute to marriage, to vocational success, and to good citizenship; it ought to help with the highest level of adjustment — the relationship of man with God. The type of education offered at Agnes Scott is predicated upon the conviction that a mind trained to think is essential if life is to be unfettered, rich and free. Moreover, as a liberal arts college, Agnes Scott tries to place at the disposal of the student some of the accumulated wealth of the ages, all the while attempting to guide the effort to acquire a working knowledge of the clues and the tools essential to an appreciation of the intellectual and spiritual treasures that so many are neglecting.

### IV

Agnes Scott has always valued integrity in education. We have little faith in pedagogical gadgetry and novelty. We are interested in better teaching methods, new equipment, and certainly in improved library and laboratory facilities; but we are convinced that there is no substitute for the well-prepared student and the dedicated, competently trained teacher in the educational process. The account of Agnes Scott's rise to distinction as a college is the story of a faculty characterized by loyalty, commitment to high purposes and ideals, professional excellence, faithful and sacrificial service to young people. Good teaching is the indispensable heart and core of a great college.

### V

In all of the procedures at Agnes Scott, academic and extracurricular, we are concerned with the whole person — her mind, her physical welfare, her social development, and her spiritual life. We consider that we have failed a student when we merely provide information without insight, facts with little increase in wisdom, fragments of knowledge with no real help in forming a whole view of reality, and stimulation of the intellect with no compelling motivation of will and molding of character. We believe profoundly in the validity of offering an academically demanding program of liberal studies in a community of Christian concern where personal relationships are both creative and satisfying.

## VI

The confrontation of a student with the insights of the Christian faith, with no effort at coercion but with respect for the personality of the student (which is an essential tenet of the Christian faith), is, we believe, an integral part of our purpose as a college. Christian thought and action constitute a *live option* for intelligent people in a bewildering world. For a college with Agnes Scott's background and history to be indifferent to the task of making possible an acquaintance with classical Christianity and an encounter with God in Christ would be unpardonable.

## VII

We believe that truth is of God and is imperious; that it transcends all attempts to codify and delimit it, all forms of partisanship, professionalism, and propagandizing zeal; and that it requires humility, honesty, courage, and patience of all who are concerned to discover it (even in approximation), understand it, and follow where it requires them to go in their thinking and living. Freedom of inquiry in the college community is a *sine qua non*. We are proud of a tradition that assumes and safeguards the freedom of faculty members to think, to speak, to write, and to act. It is expected that faculty members will exercise this freedom with due regard for the purposes and ideals of the college, with common sense, and with a maturity that discriminates between the irresponsibility of license and the responsibility of true liberty.

So wrote the President in 1960.

Mention has already been made of Agnes Scott's Seventy-fifth Anniversary Development Program — a program which the Board of Trustees adopted in 1953 and which had as its goal the adding of \$10,025,000 to the College's resources by 1964 (see pp. 139-142). At the annual meeting of the Trustees in May, 1957, this goal was augmented by \$450,000 to make provisions for an additional dormitory, bringing the 75th anniversary target to \$10,475,000. By the early part of 1959, without an intensive financial campaign, \$6,500,000 of the total anniversary goal had been realized — thanks largely to the munificent bequest of Mrs. Frances Winship Walters in 1954. Thus, as Agnes Scott moved to the end of the sixth decade of the twentieth century, \$4,000,000 in round figures remained to be raised, and the Trustees officially adopted this figure on March 13, 1959. The catalyst that finalized the goal was a conditional grant of \$500,000 from an anonymous foundation, provided Agnes Scott raise \$4,000,000 between early 1959 and January 26, 1964. So, including this anonymous conditional grant, the total amount to be raised in the Seventy-fifth Anniversary Development Program now became

\$11,000,000. Suffice it to say, by the College's 75th anniversary \$12,767,479 was raised — but more of this later.

Prior to entering an intensive campaign, the College engaged the firm of Marts and Lundy of New York to conduct a fund-raising survey to ascertain the feasibility for Agnes Scott to conduct a financial campaign among its constituency. A representative of Marts and Lundy conducted this survey in late 1958 not only on the campus and in Decatur and Atlanta but also in Charlotte, North Carolina, Richmond, Virginia, Washington, D.C., and New York, New York. As a result of this survey, Marts and Lundy recommended in early 1959 "that Agnes Scott College begin at once to organize as fully as possible all the fund-raising procedures which will be useful in achieving the \$4,000,000 fund to complete the 75th Anniversary Program."

The Board of Trustees met on March 13, 1959, and

. . . unanimously voted to set the goal for the capital funds effort of the next five years in the amount of \$4,500,000. This decision was made in view of:

- a. The \$4,000,000 balance to be raised in order that the college may complete the original development program that was begun in 1953 and
- b. The conditional grant from [an anonymous] Foundation in the amount of \$500,000.

As already stated, Agnes Scott was more than successful in reaching its anniversary goal. This account now directs itself to the way this goal was achieved.

At the same meeting just referred to, the Trustees authorized the Development Committee to engage Marts and Lundy, Inc., to provide direction and assistance to the intensive campaign to be launched in 1960. On January 1 of that year Mr. William C. French, a representative of Marts and Lundy, Inc., set up his office on the campus and remained in residence for eighteen months until June 30, 1961. About two-thirds of the area campaigns were completed by the time Mr. French concluded his stay at Agnes Scott, and the remainder of these campaigns were completed in 1961 and 1962 by the present writer, who at the time was the College's Director of Public Relations and Development.

Initially, under Mr. French's direction, printed materials were published, lists of prospects were compiled, mailing procedures were

instituted, and a campaign organization was established. Also a very effective campaign film "Quest for Greatness" was prepared.

On invitation from President Alston, Mr. Robert Frost graciously consented to be the honorary chairman of this financial effort. Mr. John A Sibley, trustee of the College, and Mrs. Catherine Marshall LeSourd, '36, trustee and well-known author, were honorary co-chairmen; and Mr. Hal L. Smith, chairman of the Board of Trustees, served as active chairman of the campaign. Working with Mr. Smith were three vice chairmen: Ivan Allen, Jr., R. Howard Dobbs, Jr., and J.R. McCain. For the Atlanta part of the campaign the chairman for special gifts was Charles E. Thwaite, Jr., and the co-chairmen for gifts from business and industry were I.M. Sheffield, Jr., and Paul E. Manners. In addition, there was an overall steering committee consisting of the following:

Ivan Allen, Jr.	Atlanta, Georgia
D. Brantley Burns	Knoxville, Tennessee
Marshall C. Dendy	Richmond, Virginia
R. Howard Dobbs	Atlanta, Georgia
Eleanor N. Hutchens, '40	Huntsville, Alabama
Mary Wallace Kirk, '11	Tuscumbia, Alabama
Isabella Wilson Lewis, '34	Decatur, Georgia
J. R. McCain	Decatur, Georgia
J. R. Neal	Atlanta, Georgia
Mary Warren Read, '29	Atlanta, Georgia
John A. Sibley	Atlanta, Georgia
Hal L. Smith	Atlanta, Georgia
William C. Wardlaw, Jr.	Atlanta, Georgia
G. Lamar Westcott	Dalton, Georgia
Diana Dyer Wilson, '32	Winston-Salem, North Carolina
George W. Woodruff	Atlanta, Georgia
Wallace M. Alston, <i>ex officio</i>	Decatur, Georgia

The campaign began on the campus on April 5, 1960, under the leadership of Professor Llewellyn Wilburn, '19, and Mary Hart Richardson, President of the Mortar Board chapter and a member of the class of 1960. A goal of \$75,000 was set. When the campus effort concluded on April 20, President Alston announced that the students, faculty, staff, and other employees had subscribed approximately \$104,000. As a reward, a holiday was granted for April 25.

The campaign then proceeded to forty-five area centers scattered over a large part of the United States, wherever there was a

concentration of Agnes Scott alumnae. In each instance there was an area chairman, who, assisted by the campaign director, set up an organization of team captains and workers. There were advance training sessions and follow-up report sessions. The high point of each area campaign was a dinner at which the local chairman presided, and the campaign film was shown. President Alston attended and spoke at every dinner except two (The death of his mother prevented him from being present in these two instances.); Dean Carrie Scandrett represented him at these two dinners. It was the good fortune of this writer to attend every dinner, except one. These area campaigns were spread over a two-year period from the spring of 1960 to the spring of 1962. The debt of the College to these area chairmen and their workers can only be acknowledged — never repaid. Their service to Agnes Scott was tremendous. Here are the names of these chairmen and the area for which each was responsible:

Celia Spiro Aidinoff, '51	New York, New York
Nancy Parks Anderson, '49	Augusta, Georgia
Augusta King Brumby, '36	Miami, Florida
Kathleen Buchanan Cabell, '47	Richmond, Virginia
Marion Black Cantelou, '15	Montgomery, Alabama
Anna Marie Landress Cate, '21	Nashville, Tennessee
Jane Puckett Chumbley, '52	Asheville, North Carolina
Jane Crook Cunningham, '54	Charlotte, North Carolina
Susan Lawton Daugherty, '48	Athens, Georgia
Ann Herman Dunwoody, '52	Macon, Georgia
Frances Bitzer Edson, '25	Birmingham, Alabama
Sarah Stansel Felts, '21	Chattanooga, Tennessee
Margaret Powell Flowers, '44	Thomasville, Georgia
Julia Grimmet Fortson, '32	Shreveport, Louisiana
Helen Claire Fox, '29	Philadelphia, Pennsylvania
Mary Jane Knight Frazer (parent)	Mobile, Alabama
Sybil Annette Grant, '34	Washington, D.C.
Ruth Conant Green, '32	Louisville, Kentucky
Mary Catherine Vinsant Grymes, '46	Memphis, Tennessee
Louise Sams Hardy, '41	Jackson, Mississippi
Louise Hertwig Hayes, '51	Marietta, Georgia
Mary Helen Phillips Hearn, '49	College Park- East Point, Georgia
Fannie Bachman Harris Jones, '37	Dalton-Rome, Georgia
Mitzi Kiser Law, '54	Northern New Jersey
Marie Geraldine LeMay, '29	Savannah, Georgia
Marjorie Wilson Ligon, '43	Greenville, South Carolina
Mary Jane Auld Linker, '43	Lynchburg, Virginia

Margaret Hopkins Martin, '40	Jacksonville, Florida
Margaret Patricia Horne Martin, '47	Dallas, Texas
Joyce Roper McKey, '38	Orlando, Florida
Elsa Jacobsen Morris, '27	Los Angeles, California
Eugenia Slack Morse, '41	Decatur, Georgia
Ruth Anderson O'Neal, '18	Raleigh-Durham, North Carolina
Mary Louise Duffee Phillips, '44	Columbus, Georgia
Betty Brown Ray, '48	Houston, Texas
Mary Warren Reed, '29	Atlanta, Georgia
Barbara Connally Rogers, '44	Tampa, Florida
Helen Lane Comfort Sanders, '24	New Orleans, Louisiana
Jean Robarts Seaton, '52	San Francisco, California
Mary Amerine Stephens, '46	Little Rock, Arkansas
Louise Reid Strickler, '46	Roanoke, Virginia
Mary Ellen Whetsell Timmons, '39	Columbia, South Carolina
Lura Johnston Watkins, '46	Charleston, West Virginia
Margaret Anne McMillan White, '55	Knoxville, Tennessee
Diana Dyer Wilson, '32	Winston-Salem, North Carolina

Understandably, one of the most important local campaigns was that conducted in Atlanta. After weeks of preparation and of recruiting and training of workers, this effort was launched at a gala dinner on February 28, 1961. The enthusiastic crowd filled the main ballroom of the Dinkler-Plaza Hotel, with student hostesses at each table. The College Glee Club performed with skill, and the long speaker's table was graced by most of the Board of Trustees and their spouses. Mr. Hal L. Smith, General Chairman of the total campaign, presided. The high point of the evening was an address by the Hon. John A. Sibley, long-time Agnes Scott trustee and the man considered by thousands to be Georgia's "first citizen" at that time. Mr. Sibley delivered an excellent speech entitled "The Unique Role of Agnes Scott College in Education Today" and set the stage for the Atlanta campaign, which was highly successful.

By mid-summer of 1962, when all the area campaigns had been completed, Agnes Scott had raised \$9,417,848.81 in cash and pledges since 1953 when the Seventy-fifth Anniversary Development Program began, with a remainder of \$1,082,151.19 to be secured by January 26, 1964, if the College was to claim the anonymous challenge grant of \$500,000. During the remaining months of 1962 and for all of 1963 a quiet but steady effort was made with individuals, businesses, and foundations such that, as 1964 approached, the goal was in sight. It was decided to have the final effort on the campus. A whole new

generation of students from those of the campus campaign of 1960 was now enrolled, and there were also a number of new faculty and staff members. This time the effort was chaired by Professor Walter B. Posey, chairman of the Department of History and Political Science, and by Sarah Hodges, president of Mortar Board and a member of the Class of 1964. The campaign began on January 9, 1964, and concluded on January 21. The goal was \$64,000. On the morning of January 22 at a Victory Convocation, President Alston announced that \$83,888.98 had been raised. This amount put Agnes Scott over the top in its eleven-year effort and enabled the College to claim in full the anonymous challenge offer. For that matter, when the whole Seventy-fifth Anniversary Development Program was totaled up in the summer of 1964, it was revealed that between 1953 and 1964 the College's assets had increased by \$12,156,725.72 with \$610,753.44 still outstanding in pledges, bringing the grand total of the effort to \$12,767,479.16. Agnes Scott had won again!

While the campaign was in full progress, the College in late 1961 received its first application from a black student for admission in September, 1962. Almost immediately thereafter, four more such applications were received, and there were several inquiries from black students. At this time none of these applications was complete enough to be handled by the Admissions Committee. Convinced that the advice of the Trustees was needed in this situation, President Alston brought this matter before the Board's Executive Committee on December 15, 1961. At this meeting the Committee took action directing "That this and subsequent applications from Negro students be acknowledged and processed in the customary manner." The Executive Committee met again on January 4, 1962, and authorized a sub-committee to prepare a "clarification" of Agnes Scott's policy concerning admitting Negro students. This sub-committee consisted of Hal L. Smith, J.R. McCain, Alex P. Gaines, John A Sibley, and President Alston. The sub-committee's statement of clarification was approved by the Executive Committee on February 8, 1962, and was submitted to the full Board of Trustees on February 22 where it was overwhelmingly endorsed. Here is the statement:

Applications for admission to Agnes Scott College are considered on evidence of the applicant's character, academic ability and interest, and readiness for effective participation in the life of our relatively small Christian college community that is largely residential. Applicants deemed best qualified on a consideration of a combination of these factors will be admitted without regard to their race, color, or creed.

Agnes Scott had never had any prohibitions against applicants on the basis of race, color, or creed. By this policy clarification the Board of Trustees simply re-stated what had all along been Agnes Scott's position. The first black student was admitted in the fall of 1965; the first black student to receive a degree from Agnes Scott graduated in 1971.

In 1959 the Southern Association of Colleges and Schools began a new procedure for evaluating its member institutions of higher education. A college or university was required every ten years to conduct an exhaustive in-depth self-study, followed by an evaluative visit from a team of educators appointed by the Commission on Higher Education of the Association. Prior to its visit, the team would carefully review the findings and recommendations of an institution's self-study and then spend several days at the college or university inspecting, probing, verifying. Following such a visit, the team would prepare a written report and recommend whether an institution's accreditation should be continued.

In January, 1961, Agnes Scott began a detailed self-study preparatory for a visiting team's evaluation in early 1963. Under the leadership of Dean of the Faculty C. Benton Kline, Jr., the entire Agnes Scott constituency — trustees, administrators, faculty, students, alumnae — became involved. Understandably the faculty took the leading roll in this evaluation. The results of this self-study were published in two sizeable volumes — one the narrative report and the other the results of questionnaires and statistics supporting the narrative. In volume one of the report, one may read this excellent summary of the method of the study:

Agnes Scott's Self-Study for the Southern Association has been planned since the I.S.S.V. program was first announced. The steering committee was appointed in the late fall of 1960 and began to outline the procedures. Sub-committees in six areas [purpose, financial resources, educational program, library, faculty, student personnel] were appointed in the winter of 1961. All committees were composed of faculty and students as well as alumnae. These committees organized their work immediately. Departmental self-studies were carried on in the spring of 1961, with both faculty members and senior majors participating by questionnaires. Special studies of the independent study program and of the teacher-education program were made. All student organizations made self-studies and prepared reports. The sub-committee on purpose prepared a working statement for the use of other sub-committees.



During the summer of 1961, questionnaires prepared by the sub-committees were edited. In the fall of 1961, two long questionnaires were filled out by faculty members — one for the sub-committee on faculty, and one on educational program, library, and student personnel. During the same period, two extensive questionnaires were filled out by all students — one for the student personnel committee, and one on educational program and library. The reports and tabulations of these questionnaires are available as an appendix to the Self-Study Report. Other data were gathered from library staff and administrative personnel. A detailed questionnaire was sent to graduates of four classes, and a more general questionnaire to all alumnae. The winter and early spring of 1962 were devoted to study of data and the writing of the reports. Reports from all areas except financial resources were reviewed by the steering committee in the late spring of 1962. The reports were edited in the summer of 1962 by the chairman, although some sections were being revised during the summer and early Fall. Final review by the steering committee was completed in the fall of 1962 and winter of 1963.

The visiting team arrived in February, 1963. Its members were:

John R. Hubbard, Dean of Newcomb College, Tulane University  
 Sara L. Healy, Dean of Women, University of Alabama  
 Marguerite Roberts, Dean of Westhampton College, University of Richmond  
 James A. Servies, Jr., Librarian, College of William and Mary  
 Edwin R. Walker, President, Queens College

Dean Hubbard served as chairman of this team.

After the visit which lasted three days, the visitors prepared their report and filed it with the Southern Association. A copy was also sent to President Alston for such use as he chose to make of it. Needless to say, Agnes Scott's accreditation was completely re-affirmed. For that matter, one paragraph in the visiting committee's report well summarizes its findings:

That Agnes Scott is a college for women is self-evident. That it is a liberal arts college in the best sense of the term becomes quickly evident from an examination of the curriculum leading to the degree of Bachelor of Arts, the only degree granted. The degree is an honest one; vocational or vocationally oriented subjects have not made inroads into the curriculum, and every graduate has had experience in depth in the core subject-matter areas generally encompassed in a liberal arts program. Breadth is assured by the distributional requirements. In brief, the

Committee feels that Agnes Scott is in a gratifying way pretty largely what it sets itself out to be; it is probably a good deal more, but there was not the slightest evidence that it is anything less.

Mention has been made earlier of the College's annual alumnae giving program which was begun in 1944 (see pp. 119-120). Through the years between 1944 and 1960, this alumnae fund developed fairly well and brought in welcome revenue. In 1960, however, on the advice of Agnes Scott's campaign fund-raising consultant, this annual giving program was merged into the capital funds effort for the seventy-fifth anniversary campaign. Thus, when the intensive phase of the capital funds campaign was concluded, the College was confronted with the necessity of almost beginning all over again its annual giving program. This time the decision was made to make annual giving a program of much larger scope than formerly. A whole series of efforts were now to be pulled together in what was to be known as the Agnes Scott Fund. Constituent thrusts of the Agnes Scott Fund would be directed not only to alumnae but also to parents, friends, foundations, and business and industry. Gradually over several years the Agnes Scott Fund became fully operative, with class chairmen and class agents among the alumnae and with other carefully designed appeals planned by the Development Office. The new program has been increasingly successful, such that for the 1980-1981 fiscal year the amount received in gifts and grants for the current operating budget totaled \$249,363. In this same year (the most recent one for which figures are available) Agnes Scott realized from gifts and grants a grand total of \$1,097,419. The Agnes Scott Fund has now become one of the basic sources of annual revenue for the College.

In the midst of the final stages of the campaign, Mr. J.C. Tart reached the mandatory age for retirement. His service as treasurer spanned the period from 1914 to 1962, forty-eight years — one of the longest tenures in Agnes Scott's history. He was succeeded by Mr. Richard C. Bahr.

Also the summer of 1963 saw the completion of a new dormitory named Winship Hall "in honor of the Winship family, and particularly in grateful recognition of the distinguished service rendered to Agnes Scott by the late George Winship, chairman of the Board during the years 1938-1956." The building makes provision for 146 students and 3 residents and also has a large and well-appointed reception area. The firm of Ivey and Crook served as architects, and the builder was Barge

and Company of Atlanta. The approximate cost including furnishings was \$700,000.

In the minutes of the Trustees' Executive Committee for May 9, 1963, there appears for the first time in the official records of the College a reference to student agitation to have the regulations changed concerning drinking alcoholic beverages and visiting unchaperoned in the living quarters of men. The President reported to the Executive Committee that questionnaires regarding these two matters had been circulated to students, their parents, and the faculty. Responses to these questionnaires were in hand, and the Committee voted to ask the Board to authorize a committee to study the whole question, including the answers to the questionnaires, and make recommendations. The records show that this action in no way diminished the full confidence which the Trustees had in the President and his administration. The committee subsequently named was chaired by Mr. Ben S. Gilmer and on August 28, 1963, brought its report to the Executive Committee acting for the Board. The report was unanimously adopted and was as follows:

RESOLUTION  
of  
Special Study Committee, Board of Trustees  
Agnes Scott College

WHEREAS: The students at Agnes Scott College, through their duly elected representatives and many as individuals on their own behalf, have raised the question of the need for revision in the rules of the College with respect to consumption of alcoholic beverages and inter-visitation, and

WHEREAS: The administration of the College did circulate a questionnaire on this subject among the students, the students' parents, and the faculty for the purpose of determining the views of these groups on this question, and

WHEREAS: The Board of Trustees of Agnes Scott College appointed a special committee composed of Trustees to study this whole matter, and

WHEREAS: Said committee from the Board of Trustees has reviewed the summary of returned questionnaires, many of the individual questionnaires themselves, the rules of personal conduct included in this inquiry and the circumstances surrounding the need for such rules both in the past and as conditions obtain today, now therefore be it

RESOLVED: That the committee of Trustees appointed to study the rules of Agnes Scott College affecting personal conduct of students with reference to consumption of alcoholic beverages and inter-visitation recommend to the Board of Trustees of the College that it strongly reaffirm the two policies under consideration, these being

1. that Agnes Scott students are not to drink alcoholic beverages while directly under the College's jurisdiction;
2. that Agnes Scott students are not to visit men's living quarters (hotels, motels, apartments, etc.) individually or in groups (except under circumstances which, in the judgment of the dean of students, assure adequate protection to the students and to the good name of the College).

BE IT FURTHER RESOLVED: That this committee recommends to the Board of Trustees that it support the administration of the College in the implementation of these policies. A suggested statement to this end follows:

The Board of Trustees recognizes that the reaffirmation of these broad policies leaves matters of definition and implementation as heretofore, in the hands of the Administration, working with Student Government. Such decisions as the meaning and extent of "the College's jurisdiction" and "adequate protection, etc." will require careful consideration and determination, and, understandably re-examination from time to time. The Board expresses confidence in the time-honored channels of procedure at Agnes Scott whereby Administration and Student Government define and enforce college policies.

The Board is convinced that the governing body of a college, dedicated to the service of God and committed to the Christian education of young people, has the right and the duty to determine the policies that are needed in order to maintain and strengthen the college's academic, moral, and spiritual life and witness. We regard the broad policies covering the two matters under consideration as consistent with the purposes and standards of Agnes Scott College. We urge that students, prospective students, faculty and staff members be fully informed of the Board's position on drinking while students are under the College's jurisdiction and on visiting in men's living quarters. Furthermore, we expect good faith and cooperation in making these policies effective on the part of all who comprise the college community. Membership in Agnes Scott's academic

community should always be limited to those who willingly accept the obligations as well as the advantages of such a relationship.

Since the Trustees' action left "matters of definition and implementation . . . in the hands of the Administration, working with Student Government," President Alston set up a faculty-student-administration committee to formulate a new statement of College policy concerning the use of alcoholic beverages by Agnes Scott students. The committee's statement was unanimously adopted by Representative Council of Student Government. On May 25, 1965, this statement was unanimously approved by the Board of Trustees and is as follows:

## POLICY REGARDING THE USE OF ALCOHOLIC BEVERAGES

### I

Agnes Scott College does not approve the use of alcoholic beverages by students enrolled in the College. The College exercises full jurisdiction over the actions of students on the campus and on other campuses in the Greater Atlanta area. The College shares jurisdiction with parents when the student is away from the campus. In all circumstances, the student is responsible for her good behavior under the provisions of the Honor System.

### II

Students are prohibited from the possession or use of alcoholic beverages on the Agnes Scott campus and at any function sponsored by Agnes Scott College or any organization within the College.

Students are prohibited from the use of alcoholic beverages when representing the College or any organization in the College in the course of any official activity (conferences, debates, etc.).

The use of alcoholic beverages by visitors on the campus and the possession of such beverages in College buildings is prohibited. Each student is responsible for seeing that her guests (dates, parents, etc.) abide by this regulation.

Students are prohibited from the use of alcoholic beverages on any college or university campus in the Greater Atlanta area or at any event sponsored by these colleges and universities or any of their organizations (including fraternities).

### III

Agnes Scott College recognizes that it shares with a student's parents the responsibility for her welfare in situations not directly

involved with the life of the campus or of other campuses in the Greater Atlanta area. In such situations, the College must assume that parental authority and counsel will be honored by the student in decisions concerning social drinking.

Agnes Scott College expects her students to uphold the laws of the state. Under the statutes of the State of Georgia, a person under twenty-one can legally neither buy alcoholic beverages nor be served alcoholic drinks without written permission from her parents for each specific occasion. When a student is away from the College, she is expected to know and observe the laws of the state in which she is visiting.

A student carries with her the name of the College at all times and is expected to maintain a high standard of conduct so that her behavior will not be subject to criticism or be in any way detrimental to the College, her fellow students, or herself.

#### IV

The College places reliance upon the honor and good judgment of students in their social life off campus (in the Greater Atlanta area and when visiting in other communities). This means that the student is expected to conduct herself in off-campus situations so that her behavior will be above reproach. It also means that when returning to the campus, she must be fully able to resume a normal, responsible place in the community.

A student who abuses the College's confidence in her forfeits the privilege of membership in the Agnes Scott student body. Behavior contrary to the provisions of the policy stated above will be regarded as a major offense, and the student will be subject to suspension or expulsion from the College.

Agnes Scott's policy regarding the use of alcoholic beverages puts major responsibility for a student's behavior in her own hands and in the hands of her fellow students, to whom and for whom each student has pledged her honor.

Beginning on Founder's Day, February 22, 1964, and extending through the commencement season in the following June, Agnes Scott celebrated its seventy-fifth anniversary. The expectation of the celebration was that its events would "point the college forward" to the final quarter of its first century. The observance began with a Founder's Day Thanksgiving Convocation. The scripture was Psalm 103 read by Mr. Alex P. Gaines, a trustee of the College and grandson of Agnes Scott's first President; Dr. James Ross McCain, second President of the College, gave a brief review of the College's history; "God of the Marching Centuries" was sung. However, the high moment of the Convocation was President Alston's prayer of rededication. Here is that prayer:

Almighty God, our Father, Source of our life, Inspiration of our labors, and Goal of all our hopes and purposes —

We rejoice in the knowledge that in Thee we live, and move, and have our being; that Thou hast created us for Thyself, so that our hearts are restless until they find rest in Thee; and that in Thy light we may see life clearly, and in Thy service find our freedom and Thy purpose for us.

We offer up to Thee in this moment something that Thou hast loved and hast committed to us in sacred stewardship — a vine of Thine own planting, tended and nourished by Thy providential care since the day of small beginnings.

We humbly and deliberately rededicate this college to Thy glory and to the service of mankind in the name and spirit of Jesus Christ. We gladly renew the vows of commitment to truth, solemnly assumed by those who have gone before us in the work of this institution. Grant to us, we pray, a full measure of devotion to excellence in scholarship, to integrity of life both in and out of the classroom, and to freedom of the mind and spirit in every aspect of our experience as a college. Grant to us the courage to be and to do what Thou dost expect of us. Forbid that we shall ever be afraid of that which is high, or distinctive, or difficult. Keep us from false pride in past achievements and from self-satisfaction and complacency in present responsibilities. Grant that we may continue to be dissatisfied with everything that is tawdry or shoddy, with premature arrangements and compromises that reduce tensions but that result in mediocrity.

Help us to live a contemporary life, willing to face new issues and to discover new truth, holding fast that which is good out of the past, and faithfully conserving and interpreting to young people timeless truth and values. Grant that we may place our obligation to Thee above every other allegiance, no matter whether this appears to be popular or unpopular. May it please Thee, Our Father, to sustain and strengthen our intellectual and spiritual life so that our witness to the truth may be clear and strong.

Accept our gratitude for every mercy of the past and present. Accept all that we have and all that we are, and consecrate our offering of this college to Thee that it may be acceptable as a torch of light and a means of blessing and hope in Thy Hands for all the tomorrows.

Through Jesus Christ our Lord — Amen.

Following the Convocation, the assemblage adjourned to Letitia Pate Evans Dining Hall where all enjoyed a huge birthday cake.

Between Founder's Day and Commencement, Agnes Scott, through the College Lecture Committee, presented to the campus and to the metropolitan community the following series of events which were exceedingly distinguished in scope and presentation:

LECTURE, Wednesday, February 26, by Viktor E. Frankl, head of the neurological department at the Polyklinik Hospital at the University of Vienna. Dr. Frankl spoke on "Man in Search for Meaning." This distinguished Austrian psychiatrist is noted for his development of the theory of logotherapy.

BUDAPEST STRING QUARTET, Friday, March 6. Works by Mozart, Bartok, and Beethoven were included in a program presented by this world-renowned musical group composed of Joseph Reisman, Boris Kroyt, Alexander Schneider, and Mischa Schneider.

LECTURE, Wednesday, April 1, by Margaret Mead, associate curator of ethnology at the American Museum of Natural History and adjunct professor of anthropology at Columbia University. Dr. Mead's subject was "Looking a Generation Ahead."

LECTURE, Thursday, April 16, by Charles P. Taft, distinguished son of the twenty-seventh President of the United States, and a leading tax and trial lawyer, churchman, and statesman. Mr. Taft's lecture had as its topic, "The European Common Market: Threat or Opportunity?"

LECTURE, Friday, April 24, by Alice Jernigan Dowling, 1930 graduate of Agnes Scott, who has served with her husband, Walter C. Dowling, in diplomatic posts in Oslo, Lisbon, Rome, Rio, Vienna, Seoul, and Bonn. Mrs. Dowling was the featured speaker of Alumnae Weekend, using the topic, "Women of Conscience in a Changing World."

LECTURE, Tuesday, May 5, by Mark Van Doren, lecturer, writer, and teacher. Dr. Van Doren, whose *Collected Poems* won for him a Pulitzer Prize in 1940, read his poems in one of the most delightful lectures of the entire anniversary series.

LECTURE, Monday, May 18, by Sir Charles P. Snow, British scientist and novelist. Sir Charles and Lady Snow (Pamela Hansford Johnson) were on the campus May 16-20, meeting with classes and with groups of students and faculty members.

The baccalaureate preacher on June 7 was the Rev. George M. Docherty of the New York Avenue Presbyterian Church in Washington, D.C., and the commencement speaker on June 8 was the Hon. LeRoy Collins, distinguished former governor of Florida. In addition, on Friday, April 24, the Trustees gave a dinner in honor of



the area chairmen who served so admirably in the various area campaigns held over a vast part of the United States (see pp. 171-172).

During the 1963-1964 college year, Agnes Scott, along with fourteen other U.S. women's colleges, became a participant in the U.S.-India Women's College Exchange Program — an endeavor providing for an exchange of "outstanding" teachers between women's colleges in India and the participating institutions in the United States. The American colleges, in addition to Agnes Scott, were Barnard, Bennett, Connecticut, Elmira, Goucher, Hood, Mary Baldwin, Mary Washington, Mount Holyoke, Queens, Randolph-Macon, Sweet Briar, Western, and Wheaton. The cooperating institutions in India were Indraprastha College (Delhi), Isabella Thoburn College (Lucknow), Maharani's College (Bangalore), Miranda House (Delhi), University College for Women (Hyderabad), and Women's Christian College (Madras). The project was financed by grants from the U.S. Department of State and from the Danforth Foundation, as well as by the participating U.S. colleges, who provided the stipends for teachers and administrators from India. The broad purposes of the Exchange as stated in the promotional brochure were

To enrich the curriculum offerings in the colleges of both countries.

To identify and cooperate in the study of common educational concerns.

To deepen the understanding and appreciation of faculty and students of another culture.

Agnes Scott's first visiting teacher under this program was Mrs. Aley Thomas Philip of University College for Women in Hyderabad who taught political science in the fall quarter of the 1965-1966 session. In 1966-1967 Professor Nancy P. Groseclose of Agnes Scott's Department of Biology taught at Miranda House in Delhi, and Miss Mercy Samuel of Women's Christian College in Madras was a member of the Biology Department at Agnes Scott. Professor Groseclose is the only Agnes Scott professor who taught in India under this program; however, two additional visitors from India were in the Agnes Scott faculty before this exchange program was terminated.

Prior to 1964-1965 there was at Agnes Scott no chapter of the American Association of University Professors. From time to time the possibility of having such a chapter came up in faculty meetings, but

although President Alston consistently offered to support the formation of a chapter, there was not enough interest in the faculty for a group to be organized. However, during the 1964-1965 session, a chapter was formally established and became a forum for faculty concerns and opinions.

During the summer of 1965, the College's long-time dietitian, Mrs. Ethel J. Hatfield, retired, and the time seemed ripe to experiment with having a food-service organization take over providing meals for students; thus, beginning with the 1965-1966 session and continuing thereafter for three years Agnes Scott used the services of such an organization — Campus Chefs, Inc., at first, and then Saga. In the autumn of 1968, the College returned to providing its own food service through a college dietitian or food service manager, and Mrs. Barbara F. Saunders began her association with Agnes Scott, a relationship that still continues.

The Charles A. Dana Fine Arts Building was dedicated in October, 1965. Designed by John Portman of the architectural firm of Edwards and Portman and built by the J.A. Jones Construction Company of Charlotte, North Carolina, the building took more than a year in construction and cost \$1,100,000. The dedication took place at a convocation on October 13 with the dedicatory address being given by Mr. Richard H. Rich, Chairman of the Board of Rich's, Inc., and in 1965 Chairman of the Board of the Atlanta Arts Alliance, Inc. The title of his address was "The Arts in Atlanta and at Agnes Scott." Present also were Mr. Dana and most of the trustees of the Charles A. Dana Foundation, which had made the largest single gift toward the erection of the building. From that day to the present, this building has been the "show place" on the Agnes Scott campus. Perhaps it is appropriate for the designer himself to speak about the building. Here is what John Portman wrote in the dedicatory booklet:

To provide a building of contemporary design to house the varied needs of the departments of art and of speech and drama at Agnes Scott and to have this contemporary building blend comfortably with its predominantly Gothic neighbors was the problem given us to solve in the Charles A. Dana Fine Arts Building. The functional requirements of the building called for painting, sculpture and ceramics studios, a small theater for the performing arts — primarily drama — and accompanying galleries, classrooms and offices. In addition, it was our conviction that since a fine arts building is dedicated by its very nature to the

world of creativity, the teaching environment should provide an inspirational atmosphere for the students.

Our basic philosophy in design revolves around taking a set of conditions and evolving an individual solution that is true to those conditions in a natural and uninhibited way — taking the human being and his natural reaction to space and space psychology to create stimulating, exhilarating buildings, functioning through the use of modulated space. The Dana Building brings back into architecture the grand, luxurious use of space — in a legitimate way — born of the problem — not forced or superficial.

The Dana Building is a study in the relationship of space within space. The concrete folded plate roof over the studios evokes in a thoroughly modern manner the spirit of other gabled roofs on campus. The building is basically a cathedral to art, and the grand Gothic space, which is authentically buttressed, contains the floating platforms or studios with the gabled roof opened to the north for light. The platforms have further been perforated to reveal space flow and interrelated space relationships. The columns on the exterior are expressed to reveal the buttressing of the grand space. They are working as true buttresses.

The exterior courts have many varied uses: they provide work areas off the sculpture and ceramics studios on the lower level, space for sculpture displays and drama activities on the upper level, along with rest and relaxation areas.

To paraphrase Gertrude Stein, “a wall is a wall is a wall,” and the juxtaposition of the exterior screen wall of Dana with the glass and concrete wall inside the courtyard sets up the counterpoint which makes the building still a part of the campus and yet a distinct entity unto itself. The arched, corbeled, pierced brick wall relates in a contemporary manner to the style and texture of older buildings on the campus. Its lacyness allows the visitor, as he approaches the building, gradually to become aware of the excitement that lies beyond.

Another distinctly new facility of the building is the theater which manages to combine many of the new ideas in theater design with a spirit and feeling of the Elizabethan theater. Designed to be used for new experimental techniques as well as conventional productions, the stage breaks into the seating area to provide a rare intimacy between audience and actors.

We believe the Charles A. Dana Building is a functional building adaptable to the change and growth that lie ahead. We are very pleased that the building has a quiet repose in its surroundings and solves the problem without compromising its own integrity. It has been evolved naturally from its conditions and speaks for itself.

John Portman/Edwards & Portman, AIA

Approximately ten days later, on Sunday afternoon, October 24, 1965, Agnes Scott officially opened the Dalton Galleries in the Charles A. Dana Fine Arts Building. Named in honor of Harry L. Dalton and his wife, Mary Keesler Dalton, '25, of Charlotte, North Carolina, these galleries form the central public area on the main floor of the building. This opening event featured an exhibition of fifty-five fine paintings which Mr. and Mrs. Dalton had given to Agnes Scott to augment the College's permanent art collection. This Dalton Collection, along with other art holdings, has grown through the years to a point where Agnes Scott's permanent collection of worthwhile art has increasingly become one of the truly enriching dimensions of the College.

Another special attraction in the building is the little theater, designed by James Hull Miller, well-known consultant in theater planning. The theater seats 212 on the main level and an additional 100 in a balcony. This octagonal room utilizes a thrust stage and provides a most satisfying intimacy between performers and audience. In 1974 this theater was named in honor of Professor Roberta Powers Winter, who taught speech and dramatic art at Agnes Scott from 1939 to 1974.

Amid all the physical changes that were taking place in the early 1960's, there was likewise a constant and continuing effort to improve and enrich the academic life of the College. Illustrative of these changes are the following sentences from the report that Dean C. Benton Kline, Jr., made to the Trustees on May 21, 1965:

Every department has made some change in its program for the next academic year. Significant changes have taken place in the department of speech and drama (which now is prepared to offer a major), in Bible, Spanish, history and political science, mathematics, philosophy, German, and English. In mathematics, for example, five years ago the course in freshman calculus had twenty students; this year we had six sections of calculus and now it will become the basic course for freshmen. There were more students taking beginning German this fall than we had taking all the courses offered in German four years ago. At every turn, we must take care of students who, while probably not brighter, are each year better prepared when they come to Agnes Scott.

As a result of the decennial self-study required of Agnes Scott in the early sixties by the Southern Association of Colleges and Schools (pp. 174-176), the Board of Trustees at its annual meeting in May, 1963, authorized a study of the structure and functions of the Board itself. A special committee under the chairmanship of J. Davison Philips was appointed to conduct this study. On October 12, 1965, the report of

this committee, as amended, was adopted by the Trustees. After a preamble, this report discussed (1) the nature of Board meetings, (2) the role of Trustees, and (3) the Agnes Scott Trustee himself or herself. The report concluded with a recommended revision of the bylaws of the Board including a re-structuring of Trustee committees. This report also left open-ended a re-study of the College's relationships with its three Synods, a circumstance that would in a few years lead to a complete change in these relationships (see p. 205). This action revising the bylaws of the College was the first such revamping in a number of years, and it was of real significance.

Quite unexpectedly, on Saturday, October 30, 1965, President Emeritus James Ross McCain died in his eighty-fifth year. He had seemed to be in his usual good health — the preceding spring he had taken a trip around the world alone, and on the day before his death, he had addressed a luncheon meeting of a civic club in Decatur and then that same evening had attended the Ten Club of which he was the “czar.” At the time he was stricken with a fatal heart attack, he was at his desk. Death came a few hours later in a local hospital. On Monday, November 1, private interment services were held in the early morning in the Decatur Cemetery, followed at 11:00 A.M. by a great memorial service of worship in the Decatur Presbyterian Church, characterized by the singing of Dr. McCain's favorite hymns, the reading of his favorite scriptures, and the offering of prayers following the daily prayer disciplines which he himself had used. The service was an outpouring of thanksgiving for and celebration of his life and was attended by a capacity congregation.

Two days later, on Wednesday, November 3, the College itself at its weekly convocation held a memorial service recognizing the fifty years that Dr. McCain had been associated with Agnes Scott. Dean Emeritus S. Guerry Stukes read the 103rd Psalm; Dean C. Benton Kline, Jr., offered the memorial prayer; Mr. Hal L. Smith brought a tribute from the Board of Trustees; and President Alston gave the memorial address.

Local newspapers editorialized on Dr. McCain's service to the community; the Presbytery of Atlanta and the Synod of Georgia adopted resolutions in his memory as did the Agnes Scott Board of Trustees at its next annual meeting following his death.

President Alston in the remarkable memorial address which he gave at the College convocation summed up Dr. McCain's greatness in these terms:

If I were asked to select the most impressive qualities in Dr. McCain's character and in his service to this college, I think I would choose four:

(1) *Self-discipline* was one of the secrets of Dr. McCain's effectiveness. His was one of the most orderly, habitual, regularized lives that I have known. If he was ever late for an engagement, I never heard of it. We went many places together, early and late. He was always ready and waiting, usually on his front porch, sometimes on mine. He had learned self-control, self-management, self-discipline; he was thereby enabled to focus his enormous energies, even when past eighty, upon the task to which he had given himself.

(2) A second quality of Dr. McCain's life that will stand out in my remembrance of him was his *faithfulness to his commitments*. It mattered not what they were, whether the weekly round-robin letter to his family, Rotary attendance, some one of a score of committee meetings that he scheduled almost every week of his later life, or some duty undertaken for the church or the college — Dr. McCain did what he had agreed to do. I have never known a person who surpassed him in this respect.

(3) Another aspect of Dr. McCain's life that I have particularly valued was the *youthfulness and flexibility of his mind*. He had the ability to think, to face contemporary issues, even to change his mind. In the past fifteen years, he and I have talked about every conceivable thing concerning the present and the future of the college. I have never seen him run for shelter in some shibboleth about "the good old days." His mind had a growing edge. I came to realize that he was probably as youthful, as receptive to change, and as realistic a person as any who serve on the Agnes Scott Board of Trustees.

(4) The heart of the matter, when all else has been said is that Dr. McCain was *a devout man, a genuinely dedicated Christian gentleman*. He doesn't make sense unless this is understood. God was real to him. His faith was quite simple and uncomplicated. It was Biblical to the core, with a strong Presbyterian accent. He believed it and tried with every power of his being to live it. How many times those of us who knew him have heard him close a prayer with a phrase that to him was no cliché but rather a summary of his faith: "in the all-prevailing name of Jesus." Dr. McCain made everything he faced, all that he did, a matter of prayer. When I came to Agnes Scott, I was shocked at first by the legend that it never rained on May Day, or on one of the other days when Agnes Scott scheduled out-of-doors events, because Dr. McCain and the Almighty were working things out together. I once asked him about this. He didn't claim to have anything to do with the fact that we always had good weather on such occasions

— but he didn't deny that he might have been in on it! He simply shrugged his shoulders in typical fashion, took a tug at his trousers, smiled and answered: "Well, I think the Lord will do what He thinks is best."

A life of great consequence has been lived in our midst. This college has been the residuary legatee of wealth — the wealth of character, conviction, consecrated service, and faith. Let us thank God that we have been thus favored and blessed. Let us thank God and take courage for the days ahead!

Understandably steps were immediately taken to establish at Agnes Scott some living, on-going memorial to the late President Emeritus. As has already been set forth, the library was named for him and the McCain Library Fund was established when he retired, but now it was agreed that some new memorial was appropriate. A committee of faculty, alumnae, and students considered various possibilities and recommended that a fund be raised to establish the James Ross McCain Lectureship. In a brief time students, faculty, alumnae and other friends of Dr. McCain's contributed to make this lectureship a reality. As these lines are written the corpus of this fund totals \$30,740. The regulations which the originating planners drew up for the McCain Lectureship Fund were stated as follows:

The James Ross McCain Lectureship Fund is established by students, faculty, alumnae, and friends of Agnes Scott College in memory of President Emeritus James Ross McCain.

The income from the fund shall be used to provide a lecture or series of lectures on some aspect of the liberal arts and sciences with reference to the religious dimensions of human life. Ordinarily the lecture(s) shall be given annually, but if in the judgment of the committee it is deemed wise to omit one or more years, the income shall be held to be used for succeeding years.

The lecturer shall be chosen by a committee composed of the President of the College, the Dean of the Faculty, two members of the faculty selected in the same manner as members of other faculty committees, the President of Student Government, the President of Christian Association, the President of Mortar Board, and a junior designated by Representative Council.

When circumstances permit, the James Ross McCain lectures shall be published in order that they may have wider circulation.

The announcement of lectures and any publication of them shall carry a statement concerning James Ross McCain and his distinguished service to Agnes Scott College and in the educational and religious community.

As indicated above, only the income from this Lectureship would be

used; thus, it took several years before the Fund was operative. The first McCain Lectures were presented in February, 1972, when Agnes Scott celebrated the four hundredth anniversary of the birth of John Donne. The Lectureship was used again in 1974 for the observance of the one hundredth birthday of Robert Frost. Both of these celebrations resulted in the publication of the papers and addresses which were presented. The Lectureship also sponsored Agnes Scott's observance of the Bicentennial of the United States. Accordingly, through the James Ross McCain Lectureship, the campus continues to be reminded of this distinguished man and his dedication to intellectual excellence.

In passing, it is perhaps appropriate to note that beginning in 1966, baccalaureate and graduation were held on the same day instead of on two days as formerly. Commencement now occurs on Sunday, the baccalaureate sermon in the morning and the graduation exercises in the early evening.

In the waning days of 1966 and the early days of 1967, Agnes Scott endured one of the most distressing periods in its entire history. Quite erroneously the College and its President were accused of anti-Semitism, bigotry, prejudice, and discrimination. This whole situation came about because it was mistakenly thought that the President had canceled an appointment with a prospective candidate for a teaching position because she was Jewish. The truth of the matter is that the young woman involved never had an appointment with the President; in fact, she had not even applied for a faculty position at Agnes Scott. To make a long story short, the "cause" was picked up on the campus of a neighboring institution and from there got into the press, both in news stories and on the editorial page, and ultimately became a concern of the Atlanta branch of the American Jewish Committee. The situation soon became so strident that the President concluded that the Board of Trustees needed to become involved. The Executive Committee of the Board first considered the matter and determined that the principle at stake was sufficiently important to be addressed by the Board itself. Accordingly, the Trustees met in special session on January 27, 1967, and after careful deliberation and discussion issued a policy statement on faculty employment which re-affirmed Agnes Scott's dual commitment to academic excellence and to the Christian faith. Here is this policy statement:



## FACULTY POLICY

Since its inception in 1889, Agnes Scott College has been a Christian liberal arts college, striving for excellence in the higher education of women. As stated in its charter, it was established for the purpose of

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

*In order that the purposes for which the College was founded and the principles upon which it has been operated for seventy-eight years may be most effectively implemented, it is essential to sustain on the campus conditions "distinctly favorable to the maintenance of the faith and practice of the Christian religion." The Trustees of Agnes Scott College therefore believe it is imperative to continue to secure for the faculty of the College men and women of the most competent scholarly training and teaching ability who are sincerely committed to the Christian faith as it is expressed historically in the mainstream of Christian thought and action, and in the ecumenical nature of the contemporary Christian church. Other than this commitment, the Trustees do not require of faculty or administration any theological, sectarian, or ecclesiastical preference.*

So stated the Board of Trustees.

In the early 1920's the Boston firm of Cram and Ferguson submitted to Agnes Scott a rather comprehensive campus plan. As has already been pointed out (see p. 72), this plan, as modified by the Atlanta firm of Edwards and Sayward, became for many years the College's guide for campus development. By 1967, however, it was increasingly evident that Agnes Scott needed new guidelines for further expansion. For that matter, as far back as May, 1964, the Board had approved a recommendation of the Buildings and Grounds Committee that the Administration be authorized "to employ a landscape architect to study our campus and prepare an overall plan." Meanwhile, the neighborhood surrounding the campus — particularly to the south and west — was in a state of rapid transition with some attendant deterioration. Indeed, at the Board meeting on May 5, 1967, the chairman of the Buildings and Grounds Committee told the Trustees that the "most pressing matter" facing the Board "has to do with the deterioration of the residential areas on the west and south of present

college property.” At this same meeting it was reported that Chairman Smith and President Alston were “conferring with Mr. Clyde D. Robbins of the Georgia Institute of Technology, a community planning consultant, concerning the possibility of a relationship with Agnes Scott for a limited period in order that we might have the advantage of expert counsel in future campus expansion and development.” Approximately one month later, on June 14, 1967, after Mr. Robbins had made a presentation to the Buildings and Grounds Committee, this Committee recommended that the President employ Mr. Robbins as Agnes Scott’s campus planner. By October Mr. Robbins had his findings ready for the Trustees, complete with charts, slides, and a fourteen-page report of text and maps. The thrust of this study was two-fold: (1) The College for the foreseeable future would remain at its present location, seeking to serve as a stabilizing agent in a changing community, and (2) plans for campus expansion and development were formalized for a number of years to come based on growth up to 1,500-2,000 students. (In 1967-1968 Agnes Scott had 760 students; thus, campus projections were based on gradually doubling the size of the student body.) For the expanded campus the over-all boundaries would actually be College Avenue and the Georgia Railroad on the north, Avery Street on the east, Green Street, Kirk Road and Oakview Road on the south, and Adams Street on the west. This plan called for altering some streets, the development of a new academic center across Candler Street, and the establishment of new student residential areas not necessarily adjacent to present dormitories. No price tag was attached to these plans, but it was obvious that they called for greatly increased endowment and additional investment in physical plant. All these plans required the cooperation of the community and the local government. After the recommendations of the “Robbins Report” were approved in principle by the Executive Committee and the Buildings and Grounds Committee meeting jointly on October 26, 1967, the “plan” was publicly presented on November 21 at a breakfast attended by officials of the City of Decatur, representatives of county and state boards and agencies, other community leaders, and members of the press. Subsequently an open hearing was held in the Winona Park School so that any interested member of the community might have input and become informed. Agnes Scott constantly emphasized that the College in all its plans was seeking to be a responsible citizen of the community

with both collegiate and community needs sharing in paramount importance. The first apparent result of the "Robbins Study" was a greatly stepped-up emphasis on the acquisition of property around the campus. Mainly through a series of generous grants from an anonymous Atlanta foundation, Agnes Scott, over a period of a decade following 1967, was able to acquire approximately one hundred additional pieces of property within the perimeter of the projected campus. These properties were not actively sought, but if a parcel became available at a reasonable price, Agnes Scott would purchase the piece. Once purchased, some houses were razed; some were rented to members of the faculty and staff, and some were handled as general rental property available to the community. Thus, for more than ten years the "Robbins Study" was the controlling element as Agnes Scott expanded its land-holdings and looked to the future.

At the Trustees' meeting on May 5, 1967, Dean of the Faculty C. Benton Kline, Jr., reported (1) that Agnes Scott was offering credits for advanced placement courses taken in high school, (2) that juniors and seniors were being allowed to take "a limited number of hours outside their major field on a pass-fail basis with no letter grade or quality points being earned," (3) that new standards had been established for class promotion, (4) that a committee of the faculty was looking into the use of computers at Agnes Scott and the feasibility of "buying computer time" at the Georgia Institute of Technology, and (5) that a committee was investigating the wisdom of eliminating classes on Saturday. This last committee was made up of faculty and students and was called the Committee on Academic Problems (CAP). This committee's work was not limited, of course, just to the schedule, but rather encompassed a large area of academic matters. By the spring of 1968 it could be reported to the Board's Executive Committee that both the Faculty and the Academic Council had approved a plan for a five-day academic week on an experimental basis. The Executive Committee approved this plan, and the Board subsequently concurred. The five-day academic week became effective with the 1968-1969 session. This new schedule continued fifty-minute classes on Monday, Tuesday, Wednesday, Thursday, and Friday and, in addition, provided for seventy-five minute classes on Tuesday and Thursday. Understandably, only three-hour courses were affected; five hour courses continued to meet for fifty minutes, Monday through

Friday. The new plan proved quite satisfactory and has been continued since.

From the student standpoint, a matter of real significance occurred in 1966-1967 when individual telephone facilities were installed in each dormitory room. This development meant that each student could have her own direct-line telephone if she was willing to pay the telephone company's charges.

Quite unexpectedly in the summer of 1967, Mr. Richard C. Bahr resigned his position as Treasurer in order to accept a post with a local business firm. By mid-September Mr. William M. Hannah had been appointed to this very important vacancy. During the brief interval between Mr. Bahr's leaving and Mr. Hannah's arrival, this writer, in addition to his other responsibilities, served as acting treasurer.

The Board of Trustees on May 17, 1968, formally adopted a new statement on academic freedom and tenure for Agnes Scott. This statement had been in formulation for some months. It had been studied by the faculty and approved by the Academic Council of the faculty and the Executive Committee of the Board. President Alston stated that the new policy statement was "in essence" what Agnes Scott had been following for a long time; however, the formal adoption of this statement would affirm that the Trustees, in principle, were in agreement with the Association of American Colleges and with the American Association of University Professors in their positions on academic freedom and tenure. Here is the statement as adopted by the Board of Trustees:

#### Statement on Academic Freedom and Tenure

Agnes Scott College endorses in substance the 1940 Statement on Academic Freedom and Tenure of the Association of American Colleges and the American Association of University Professors. The following statements of policy are designed to fulfill the provisions of that statement.

##### I. Preamble

Agnes Scott College is dedicated to the free search for truth and its free exposition.

Academic freedom is essential to these purposes and applies both to teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning. It carries with it duties correlative with rights.

Tenure is a means to certain ends: specifically, (1) freedom of teaching and research and of extramural activities, and (2) a degree of economic and professional security sufficient to make teaching at Agnes Scott College attractive to men and women of ability. This freedom and security, hence tenure, are indispensable to the success of the College in fulfilling its obligations to its students and to society.

## II. Academic Freedom

1. A member of the faculty at Agnes Scott College is entitled to freedom in the classroom in discussing his subject, but he should be careful not to introduce into his teaching controversial matter which has no relation to his field. While the charter of the College states that the program of the College shall be carried out under auspices "distinctly favorable to the Christian faith," no limitations of academic freedom are thereby intended.
2. A faculty member is entitled to full freedom in research and in the publication of the results, subject to the adequate performance of his other academic duties; but research for monetary return shall be undertaken only upon the consent of the President and the Dean of Faculty.
3. The faculty member is a citizen, a member of a learned profession, and an officer of an educational institution. When he speaks or writes as a citizen, he is to be free from institutional censorship or discipline, but his special position in the community imposes special obligations. As a man of learning and as an educational officer, he should remember that the public may judge his profession and his institution by his utterances. Hence he should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that he is not an institutional spokesman.

## III. Appointment and Tenure

1. Tenure is not automatic but is awarded as early as practicable following a probationary period during which a faculty member has demonstrated his effectiveness. At the conclusion of such a period a member of the faculty shall have permanent or continuous tenure, and his service shall be terminated only for adequate cause or, under extraordinary circumstances, because of financial exigencies.

2. The probationary period following initial appointment on a full-time basis to the rank of instructor or above shall not ordinarily exceed seven years.
3. The probationary period will take into consideration full-time teaching service at other institutions of higher education, and when such service has been for three years or longer, the probationary period will not ordinarily exceed four years at Agnes Scott.
4. During the probationary period the faculty member shall be on annual contract unless otherwise provided. In the case of non-reappointment during such period notice of termination shall be given in writing by March 1 of the first year or by December 15 of succeeding years. If tenure is not to be granted, notice shall be given one year prior to the end of the probationary period.
5. In special circumstances, by mutual consent, annual contracts may be continued beyond the stated probationary period.
6. During the probationary period a faculty member shall have the full rights of academic freedom of all members of the Agnes Scott faculty.
7. At the close of the college session in the calendar year in which a faculty member attains the age of 65, permanent or continuous tenure shall terminate. By action of the Board of Trustees the faculty member may be approved for service on an annual basis until the end of the session in the calendar year in which he attains the age of 70.
8. Termination for cause of a continuous appointment or the dismissal of a faculty member for cause prior to the expiration of a term appointment will follow the rules of procedure set forth by the American Association of University Professors and accepted by the Board of Trustees of Agnes Scott College.
9. This statement of policy on academic freedom and tenure shall be given to each person being offered an appointment to the faculty at the time he is offered in writing the terms and conditions of his appointment and shall be part of the terms of such offer and of its acceptance.

Note: The provisions for the probationary period herein set forth shall not be applied retroactively to faculty members in service prior to the adoption of these

provisions. These faculty members will come under the statement of tenure policy previously adopted, which sets a probationary period of four years at Agnes Scott with the proviso for extension of annual contracts beyond the stated period.

Even though the Trustees had on January 27, 1967, adopted a clear policy statement on faculty employment at Agnes Scott, there continued to be misunderstanding in some quarters, and some Trustees themselves felt that the statement did not completely reflect what the Board wanted it to say. Accordingly, over the next year and a half, the Executive Committee had a running discussion of this matter such that by early autumn of 1968, the Board of Trustees formally adopted a revised policy statement as follows:

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

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

As is readily apparent, this re-statement of policy greatly broadened the consideration to be applied in the employment of faculty and staff.

As everyone knows, the decade of the '60's was a very difficult time on most college and university campuses. Because of the Vietnam War and for other reasons, student unrest was highly evident, and although Agnes Scott was spared the upheavals that wracked some institutions, students on this campus were not immune to the changes in attitudes and conduct that were affecting all young people in this entire nation. Perhaps the Agnes Scott person who was best able to assess the effects on this campus was Dean Carrie Scandrett, whose position brought her into almost daily contact with these changes. On September 16, 1968, Miss Scandrett addressed the Trustees, giving her reactions to the '60's, and fortunately a summary of her remarks has been preserved:

Our students, Miss Scandrett stated, in common with students

everywhere, are vocal, are questioning, are disinclined to accept arbitrary authority. While she does not anticipate a riot on our campus, or a disruption of the academic program of the College, Dean Scandrett said that we must realize that students have learned the power of protest, particularly of joint protest. We must believe that they want the finest education they can obtain. We must believe in them enough to talk with them openly and frankly. Stating that she has been here since the fall of 1925, Dean Scandrett said that Agnes Scott has always listened to students. Students want to be here because on this campus they are people, not numbers. Here, they have the opportunity of a fine education, and here, they have people who care about them. Working with student leaders today is exciting. They want to be a part of everything at the College. While emphasizing that we must continue to be willing to talk about any requests which students might have, Dean Scandrett stated that as long as her position gives her responsibility for students, she must continue to be given the opportunity to express her convictions and her judgment on matters under discussion. Administrative officers have a responsibility to maintain the College, Dean Scandrett feels, and to try to produce here women, strong in heart, mind, and soul, who will be able to make a positive contribution to the world in which they live.

The 1968-1969 year confronted President Alston with the necessity of making three major administrative appointments. In the fall of 1968 Dean of the Faculty C. Benton Kline, Jr., indicated his intention to resign effective December 31 in order to become Dean of the Faculty and Professor of Theology at Columbia Theological Seminary. Dean Kline, an ordained Presbyterian minister, felt that he could no longer resist the call to give himself full-time to theological education, an area that was increasingly engaging his interest and attention. His resignation was deeply regretted by both faculty and students. He was an excellent administrator as well as an exceedingly able and popular teacher. Upon Dean Kline's resignation, the students initiated a movement which led to the establishment of the C. Benton Kline, Jr., Library Fund. To fill the vacancy created by Dean Kline's resignation, President Alston appointed Professor Julia T. Gary to be Acting Dean of the Faculty, a post which she filled for five months until May, 1969, when the Trustees, on the recommendation of the President and with the concurrence of the Academic Council, elected her Dean of the Faculty, a post she was to fill with great distinction until 1979 when she was named Dean of Agnes Scott College, a position which she holds as these lines are written. Dean Gary came to Agnes Scott in 1957 as a



member of the Department of Chemistry. In 1962 she was named Assistant Dean of the Faculty and became Associate Dean in 1967. Dean Gary is a graduate of Randolph-Macon Woman's College and received her master's degree from Mount Holyoke College and her Ph.D. degree from Emory University.

The second administrative appointment to be made in 1968-1969 was that of Dean of Students. Dean Scandrett had become eligible to retire in the summer of 1967 but was persuaded to remain two additional years, mainly because it was very difficult to find anyone to replace her. President Alston has commented that he couldn't make any progress at all until he realized that it was impossible to find another Carrie Scandrett. In May, 1969, the Board of Trustees adopted a glowing tribute to Dean Scandrett, a part of which is quoted on pp. 348-349.

Dean Scandrett's successor was Miss Robert K. Jones who came to Agnes Scott from the position of Associate Dean of Students at Valdosta State College, Valdosta, Georgia. A graduate of the University of Georgia with a master's degree from Ohio State University, Miss Jones had had other professional experience in the Office of the Dean of Women at the University of Georgia and as Assistant to the Dean of Women and Residence Hall Director at Ohio State.

At a meeting of the Executive Committee on March 6, 1969, President Alston recommended that an additional person be brought to the campus to be responsible primarily for raising capital funds and nominated Paul Moffatt McCain for this post of Vice President for Development. The Executive Committee approved this recommendation, and the Board gave its confirmation on May 9, 1969. Paul M. McCain was the son of Agnes Scott's second president and for seventeen years prior to returning to Decatur had been President of Arkansas College in Batesville, Arkansas. Like his late father, he was a graduate of Erskine College. He also earned a master's and doctor's degree from Duke University. Vice President McCain began his duties in the autumn of 1969 following his election.

Up until 1969 the College's non-contract employees were not included in Agnes Scott's medical program; however, in that year on the recommendation of the President, the Executive Committee of the Board approved a plan which would admit these employees to the program under the same terms as those in effect for contract employees. The only limitation was that a non-contract employee

must have served for one year prior to admission to the program.

In the spring of 1966, the College sustained the death of Professor Ellen Douglass Leyburn who had been a member of the English Department since 1934. In all its history Agnes Scott has never had a more distinguished scholar-teacher than Professor Ellen Douglass Leyburn, '27. Before the year was finished, the Trustees, on the recommendation of the Executive Committee and the President, had taken action establishing the Ellen Douglass Leyburn Professorship in the Department of English, to be funded by friends of the late Professor Leyburn and by unallocated funds in the College's general endowment portfolio. This action by the Board brought to three the number of named professorships at Agnes Scott. In 1969, Professor Margaret W. Pepperdene was designated to be the first Leyburn Professor.

About the same time, the William R. Kenan, Jr., Charitable Trust gave Agnes Scott \$400,000 to establish a named professorship in the College. On June 17, 1969, the Board's Executive Committee unanimously elected Professor W. Joe Frierson, who had joined the faculty in 1943, to be the College's first William R. Kenan, Jr., Professor of Chemistry, a post which he held until his retirement in 1975 when Professor Marion Thomas Clark succeeded to the Kenan Professorship. The present occupant is Professor Alice J. Cunningham, who was named to this post in 1980.

In the spring of 1969 there occurred another development in the area of named professorships. The Callaway Foundation, Inc., of LaGrange, Georgia, in a laudable endeavor to attract distinguished professors to Georgia colleges and universities, offered to establish Fuller E. Callaway Professorships in a number of institutions in the state. Agnes Scott was honored to be one of these institutions. On June 17, 1969, the Executive Committee, on President Alston's recommendation, agreed to establish a Callaway Chair at Agnes Scott but requested a year's delay in naming the Callaway Professor. The reason for the delay was that the terms of the Professorship were very difficult in that the College would pay from its own funds its highest teaching salary to the Callaway Professor and then the Foundation would add 50% more in compensation. This circumstance meant that the remuneration for the occupant of the Callaway Chair would be 50% higher than that of any other professor in the College. The agreement required that whenever base salaries were raised, that of the Callaway Professor would rise proportionately and, therefore,

continue to be completely out of balance with other Agnes Scott compensation. Also, the professorship would not rotate. The President and the Executive Committee believed that some very distinguished teacher had to be found to fill this post and that, for the sake of faculty morale and of the effectiveness of the Callaway Professor, it would be unwise at that time to promote someone to this new post — hence the request for the delay. Now, more than ten years later as these lines are written, the Callaway Professorship at Agnes Scott is just now being implemented. In the interim, the Callaway Foundation has considerably relaxed its rather rigid requirements such that Agnes Scott can now enthusiastically name a Fuller E. Callaway Professor, confident that faculty morale will not be jeopardized (see p. 269).

The arrival of Dean of Students Roberta K. Jones in 1969 seemed a good time to re-assess the social rules and regulations which governed the lives of Agnes Scott students; consequently, Representative Council of Student Government in October of 1969 authorized a committee to work with Dean Jones on this task. This committee consisted of eight students (3 seniors, 2 juniors, and 3 sophomores) and was known as the Special Commission on Rules and Policies, more popularly called by the acronym SCRAP. The group worked regularly and diligently and saw as its responsibility not only a thorough review of present social rules and regulations but also the projection of a new system. SCRAP proposed to base its new system on giving a student the “maximum amount of individual freedom within the framework of community.” Certain “non-negotiables” were the starting point of the Commission’s work — non-negotiables such as “academic honesty, respect for property and rights of others, and a sense of community.” The over-arching goal was “the maximization of human potential.” In its final report SCRAP outlined policies in the following areas: (1) use of alcoholic beverages, (2) use of illegal drugs, (3) smoking, (4) sign in and out procedures, and (5) appropriate dress. The most noticeable changes were in the signing in and out procedures, which were greatly simplified, and in the area of parental permissions, which were discontinued. Other matters, such as living off campus and parietais, were considered but were postponed for later decision. Of course, all recommended alterations had to be approved by Representative Council and by the Administrative Committee of the faculty. It goes without saying that all changes had to be within the broad policies of the Board of Trustees. The record of Dean Jones’ report to the Board on May 15, 1970, reads as follows:

. . . Miss Jones talked of the work which she and a committee of students have done this year on the social regulations of the College. They have tried to look at the existing regulations and the reasons behind them, evaluating them in terms of the situation in which students live today. Miss Jones and the committee hoped to achieve a code of behavior for students which maintains the standards of the College and, at the same time, gives students a sense of freedom with responsibility. Of particular concern in formulating new rules and policies were the physical security of students, the enhancement of the academic atmosphere, and the protection of the rights and property of others . . . . Miss Jones pointed out that these new rules and policies recognize the fact that Agnes Scott cannot watch over a student when she leaves the campus nor govern off-campus behavior. The College must rely upon the judgment of the students.

A graphic way to ascertain the extent of the changes in rules is to examine the appropriate parts of the Student Handbook for 1969-1970 and 1970-1971, respectively. Basic requirements in the main are still there, but much of the minutiae is altered.

Another change that became effective with the 1970-1971 session was the decentralization of the office of the Dean of Students. A great deal of the detail formerly handled in the Dean's office was shifted to the student living units — a circumstance which meant that the Dean of Student's Office could now maintain daytime office hours and be closed at night and during weekends.

In January, 1970, Agnes Scott received word that the College had been invited to be a part of the Charles A. Dana Scholarship Program. Inaugurated by the Charles A. Dana Foundation, this program was initially established at ten colleges. The Foundation in the first year provided funds for assistance to fifteen sophomores, in the second year to fifteen sophomores and fifteen juniors, and in the third year to fifteen students from all three upper classes. Freshmen were not eligible. The size of the scholarship depended on need and ranged from \$100 to full tuition. Need was the basis for a grant, but no student was to be considered unless in the judgment of Agnes Scott's Scholarship Committee she demonstrated "academic promise and leadership potential." Continuance of a Dana Scholarship depended on the recipient's performance. Phase I of this program was designed to conclude in 1975, to be extended to 1980 as Phase II if the Dana Directors so chose. In January, 1973, President Alston received information that Agnes Scott was to be continued into Phase II. The

amount received by the College once the program became fully operative was \$40,000 per year. The continuance of the College into Phase II was with the understanding that at the end of the 1979-1980 session the College would carry on this program from its own funds. It was the Foundation's hope that this program would "result in a *corps elite*" among the scholars, and Agnes Scott's experience has borne out this hope. Selection as a Dana Scholar has been considered a great honor and a considerable *esprit de corps* has developed among these students. In various ways they, as a unit, have rendered service to the College.

In March, 1970, Agnes Scott sustained the unexpected death of P.J. Rogers, Jr., who had been the College's Business Manager since 1951. No more useful person has ever been at Agnes Scott, and his loss was felt by everyone. Mr. Rogers' duties were distributed for the time being among several persons with the President himself assuming the direction of these people. One of the persons who was of particular assistance to the President during this crucial period was Joe B. Saxon who was superintendent of buildings and grounds. It was Mr. Saxon who took over the important responsibility of supervising non-contract employees. For various reasons, it took much longer than anticipated to fill Mr. Rogers' post, so much so that it was not until the spring of 1974 that a replacement was found. In appreciation of Mr. Rogers and his service to Agnes Scott, the Trustees in November, 1970, named the steam plant in his memory and also established a small credit operation for non-contract employees — a group for whom Mr. Rogers always felt great concern and whom he personally had often helped.

As early as February, 1970, President Alston reminded the Executive Committee that on July 16, 1971, he would be sixty-five years old and that the Trustees might well begin to think about his successor. This whole matter was further discussed by the Executive Committee on May 11, 1970, at which time a resolution was unanimously adopted for presentation to the Board itself on May 15. Here is the resolution which the Trustees approved:

WHEREAS, under the policy established by the Board of Trustees, normal retirement of faculty members and administrative officers of Agnes Scott College is age sixty-five which may be extended by resolution annually of the Board of Trustees until age seventy, at which time retirement is mandatory.

BE IT RESOLVED that the eligibility of President Alston to continue to serve in the capacity of President of Agnes Scott College be and is hereby extended to the mandatory age of seventy.

RESOLVED that it is the wish and desire of this Board that Dr. Alston continue to serve until the mandatory retirement age is reached unless he requests and insists upon retirement at an earlier age.

This resolution is neither sought nor suggested by Dr. Alston. It originated as the unanimous wish and desire of the members of the Executive Committee, looking solely to the best interest and progress of Agnes Scott College.

This action meant that the Trustees wanted Dr. Alston to continue as President until the mandatory age without the necessity of annual election after age sixty-five. The Board's decision expressed unlimited approval of and confidence in the President. The Trustees were in no mood to consider changing presidents when the College had two new deans, a new vice president for development, and the position of business manager vacant. President Alston expressed his great gratitude to the Board but observed that he felt "it is extremely unwise to 'put the face of age' upon this institution." He recognized that the Trustees' resolution gave "complete freedom to him and the Board" concerning when he might choose to retire.

Beginning in the summer of 1970 and continuing almost every summer thereafter up until the present time, Agnes Scott has offered a summer study abroad program sponsored by one or more of the academic departments. At least one faculty member has on each occasion accompanied a group of students and supervised and participated in the program. The work offered has carried academic credit for the Agnes Scott degree. Programs have been offered in English history, art, classical archaeology, German, and Spanish. In this program, students have studied in England, Spain, Italy, and West Germany. The whole endeavor has proved most useful and is in reality now a regular part of the College's academic program.

For the second time in one year, Agnes Scott in 1970 sustained the death of a major administrative officer. On October 5, Miss Ann Worthy Johnson, '38, Director of Alumnae Affairs since 1954, died after a brief illness. At its meeting on November 16, 1970, the Board of Trustees adopted a special memorial for Miss Johnson — a memorial presented by the alumnae trustee who was the immediate past president of the national Agnes Scott Alumnae Association. To fill the

vacancy caused by Miss Johnson's death, the College appointed Mrs. Barbara M. Pendleton, '40.

After more than two years of study by the Board's Executive Committee, the Trustees on November 5, 1971, adopted a restated charter for the College, a document now termed The Articles of Incorporation and officially issued by the office of Georgia's Secretary of State on November 11, 1971. The new "charter" made six major changes from the document previously in effect. These six changes were as follows:

1. The recently adopted statement on qualifications for the faculty (see p. 197) was made a part of Article 2.
2. The arrangement whereby the Synods of Alabama, Florida, and Georgia confirmed certain trustees was abolished. The College however, continued its affiliation with the Presbyterian Church in the United States.
3. The terms of "corporate" and "synodical" trustee were dropped.
4. The terms of the alumnae trustees were lengthened from two to four years, and these two trustees were to be the two immediate past presidents of the Alumnae Association.
5. Provision was made for the mandatory retirement of Trustees at age 72, except that any Trustee who had reached this age prior to May 14, 1971, was exempt from this requirement.
6. On nomination by the Chairman of the Board, any Trustee retiring by reason of age might be elected a Trustee-Emeritus by an affirmative vote of 3/4 of the Trustees. Such Trustees-Emeritus would serve for life and would have the privilege of attending Board meetings and of participating in discussions. Trustees-Emeritus would not have the right to vote nor could they be counted in determining the presence of a quorum.

As has already been pointed out, Agnes Scott's retirement program was arranged through the Connecticut Mutual Life Insurance Company (see pp. 108-112). However, in the spring of 1971, the Trustees expanded this arrangement by offering participants the option of the Connecticut Mutual program or of that provided by the Teachers Insurance Association of America (T.I.A.A.), effective with the College's 1972-1973 fiscal year. This option meant that new faculty members who already had T.I.A.A. retirement arrangements from another institution could continue the retirement plan that they had, if

they so desired. Of course, they had the privilege of choosing the Connecticut Mutual plan just as those in the Connecticut Mutual arrangement could shift to T.I.A.A.

For a number of years, the Trustees and certain members of the administration had been discussing whether or not Agnes Scott needed another group besides the Board itself to serve as an advisory body to the College. Finally, on May 14, 1971, on the recommendation of the Executive Committee, the Board adopted a motion approving "the establishment of a President's Advisory Council and authorized the President of the College to proceed with this at his discretion." At this same time the Trustees sanctioned the following set of bylaws under which this Advisory Council would function.

**BYLAWS  
PRESIDENT'S ADVISORY COUNCIL  
AGNES SCOTT COLLEGE**

**ARTICLE I NAME**

The organization shall be known as the President's Advisory Council.

**ARTICLE II PURPOSE**

The purpose of the Council shall be to promote the program and objectives of Agnes Scott College by advising with the President and other administrative officers. Individually, each member shall provide two-way communication between the College and its publics and shall serve as a center of influence for the College in his or her community.

**ARTICLE III MEETINGS**

The regular annual meeting shall be held in the spring on a date determined by the Chairman of the Council and the President of the College. These same persons may call a special meeting when circumstances justify.

**ARTICLE IV OFFICERS**

The Council shall have as its principal officers, a Chairman, Vice Chairman, and Secretary whose duties shall be those usually associated with these offices.

**ARTICLE V ELECTION OF OFFICERS**

Officers shall be nominated and elected at the annual meeting of the Council. The Chairman shall appoint a Nominating Committee prior to the annual meeting. The officers shall be elected to a term of one year and shall be eligible to be reelected to serve one additional term.



## ARTICLE VI MEMBERSHIP

The Agnes Scott Board of Trustees shall elect the members of the President's Advisory Council for a three-year term with the possibility of reelection. Terms shall be overlapping to provide continuity. The Council shall consist of twenty-four or more members.

## ARTICLE VII AMENDMENTS

These Bylaws may be amended by the Agnes Scott Board of Trustees.

In subsequent months the President invited a select group of Agnes Scott friends to become members of the President's Advisory Council, and by May, 1972, the Council was convened in its first meeting. The initial twenty-six members of this group reads almost like a "Who's Who." Here are the names:

Martha Eskridge Ayers (Mrs. Nathan M.), '33  
Alumna, Greensboro, North Carolina

Eugene L. Bothwell  
Architect, Bothwell, Jenkins, Slay & Associates, Decatur,  
Georgia

Harlee Branch, Jr.  
Former Chairman, The Southern Company, Atlanta, Georgia

Lawton M. Calhoun  
President, Savannah Foods and Industries, Inc., Savannah,  
Georgia

Charles S. Daley  
President, The Fourth National Bank, Columbus, Georgia

Harry L. Dalton  
Chairman, Executive Committee, American Credit Company,  
Charlotte, North Carolina

Kenneth W. Dunwoody, Jr.  
President, Cherokee Brick and Tile Company, Macon, Georgia

Edward E. Elson  
President, Atlanta News Agency, Atlanta, Georgia

Margaret Powell Flowers (Mrs. Langdon S.), '44  
Alumna, Thomasville, Georgia

Harriet Griffin Harris (Mrs. George), '56  
Alumna, Bartow, Florida

W. T. Harris  
Chairman, Harris-Teeter Supermarkets, Inc., Charlotte,  
North Carolina

- Raymond A. Jones, Jr.  
Executive Vice President, J.A. Jones Construction Company,  
Charlotte, North Carolina
- Monroe M. Kimbrel  
President, Federal Reserve Bank of Atlanta, Atlanta, Georgia
- Bert Lance  
Director, State Highway Department, Atlanta, Georgia
- J. Erskine Love, Jr.  
President, Printpack, Inc., Atlanta, Georgia
- Julius A. McCurdy  
Chairman, Decatur Federal Savings and Loan, Decatur,  
Georgia
- Evangeline Papageorge, Ph.D., '28  
Alumna, Associate Dean, Emory University School of  
Medicine, Atlanta, Georgia
- Ida Louise Brittain Patterson (Mrs. Fred), '21  
Alumna, Atlanta, Georgia
- John C. Portman, Jr.  
Architect, John Portman & Associates, Atlanta, Georgia
- Louis Regenstein  
Attorney, Kilpatrick, Cody, Rogers, McClatchey, &  
Regenstein, Atlanta, Georgia
- Dean Rusk  
Distinguished Professor, University of Georgia School of Law;  
Former United States Secretary of State, Athens, Georgia
- Carl E. Sanders  
Attorney, Troutman, Sanders, Lockerman & Ashmore;  
Former Governor of Georgia, Atlanta, Georgia
- Miriam F. Smith, M.D. '57  
Alumna, Psychiatrist, Decatur, Georgia
- John W. Thatcher  
President, Banana Supply Company, Miami, Florida
- Pollard Turman  
Chairman, J.M. Tull Industries, Inc., Atlanta, Georgia
- Margaret Weeks, '31  
Alumna, New Orleans, Louisiana

Mr. Charles S. Daley of Columbus, Georgia, was elected the first chairman of this Council, and the whole endeavor got off to a good start and continued to function for several years. However, because the group was advisory and had no real authority, interest gradually

began to wane, and in time this Council ceased to function. The real problem was that the College never found an effective way to utilize the talents and abilities of this “high-powered” group of men and women — a circumstance that was a real loss to Agnes Scott.

In 1970 the Lettie Pate Evans Foundation of Atlanta gave the College \$50,000 to air condition the dining hall which was named for Mrs. Evans, a late Agnes Scott trustee (see p. 121). Thus, this building became the first structure to be air conditioned many years after its erection. The Charles A. Dana Fine Arts Building was air conditioned from its beginning, and since the time that the dining hall was cooled, four other buildings have been air conditioned (Winship, Presser, Buttrick, and the McCain library), and at this writing plans are under way to provide the same comfort for Campbell Hall.

As the 1970's opened, Agnes Scott began to gear up for the decennial self-study required by the Southern Association of Colleges and Schools. However, prior to the actual start of the “official” self-study, the faculty initiated a preliminary analysis of most of the thrusts of the College. One of the most important groups was the one designated to formulate a statement of purpose for Agnes Scott. This committee, made up of representatives from the faculty, the students, and the alumnae, submitted its report to the Trustees in the fall of 1971. After an introductory section, this report dealt with four aspects of Agnes Scott as they related to the purpose of the College, namely, (1) academic standards, (2) the liberal arts, (3) the relationship to the Christian faith, and (4) the composition of the student body:

In a rapidly changing world of increasing mechanization and complexity, Agnes Scott College continues to put its faith in the life of the mind and the spirit and in the liberating power of knowledge. As a liberal arts college, our purpose is

1. to help the student gain a basic acquaintance with each of three broad areas of knowledge — the humanities, natural sciences, and social sciences — and competence in some particular phase of one area;
2. to develop through such study those qualities of mind — analytical, critical, and imaginative — which will enable the student to use the treasure of the past as well as contemporary contributions to knowledge, not only to enrich her own life but also to seek solutions to age-old and new problems;
3. to develop an appreciation for excellence and for man's creative achievements in all fields;

4. to encourage the student to find for herself a spiritual commitment and a set of values which will give vitality, meaning, and direction to her life;
5. to foster a concern for human worth and needs, and to cultivate in the student a sense of responsibility to the society in which we live.

An important part of liberating the mind is the exercise of liberty in the pursuit of education. The student should be accorded that independence consonant with disciplined activity. She must be invested with the trust that makes her not just a passive receptacle for the ideas of others but rather a co-worker in the search for truth. It is hoped that a liberal arts foundation will give the student the means and stimulate the desire to continue her education throughout her life.

#### On Academic Standards:

Agnes Scott has earned national respect as an academic institution of high quality; it is generally considered to be among the best of its kind. We do not feel, however, that we dare take this reputation for granted. In an age of academic compromises and confusions, we at this college need to come down hard for academic excellence. If we are to continue to remain a small, Christian-oriented liberal arts college for women, we must do so with pride. We must do what we do as well as it can be done. Efforts to hire exceptionally well qualified faculty members, who can endorse Agnes Scott's purposes and support her standards, must be pursued vigorously by those empowered to do so. Energies spent in recruiting promising students need to be intensified. As an academic community, we need to stay well informed so that we can recognize educational innovations of genuine merit, and we need the flexibility to implement them; we also need the good sense to continue to reject those notions and fads that jeopardize our strong curriculum. We must do whatever is necessary to strengthen our standards of academic excellence; we cannot afford to let them slip. As one alumna put it, we need to measure up to our standards — not change them.

#### On the Liberal Arts:

The intensity of our commitment to the liberal arts is obvious from our interpretation of the college's purpose. One aspect of the statement that we have formulated may not be clear — our sense of the respective yet cooperative function served by each of the three broad areas of learning with their distinctive methodologies.

1. The HUMANITIES acquaint the student with the accumulated wisdom that defines the human condition and with the artistic expression which man has given to his deepest insights and emotions.

2. The NATURAL SCIENCES involve the student in the human activities of observing, recording, and forming ideas which foster an understanding and appreciation of the conceptual schemes describing the physical world; and they make the student aware that the results of such activities have had and continue to have a profound effect upon the conditions of all human activities.
3. The SOCIAL SCIENCES afford the student an opportunity for speculative and empirical investigation of the structural and dynamic properties of persons, groups, institutions, and societies as these reflect themselves in characteristic responses to situations.

There are many fervid and well-meant arguments today for broadening the traditionally conservative liberal arts curriculum to accommodate the pragmatic desires of students to be equipped for employment when they graduate. We recognize the plight of today's graduates, and we are aware that more and more women plan to join the labor force and remain a part of it. We are convinced, however, of the humanizing force of a liberal arts education; we feel, too, that such an education produces thinking men and women who can quickly acquire the skills they need for a specific occupation. To impose upon our liberal arts program courses which are primarily professional or technical in their orientation is to undermine its efficacy. Having recognized that each area of the liberal arts has its distinctive method, we do not exclude any course which legitimately employs the method of its discipline. Courses of a purely practical nature might well be available on a non-credit or non-graded basis, and indeed they have been from time to time. Good counseling to students who are seeking employment opportunities must of necessity be provided. But by no means should we as an institution be shaken in our dedication to the liberal arts; a student privileged to be enrolled in a course of study in the liberal arts should be expected to engage willingly in the pursuit of knowledge — because she desires to know the truth.

On the College's Relationship to the Christian Faith:

The following statement is found in the Charter of Agnes Scott College:

Said corporation is constituted for the purpose of establishing, perpetuating, and conducting a College for the Higher Education of Women under auspices distinctly favorable to the maintenance of the faith and practice of the Christian religion, but all departments of the College shall be open alike to students of any religion or sect, and no denominational or sectarian test shall be imposed in the admission of students.

Agnes Scott continues to affirm this purpose. The College aims to implement it in our pluralistic culture with a high degree of liberality, tolerance, and flexibility by:

1. stimulating the student to examine the relation between reason and commitment and to develop standards for the evaluation of the meaning and function of religious symbols, since to ignore the religious dimension of human life in education would leave the student with an unexamined faith and unexamined life;
2. encouraging the student to find for herself an ultimate commitment and a set of values which will give direction and meaning to her life through a disciplined study of the Judeo-Christian roots of western culture and an openness to all interpretations of truth;
3. cultivating an atmosphere of warmth, concern, and support for each individual in the college community;
4. imposing no religious, ethnic, or racial restrictions in the choice of faculty, and staff as well as students.

#### On the Composition of the Student Body:

The Committee believes firmly in the desirability of diversity in the student body and in broadening the academic experience of the student by cooperation with other institutions. We urge that students be recruited from as varied backgrounds as possible. Increased cooperation among the academic institutions in the Atlanta area is highly desirable for Agnes Scott. Investigations into our University Center revealed a lack of interchange and the absence of any existent channels for this interchange on the student and class levels. The Committee strongly recommends an attempt to rectify this situation.

At present there seem few clearly compelling reasons to urge the reconstitution of Agnes Scott as a coeducational college. We believe that it would be highly desirable, however, for a joint committee (composed perhaps of faculty, administration, students, and Board members) to continue to study this matter and remain alert to any circumstances that might require altering our structure in this regard. We suggest an open mind on the question of coeducation, and we support programs to bring male students on the campus for academic encounters with our students. For instance, our committee believes that residential interchange with other colleges would be most valuable, and we suggest that the question be pursued by the proper authorities to discover which comparable institutions would be interested in participating in such a program with Agnes Scott, either for the special education we can offer or for the attraction of the Atlanta area, or both.

Some of these suggestions obviously are contingent on the size, location, and financial ability of the college; all relate to our ability to offer quality education, a course of study which preserves the best of traditional approaches and methods but which reflects the innovation and updating required to meet the student's needs in a changing world. All contribute to our success in providing the type of education that gives the private institution one edge over the state institution: an education tailored in so far as possible to the individual student. We believe, therefore, that these recommendations are an appropriate part of a consideration of the purpose of Agnes Scott College.

Prior to coming to the Board itself, this statement of purpose was carefully reviewed by the Executive Committee, which at that time was also functioning as the Board's *ad hoc* committee on the purpose and direction of the College. The minutes of the Trustees show "that since the report [statement of purpose] was originally prepared, a number of questions [had] been raised by individuals about it — for example, the whole area of physical and social development and well-being of students is apparently omitted and there are questions about the way in which the College's Christian commitment is interpreted, etc." The Executive Committee considered whether the Board (1) should adopt the statement, (2) should amend it, (3) should write its own statement, or (4) should reaffirm the statement set forth in article 2 of the Restated Articles of Incorporation. On the recommendation of the Executive Committee, the Trustees chose simply to receive "with appreciation and commendation" the joint faculty-student-alumnae statement and then reaffirmed the historic charter statement as setting forth the official purpose of Agnes Scott College. By way of reminder, the central thrust of this statement reads as follows:

Said corporation is constituted for the purpose of establishing, perpetuating, and conducting a liberal arts college for the higher education of young women under auspices distinctly favorable to the maintenance of the faith and practice of the Christian religion.

By the autumn of 1971, the decennial self-study required by the Southern Association of Colleges and Schools was in full operation under the leadership of Professor Myrna G. Young, who served as director. In the spring of 1973, the self-study and its attendant publications were complete, and during the period April 1-4, 1973, the Visiting Committee came to Agnes Scott and made their evaluations. This committee consisted of:

Cecil Abernethy, Professor of English, Birmingham-Southern College, Chairman

Edward Allison, Comptroller, Mary Washington College

James Clark, Professor of Biology, Radford College

Gladys Collins, Professor of Education, Virginia State College

Mildred Iddins, Librarian, Carson Newman College

Mary Bland Josey, Director of Admissions, Meredith College

Robert Mills, President, Georgetown College

Gresham Riley, Acting Provost, New College

Albert Sanders, Professor of History, Furman University

When the Visiting Committee had completed its work and submitted its report, the accreditation of Agnes Scott was reaffirmed and continued.

On September 2, 1972, the Executive Committee adopted the following statement concerning full-time faculty members who may engage in employment other than that at Agnes Scott:

Any member of the Agnes Scott College faculty who is under contract for a full-time position will be expected to inform the Dean of the Faculty concerning employment other than and in addition to the position held at Agnes Scott. It is the responsibility of the Dean of the Faculty to counsel with a faculty member who is accepting work outside the College, determining that the duties of that faculty member having to do with teaching assignments, office hours, committee responsibilities, etc. are being satisfactorily fulfilled before giving approval to such work.

President Alston on June 27, 1972, addressed a letter to the three principal officers of the Board indicating his purpose to retire no later than November 1, 1973, but preferably on June 30 of that year. As already indicated, the Trustees had elected him president until the mandatory retirement age of seventy, but he chose to retire before that age. Here are the pertinent paragraphs of the President's letter:

Mr. Hal L. Smith

Chairman, Board of Trustees, Agnes Scott College

Mr. Alex P. Gaines

Vice Chairman, Board of Trustees, Agnes Scott College

Dr. J. Davison Philips

Chairman, Executive Committee, Board of Trustees, Agnes Scott College



My dear Friends:

This letter is written after months of prayerful consideration. This is my official request to the Board of Trustees, through you as the principal officers of the Board, to cooperate with me in preparing for and effecting my retirement as President of Agnes Scott not later than November 1, 1973. It is my desire that the 1972-1973 session — which will complete twenty-five years at Agnes Scott — be my last one. If my successor is found and is ready to take office in the summer of 1973, I would, of course, be pleased. For a number of reasons, I would not be able to continue my service to the College beyond November 1, 1973. You know my thinking about retirement while I am still able to give the College my very best service. I will be sixty-seven years old on July 16, 1973. I am strongly convinced that it will be in the best interest of the College that my retirement shall be planned for and arranged during the next twelve to sixteen months. I pledge you my complete cooperation in any manner in which you need my help as the Board moves to find the person who is to be the next President.

In addition to my strong conviction that retirement at age sixty-seven is in the best interest of the College, I think you ought to know that there are some rather compelling personal reasons that have entered into my decision. I want to try to meet some of the needs of my family that require more attention than I have been able to give. Moreover, I am hopeful that Madelaine and I can travel while we are both in good health. I plan to do some preaching, a lot of reading, and some writing. The past twenty-four years have been wonderful ones, so far as I am concerned, and I cannot conclude this letter without saying that the wholehearted support that you and other members of the Agnes Scott Board have given me has been a major source of strength and encouragement throughout the whole period. Your generous provision for my retirement, expressed in the letter from the Executive Committee dated November 11, 1971, has enabled me to make plans for retirement with a clear understanding of what will be possible for Madelaine and me. Believe me when I say that I am deeply grateful to the three of you — and, indeed, to all of the members of our Board.

With the assurance of my prayers and of my desire to help in every possible way as you set in motion the steps that you and other members of the Board deem desirable in the selection of my successor, I am

Sincerely, your friend,

Wallace M. Alston

WMA:bb

On September 7, 1972, the Executive Committee met and with great reluctance acceded to the President's request. Subsequently, on the next day, September 8, the Board itself convened and "regretfully" agreed to President Alston's retirement and in the same action recorded "its sincere appreciation for his outstanding service to Agnes Scott College." On recommendation of the Executive Committee, the Board adopted a resolution establishing a Special Committee to nominate a President of Agnes Scott College. By this resolution the following trustees were named to this Search Committee: Neil O. Davis, Alex P. Gaines, L.L. Gellerstedt, Jr., Ben S. Gilmer, Gene S. Morse, '41, Suzella Burns Newsome, '57, and J. Davison Philips. Hal L. Smith was named an *ex officio* member of the Committee. Dr. Philips was designated chairman. This same enabling resolution urged that the Search Committee "consult with representatives of the Faculty, the Study Body, and the Alumnae." As a result, an advisory committee representing these constituencies, plus a member from the administration, was set up. In the process of finding a new president, the Search Committee received more than three hundred names for consideration. After careful screening, the Committee began interviewing candidates and ultimately narrowed its choice to four persons — all of whom were brought to the campus to see and to be seen. On March 22, 1973, the Trustees on the unanimous recommendation of the Search Committee, unanimously and enthusiastically elected Dr. Marvin Banks Perry, Jr., to be the fourth president of Agnes Scott College, effective July 1, 1973.

The last year of President Alston's administration was a good one, as indeed all the years of his presidency had been. The President was in full vigor of health — both mentally and physically — and his youthful outlook and enthusiasm continued unabated. He presided over Agnes Scott as if he had an indefinite number of years ahead as President.

Also in the same year, the Trustees undertook to provide greater income from the College's endowment portfolio. Certain stocks with low yield were sold, and other stocks providing larger income were purchased. By this process the operating income was considerably increased, and the value of the portfolio was also augmented. When President Alston began his administration in 1951, Agnes Scott's assets were \$6,684,000; when he retired in 1973, these assets totaled \$48,646,829.

The records in the Board's minutes for May 11, 1973, show that during President Alston's last year a greatly revised curriculum had

been approved. All the changes, proposed by the Curriculum Committee of the faculty and approved by the Academic Council, “were made in an effort to preserve excellence in the liberal arts while bringing the curriculum somewhat more in line with that of other institutions.” Elaborating on this purpose, the minutes continue:

The new curriculum preserves the integrity of the Agnes Scott degree while allowing a greater flexibility to students in meeting requirements. A number of outdated rules have been removed and additional options have been provided for meeting degree requirements. The new curriculum includes, as did the older one, a requirement in English composition, foreign language, Biblical studies, and physical education. A student must also elect some work in literature, historical studies, mathematics or science, and social studies. Provision is made for a double major and for certain inter-departmental work.

Another academic development of 1972-1973 was in the area of advanced placement. The College “modified its policy concerning the acceptance of [honor quality scores on the Advanced Placement Examination of the College Entrance Examination Board] and, for the first time, a student entering Agnes Scott in the fall of 1972 was given sophomore classification on the basis of these examinations.”

In this same year Agnes Scott became a participant in the Washington Semester, a program provided by American University whereby a limited number of seniors in the fall quarter might spend time in the nation’s capital studying and observing both the federal and international governments at first hand. This Washington semester carried Agnes Scott credit as did the internship in the Georgia legislature, a program which had been established several years earlier.

The matter of the use of alcoholic beverages continued to agitate the students, but in 1972-1973 no proposal developed which caused the Board to consider changing its policy concerning this matter.

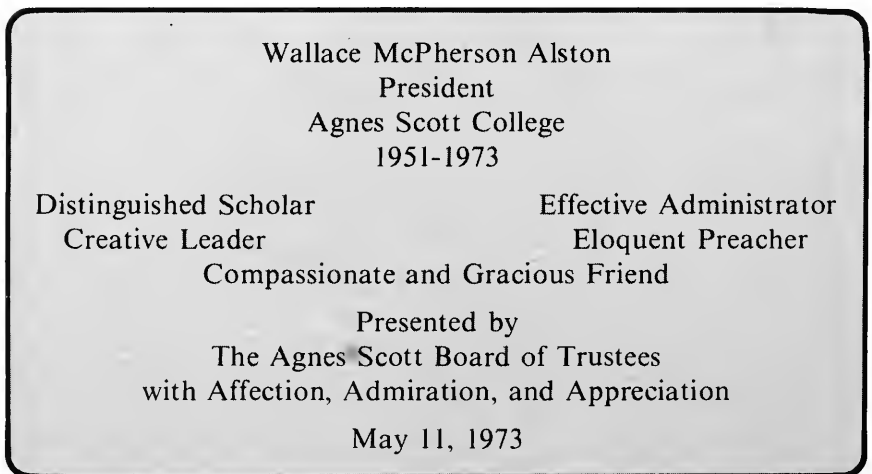
Two important developments occurred in the Alumnae Association during the final year of President Alston’s administration. The Association for the first time established an Alumnae Council made up of members of the Executive Board plus regional vice presidents, club presidents, class presidents and secretaries, alumnae admissions representatives, and fund chairmen. Also in this same year the Alumnae Association initiated another “first” — a conference of the past Association presidents with the President of the College.

As the year drew to a close, the thoughts of all were on honoring the

retiring President, and a series of events was carried out. On April 13, the evening before the annual Alumnae Day, the Association gave a gala reception for Dr. and Mrs. Alston at which time it was announced that gifts from former students and other friends had made possible a scholarship fund honoring the President and had provided a special bank account for him and Mrs. Alston — possibly to be used for subsequent travel. The Association also presented Dr. Alston with a bound volume of letters from alumnae.

On May 11, the Board of Trustees gave a formal reception for the Alstons to which many friends from Atlanta and Decatur were invited. Earlier in the day the Board had honored the President by establishing the Wallace McPherson Alston Professorship of Bible and Religion and by directing that when a student center is built at Agnes Scott, it be named the Wallace McPherson Alston Student Center. This naming of the proposed Student Center for President Alston honored a request that had earlier come to the Trustees from the students themselves. The Board also gave Dr. Alston a cash gift and transferred to him the College car which he had been using.

Perhaps the most impressive recognition that came from the Trustees, however, was a handsome silver plaque engraved as follows:



Engraved beneath this inscription were the facsimile signatures of every living Trustee, both active and emeriti.

Just before the end of the College year, the students honored the

Alstons at a “Monday-Sundae” party in the amphitheater and presented them with rocking chairs for the porch of their new home at Norris Lake near Lithonia, Georgia, as well as with other appropriate gifts.

At the final faculty meeting of the year, the President’s colleagues in the faculty adopted the following resolutions in appreciation of their long-time leader:

Whereas Wallace McPherson Alston has served Agnes Scott College with great distinction for twenty-five years, twenty-two as President,

And whereas President Alston has by his example challenged and stimulated the faculty, has constantly demonstrated his concern for each of us, has always been available for counsel and has provided the highest quality of moral, intellectual, and professional leadership,

Therefore, be it resolved, and it is resolved by the faculty of Agnes Scott College:

That we acknowledge our debt of gratitude to Wallace McPherson Alston; that we count ourselves fortunate to have been at Agnes Scott concurrently with him; that we assure him of our admiration and esteem; and that, as he retires from the presidency, we wish for him and Mrs. Alston health, happiness, and a continuing sense of fulfillment.

The Faculty of Agnes Scott  
College

In May, 1973, Agnes Scott published a newsletter paying tribute to President Alston and his twenty-two years of outstanding leadership. In this newsletter were a number of quotations about the President from alumnae, students, faculty, administration, and trustees. Perhaps it is in order to cite a few of these quotations:

In the person of Dr. Alston, all those qualities of excellence and sensitivity exist which seem almost too unreal to be the possession of one individual. One great word — strength — comes to mind when I think of him — strength of character, strength of integrity, and strength of purpose and faith.

President Alston, a scholar, an administrator, and a man of deep Christian faith, has unceasingly confronted the Agnes Scott College community with excellence in education.

To Dr. Alston it matters — whether it's your birthday, whether your mother is ill, whether you made Mortar Board, whether you have a date or don't — to Dr. Alston it matters.

President Alston epitomizes all that is high, noble, strong, courageous, and honest. He is incapable of littleness, meanness, or selfishness. His whole personality is cast in a large mold.

The Dr. Alston I know honestly speaks his mind and also listens to opinions. He is unafraid to engage openly in a time of prayer. He also enjoys jelly beans, Hershey kisses, and cook-outs.

President Alston is a warm and sensitive person with a delightful sense of humor. His own inspiring Christian commitment, coupled with his genuine concern for all those individuals with whom and for whom he makes decisions daily marks him a giant among men. It is a rare privilege to work with one in whose wisdom and integrity I have placed absolute trust.

If one were to search for one word to characterize the Alston years in Agnes Scott's life, that word, in this writer's opinion, would be "greatness." His vision for the College was greatness, and he strove and inspired others to strive toward that vision. It seems appropriate, therefore, that "girding for greatness" be the proper term with which to describe Agnes Scott's life between 1951 and 1973.

*Chapter 5*

## TOWARD A NEW CENTURY

Marvin Banks Perry, Jr., who on July 1, 1973, became Agnes Scott's fourth president, was born in Powhatan, Virginia, on September 29, 1918, but almost immediately thereafter came with his father and mother to Atlanta where he spent the first ten years of his life. Mr. Perry, Sr., a native of Georgia and a graduate of the University of Georgia, was in the textbook publishing business and became the head of the Atlanta office of D.C. Heath and Company. In the late 1920's, Mr. Perry was transferred to the Heath home office in Boston, where he rose to be chairman of the board and chief executive officer of D.C. Heath. Mrs. Perry, Sr., prior to her marriage, had been a teacher. The move to Boston meant that Marvin, Jr., spent his adolescent years in Newton, Massachusetts, where he completed his secondary education.

In 1940 he received his B.A. degree from the University of Virginia and the same year entered the Harvard University Graduate School where he took his M.A. degree in 1941. This graduate study was interrupted by World War II when he enlisted in the U.S. Navy. In 1942 he was commissioned and sent to sea where he saw all his subsequent military action. He participated in convoy duty in the Atlantic Ocean, was involved in the African and Sicilian invasions, and later saw action in engagements on Iwo Jima, Okinawa, and the coastal areas of Japan. He terminated his regular duty in 1946 but continued active in the Naval Reserve from which he retired in 1969 with the rank of Commander.

On his release from active duty, President Perry returned to Harvard to complete his Ph.D. degree, which he received in 1950. His doctoral dissertation dealt with the poet John Keats and was directed by Professor Hyder Rollins. While at Harvard, Dr. Perry also served as student assistant to Professor Douglas Bush. During the time that he was doing his research for and writing his dissertation, Dr. Perry was an instructor in English at his alma mater, the University of Virginia, a post from which he resigned in 1951 to join the faculty of Washington and Lee University as assistant professor of English. Within the next six years, he advanced to full professor and chairman of the Department of English there. In 1960 he returned to Charlottesville to become Professor of English and Dean of

Admissions at the University of Virginia. In 1967 he was elected to the presidency of Goucher College in Baltimore, Maryland, a position which he held until he came to Agnes Scott in 1973.

President Perry has a number of publications, among which are *Modern Minds: An Anthology of Ideas*, edited with Howard Mumford Jones and Richard M. Ludwig, and *Nine Short Novels*, edited with Richard M. Ludwig. Each of these volumes has gone through two editions. He has also published reviews and articles in *The Georgia Review*, *The Virginia Quarterly Review*, *Notes and Queries*, *The Keats — Shelley Journal*, *Shenandoah*, and *College English*.

In recognition of his achievements, President Perry has been awarded honorary doctorates by Washington College, Washington and Lee University, and Oglethorpe University. He is a member of Phi Beta Kappa and Omicron Delta Kappa. He is a Presbyterian elder and an active churchman. He likewise is a member of a number of professional and scholarly organizations and societies. Prior to coming to Agnes Scott, he was a director of the Chesapeake and Potomac Telephone Company of Maryland as well as a trustee of the Baltimore Symphony Orchestra, the Gilman and Bryn Mawr Schools of Baltimore, and the Maryland Academy of Sciences. He has also served as a trustee of Mary Baldwin College in Staunton, Virginia. He was a founding member of the Maryland Independent College and University Association of which he was president. After coming to Agnes Scott, he was equally involved in the local scene in the Atlanta area where he served as a trustee of the Atlanta Arts Alliance and the Lovett School. He was a director of the Association of Private Colleges and Universities in Georgia of which he was president in 1976-1978. During the same two-year period he was also president of the Georgia Foundation for Independent Colleges. At the national level, he has been a member of the Commission on Liberal Learning of the Association of American Colleges.

On April 6, 1950, Marvin Perry married the former Ellen Coalter Gilliam of Lynchburg, Virginia. They have two daughters: Elizabeth Gray Perry Sweet of New York and Margaret McCluer Perry of Atlanta.

Although President Perry took office on July 1, 1973, his formal inauguration did not occur until the spring of 1974. Necessary time was needed to prepare properly for this significant event, and it is a fact of nature that Decatur weather is better in the spring than in the autumn or winter. Plans were in the hands of a committee made up of trustees, faculty, administrators, students, and alumnae, chaired by



Lawrence L. Gellerstadt, Jr., Vice Chairman of the Board of Trustees. President Perry very much wanted the intellectual life of the College to be high-lighted, and, understandably, the committee kept this desire in the forefront of its planning. Saturday, May 18, 1974, was the day chosen for the actual celebration itself, but a large part of the preceding week was taken up with inaugural events.

On Wednesday, May 15, the College presented as convocation speaker Mrs. Josephine Jacobsen, poet, short-story writer, critic, and former consultant in poetry to the Library of Congress. Mrs. Jacobsen's address was entitled "Beginnings" and was received with much applause and praise. The thrust of her remarks was the necessity — albeit difficult — of making fresh starts — of breaking with the limitations of alignment, of charting a new — or, at least, a different — course.

Two days later on May 17, a second convocation speaker was presented — this time a distinguished Agnes Scott alumna, Dr. Jeanne Addison Roberts, '46, Dean of the Faculties and Professor of Literature at American University in Washington, D.C. Dean Roberts' topic was "Shakespeare's Prince Hal as a Model for Career Women." This address was also applauded with enthusiasm. Although she used the male Prince Hal as the model in her talk, Professor Roberts traced with keen insight the remarkable parallels between the maturing of the future Henry V and any young person — male or female.

Friday, May 17 was concluded by a program entitled "Invitation to Music" which featured the music faculty and the Glee Club of Agnes Scott, assisted by the Glee Clubs from Spelman and Georgia Tech.

The first event on Inauguration Day itself, May 18, was a brief chapel service conducted by the Rev. J. Davison Philips, Pastor of the Decatur Presbyterian Church and an Agnes Scott trustee.

The inauguration began about mid-morning in the quadrangle between Buttrick and Presser Halls. Alex P. Gaines, recently elected Chairman of the Board of Trustees, presided and inducted the new president into office. President Emeritus Wallace M. Alston returned to the campus for the first time since his retirement to offer the invocation and pronounce the benediction. Greetings were brought to President Perry from the following constituencies by the persons indicated:

State of Georgia	G. Conley Ingram Associate Justice Georgia Supreme Court
City of Decatur	Wiley S. Ansley, Mayor
Agnes Scott Alumnae	Memye Curtis Tucker, '54 President
Agnes Scott Students	Mary Gay Morgan, '75 President, Student Government Association
Agnes Scott Faculty	M. Kathryn Glick Professor of Classical Languages and Literatures
Agnes Scott Trustees	Hal L. Smith Chairman of the Board, 1956-1973

President Perry's address was titled "To What Green Altar . . ." and will be summarized subsequently.

Immediately after the inauguration there was a gala luncheon for the almost two hundred guests representing various colleges and universities and scholarly and professional societies and organizations. In the evening an inaugural ball closed the day. This writer wrote at the time that it was "a glorious day — a day which will be remembered as a high water mark in Agnes Scott's remarkable history."

As has already been stated, the title of the President's inaugural address was "To What Green Altar . . ." — a quotation, as many will recognize, from the fourth stanza of John Keats' "Ode on a Grecian Urn." After appropriate introductory remarks, President Perry launched into what this writer perceives as a seven-fold credo for Agnes Scott: (1) The College is concerned primarily with moral and educational values and only tangentially with political matters; (2) Agnes Scott is committed to liberal learning with specific courses for job training in addition to, never in lieu of, the traditional liberal arts; (3) the College, as it has always been, will be open to academic change and innovation; (4) the commitment to academic quality will continue as a hallmark of this institution; (5) Agnes Scott's position as a college for women was re-affirmed; (6) the importance of educating whole persons, and not just minds was stressed; and (7) Agnes Scott was re-committed to its Hebraic-Christian principles with strong emphasis on its vigorous Presbyterian heritage. This speech was scholarly in quality, highly perceptive in approach, and most appropriate to Agnes Scott. It set forth the new president's blue print for his administration and was lofty in its aspirations.

It has been noted that Alex P. Gaines, as Chairman of the Trustees, inducted President Perry into office. Hal L. Smith, who became Chairman of the Board in 1956 (see p. 156), chose to resign his chairmanship concurrently with the end of President Alston's administration. For seventeen eventful and profitable years Mr. Smith headed Agnes Scott's governing body. His leadership, dedication, and example were always of the highest order, and Agnes Scott can never thank him adequately for his service. With great reluctance and regret, the Board accepted Mr. Smith's resignation, grateful that he would continue as a trustee.

To fill the chairmanship, the Board unanimously chose Alexander Pendleton Gaines, who had been serving as vice chairman since 1964. Alex Gaines has known Agnes Scott all his life. As a child he was frequently on the campus, inasmuch as his grandfather, Dr. Frank H. Gaines, was the first Chairman of Agnes Scott's Board of Trustees and subsequently the first President of the institution. Alex Gaines was born in Atlanta on May 27, 1910. A graduate of the University of Georgia in 1932, he received his law degree from Emory University in 1935 and was admitted to the Georgia bar in the same year. From 1942 to 1945, he served in the Army Air Corps in the South Pacific Theater and was separated from military service with the rank of major. He returned to law practice in Atlanta and in time helped form the distinguished law firm of Alston, Miller, and Gaines in which he continues as a senior partner. In addition to being a trustee of Agnes Scott (elected in 1959), Mr. Gaines is or was also a trustee of Berry College, the John Bulow Campbell Foundation, the Charles Lorigans Foundation, the J.M. Tull Foundation, the Vasser Woolley Foundation, the University of Georgia Foundation, and the Southern Academy of Letters, Arts, and Sciences. He is a member of the American, Georgia, Atlanta, and District of Columbia Bar Associations as well as of the American Judicature Society, the Atlanta Lawyers Club, and the Atlanta Chamber of Commerce. He is likewise a fellow of the American College of Probate Counsel and is an elder in Atlanta's Central Presbyterian Church. His mother, his aunt (the late Professor Lucile Alexander), and his two sisters graduated from Agnes Scott. It is not too much to say that no man on the present Atlanta scene has been actively involved in more worthwhile activities than has Alex P. Gaines. Such is the person who became the Chairman of the Agnes Scott Board of Trustees as President Perry began his administration.

As would be expected the new president started his administration

cautiously but also with notable vigor. The initial weeks were devoted to becoming acquainted with the major administrative officers and their work as well as with the chairmen of the various academic departments. The first significant administrative change of the first year was the decision to separate the work of the registrar from that of the director of admissions. For seventeen years since 1956 the work of these two positions had been admirably handled by Laura Steele, '37, but it was now determined that admissions was so important that the attention of a full-time director was needed. President Perry discussed this matter thoroughly with Miss Steele, and she concurred in his decision to have two officers. The President then gave Miss Steele her choice of which position she would retain, and she chose to continue as registrar. Ann Rivers Thompson, '59, who had served as assistant director of admissions since 1972, was thereupon appointed to this directorship. It should be noted that these changes of function did not become effective until the 1974-1975 academic session.

The second major administrative change of President Perry's first year was in the area of business affairs. Since the sudden and untimely death of Mr. P.J. Rogers, Jr., in 1970, this part of Agnes Scott's activity had been functioning without an overall head, with many people reporting to the President. Dr. Alston elected not to make this appointment in the closing years of his administration, feeling that the new president should select his own chief business officer. After a careful and detailed search, President Perry in January, 1974, announced the appointment of Mr. R. James Henderson to be Agnes Scott's Vice President for Business Affairs. A graduate of the University of Kansas with a master's degree from Ohio University and a certificate from the Institute of Educational Management of the Harvard University School of Business, Mr. Henderson had held various positions in business management in several colleges. He began his duties at Agnes Scott on March 15, 1974, where he had "overall responsibility, directly under the President, for the Business Office, the Treasurer's Office, Buildings and Grounds, purchasing, security, and such auxiliary services as the dining hall, the bookstore, the mail room, telephone service, and general housekeeping and maintenance." In President Perry's words Mr. Henderson soon made his "skill and energies . . . impressively apparent in the comprehensive reorganization and innovations underway in the area of business and plant administration at Agnes Scott." A man of unbounded energy and self-confidence, R. James Henderson made his presence felt in every facet of campus life.

Two other major personnel changes became necessary during President Perry's first year. In September, 1973, Barbara Murlin Pendleton, '40, Director of Alumnae Affairs, died very unexpectedly, after only three years in her important post. To fill this vacancy, the President, assisted by a committee of alumnae, chose Virginia Brown McKenzie, '47. Also during this same year Roberta K. Jones, Dean of Students since 1969, indicated her wish to resign in order to be married. After a careful search and with the assistance of a committee of faculty, students, and administrators, the President appointed Martha C. Huntington (Mrs. William R. — Now Mrs. William J. Kirkland) to this crucial administrative post. She had graduated from the University of Illinois and had earned a master's degree at Georgia Washington University. Dean Kirkland came to Agnes Scott from Mount Vernon College in Washington, D.C., where she had served successively as Chairman of the Department of Physical Education (1965-1969), Dean of Students (1969-1971), and Dean of Student Affairs (1971-1974). She began her duties on this campus in the summer of 1974 and has enjoyed a fine rapport with students and the entire College community.

Near the end of 1973 the Charles A. Dana Foundation gave Agnes Scott \$250,000 toward the establishment of four Dana Professorships. Under the terms of this gift, the College was required to match the grant, and the combined income from this fund would supplement the usual compensation of those selected to be Dana Professors. The first Dana Professorship was in the Department of Art, and the incumbent was Dr. Marie H. Pepe, who at this writing continues in this position. Subsequently five additional Dana Professors have been named: Nancy P. Groseclose in Biology, Mary Boney Sheats in Bible and Religion, Michael J. Brown in History, Ronald L. Byrnside in Music, and Miriam K. Drucker in Psychology. In this same period, the William Rand Kenan, Jr., Charitable Trust chose in the spring of 1974 to augment by \$100,000 the Professorship in Chemistry which had been established in 1969 (see p. 200).

The Executive Committee, on the recommendation of the President, took a very significant action on January 22, 1974, when it increased the retirement compensation of emeritus faculty members. Many of these persons had retired on an income which was pitifully small and woefully inadequate for the cost of living index in the mid-

seventies. Here is the Committee's action:

That effective immediately, emeritus members of the faculty as of December 31, 1973, shall receive a minimum retirement income based on a payment of \$5.00 per month for each year of service to the College.

By this Trustee action the College committed itself to supplement retirement pensions to bring a retiree's income through College arrangements up to the level set forth in the Executive Committee's resolution.

The Executive Committee also in the 1973-1974 year approved a new policy on sabbatical leaves as follows:

#### I. *Definition*

A sabbatical leave is defined as release from teaching responsibilities for the purpose of engaging in a program of scholarly activity other than pursuit of an advanced degree.

Absences from the College for pursuit of advanced degrees or for reasons of health or unusual family responsibility are not considered sabbatical leaves and are not covered by this policy. Special arrangements for such absences may sometimes be made with the President and the Dean when circumstances permit.

#### II. *Eligibility*

A faculty member becomes eligible for a sabbatical leave after six years of continuous teaching at Agnes Scott College or after six years of teaching since the last leave. Two years of full-time teaching at another institution of higher education may be counted toward a faculty member's initial eligibility at Agnes Scott, provided there was no break in service between the former position and the initial appointment at Agnes Scott.

Professional leaves will not automatically be granted for the year of eligibility if the number of applications in a year exceeds the number of absences that the College or the department can tolerate, either financially or academically. An applicant denied leave during the year of eligibility because of the number of requests will be given priority the following year.

In considering applications for sabbatical leaves, the following criteria shall be employed: (1) years since appointment or previous leave (2) the nature of the project and its potential scholarly return to the applicant and to the College (3) effect on the continuity of program in the applicant's department.

Consideration will be given to applicants outside the eligibility schedule when the projected leave involves an extraordinary professional opportunity for the applicant.

A faculty member desiring to be absent from the college for reasons other than engaging in a program of scholarly activity may, on occasion, be considered for an absence without stipend from the College.

### III. *Financial Considerations*

When the period of leave is one quarter, the College will pay full annual salary; when the leave is for two or three quarters, pay will be one-half of annual salary for that year. A faculty member may not accept any employment during a period of leave unless such is a central part of the leave project. College travel and research funds are not normally available to persons on leave.

Since it is obvious that the cost to the College of leaves must be a factor in considering the number of leaves which can be granted for any session, departments are urged to cooperate in minimizing the cost of leaves without damaging the academic program of the department. The department shall, where possible, be expected to handle the load for a quarter's leave or to assume responsibility for a year's leave such that the difference in the regular salary of the individual granted leave and the leave stipend shall be sufficient for part-time replacement. In very small departments, exceptions will, of necessity, be made to this expectation.

Applicants for leave should make every effort to secure grants or fellowships outside the College. In the event that the applicant is able to secure some assistance from off-campus sources, the amount of aid given by the College may be decreased if the sum of the fellowship or grant and the College stipend exceeds the normal full-time salary. The needs of the individual and the nature of the scholarly project will be contributing factors in making the adjustment.

### IV. *Fringe Benefits*

For faculty members on leave for a quarter with full salary, both the College and the individual will continue to pay proportional shares of medical coverage and retirement payments.

For faculty members on leave with part salary for two or more quarters, the College and the individual will continue to pay proportional shares of medical coverage. The College will contribute to the retirement plan an amount equivalent to ten percent of the full salary for the current session; the individual will pay five percent of the salary for the current session into the retirement program.

For faculty members granted leaves without pay, the College will assume no responsibility for medical coverage or for retirement plan payments. The College will, however, cover the individual on the College group medical plan provided the individual assumes

responsibility for the total premium. A faculty member who is granted a leave to teach at another institution should arrange with the other institution for retirement and medical payments.

#### *V. Procedure*

Applications for leaves should be submitted no later than May 1 for a leave during the session beginning a year from the following September. Applications should be addressed to the Dean of the Faculty, as chairman of the Committee on Publication and Research with a copy to the President. Each application should clearly set forth the value and purpose of the research or study to be undertaken. An application must be accompanied by a letter from the chairman of the department concerned, approving the leave and indicating what arrangements can be made to maintain the department's program during the period of the leave. The committee will make recommendations to the President who will then present his own recommendation to the Board of Trustees.

In this same vein of seeking to help those who work at Agnes Scott, President Perry was able in the spring of 1974 to send out two communications — one to the faculty and administrative staff and one to the hourly paid employees — detailing improvements in the College's benefit programs. These two communications are as follows:

To: Members of the faculty and administrative staff

From: Marvin B. Perry, Jr.

Subject: Announcement of benefit programs

I am pleased to announce that the Board of Trustees has approved alterations and additions to our staff benefit programs at Agnes Scott College. You will recall my earlier statements that my priorities at the College would be the welfare of the people of the College as well as the strength of its academic program. I believe this advancement in our personnel program not only addresses the first of these commitments but also puts Agnes Scott College in a leadership position in terms of its employee benefits program. These new programs, to be carried by TIAA-CREF, feature the introduction of a retirement plan for the maintenance and service employees of the College and new life insurance and long term disability insurance programs for all employees. Complete descriptions of these new programs, together with detailed administrative procedures, are being drafted by the Business Office for distribution and publication in the appropriate handbooks. In this letter I shall summarize these new programs as they relate to our faculty and administrative personnel.



1. *Long-term disability insurance.* Effective July 1, 1974, *all full time faculty and administrative personnel* are eligible to enroll in this program, the entire premium to be paid by Agnes Scott College. This plan insures continuation of an employee's salary in the case of long-term or permanent disability. In the event of such disability the College will continue the employee at full salary for six months after the date of disability. At that time the insurance plan will provide continuing payment of 60 percent of the first \$1,500 of the employee's monthly salary plus 40 percent of the monthly salary in excess of \$1,500 including income from Social Security, Workmen's Compensation or other plans. (Total monthly income shall not exceed \$1,500.) Such payments will continue for the duration of the disability or until the employee reaches age 65.

2. *Group life insurance.* Effective July 1, 1974, *all full-time employees* will be covered by our new group life insurance program. The College will provide, at no cost to the employee, one unit of term insurance. Faculty and administrative personnel are eligible to enroll at the beginning of the quarter following their date of employment. This insurance provides decreasing coverage with increasing age. To illustrate, estimated coverage of one unit of insurance for three male employees is shown below:

<i>Age</i>	<i>Estimated coverage</i>
25	\$11,720
45	3,820
65	660

3. *Retirement program.* One significant change has been made in the retirement program for *faculty and administrative personnel*. Effective July 1, 1974, employees participating in TIAA-CREF will be able to treat their own five percent retirement contribution (plus any additional amount up to the legal limit) as deferred taxable income. By electing a "salary reduction" program as opposed to a "salary deduction" program, the employee's contribution is not taxed until the retirement years. Each TIAA-CREF participant will need to study this option carefully to determine whether it is advantageous to his/her own financial plan. Of course, Bill Hannah or Jim Henderson will be happy to provide personal counsel on this option.

I am very happy that Agnes Scott will inaugurate these new benefit programs in the next fiscal year. They are indicative of the concern and support of our Board of Trustees for the loyal people who serve the College in many different ways. I am confident that

these programs will be of significant help to all of us in our planning for financial security.

To: Hourly Paid Employees

From: Marvin B. Perry, Jr., President

Subject: Retirement and Life Insurance Plan

It is with great pleasure that I announce the establishment of a retirement plan and life insurance plan for our hourly paid employees, these plans to become effective July 1, 1974. All costs of these new programs will be paid by Agnes Scott College.

You will become eligible for the retirement plan after five years of continuous full-time service. The college will contribute the equivalent of five percent of your regular time wages to the plan. This money is kept in your name by an insurance company (TIAA-CREF) until you retire (normally at age 65), and then you will begin receiving a monthly retirement pension.

If you have had ten years or more of continuous full-time service when you retire, the college will guarantee that you receive at least \$2.00 per month for each year of service, including your regular retirement plan benefits. Premiums for individual coverage for Blue Cross-Blue Shield (not including major medical) will be paid by the college after retirement of employees with ten years or more of service.

A life insurance policy will be provided to employees after 90 days of service to the college. This amount is higher for the younger employees where the need is usually greater and decreases in amount in each year. For example, the following estimated coverage will be provided.

Man —age 25	\$11,720
Woman — age 35	10,100
Man — age 45	3,820
Woman — age 55	2,020

If you have any questions about these new programs, I am sure that your supervisor can provide answers or get them for you. This is only a brief announcement, and the details will follow later. It will be necessary for you to fill out forms in order to participate in these programs, and you will receive instructions on this later.

I recognize that it is the people of Agnes Scott who make it a great college. I count you and your associates as a great asset to the college, and installing these plans has been one of my primary goals. I sincerely hope that they will be of great benefit to you and your families.

During the early part of April, 1974, Agnes Scott presented its second Atlanta Environmental Symposium. Of course, other symposia had preceded this one on campus — for example, the one on *The Conscience of a Blackened Street* (1967) or the one on *Developing Nations* (1969) or the first Atlanta Environmental Symposium (1973) dealing with the limits to growth; but the number of off-campus people who came to the 1974 Symposium made it particularly noteworthy. For instance, such speakers as Ralph Nader or Stuart Udall drew capacity audiences — to mention only two. A third such event was presented in 1981 when the *The Ethics of Scarcity* was the over-all topic. Meanwhile in November, 1974, the College presented a similar conference on *Bio-Ethics*. Each of these symposia or conferences was characterized by a group of distinguished speakers presented over a period of more than one day. In addition to being a stimulus to students and faculty, events of this type emphasized Agnes Scott's desire to be of useful service to the community-at-large in offering programs dealing with pressing contemporary considerations.

Early on in his administration, President Perry, working with the Buildings and Grounds Committee of the Board of Trustees, gave much attention to improving the outdoor lighting on campus and the installation of directional signs for visitors. In conjunction with this latter project, a new College logo was designed and used. New lighting and new signs were in place by the summer of 1974.

Attention was also being given to air-conditioning Winship Dormitory as well as the McCain Library and the auditoriums in Presser Hall. The first part of this enterprise was completed by the end of the 1974 summer, but the magnitude of the library renovations stretched over four summers since this facility had to remain operational during the academic year. A fuller comment on the library will be made subsequently.

On November 27, 1973, President Perry announced that the Carnegie Corporation had made a grant of \$290,000 to be shared by sixteen women's colleges "to support a program of internships in college administration for young women." Agnes Scott was one of the sixteen colleges, and beginning with the 1974-1975 session and continuing for four academic years thereafter, one of these interns was in training on this campus while at the same time an Agnes Scott graduate was interning at another woman's college. The program was quite beneficial to all concerned.

From its earliest days, the campus and buildings at Agnes Scott, with the exception of administrative offices, had remained unused during the summer. Between academic years in 1974, the College began making its facilities available for summer conferences, a practice which has continued ever since. Room, board, meeting and recreational facilities have been provided for a fee and the whole endeavor has proved worthwhile. Much of the hourly staff were given work for the summer; the visitors became cognizant of Agnes Scott, and although the income was negligible, the public relations factor has been considerable. Apparently the visitors liked what was offered. Many have returned; in fact, one group has been here every year since the program began. The approaching summer (1982) bids fair to being a busy one with campus conference visitors continuing.

Beginning with the 1974-1975 year Agnes Scott embarked on a two-year experiment of altering the College calendar such that the fall quarter began early in September and concluded just before Thanksgiving with the winter and spring quarters remaining unchanged. This alteration gave students an extended period for Christmas jobs and eliminated one round-trip transportation fare necessary under the calendar which asked students to return to the campus between Thanksgiving and Christmas. It also enabled the College to economize on its fuel and utility bills as the winter began. After the two years' experiment, the faculty voted to return to the traditional calendar, but a few years later, the new calendar was voted in again and continues as these lines are written.

An action of far-reaching significance was initiated at the Board meeting on May 17, 1974, when Chairman Gaines announced to the Trustees that he had asked Mr. Scott Candler, Jr., to work with him and President Perry in formulating recommendations for up-dating the Board's bylaws. The upshot of this enterprise was that the Trustees on September 6, 1974, unanimously adopted revised bylaws and directed that they become effective immediately. Two major alterations were reflected in these revised bylaws: (1) changes that had already become effective in the administrative structure of the College (e.g. the position of vice president for business affairs) and (2) a return to the full faculty of the academic life of the College. This last item was of real significance. It has already been pointed out that since 1921 responsibility for the academic activity of Agnes Scott was lodged in the Academic Council (see pp. 59-60). This new action of the Board abolished this Council and placed responsibility for academic policy in

the faculty, under the Board and the President. So important is this latter change that it is quoted in full:

Article III, Section 3, Functions of the Faculty

Under the authority of the Board of Trustees and the President, the Faculty shall determine the academic policy of the College, establish standards for admission, fix requirements for the degree, approve the courses of instruction offered by the various departments, and administer the curriculum. The Faculty shall have general charge of instruction, attendance of students, examinations, and the academic discipline of the College. The faculty may make rules for its organization and conduct of business and may organize councils and committees for the proper discharge of its responsibilities.

As a result of this bylaw change, the faculty, under the guidance of a temporary executive committee elected by the faculty, developed its own bylaws, committee structure, and procedures to carry out its new responsibilities. These new faculty bylaws were thoroughly discussed and were ratified by a series of votes in the spring of 1975. Subsequently amended from time to time, these bylaws continue to constitute the framework within which the faculty functions and does its work. Presently there are thirteen committees responsible to the faculty as follows: (1) Committee on Academic Standards, (2) Admissions Committee, (3) Committee on Campus Development and Use, (4) Committee on Committees, (5) Committee on Compensation, (6) Curriculum Committee, (7) Executive Committee, (8) Committee on the Future of the College, (9) Committee on Independent Study, (10) Committee on Professional Development, (11) Teacher Education Committee, (12) Committee on Technical Facilities, and (13) Grievance Committee. In addition, there are five College committees that are not responsible directly to the faculty, namely, (1) the Administrative Committee, (2) the Financial Aid Committee, (3) the Lecture Committee, (4) the Library Committee, and (5) the Committee for Sophomore Parents' Weekend. All of this information including definitions, committee personnel, and important legislation by the faculty has been gathered together into a faculty handbook of more than ninety pages covering almost every conceivable situation that might confront a faculty member at Agnes Scott. This change has given the faculty a renewed sense of formulating and directing the academic policy of the College.

The Trustees, ever mindful of the welfare of the Agnes Scott faculty and other employees, approved in November, 1974, an arrangement whereby College personnel could affiliate with the DeKalb County Teachers Federal Credit Union — a benefit which the College could not offer on its own because of a limited number of employees. The DeKalb Credit Union was thoroughly investigated and was found worthy of its excellent reputation. Thus, another fringe benefit became available to faculty, staff, and other workers.

By the early seventies it had been twenty years since Agnes Scott had engaged in a long-range study of goals. As a result of a recommendation from its Development Committee, the Board on November 15, 1974, authorized a planning committee “to analyze Agnes Scott’s position in today’s world and to present to the Board in due course its recommendations for actions it considers would be helpful or necessary in enabling Agnes Scott to achieve its goals.” This committee, when appointed, was made up of students, faculty, administration, alumnae, trustees, and a representative from the President’s Advisory Council. Through this committee the Board of Trustees was looking ahead to the next major thrust which the College would make toward new educational and financial objectives (see pp. 257-259).

During the 1974-1975 year, the Trustees, on the recommendation of the faculty, approved a dual degree program with the Georgia Institute of Technology. Under the stipulations of this program, a student may attend Agnes Scott for three years, meeting all requirements for the B.A. degree, and then attend Georgia Tech for two years. At the end of the five-year period she receives a B.A. from Agnes Scott and a B.S. in engineering from Georgia Tech.

Another significant development of the 1974-1975 year was the beginning of the program for “women beyond the usual college age.” Initially called the “Non-traditional Student Program,” it in time came to be denominated the “Return to College Program.” In his annual report for 1974-1975, President Perry wrote

These women range in age from the mid-twenties to the sixties, their academic backgrounds vary from high school equivalency to a Ph.D., but most have had some previous college work. Most have children and are juggling babysitters and car pools in order to return to college, and a few are employed full time and have worked out arrangements which enable them to come to campus for a course. Half of them are receiving financial aid from Agnes

Scott in the form of work scholarship or tuition grants. They are taking a wide variety of courses and some are degree applicants. Although most were apprehensive about "returning to college," all have done well so far.

This program has expanded since 1974 from "about a dozen" to a total of sixty-nine such students in 1980-1981. Seventeen of these return-to-college students received the B.A. degree at the 1981 commencement. All of these women have added much to campus life and have made valuable contributions to class discussions. Already, as just noted, some have received their Agnes Scott degree, and there are many others who have set receiving the B.A. degree as their aim. This program has become so much a part of Agnes Scott's life that it is difficult to think of the College without it.

Two matters of considerable importance to students were enacted in 1974-1975 to become effective with the 1975-1976 year. The first of these had to do with the student health service. For years Agnes Scott had operated an infirmary under the supervision of a college physician who was on the regular Agnes Scott staff. Now after considerable study, in which the Dean of Students, the Dean of the Faculty, the Vice President for Business Affairs, and student leaders were involved, the College decided to utilize a "cooperative health care program" for students and all employees and their dependents. The program chosen was one operated by the Emory Community Nursing Service. Commenting on this innovation, the President in his annual report for 1974-1975 wrote as follows:

It [the new service] will involve no additional cost to students but will offer them a broader health program. Our Health Center (formerly called the Infirmary) will be staffed 24 hours a day by Nurse Practitioners (Registered Nurses with masters degrees) who will be qualified and prepared to carry out medication and treatment at any hour. Patients in need of specialized services will be referred to a staff of consulting internists, psychiatrists, and other specialists in the area. In addition to service to students, the Health Service will make available to our faculty and staff and their dependents for a modest fee, such services as allergy and immunization shots, blood pressure measurement, nutrition guidance and screening diagnostic tests.

The second major student matter which saw a change with the beginning of the academic session in September, 1975, concerned the use of alcoholic beverages by students — a matter which had previously been before the Board of Trustees. Perhaps the best thing to

do is simply to cite the rule change:

**AGNES SCOTT COLLEGE: POLICY REGARDING THE  
CONSUMPTION OF ALCOHOLIC BEVERAGES ON  
CAMPUS**

WHEREAS, the majority of Agnes Scott students are 18 years or older, and

WHEREAS, a college atmosphere should lend itself to student responsibility in both academic and social policies; therefore,

RESOLVED, that the Agnes Scott College "POLICY REGARDING THE USE OF ALCOHOLIC BEVERAGES," as stated in the Student Handbook, be amended as follows:

Alcoholic beverages are permitted, in compliance with state and local laws<sup>1</sup>, on the Agnes Scott campus at campus-wide social functions held in designated areas, as coordinated and evaluated by B.S.A.\* and as approved by the Dean of Students. Alcoholic beverages which may be served at such functions are beer, wine, and "spiked" punches.

No College or Student Government funds will be used for the purchase of alcoholic beverages at any function held off or on campus and sponsored by the college or any organization within the college. Only a student over 18 years may serve the alcoholic beverage, and a non-alcoholic beverage must also be served.

Alcoholic beverages are not to be transported into or away from the designated area of the social function, nor are alcoholic beverages to be transported to the function except by authorized persons of the sponsoring board. Other violations of this policy include falsification of ID to purchase alcoholic beverages, purchasing alcohol by those over 18 years of age for a minor, and the possession of alcoholic beverages by those students under the age of 18. Students are on their honor to obey campus policy when obtaining drinks at campus functions.

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<sup>1</sup>Students must comply with Georgia and Decatur laws regarding the consumption of alcoholic beverages as follows:

**Georgia:**

1. The legal age for purchasing alcoholic beverages is 18. It is against the law in Georgia either to sell or furnish alcoholic beverages to minors.
2. It is illegal to appear in an intoxicated condition or to evidence boisterous or vulgar behavior on any public street, in any public place, in any private residence other than one's own, or on any mode of public transportation.

**Decatur:**

It is unlawful to drink in automobiles parked or moving on the streets, highways, or alleys of the city.

\*Board of Student Activities



The student is responsible for exemplifying a high standard of conduct so that her behavior will not be detrimental to herself, her fellow students, or to the college. Hostessing boards are similarly responsible for insuring that guests are aware of the expected standard of conduct.

The first violation by a student of the Policy Regarding the Use of Alcoholic Beverages shall be handled by the Dormitory Council. The Dormitory Council shall automatically refer to Interdormitory Council any case involving a second infraction. Any subsequent violations shall be automatically referred to the Honor Court. As is the practice with any particularly serious or flagrant violations of any policy, Dormitory Council reserves the right to refer any such case involving this policy to a higher court than the one stipulated above.

As always in matters of student policy, the Administrative Committee has the right to rescind this privilege at any time. One year after this policy takes effect, the Administrative Committee will automatically review and reevaluate it.

Suffice it to say, this change was just the beginning of permitting alcoholic beverages on the Agnes Scott campus. Other more sweeping changes were soon to come. One more thing should be said. At no level of the voting process — Representative Council, Administrative Committee, Executive Committee of the Board, or in the Board itself — was the vote unanimous.

A rather far-reaching action took place in 1974 and 1975 when the Board of Trustees took the steps which resulted in amending the section of Agnes Scott's Articles of Incorporation (Charter) which set forth the qualifications of trustees for membership on the Board. It will be recalled that initially all Agnes Scott Trustees were required to be members of the Presbyterian Church in the United States. In 1941 the Charter was amended such that only three-fourths of the Trustees had to be members of the Presbyterian Church in the United States, the remaining one-fourth being required to "be members of some evangelical church and sympathetic with the fundamentals of the Christian religion." Now the Articles of Incorporation (Charter) were amended again, with only two-thirds of the Trustees being required to be members of the Presbyterian Church in the United States "but all of whom shall be in sympathy and accord with the objectives of the College as set forth in these Articles of Incorporation." Thus, this change permitted one third of the Board to be members of any evangelical church, of any non-Christian church, or of no church — so long as he or she was in sympathy with the objectives of the College.

This change in the make-up of the Board of Trustees was fundamental, and it has resulted in some non-Christian members of the Board. It should be pointed out, however, that the Charter purpose or objective of the College has remained unchanged, and the phrase that all Trustees "shall be in sympathy and accord with the objectives of the College as set forth in [the] Articles of Incorporation" would obviously require that all Trustees be in sympathy with the Christian religion. Here again is the official statement of the purpose of Agnes Scott:

Said corporation [the Board of Trustees] is constituted for the purpose of establishing, perpetuating, and conducting a liberal arts college for the higher education of young women under auspices distinctly favorable to the maintenance of the faith and practice of the Christian religion.

Change is a part of any viable institution, and changes were coming thick and fast at Agnes Scott in the middle 1970's. One change which may seem quite radical to some alumnae had to do with parietals or having men visit students in their dormitory rooms. After going through the various channels of Representative Council of Student Government, the Administrative Committee, and the Executive Committee of the Board, the following proposal was enacted by the Trustees on May 14, 1976:

#### AGNES SCOTT COLLEGE: POLICY REGARDING OPEN DORMITORIES ON SUNDAY AFTERNOONS

WHEREAS, a college atmosphere should lend itself to responsibility of students in academic and social realms, and

WHEREAS, such a measure would promote an atmosphere of welcome and relaxation, increase social contact on the Agnes Scott campus, and share a vital part of our lives with fathers, brothers, and friends, and

WHEREAS, the present policy is inadequate in facilitating this atmosphere; therefore,

RESOLVED, that the Agnes Scott College policy regarding male visitation . . . be amended as follows:

Men will be allowed to visit a student's room on Sunday afternoons from 1:30 to 5:00 with the following stipulations:

- 1) A student must sign her guest in and accompany him to and from the lobby. No male may come to a room unescorted; he must call for a student from the lobby.
- 2) Men must use the men's restrooms in the lobbies.\*
- 3) Male guests must abide by all our policies in regard to alcohol, drugs, fire drills, quiet, etc. It is the responsibility of the student to inform her guests of these policies.
- 4) Violation of any rules will result in an automatic Dormitory Council case.

This new policy became effective with the 1976-1977 academic session and has operated successfully. A safeguard which the Trustees built into their action in this matter is an annual review by appropriate College officers. As of this writing, the authorization for visitation by men in the dormitories has been extended to include Saturday afternoons as well as Sunday afternoons.

At the next meeting of the Board of Trustees after which parietals were authorized, a double action was taken establishing a new statement on academic freedom and responsibility and setting forth revised policies and criteria for appointment, reappointment, promotion and tenure in the faculty. This whole package of legislation had been before the faculty for some months and had progressed through the Board's Executive Committee to two subsequent meetings of the Trustees. With the endorsement of the President and the Executive Committee, the Board itself on October 27, 1976, approved the following:

\*Inman will have to make some concession since it does not have facilities for men.

STATEMENT ON ACADEMIC FREEDOM AND  
RESPONSIBILITY  
and  
POLICIES AND CRITERIA FOR  
APPOINTMENT, REAPPOINTMENT, PROMOTION, AND  
TENURE  
OF AGNES SCOTT COLLEGE<sup>1</sup>

**Statement on  
Academic Freedom and Responsibility**

Agnes Scott College is dedicated to the fostering and preservation of the free search for truth and of its free exposition. Academic freedom is essential to this purpose: freedom in research is necessary to the advancement of truth; freedom in teaching is fundamental to the protection of the rights of the teacher in teaching and of the student in learning. The free search for truth and its free expression carry with them responsibilities correlative with rights.

All components of the Agnes Scott College community have the responsibility to exemplify, support, and preserve the intellectual freedom of teaching, learning, research, expression, and debate in the interest of reasoned inquiry. This responsibility also imposes on the students, the faculty, administrative officials, and the Board of Trustees the obligation to respect the dignity of others, to acknowledge their right to express differing opinions, and to foster and defend intellectual honesty, freedom of inquiry and instruction, and free expression by faculty and students both on and off campus.

Every member of the Agnes Scott College faculty, whether tenured or on temporary appointment, is entitled to full freedom in research and scholarship and in the publication of the results. Research for pecuniary return, however, should be undertaken only with the consent of the President and the Dean of the Faculty.

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<sup>1</sup>The substance of this statement is taken from the 1940 Joint Statement on Academic Freedom and Tenure and 1970 Interpretive Comments, Statement on Professional Ethics (1966), Joint Statement on Rights and Freedoms of Students (1968), Report on Retirement and Academic Freedom (1968), AAUP Council's Statement on Freedom and Responsibility (1970), 1972 Recommended Institutional Regulations on Academic Freedom and Tenure, and Procedural Standards for appointment, reappointment, promotion, and tenure of the American Association of University Professors, found in *AAUP Policy Documents and Reports* (1973 ed.)

Every member of the Agnes Scott College faculty, whether tenured or on temporary appointment, is entitled to full freedom in the classroom to discuss any matter relevant to the subject of the course being taught. It is the mastery of the subject which entitles the instructor to this freedom of presentation, and it is improper and, in extreme cases may be a denial of the students' freedom to learn, for an instructor persistently to introduce material into the course which has no relevance to the subject or to fail to present the subject matter of the course as it has been approved by the Faculty in its collective responsibility for the curriculum. It is the responsibility of the instructor in the classroom and in conference to encourage free discussion, inquiry, and expression. Evaluation of a student's work and the award of credit must be based on her academic performance professionally judged and not on matters irrelevant to that performance.

Every member of the Agnes Scott College faculty, whether tenured or on temporary appointment, has the rights and obligations of any citizen, and there shall be no institutional censorship or discipline of a faculty member who speaks or writes as a citizen. However, as a member of the academic profession and as an officer of Agnes Scott College, the faculty member holds a special position of influence in the community and should make every effort at all times to be accurate, to exercise appropriate restraint, to show respect for the opinions of others, and to make clear that he or she is not a spokesman for the College.

The students of Agnes Scott College are entitled to an atmosphere conducive to learning and to fair and even-handed treatment in all aspects of teacher-student and administrator-student relationships. A student must be free to take reasoned exception to the data or views offered in any course of study, but she is responsible for learning the content of any course for which she is enrolled and for maintaining standards of academic performance established for that course. The student shall be protected against prejudiced or capricious academic evaluations or disciplinary measures and against any exploitation by faculty and administrative officials for personal advantage. As a citizen, the student has the same rights and obligations of any citizen, and there shall be no institutional censorship or discipline of a student who speaks or writes as a citizen. However, it is the responsibility of the student to make clear to the academic community and to the larger community that she is not a spokesman for the College.

In determining the administrative policies and procedures of the College it is the responsibility of administrative officials and the Board of Trustees to foster and preserve the academic freedom of faculty, students, and administrative officers with faculty status.

For many years the Board of Trustees has endorsed the policy of granting permanent or continuous tenure to full-time teaching faculty who have satisfactorily completed a probationary period of teaching. Tenure, which gives a degree of economic and professional security to the individual faculty member and stability to the faculty as a whole, is one of the most effective means of fostering and protecting academic freedom. The policy of granting tenure also creates a climate of free inquiry and expression in which students and non-tenured faculty may share academic freedom equally with tenured faculty. The Board of Trustees and the administrative officials of the College, together with the faculty, support the continued policy of tenure as a means of protecting academic freedom.

The Board of Trustees and administrative officials have a particular responsibility to foster and preserve the freedom of expression and debate outside the classroom. The right of duly authorized committees and academic departments to invite to the campus guest lecturers, performers, or exhibitors of their choice shall be preserved, and guest speakers shall be given the opportunity to be heard and their freedom of speech shall be protected. The student press shall be free of censorship and advance approval of copy and its editors and managers free to develop their own editorial policies and news coverage. However, the editorial freedom of student editors and managers entails corollary responsibilities to be governed by the canons of responsible journalism, such as the avoidance of libel, undocumented allegations, attacks on personal integrity, and the techniques of harrassment and innuendo.<sup>2</sup> While the charter of the College states that the program of the college shall be carried out "under auspices distinctly favorable" to the Christian faith, no limitations of academic freedom are thereby intended.

Agnes Scott College can successfully foster and preserve the free search for truth and its free exposition only by the affirmation and exercise of academic freedom and responsibilities by all members of the College community.

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<sup>2</sup>The Board of Trustees of Agnes Scott College, on May 14, 1976, asked that the Faculty consider amending this sentence and the one that precedes it to read as follows:

The student press shall be free of censorship and advance approval of copy and its editors and managers free to develop their own editorial policies and news coverage, so long as student editors and managers fully accept the responsibility to be governed by the canons of responsible journalism, such as the avoidance of libel, undocumented allegations, attacks on personal integrity, and the techniques of harrassment and innuendo.

**Policies and Criteria for  
Appointment, Reappointment, Promotion, and Tenure  
Agnes Scott College Faculty**

**I. Initial Appointment**

Initial appointment to the teaching faculty shall originate in the academic department concerned, which after consideration of qualified candidates shall recommend for appointment the candidate of its choice to the Dean of the Faculty and to the President. Appointment to the faculty is made by the Board of Trustees on nomination by the President of the College.

In making recommendation for an initial appointment the department and administrative officials are selecting a potentially permanent member of the faculty. The candidate selected, therefore, should be the one who gives best promise of performing in accordance with the minimal criteria established by the faculty for appointment, reappointment, promotion, and tenure, delineated in Article III.

Initial appointment may carry any faculty rank appropriate to the position filled, except that those appointed to the rank of Assistant Professor and above must hold the highest earned degree in the discipline to be taught; those appointed to the rank of Associate Professor and Professor must have successful teaching experience in a college or university equivalent to experience required for promotion to these ranks in the Agnes Scott Faculty; and those appointed to the rank of Professor must have achieved distinction in scholarship or, if in the disciplines of applied arts, distinction in creative accomplishment.

Initial appointment to the teaching faculty does not carry tenure of office, and newly appointed faculty shall be on one-, two-, or three-year contracts until such time as employment is terminated or tenure is granted.

All faculty on temporary appointment shall have the full rights of academic freedom accorded tenured members of the faculty.

**II. Reappointment**

Reappointment of a non-tenured faculty member shall originate in the department concerned and procedures shall follow those used in making initial appointments.

In recommending a candidate for reappointment the department should be fully satisfied that the candidate fulfills the expectancy upon which the initial appointment was based in accordance with the minimal criteria for appointment, reappointment, promotion, and tenure, delineated in Article III.

If reappointment is not recommended, notice of termination of employment shall be given in writing by the appropriate

administrative official (1) not later than March 1 of the first academic year of service; (2) not later than December 15 of the second academic year of service; (3) at least twelve months before the expiration of an appointment after two or more years of service at Agnes Scott. If requested, reasons for non-reappointment shall be given in writing.

### III. Minimal Criteria for Appointment, Reappointment, Promotion, and Tenure

*Effectiveness in Teaching.* In an undergraduate college the ability to teach effectively is of first importance in the criteria for selection and retention of faculty. Because individuals achieve success in teaching in such a variety of ways, no rigid set of standards or requirements for measuring this ability is feasible. However, there are certain qualifications and characteristics which every effective teacher may be expected to possess: (a) intellectual alertness and enthusiasm for learning that are likely to make teaching more than a mere imparting of information; (b) a thorough knowledge of the subject being taught; (c) the ability to present this subject at the level necessary to arouse and maintain the interest of the students; and (d) a recognition of the various academic needs of students and the willingness and ability to meet them.

*Scholarship.* Of equal importance with effective teaching is a continuing interest in new ideas and knowledge in the discipline taught by the candidate. Acquaintance with current books and periodicals, attendance at meetings of learned societies, continuing study in the fields being taught, and the incorporation of new discoveries into the material taught are important indications of the maintenance of scholarly standards. Independent research and publication are desirable and should be encouraged, but they are not the only evidence of scholarly interest. In the applied arts creative accomplishment may replace scholarly activity as an appropriate basis for estimating an individual's value to the teaching faculty.

*Professional Responsibility.* In addition to evidence of effective teaching and of scholarly interest and capacity of creative accomplishment, the candidate should display a high level of professional ethics in dealing with students, colleagues, and administrative officials of the College, should have sufficient health and sense of responsibility to meet the academic obligations required by the normal teaching load of the department, should show a willingness to cooperate and participate in the non-teaching responsibilities of the faculty, and should foster concern for human worth and needs, physical as well as intellectual and spiritual, in accordance with the stated purposes of Agnes Scott College.



#### IV. Promotion

A candidate for promotion in rank must meet the minimal criteria for appointment, reappointment, promotion, and tenure delineated under Article III. The level at which the candidate is expected to fulfill these criteria rises with the level of academic rank.

In addition, for promotion to the rank of Assistant Professor and above the candidate must hold the highest earned degree in the discipline taught; for promotion to the rank of Associate Professor the candidate must have at least six years of full-time teaching experience in a college or university; and for promotion to Professor the candidate must have substantial full-time teaching experience (no less than six years) in a college or university and have achieved distinction in all areas of the minimal criteria. Promotion to Professor is a recognition of professional achievement and outstanding service to the College community.

#### V. Tenure

Permanent or continuous tenure of office is not automatic but is granted as early as practicable following a probationary period in which the faculty member is on temporary appointment.

The probationary period following initial appointment of faculty on a full-time basis to the rank of Instructor or above shall not normally exceed seven years. A maximum of three years of full-time service in other institutions of higher learning may be included within the seven years. In an unusual circumstance and by mutual written consent the probationary period may be extended, but extension of the probationary period shall not be used to circumvent the granting of tenure.

During the probationary period faculty members shall have the full rights of academic freedom accorded tenured members of the faculty.

To be eligible for continuous or permanent tenure following the probationary period the candidate must meet the minimal criteria delineated under Article III at the level of performance expected in the rank held by the candidate.

Once tenure is granted employment cannot be terminated before the age of retirement at 65 except for adequate cause or, under extraordinary circumstances, for financial exigencies.

Termination of employment for adequate cause or for financial exigencies or the dismissal for cause of a faculty member on temporary appointment prior to the expiration of the period of appointment shall follow the rules of procedure set forth by the

American Association of University Professors and accepted by the Board of Trustees of Agnes Scott College.

At the close of the academic session in the calendar year in which a tenured member of the faculty attains the retirement age of 65 permanent or continuous tenure shall cease. By action of the Board of Trustees the faculty member may be approved for annual appointment until the end of the academic session in the calendar year in which he or she attains the age of 70. Procedures for this annual reappointment shall follow those covered in Section II. Reappointment.

One of the happiest events of Agnes Scott's recent life occurred in April, 1976, when the College celebrated the fiftieth anniversary of the establishment of its chapter of Phi Beta Kappa. Months of preparation went into the observance which stretched over more than two days and to which all Agnes Scott Phi Beta Kappas were invited. At a Wednesday Convocation Dr. Catherine S. Sims, a Senator of the United Chapters, gave the lead-off address, following which newly elected members were announced. On Thursday evening at the fiftieth anniversary dinner, greetings were brought by Dr. Kenneth M. Greene, Executive Secretary of the United Chapters of Phi Beta Kappa, and after the dinner the anniversary address was given by Dr. Rosemary Park, former President of Barnard College and immediate past President of the United Chapters. Then on Friday two seminars were conducted and a convocation address was delivered by Dr. Juanita M. Kreps, Professor of Economics and Vice President, Duke University, later U.S. Secretary of Commerce. The whole event highlighted Agnes Scott's continuing commitment to academic excellence and to liberal learning.

A project which concerned Agnes Scott for four summers beginning in 1974 was the major renovation of the McCain Library. Understandably, this work was restricted to summers because the Library could not be out of use during the academic sessions. During the first summer the building was completely air-conditioned, followed the next year by cleaning and waterproofing plus the installation of a new stairway from the ground to the top floor and the construction of a new larger elevator shaft. The third summer (1976) witnessed much further alteration to the inside of the building including new lighting, new furniture and carpeting, increased display areas as well as greatly expanded stack space allowing for growth for the next ten to fifteen years. The final summer (1977) saw the completion of the new board room for the Trustees along with a very

handsome special collections room and display space on the old second floor. Also an improved facility for Agnes Scott's archives was provided. Thus, the McCain Library was virtually rebuilt. All of this improvement was financed without drawing on regular sources of income but was accomplished through gifts designated for this project. Henry Howard Smith of Atlanta was the architect for this renovation.

The 1976-1977 year saw the final working out by the faculty of grievance procedures, should anyone feel the need to use them. The rules and regulations were approved by the Board of Trustees on February 11, 1977, and are as follows:

### GRIEVANCE COMMITTEE\*

#### *Functions:*

a. Upon written request the Committee shall investigate impartially the complaint of any faculty member who feels abused or unfairly treated by a college committee, another faculty member, or the administration of the college. These complaints should involve serious matters such as salary, reappointment, promotion, tenure, violation of academic freedom, sabbaticals, and similar concerns; and the complaints should come to the Grievance Committee only after the faculty member has pursued a resolution through the initial steps of the Grievance Procedure (see p. 35 of the Faculty Handbook). If the Committee believes the complaint warrants its consideration it shall conduct an investigation of the matter.

b. In cases of non-reappointment, denial of tenure, or dismissal of a faculty member, the Committee, following AAUP guidelines, as embodied in college policy, shall determine whether the proper procedures for such action have been followed.\*\*

c. In cases of dismissal of a tenured faculty member, upon that faculty member's written request, the Committee shall determine whether in its view formal proceedings to consider the dismissal of that faculty member should be instituted. It shall advise the President of its recommendation. AAUP guidelines for formal dismissal hearings, as embodied in college policy, shall be followed.

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\*Because of the nature of this committee, the usual procedure for reporting committee actions as outlined in 3.g [of the Faculty Handbook] will not be followed.

\*\*See *AAUP Policy Documents & Reports*, 1973 edition. (Faculty Handbook II, 32, 33)

d. When a faculty member asks the Committee for a review of the decision of another faculty body (a committee or a department, for example), the Grievance Committee shall determine in its view whether the decision received adequate consideration according to the relevant standards of Agnes Scott College. The Grievance Committee shall not substitute its judgment on the merits of the decision for that of the other faculty body.

e. If the Grievance Committee determines that a faculty member's case has not received adequate consideration, it shall request in writing that the appropriate faculty body review the case and shall inform the President and the Dean of the Faculty of its request.

f. In all cases the Committee shall present a written recommendation based on its findings to the aggrieved faculty member, the head of any other faculty body involved, the Dean of the Faculty, and the President; and it shall discuss its findings with the faculty member, the head of the faculty body, the President and the Dean of the Faculty.

g. The Committee shall try to bring the parties involved to a mutually satisfactory agreement.

h. Where its investigation necessitates the Committee's having access to a faculty member's personnel file, the Committee shall request written permission for such access from the faculty member. Material in faculty personnel files prior to the approval by the Board of a Faculty Grievance Committee (February 11, 1977) will be accessible only with the permission of the author.

i. The Committee shall cease its investigation upon the request of the aggrieved faculty member.

j. The Committee, acting as an agent for the faculty, may submit its findings through the President to the Executive Committee of the Board of Trustees in cases where it believes a faculty member has been grievously treated and where no resolution can be effected with the President.

*Membership:*

The faculty shall elect three members of the teaching faculty, two tenured and one untenured, each from a different department, to serve for three years. No member may serve consecutive terms. At the same election the faculty shall choose three alternate members of the Committee from three other departments to serve if one or more members of the regular Committee are involved in a particular case. If it should be necessary to use an alternate, the Committee shall select the replacement. The untenured member of the regular Committee

shall resign at the end of the year during which he or she is notified of the receipt of tenure, and a replacement shall be selected at the general election of committees in the Spring.

*The Grievance Procedure:*

1. The faculty member should discuss the complaint with the chairman of his or her department, with the chairman of the faculty committee, with other faculty members, or with the administrator whose decision has elicited the complaint, as appropriate.

2. If the issue is not satisfactorily resolved, or if the faculty member receives no response in ten calendar days, he or she should submit the complaint in writing to the Dean of the Faculty and the President.

3. If there is no response in ten calendar days, or if the response is unsatisfactory to the grievant, he or she may solicit the participation of the Grievance Committee by a written request for help, a copy of the original complaint sent to the Dean of the Faculty and the President, and, if necessary, an authorization for the Grievance Committee to have access to the faculty member's personnel file.

4. The Grievance Committee shall determine the merits of the case in its opinion. If it decides to investigate, it will render an opinion within twenty calendar days of its receipt of the grievant's request. This opinion will be given in writing to all persons concerned.

5. The Grievance Committee shall, at this point, try to effect a resolution between the parties in conflict.

6. If the Grievance Committee finds the President unresponsive to what it considers an egregious violation of a faculty member's rights, the Committee, acting as an agent of the faculty, may submit its findings through the President to the Executive Committee of the Board of Trustees for final resolution.

7. Time limitations at each stage in the procedure may be extended by mutual agreement of the parties.

Reference has already been made to certain changes in major administrative officers early in President Perry's administration. Such changes continued for several more years. In 1976 Mr. R. James Henderson resigned his post as vice president for business affairs to accept the position of business manager at Duke University and was replaced by Mr. Doyle M. Dillard, who remained one year. In 1977 Mr. Lee A. Barclay was appointed to this position and is still in office.

Mr. Barclay brought to his office approximately a quarter of a century of experience in college business administration as well as graduate training for his particular responsibilities.

The summer of 1977 also saw the sudden and untimely death of Laura M. Steele. To fill her place President Perry appointed Lea Ann Grimes, '76 (now Mrs. James Hudson) to be registrar. At this same period (1978) Judith Maguire Tindel, '73, became director of admissions, replacing Ann Rivers Hutcheson, '59, who resigned to give more time to her family. Both Mrs. Hudson and Mrs. Tindel had had the good fortune to work under Laura Steele, and Mrs. Tindel had had further opportunity to serve as assistant director of admissions under Mrs. Hutcheson. Both of these appointments have been fortunate for Agnes Scott.

In recent years considerable attention has been given to strengthening the College's career planning office. First under the leadership of Miss Ione Murphy and more recently under the direction of Mrs. Kathleen K. Mooney, this activity has taken on growing significance both for students and for alumnae. So important has this aspect of Agnes Scott's service become that the current catalogue statement is quoted in full:

The Office of Career Planning offers undergraduates and alumnae a comprehensive program, the primary goals of which are an expanded awareness of career and lifestyle options, the ability to make informed career decisions, and the development of successful job-search strategies.

To help attain these goals, the Office provides individual counseling, conferences, and workshops on such topics as specific career fields, skills assessment, decision making, job hunting, resume writing, and interviewing techniques.

A major component of the career planning program is experiential learning, with several options for off-campus experiences offered each year. Through the Shadow Program, students spend an afternoon or longer during the academic year talking with Atlanta-area sponsors who work in career fields of interest to the student. By participating in the Extern Program, students themselves have a greater opportunity to perform some aspect of the job as they spend a concentrated five-day period during a school vacation with sponsors and their colleagues. Continually expanding internships and cooperative education opportunities are an integral part of the program.

Each student who seeks counseling has access both to self-assessment aids and vocational testing, as well as to an alumnae

advisory network that provides career advisers and role models. A number of prospective employers and graduate schools send recruiters to the campus each year. Full-time, summer, and part-time job referrals are provided for alumnae.

A Career Resource Room contains books and pamphlets about traditional and non-traditional careers, lifestyles, the status of woman in the work world, occupational outlook, and opportunities with specific employers. Graduate and professional school catalogs and directories are available.

Beginning in her freshman year, each student is encouraged to complement her academic work and extracurricular activities by participating in career-related activities both on and off the campus. Counseling, information, and job placement services are available to alumnae as well as to current students.

It will be recalled that in 1967 Agnes Scott undertook to follow a long-range plan of campus expansion looking toward a student enrollment of 900 in the near future and of possibly 2,000 by the end of the century (see p. 192). However, by the mid-1970's, because of declining enrollment — a circumstance not limited to Agnes Scott — the Trustees concluded that another survey was needed to serve as a guide for campus planning in the immediate future. This time Arkhora Associates, Inc., Architects and Planners of Atlanta, were engaged to make a survey, and their recommendations were ready by the autumn of 1976. These planners painted a bright future for Agnes Scott and its environs but recommended that the campus projections of the 1967 study be somewhat reduced and that some of the property acquired in the interim be sold. This new study was predicated on a student body of 750 possibly rising to 1,000 sometime in the future. After careful study, the Board's Executive Committee on February 23, 1978, took action revising a previous decision on what constituted the "campus core," thereby making available a fair number of campus properties for sale. Here is this action which continues as the frame of reference for land acquisitions and sales:

Upon motion, duly seconded, the following "Revised Guidelines for the Sale of College Property," as amended, were adopted by the Executive Committee:

- A. The College designates as the "campus core" the property south from East College Avenue along the west side of South Candler Street to East Davis Street, thence west along the north side of East Davis Street to South McDonough Street, and north along the east side of South

McDonough Street to West College Avenue. The College will hold the property within this area for present and long-range needs for campus expansion. The College will move to acquire the remaining parcels not owned by the College within this core as such property becomes available.

- B. The College may sell certain other properties, described below, with a buy-back provision at the option of the College. Properties which may be sold with such a buy-back provision are those on the east side of South Candler Street from East College Avenue to Bucher Drive, on the west side of South McDonough Street from West College Avenue to West Davis Street; also the property bounded by the south side of West College Avenue, south along the west side of South McDonough Street, west along the north side of Ansley Street, thence north along the east side of Adams Street back to West College Avenue. The repurchase under the buy-back provision will be at fair market value at the time of buy-back.
- C. Property now owned by the College on Adams Street south of Ansley Street, on Avery Street, on Bucher Drive, on the south side of Davis Street, and on Candler and McDonough Streets south of Davis Street may be sold outright with no buy-back provisions.
- D. The sale price of all properties will be the fair market value as determined by the President. The College will not finance the purchase of houses and lots, and financing must be obtained through the regular commercial sources. To the extent legally permissible, a restriction will be put in all deeds limiting the use of property sold to residential use.
- E. Present tenants will have first opportunity to buy the property they occupy. Next priority will go to Agnes Scott faculty and staff. College houses currently furnished to Agnes Scott employees as part of their compensation will not be offered for sale.
- F. Receipts from the sale of college-owned houses will be maintained in a separate account to buy the remaining parcels within the "campus core." After the remaining parcels of land have been bought, the receipts from the sale of property can be used for capital expenditures.
- G. Agnes Scott will enter into the sale of property on a low-key approach with no advertising so as not to disturb the present market status. In order not to disturb the economy, it is envisioned that no more than twelve parcels of property would be sold within the first year.



- H. The College will continue to adjust rental charge rates for houses until the rate reaches the average commercial rate. With fewer houses to be responsible for and with a higher rental rate, the College can provide better service to the remaining properties.

Eight months later the Board amended this action by altering in section B the phrase “buy-back provision” to read “with a first refusal buy-back option to the College.”

The Arkhora study also maintained that for the foreseeable future Agnes Scott would need no new buildings except a physical education structure and a campus center, even suggesting that these two facilities could be combined into one building. Should the number of students rise above 750, an additional dormitory would, of course, be necessary.

One of the faculty highlights of the 1976-1977 year was a retreat conference held at Unicoi State Park, in the mountains of north Georgia, on Saturday and Sunday, January 8 and 9. The theme for the conference was “The Liberal Arts Tradition and the Changing Status of Women.” Outside panelists were brought in in addition to Agnes Scott professors. There was animated discussion in an informal atmosphere amid the invigorating setting of beautiful natural scenery. Four panel discussions dealt with (1) The Liberal Arts Tradition, (2) The Changing Status of Women, (3) The Liberal Arts Tradition and the Changing Status of Women at Sister Institutions, and (4) The Liberal Arts Tradition and the Changing Status of Women: Agnes Scott College. In a subsequent “President’s Newsletter” published about a month after this conference President Perry referred to it as “one of the best ‘happenings’ that we have had at Agnes Scott in a long time.” More recently Professor Michael J. Brown has recalled that the idea for what has led to the College’s preparatory program for business had its beginnings as a result of this conference. So successful was this retreat that it was repeated in 1978 and 1979 at Pine Isle, a resort on Lake Lanier near Gainesville, Georgia. The theme for the 1978 conference was “Building a Great Faculty” and featured group discussions related to the following three topics: (1) “The Faculty as a Community,” (2) “Faculty Effectiveness: Teaching Skills and Methods,” and (3) “Faculty Leadership.” President Perry again in his annual report for 1977-1978 observed: “From this second annual faculty retreat . . . came a number of productive ideas for the future as well as an increased sense of mutual appreciation and friendship

among colleagues.” A third faculty retreat conference was held in January, 1979, this time under the leadership of the faculty Committee on the Future of the College. The general theme was “The Next Five Years,” and discussion was carried out under the general format of a town meeting with three sessions on Saturday afternoon and one on Sunday morning. Topics for each meeting were as follows: (1) “The Freshman Year,” (2) “Student Life Outside the Classroom,” (3) “Admission and Enrollment,” and (4) “The Purpose and Nature of the College.” Prior to the conference a fifty-three page paper was circulated for study — a paper prepared by the Committee on the Future of the College. As on the two previous occasions, this retreat-conference served a number of useful purposes.

On January 30, 1978, the Board of Trustees sustained the death of Miss Mary Wallace Kirk who had been a trustee continuously since 1917 — over sixty years. For all the years of her relationship with Agnes Scott, which began in 1907 when she entered the College as a freshman, she had staunchly supported her alma mater. In death this support continued, for by her will Agnes Scott received approximately \$900,000.

It will be recalled that Buttrick Hall, the major administration and classroom building and the nerve center of the campus, was built in 1930. For over half a century this structure served Agnes Scott uncommonly well; however, by the late 1970's it was apparent that the building was in dire need of renovation and refurbishment. Accordingly, during the 1978-1979 year the ground floor, second floor, and third floor were completely closed. Faculty offices were scattered about the campus from Rebekah Scott date parlors to the second floor of the infirmary to an unused house across Candler Street. Classes were held in almost any available place. But professors and students endured this year-long disruption cheerfully in anticipation of the excellent facilities that awaited them in the “new” Buttrick. No major changes were made on the first floor in the administrative offices because these had been previously refurbished over a period of several years. During this 1978-1979 year Buttrick was reroofed, was completely air-conditioned, was rewired and relighted, was carpeted wall-to-wall in classrooms and corridors, and was fitted out with completely new up-to-date audiovisual facilities and equipment. All of this improvement cost over a million dollars — more than three times what the building cost initially — but the result was a first-rate building capable of giving many more years of constant

service. Henry Howard Smith of Atlanta was the architect for this renovation.

By the fall meeting of the Board of Trustees in 1978, President Perry was able to report that the dual degree program with the Georgia Institute of Technology had been expanded to include a degree in industrial management and one in computer science in addition to the earlier program in engineering. At this same time it was reported that Agnes Scott students were being permitted to enroll in the Naval R.O.T.C. program at Georgia Tech in addition to the one in Air Force R.O.T.C. which already was an option for Agnes Scott students.

Reference has already been made to the Long-range Planning Committee appointed in 1974 (see p. 236). This committee spent some months formulating its report which was referred to the Board's Development Committee for review and recommendation. After careful study and a preliminary report to the Board, the Development Committee on January 26, 1979, recommended to the Trustees a long-range plan entitled "Agnes Scott Looks to the Future." This report was formally adopted and approved and has become the framework for launching the College into a new century. The Trustees have taken no more important action since the adoption in 1953 of long-range goals which precipitated the Seventy-fifth Anniversary Development Program. Here is the action which is even now charting the direction of the College:

### **Agnes Scott Looks to the Future**

As Agnes Scott approaches its centennial in 1989 and then prepares for the twenty-first century, the Long-range Planning Committee recommends to the Board of Trustees for its consideration the following development program.

1. Attract and retain a select student body of at least 700 by maintaining a curriculum strong in the traditional liberal arts disciplines and values, yet responsive to the needs of young women interested in professional and business careers.
2. Attract and retain highly qualified faculty through competitive compensation and ongoing opportunities for their professional growth.
3. Encourage the factors which strengthen the College's Christian emphasis and heritage, its Honor System, and its representative student government.
4. Plan and construct new physical education and recreational facilities as well as a new Student Center and complete the

renovation and improvement of the present buildings on campus.

5. Organize and launch a financial drive which will provide as soon as possible the \$50,000,000 Agnes Scott needs to accomplish the above objectives.

During the months since January, 1979, several re-allocations of the amounts within the total goal have been made, but the total objective of \$50,000,000 has remained constant. As of this writing, the time frame and the various allocations are as follows:

<b>AGNES SCOTT LOOKS TO THE FUTURE 1979-2000</b>	
<b>1979-1983</b>	
Endowment	\$ 1,500,000
Science Building Addition	3,000,000
Physical Education Facilities	<u>3,000,000</u>
Sub-Total	\$ 7,500,000
<b>1983-1986</b>	
Campus Center	\$ 3,000,000
Building Renovation	3,000,000
Student Loan Funds	<u>1,500,000</u>
Sub-Total	\$ 7,500,000
<b>1986-1989</b>	
Building Renovation	\$ 3,000,000
Endowment	<u>7,000,000</u>
Sub-Total	\$10,000,000
<b>CENTENNIAL GOAL 1979-1989</b>	<u>\$25,000,000</u>
<b>1989-2000</b>	
Endowment	\$17,500,000
Building Renovation	6,000,000
Student Loan Funds	<u>1,500,000</u>
<b>21st CENTURY GOAL 1989-2000</b>	<u>\$25,000,000</u>
<b>TOTAL GOAL</b>	<b>\$50,000,000</b>

## Recapitulation

Endowment	\$26,000,000
New Construction	9,000,000
Building Renovation	12,000,000
Student Loan Funds	<u>3,000,000</u>
TOTAL	\$50,000,000

The on-campus use by students of alcoholic beverages was by no means laid to rest by the action of the Trustees in September, 1975 (see pp. 238-239). Discussion and agitation continued since students wanted more latitude than the 1975 policy permitted. Finally after action by the Representative Council of Student Government and by the Administrative Committee, the matter came to the Board where it was considered in depth and at length both by the Committee on Student Affairs and by the Executive Committee. After the most careful and almost agonizing consideration, the Board of Trustees on May 11, 1979, by a vote of 18 for to 7 against took the action which for the first time in Agnes Scott's history permitted liquor in the dormitories. Here is the action:

**Policy Regarding the Use of Alcoholic Beverages**

WHEREAS: The majority of Agnes Scott College students are at least 18 years of age and are therefore of legal drinking age in Georgia, and

WHEREAS: The inaccessibility of alcoholic beverages on campus forces students to leave in order to consume them, thereby increasing the risk to the individual by driving or riding with someone who is under the influence of alcohol, and

WHEREAS: The accessibility of alcohol on campus will allow each student to exercise responsibility by giving the individual a freedom of choice of whether or not to drink, and

WHEREAS: The present policy does not allow for such freedom of choice, but rather fosters an atmosphere not consistent with the responsibility accorded the students at Agnes Scott College, and

WHEREAS: One purpose of the College as stated in the Agnes Scott College Handbook, page 7, is "to cultivate in the student a

sense of responsibility to the society in which she lives, both within the College community and beyond.”

**BE IT RESOLVED:** That the present policy regarding the use of alcoholic beverages as stated in the Agnes Scott Handbook, page 22, be amended as follows:

Alcoholic beverages are permitted, in compliance with the state and local laws,<sup>1</sup> on the Agnes Scott campus at campus-wide social functions held in designated areas, as coordinated and evaluated by the Board of Student Activities, and as approved by the Dean of Students, and in the designated areas of the dormitories.<sup>2</sup> Alcoholic beverages which may be served at campus-wide functions are beer, wine, and spiked punch. There are no restrictions on the type of alcohol a student may have in her private possession.

No College or Student Government funds will be used for the purchase of alcoholic beverages at any function held off or on campus and sponsored by the College or any organization within the College. Only a student 18 years or older may serve the alcoholic beverage, and a non-alcoholic beverage must also be served at the function.

Alcoholic beverages are not to be transported into or away from the designated area of the social function, nor are alcoholic beverages to be transported to the function except by authorized

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<sup>1</sup>Students must comply with Georgia and Decatur laws regarding the consumption of alcoholic beverages as follows:

Georgia

1. The legal age for purchasing alcoholic beverages is 18. It is against the law in Georgia either to sell or furnish alcoholic beverages to minors.
2. It is illegal to appear in an intoxicated condition or to evidence boisterous or vulgar behavior on any public street, in any public place, in any private residence, other than one's own, or on any mode of transportation.

Decatur:

It is unlawful to drink alcoholic beverages in automobiles parked or moving on the streets, highways, or alleys of the city.

<sup>2</sup>Designated areas of the dormitories are:

- a) dormitory rooms, b) hall-way kitchens, c) a designated, public room in each dormitory.

persons of the sponsoring board. Other violations of this policy include falsification of ID to purchase alcoholic beverages, purchasing alcohol by those 18 years of age or over for a minor, and the possession of alcohol by those students under the age of 18. Students may not drink alcoholic beverages in any part of the dorms or grounds except in the designated areas of the dormitory and designated areas at campus-wide functions. When transporting alcoholic beverages to the designated parts of the dormitories, a student must carry them in a bag or similar covering, unless transporting them between dormitory rooms or from kitchen to dormitory room.

The student is responsible for exemplifying a high standard of conduct so that her behavior will not be detrimental to herself, to her fellow students, or to the College. Students are similarly responsible for insuring that guests are aware of the expected standard of conduct.

The first violation by a student of the Policy Regarding the Use of Alcoholic Beverages shall be handled by the Dormitory Council. The Dormitory Council shall automatically refer to Interdormitory Council any case involving a second infraction. Any subsequent violations shall be referred automatically to the Honor Court. As is the practice with any particularly serious or flagrant violation of the policy, Dormitory Council reserves the right to refer any such case involving this policy to a higher court than the one stipulated above.

As always in matters of student policy, the Dean of Students and/or the Administrative Committee has the right to rescind this privilege at any time.

This new policy became effective with the 1979-1980 academic session and has worked effectively.

February 22, 1979, marked the 150th birthday of George Washington Scott. From his death in 1903, his tombstone in the Decatur Cemetery had carried the usual information found on such stones, but not a word about his connection with Agnes Scott. His 150th birthday seemed an appropriate time to rectify this oversight. With the permission of the Scott family this inscription was incised on his grave stone:

George Washington Scott  
 Founder of Agnes Scott College 1889  
 Inscribed by the College in grateful recognition — 22 February 1979

On Founder's Day afternoon a small ceremony was held at the plot at which time the inscription was unveiled in the presence of Col. Scott's

three living grandchildren and of a group representing the College. As yet no inscription has been placed at Agnes Irvine Scott's grave in Alexandria, Pennsylvania, indicating that the College was named for her.

Beginning with Alumnae Day in 1975 and continuing thereafter, the Agnes Scott Alumnae Association has designated certain graduates as "distinguished alumnae." On the first of these occasions, only one alumna was recognized — Mary Wallace Kirk, '11, who was born the year the College was founded and who served her alma mater as a trustee for more than sixty years. Each year since that time, an alumna in each of three categories has been recognized, these categories being (1) distinguished career; (2) service to the community, and (3) service to the College. Any alumna can be nominated, and a special committee selects those to receive the awards. Those alumnae so honored through 1982 are the following:

1976

Distinguished career	Patricia Collins Dwinell, '28
Service to the community	Carolyn Essig Frederick, '28
Service to the College	Sarah Frances McDonald, '36

1977

Distinguished career	Rachel Henderlite, '28
Service to the community	Margaret McDow MacDougall, '24
Service to the College	Mary West Thatcher, '15

1978

Distinguished career	Page Ackerman, '33
Service to the community	Bertha Merrill Holt, '38
Service to the College	Betty Lou Houck Smith, '35

1979

Distinguished career	Goldie Suttle Ham, '19
Service to the community	Martha Stackhouse Grafton, '30
Service to the College	Penelope Brown Barnett, '32

1980

Distinguished career	Evangeline Papageorge, '28
Service to the community	Juanita Greer White, '26
Service to the College	Carrie Scandrett, '24

1981

Distinguished career	Marybeth Little Weston, '48
Service to the community	Laura Brown Logan, '31
Service to the College	Mary Ben Wright Erwin, '25

1982

Distinguished career	Betty Fountain Edwards Gray, '35
Service to the community	Goudylock Erwin Dyer, '38
Service to the College	Sarah Hamilton Fulton, '21



For many years scholarship assistance at Agnes Scott has been based on need. However, by the late 1970's, it was becoming apparent that the College needed to reassess its financial aid program with a view to including in it grants based solely on merit. At the meeting of the Trustees on January 20, 1978, President Perry introduced the subject, and presentations of the *pros* and *cons* of "merit" scholarships were given by both the Director of Admissions and the Director of Financial Aid. As a result of this discussion, the Board authorized the appointment of an *ad hoc* committee to study this matter and report back with recommendations. At the next meeting of the Trustees, the *ad hoc* committee unanimously recommended that the Board endorse the initiation of a "merit" scholarship program, the details and mechanics to be worked out by the administration and reported back to the Trustees for approval. Mr. G. Conley Ingram, Chairman of the *ad hoc* committee, noted in his report "that such a program will reinforce Agnes Scott's commitment to the recognition of academic excellence." In approving this new program, the Board made it crystal clear that "the financial aid budget based on need will not be diminished in any way." The new scholarship program would be financed by additional funds to be sought and added to the College's endowment. The document that the Board approved is given herewith:

**General Objectives of the Scholarship Program:**

1. To improve the academic quality of the student body
2. To increase the number of applications from students applying for the scholarships who might not have applied for admission otherwise
3. To increase numbers of enrolled students through the anticipated high yield from scholarship group[s] brought to the campus
4. To increase yield of high quality applicant group[s] who previously might have declined our offer of admission to accept a merit scholarship elsewhere
5. To increase the amount of funds from sources willing to sponsor merit-based scholarships
6. To increase national public awareness of Agnes Scott and its commitment to academic excellence through public relations efforts associated with the scholarship program
7. To provide alumnae with an opportunity for involvement in admissions which may result in beneficial feelings toward the College in general

8. To provide active involvement for faculty members in improving the academic quality of the student body
9. To increase enrollment of students from distant regions of the country

### **Program Management**

The scholarship program will be administered by a College committee appointed by the President and chaired by an administrative coordinator. The committee will consist of three members of the teaching faculty, the director of admissions, the director of financial aid, and the administrative coordinator, the Dean of Academic Affairs (*ex officio*), and the President (*ex officio*).

### **Selection Process**

The basic criteria for a student's entering the Agnes Scott merit scholarship competition are (1) outstanding secondary school record as shown by grades, class standing, SAT scores, etc., and (2) evidence of all-round achievement and promise. The student must be a U.S. citizen or a permanent resident alien, as well as an accepted applicant for admission to Agnes Scott. In order to determine who the applicants for the scholarships are, the regular application form will contain a statement such as:

I am applying as an Agnes Scott Honor Scholar as  
described on page \_\_\_\_ of the Bulletin.  
\_\_\_ yes      \_\_\_ no

A separate counselor's recommendation form is sent with the application material for scholarship applicants. A waiver will be needed on the application for scholarship applicants in order that application materials can be released to the alumnae selection panels and campus interview panel.

In order to allow sufficient time for the selection process, a student's application for admission must be received and completed by November 1-15 (specific date to be published). The Admissions Committee acts on the applications, and acceptance letters are sent out by November 15-December 1 (specific date to be published).

From this point, the selection process involves two stages: selection of finalists from all scholarship applicants and selection of the Scholars from the finalists. Our proposal is that up to 30 finalists be chosen from all scholarship applicants by alumnae panels in each of four geographical regions (to be determined). Three of the regions nominate up to 5 finalists each, with the Southeast region nominating up to 15.

The alumnae selection panels will be appointed by the College

committee with the advice of the Alumnae Director and the President of the Alumnae Association. Each regional panel will have a representative from the College (faculty or administration).

The alumnae selection panels will meet in locations determined by the Committee in consultation with the Alumnae Director for a period not to exceed two days. Expenses incurred by the alumnae will be reimbursed by the College. The finalists are to be chosen by the end of the 2nd week in December. The College notifies the 30 finalists by the end of the 3rd week in December.

The next stage of the process is selecting up to 10 Scholars from the 30 finalists by means of campus visits and interview sessions, probably in mid-January or early February. Transportation expenses up to \$300 each will be paid by the College. Through the campus visit it is hoped not only to select the 10 Scholars but also to give all 30 finalists a good impression of life at Agnes Scott. In addition to the interview sessions, such college activities as classes, a student panel, an alumnae panel, and tours of the campus and Atlanta are to be planned.

The final interview sessions are to be conducted by a faculty-administrative panel which may include alumnae representation. (If a single panel proves impractical, consideration will be given to two or three smaller panels of similar make-up.). Interviews are limited to 30 minutes each. Final selections will be made by February 15, and Scholars will be notified immediately thereafter. The President will send congratulatory letters to each of the winners, and awards will be sent to the high schools for presentation at honors day or graduation ceremonies.

### **Awards Process**

Students winning merit scholarships will receive grants equal each year to the amount charged for tuition and fees. (In 1978-79, this amount is \$3,250.) Renewal is automatic for those who maintain honor roll status and who are members in good standing of the college community. Students having at least a 2.0 average with no grade below D but who do not meet honor roll criteria will have 50% of their scholarship awarded, with the possibility of reinstatement in subsequent years. Students whose grade point averages fall below 2.0 (at the end of the academic year) lose their scholarships for subsequent years.

Students receiving merit scholarships are apt to receive other merit-type awards, and the College reserves the right to adjust its merit scholarship when a student's total awards exceed the "cost of education." In 1978-79, the "cost of education," as defined by the Office of Financial Aid, is \$5,275 (excluding transportation) for boarding, dependent students. Students, then, can receive

more than \$2,000 in outside aid without having their merit scholarship adjusted.

Wherever the donors' terms of gift permit, present merit award funds should be incorporated into the total merit scholarship program in order that comparable present merit awards are not downgraded in prestige or stipend as a result of the new program.

### **Follow-up Provisions**

Recent studies by the College Scholarship Service indicate that most institutions do not have a plan for assessing the effectiveness of their merit scholarship programs. The Agnes Scott Merit Scholarship Program is to have an ongoing evaluation process which will measure not only the program's effectiveness as a recruiting tool, but also its effect on retention, the classroom environment, alumnae affairs, and development. The primary means of measuring the effects will be through questionnaires addressed to the students themselves (winners and losers) and to members of the faculty whose classes they attend.

The application and screening process for the new Agnes Scott Honor Scholars Program became operative in the 1979-1980 session. In February of that term 35 finalists out of approximately 85 applicants came to the campus to be interviewed. From this number 21 were chosen with expectation of a 50% acceptance. Actually 16 elected to attend Agnes Scott, entering in September, 1980. Again in the session of 1980-1981, 35 finalists from 115 applications came to the campus. Seventeen of these received Honor Scholarship awards, and nine enrolled for the 1981-1982 year. For the year that has just ended, 43 finalists were interviewed, and 27 were offered scholarships. Thirteen of these have signified their expectation to enter Agnes Scott in September, 1982. The whole program has in every way lived up to expectations, and the College has not only received some good students but also gained excellent publicity in many secondary schools.

A further effort of the Admissions Office to attract good students is accomplished through OktoberQuest and Applicants' Weekend, respectively. OktoberQuest is held in the fall when high school juniors and seniors who have indicated an interest in the College are invited to the campus for a weekend. Applicants' Weekend comes in the spring and is a time when those who have actually applied for admission the following September are invited for a visit.

At the spring meeting of the Board of Trustees on May 11, 1979, Lawrence L. Gellerstedt was elected Chairman. Mr. Gaines had asked

that his name not be nominated again for the chairmanship, and the Trustees reluctantly acceded to his request. At the next meeting of the Board the following resolution was adopted:

It is always difficult to capture the contributions of a wise and effective leader in sentences, paragraphs, or color portraits! A language which does this with precision and insight is not yet invented. How then, shall we describe the contributions of Alexander Pendleton Gaines to the life and mission of Agnes Scott College? He has been a Trustee for twenty years and has served as Vice Chairman of the Board 1964-73 and as Chairman 1973-79.

What prepared him for wise, effective, and progressive service during these twenty years?

For one thing, his heritage did this. His grandfather, The Reverend Frank Henry Gaines, D.D., was a co-founder with Mr. George Washington Scott of the College in 1889. While pastor of Decatur Presbyterian Church, he and Col. Scott shared a vision of first-rate education for women to be conducted "under auspices distinctly favorable to the maintenance of the faith and practice of the Christian religion," as the Charter puts it. Alex Gaines was further nurtured in his own educational experience. He graduated at the University of Georgia . . . and at Emory University School of Law. He was admitted to the Georgia Bar in 1935, in the depths of the economic depression of that decade. It was not a fortuitous time to begin the practice of law, but no lawyer in Georgia has had a more distinguished professional career than has Alex Gaines. As a Senior Partner of Alston, Miller and Gaines, he has the respect of his colleagues and the admiration of his competitors.

Most of all, he is motivated by a sense of service which led him to agree to devote time, energy and thought to the life of Agnes Scott. As a life-long member of Central Presbyterian Church and a Ruling Elder, he has led that Church through decisive and redemptive years of mission to the City of Atlanta and, indeed, to the world. What is more, he has used his time carefully and well to strengthen the innumerable boards, groups and organizations which bring quality to the lives of all the people of this City.

At Agnes Scott College, Alex Gaines has led the College through significant events and programs. These include successful financial campaigns, the revision of the curriculum, the election of most of the present faculty and the selection of the present President, Marvin B. Perry. His Chairmanship has coincided with President Perry's tenure.

President Emeritus Wallace M. Alston says: "Alex Gaines belongs to the succession of dedicated men and women who have

served Agnes Scott College with unselfish, loyal devotion. He deserves the gratitude of all who deeply care about the College and who work for its welfare.”

President Marvin B. Perry says: “I am grateful to Alex Gaines on three counts: his quietly efficient leadership of the Board in a crucial period of Agnes Scott’s history, his straightforward but always kindly education of a new President, and his unfailing support of that President through six happy years.”

On the evening before the meeting at which the above resolution was adopted, the Trustees gave a dinner in Chairman Gaines’ honor. Also the Executive Committee at its meeting on September 27, 1979, set up two funds of \$50,000 each — one to honor Alex P. Gaines and the other to honor Hal L. Smith. The income from both of these funds is to be used to support the Honor Scholars Program.

Lawrence L. Gellerstedt, Jr., the new Board Chairman, has many ties to Agnes Scott. His wife, his daughter, and his sister are all alumnae. His father was an active trustee for twenty-six years (1944-1970) and then served as an emeritus trustee until his death in 1978. Lawrence Gellerstedt, Jr., became an Agnes Scott trustee in 1969 and served as vice chairman of the Board from 1973 until his election to the chairmanship in 1979. A native of Atlanta, he graduated from the Georgia Institute of Technology in 1945. After being discharged from the U.S. Navy in 1946, he joined the Beers Construction Company and became president of this company in 1960, a position he continues to hold. He is a past president of the Georgia Tech National Alumni Association and has chaired the Board of Trustees of the Georgia Tech Foundation. A simple listing of his responsibilities in the community is most impressive:

- Past President, Atlanta Chamber of Commerce
- Director and Past Chairman, Board of Trustees of Central Atlanta, Inc.
- Director, Cerebral Palsy Center of Atlanta, Inc.
- Director, Atlanta Symphony Orchestra
- Director, Atlanta Association for International Education
- Past Chairman, Board of Trustees, Atlanta Arts Alliance, Inc.
- Past President, The United Way of Metropolitan Atlanta

Mr. Gellerstedt is also a director of the Citizens and Southern National Bank and a trustee of Northwestern Mutual Life Mortgage and Realty Investors. He is a director of the Atlanta Gas Light Company and finds time to serve as a trustee of Atlanta University, of the Gatchell School, and of Wesley Homes, Inc. He likewise is active as an officer in a

number of organizations related to the construction business. He is married to the former Mary Duckworth who graduated from Agnes Scott in 1946 and is the father of three children. The Central Presbyterian Church of Atlanta, where he is a member, claims much of his attention. As a person Mr. Gellerstedt is youthful, dynamic, vigorous, and decisive. He is a worthy successor to a remarkable line of Agnes Scott Board Chairmen.

The reader will recall that in 1969 the Callaway Foundation of LaGrange, Georgia, offered to establish at Agnes Scott a Fuller E. Callaway Professorship but the College for excellent reasons deemed it unwise to accept the professorship at that time (see pp. 200-201). By early 1980 the terms of the offer had been modified by the Callaway Foundation such that Agnes Scott was ready to accept the professorship. Accordingly, the Executive Committee on February 28, 1980, on the recommendation of the President, nominated to the Callaway Trust Professor Mary Boney Sheats of the Department of Bible and Religion to be Agnes Scott's first Callaway Professor. The Dana Professorship which Dr. Sheats already held was thus freed to rotate to another faculty member.

In the area of named professorships, another one developed in 1980-1981 raising the number of such "special chairs" at Agnes Scott to eleven. Over a period of years Hal L. Smith, former chairman of the Board of Trustees, and his wife, Julia Thompson Smith, '31, had made gifts to the College toward a special fund, the income from which was used for scholarship purposes until such time as Mr. and Mrs. Smith saw fit to designate otherwise. In May, 1980, the Executive Committee accepted from this couple a gift of property which when sold and added to the fund already established brought the Smiths' gifts to approximately \$400,000. In order to bring this fund to half a million dollars, the Trustees on May 8, 1981, added from unrestricted endowment the necessary amount to do so and directed that the whole fund function as endowment to establish in the Department of Economics the Hal L. and Julia T. Smith Chair of Free Enterprise. During 1981-1982 the search was conducted to find a suitable person to become Agnes Scott's first Hal L. and Julia T. Smith Professor.

Federal legislation enacted in March, 1979, amended the Age Discrimination in Employment Act, raising the mandatory retirement age from sixty-five to seventy, but tenured faculty members in colleges and universities were exempted from the provisions of the amendment until June 30, 1982. For many years tenure at Agnes Scott has ended

on June 30 of the calendar year in which one's sixty-fifth birthday occurs, although an employee could be continued on a year-to-year basis to 70 if the Board of Trustees so desired. To deal with any changes required by this Federal Act, an *ad hoc* committee of Trustees was appointed to bring in recommendations. Meanwhile the Board itself on October 24, 1980, reaffirmed that the "normal retirement age" at Agnes Scott is sixty-five. At the request of this *ad hoc* committee President Perry reviewed the publications dealing with the ADEA legislation and discussed the matter with some dozen presidents of women's colleges comparable to Agnes Scott. Finally following all this investigation and after much discussion, the Board on May 8, 1981, adopted this resolution:

That, on the recommendation of the President and with the approval of the *Ad Hoc* Committee on Tenure and the Executive Committee of the Board, the following retirement policies be adopted:

1. That Agnes Scott's share of retirement payments to employees cease at the present normal retirement age. (Under present Age Discrimination in Employment Act legislation such reductions are permissible, although this policy may be challenged in the courts.)
2. That faculty tenure, in accordance with present college policy, shall cease "at the close of the academic session in the calendar year in which a tenured member of the faculty attains the normal retirement age of 65." (Agnes Scott Faculty Handbook: "Policies and Criteria for Appointment, Reappointment, Promotion, and Tenure," II, 33, v.)
3. That, by action of the Board of Trustees on recommendation of the President, a faculty member may be approved "for annual reappointment until the end of the academic session in the calendar year in which he or she attains the mandatory retirement age of 70." (Agnes Scott Faculty Handbook: "Policies and Criteria for Appointment, Reappointment, Promotion and Tenure." II, 33, v.)
4. That present college policy with respect to health benefits, life insurance, and workmen's compensation be continued until mandatory retirement age.
5. That present college policy with respect to all benefits for retired Agnes Scott employees be continued.
6. That Agnes Scott continue to study these and other



pertinent aspects of present ADEA legislation, together with possible new college policies providing, where feasible, for early retirement and/or phased retirement.

As the 1970's waned and the 1980's began, the Agnes Scott faculty continued strong, able, and highly qualified. For example, for the 1980-1981 year, out of 71 persons at the rank of assistant professor or higher 65 held an earned doctorate. Teaching has remained the central interest of the faculty, although research and publication claim a share of time of almost every faculty member. Stability and experimentation are present in the curriculum. The basic core of the time-honored liberal arts program is ever present, but new courses are regularly offered. In recent years work in political science has been made into its own department separate from history. Economics and sociology have also each become independent departments, and the offerings in the department of music have been completely revamped. Computer science has likewise become a part of the program. Inter-departmental majors and double majors are now a frequent part of course offerings, and students desiring courses preparatory for professional or business careers can make appropriate selections. Desert biology and marine biology are offered on location in the summer in addition to those courses already provided in Europe in art, history, and language.

Looking to improving the teaching facilities in the sciences, the Trustees on May 8, 1981, authorized the complete renovation and modernization of the John Bulow Campbell Science Hall which is now completely outmoded. The cost of this renovation is estimated at \$3,000,000. In June, 1981, the Atlanta architectural firm of Nix, Mann, and Associates, Inc., was engaged to prepare the plans and specifications for this renovation. As Dean Julia T. Gary pointed out to the Trustees, young women are increasingly interested in careers in the sciences, and they will seek out those institutions having the best facilities, the most modern equipment, and the best qualified faculty. The modernization of Campbell Hall is a "must" if Agnes Scott's excellent science faculty are to have an adequate place to do their work.

That Agnes Scott does a good job for and with its students is confirmed by the circumstance that of the students eligible to return each year, over 85% do so. Furthermore, about 65% of each entering freshman class remain to graduate — a very high percentage compared with that of other colleges and universities.

In 1979 the National Endowment for the Humanities approved a

grant of \$250,000 to Agnes Scott provided the College raise \$750,000 in a three-year period. This amount to be raised was required to be over and above what donors may have given in 1978-1979. Happily, President Perry on Founder's Day, 1981, was able to report that the NEH challenge had been met. Of this \$1,000,000 total, the NEH stipulated that one half be used as endowment to purchase library books and the income from the other half be used for the professional development of faculty members in the humanities.

The two most pressing physical needs that continue at Agnes Scott are for a new student center and for a new physical education facility. These needs are not new — both were part of the 75th anniversary development program in the 1950's and 1960's. Now they have become so acute that they may be detrimental to the admissions program. Asking entering students accustomed to excellent high school gymnasiums, for example, to use Agnes Scott's outmoded, outgrown gym is almost a travesty. As for a student center, the present "Hub" was built for a library in 1910 and since 1937 has at best been only a make-shift for a student center. Hopefully both these needs will soon be met through the fund-raising program recently approved by the Board of Trustees.

A circumstance in which Agnes Scott takes justifiable pride occurred in December, 1980, when Ila Leola Burdett, '81, was named Georgia's first woman Rhodes Scholar. These prestigious scholarships were initially opened to women in 1976, and Miss Burdette was the first nominee that Agnes Scott recommended. That she achieved this signal recognition is a tribute not only to the College but to all her prior education. Incidentally, she entered Agnes Scott in 1977 as Georgia's top star student. Miss Burdette was a mathematics major and plans for a career in architecture. At Oxford she is in Christ Church College and will seek her degree in the Final Honors School of English.

In the late summer of 1981, President Perry addressed the following letter to the Agnes Scott constituency:

To the Agnes Scott Community:

It is with very real regret that I inform you that I have submitted to the Board of Trustees my notice of retirement from the office of President of Agnes Scott College, effective no later than June 30, 1982. As most of you know, my health has been uncertain in recent months, and, accordingly, I believe my decision is the right one at this time, for the College and for me and my family.

For more than eight years, I have been your president, and together we have continued to weather — with honor and responsible progress, I believe — perhaps the most trying period in the history of American higher education. We have kept our academic program strong in the traditional disciplines while adding new courses and opportunities needed by women in today's world. We have fashioned a more responsive machinery of college governance, with greater voice in policy making for both faculty and students. We have entrusted students with virtual autonomy over their own social and extracurricular life, and they have effectively honored this trust. We have increased significantly faculty and staff salaries and benefits for both active and retired personnel. Finally, despite the pressures of a period of financial stringency, we have maintained each year a balanced budget free of debt. In summary, I believe that together we have kept faith with the vision of our founders and the efforts of our predecessors here, mindful both of our great heritage and of the educational needs of women preparing for life in this turbulent age.

Agnes Scott is a great college, and ours is a precious heritage. I am convinced that the College has a firm if challenging future. I believe that such a future can now be enhanced by fresh and vigorous new leadership. Mrs. Perry and I shall always love and admire Agnes Scott and its people. We shall leave here a large measure of ourselves, and we shall carry with us cherished and happy memories of our life here. Let us urge you to continue to love Agnes Scott, to support it, and to work for it and for each other.

Good luck, and God bless you all.

signed/      Marvin Perry

The Trustees were obviously full of regret at the President's decision; nevertheless, they met in September, 1981, to set in motion the search for Agnes Scott's fifth president. A special committee of Trustees was named to make a recommendation to the entire Board. On this search committee were Alex P. Gaines, chairman, Harry A. Fifield, Lawrence L. Gellerstedt, Jr., Mary D. Gellerstedt, Suzella B. Newsome, Horace H. Sibley, Nancy H. Sibley, and Augustus H. Sterne. An advisory group to the search committee consisted of three faculty members, two administrators, three alumnae, and three students.

One of the most important developments of President Perry's last year in office was the inauguration of the Kirk Concert series, honoring Mary Wallace Kirk, '11, who was a trustee of the College for sixty-one years. Made possible partly by a generous bequest from Miss Kirk, this series brings annually to the campus persons who have achieved great distinction in the arts. During 1981-1982 the Kirk offerings featured Tomas Vasary, pianist; Abbey Simon, pianist; and the Guarneri String Quartet assisted by Lydia Artyniw, pianist. In its first year this series was well received by both the students and the general public.

Another major thrust of 1981-1982 was the effort to raise \$3,000,000 for the renovation and modernization of the John Bulow Campbell Science Hall (see p. 124). A full-scale financial campaign was undertaken under the overall leadership of Lawrence L. Gellerstedt, Jr., Chairman of the Board of Trustees. Others involved in the leadership of this campaign were G. Conley Ingram as chairman of Trustee solicitation and Edward P. Gould as chairman of special gifts. Alumnae heading up various parts of the effort were Suzella Burns Newsome, '57, as chairperson of Georgia Lead Alumnae, Nancy Thomas Hill, '56, as chairperson of National Lead Alumnae, and Dorothy Halloran Addison, '43, as chairperson of Greater Atlanta Alumnae. Other alumnae leaders were Jacqueline Simmons Gow, '52, and Laura Whitner Dorsey, '35. Chairperson of the Faculty and Staff Committee was Judith Maguire Tindel, '75. Of course, President Perry was involved in every phase of this effort — making calls on special prospects and speaking at numerous campaign functions not only in Atlanta but over a considerable part of the country as well. By Founder's Day, 1982, \$1,000,000 had been pledged, and more than half of the total goal was subscribed by the time Dr. Perry's retirement became effective.

A campus theme which pervaded all of the 1981-1982 year was "Women and Mind Power." Under the general leadership of Dr. Ayse Ilgaz-Cardin, '66, three symposia were held throughout the year and involved faculty, students, and distinguished off-campus persons. The first emphasis came at Honors Day and dealt with "Women and Scholarship." Convocation speaker was President Alice F. Emerson of Wheaton College, Norton, Massachusetts, who spoke on "Women's History: Education's Biggest Oil Field." The second emphasis occurred with Founder's Day. Convocation speaker was Marie W. Dodd, chairperson of the Board of Regents of the University System in

Georgia. Her topic was "Women and Achievement." The third thrust on this theme coincided with the Mortar Board Convocation in mid-April. Speaking on the subject "Reconstructing Culture: Women and the Curriculum" was President Mary S. Metz of Mills College, Oakland, California. Other important visitors contributed to these symposia, and a general campus emphasis was carried on all through the year at faculty table-talk sessions, at special panel presentations, and at Hub discussions. Also during most of April the Dalton Galleries featured a Women's Invitational Art Show.

The Board of Trustees at its meeting on May 14, 1982, took two significant actions which had to do with the Board itself. The Articles of Incorporation (Charter) were amended changing the retirement age of Board members from 72 to 70 years of age, except that any Trustee who had reached 70 years on or before May 14, 1982, would be exempt from this provision (see p. 205). The Articles of Incorporation were further amended so that only a simple majority of the Board were required to be members of the Presbyterian Church in the United States. The Secretary of State of Georgia promptly approved these changes which became effective immediately. At this same meeting Dr. Perry was named a president emeritus of the College. The Board also set aside a sum of money the income from which will be used to fund "Perry" scholars in the Honor Scholars Program.

Understandably, as the spring of 1982 approached, the thoughts of the Agnes Scott community turned to how to honor Dr. and Mrs. Perry as they closed their official relationship with the College. No great financial drive could be undertaken to establish a fund to honor the President since the College was already in a financial campaign to raise money to renovate Campbell Science Hall. However, a number of delightful occasions occurred which gave pleasure to all. On the afternoon of April 23, the Alumnae Association entertained at a gala party in the Dana Fine Arts Building at which time a beautiful illuminated scroll of resolutions was presented to President Perry. Also the Executive Board of the Alumnae Association gave him a handsome Agnes Scott chair. On the day following at the annual meeting of the Agnes Scott Alumnae Association, Mrs. Perry was made an honorary member of the group. Also the spring issue of the *Alumnae Quarterly* featured an article of appreciation of President Perry.

The Board of Trustees on the evening before their spring meeting honored Dr. and Mrs. Perry at an impressive reception in the Letitia

Pate Evans Dining Hall. Students, faculty, staff, the Trustees, special local friends and supporters of the College, plus a number of the Perrys' personal friends were in attendance. On the next evening the Trustees honored President and Mrs. Perry at a gracious dinner at which time they were given a car and a typewriter.

Five days later, on May 19, the students at their annual spring picnic "pulled out all the stops" to show their respect and love for Agnes Scott's first couple. A song was composed especially for the occasion; a skit was presented depicting some of the humorous incidents of the Perrys' nine years on campus; the London Fog, a student jazz ensemble, furnished the music; a cassette tape of the students singing "God of the Marching Centuries" was among the gifts; however, the principal gift of appreciation was a scrapbook setting forth the things the Perrys had done for Agnes Scott and for the community-at-large. This book also featured letters from trustees, alumnae, faculty, and students. The whole occasion was a mixture of happiness and regret — happiness in memory, yet regret at the nearing separation.

To show their appreciation, the faculty presented Dr. and Mrs. Perry with a woodcut by the late Ferdinand Warren, with a Tiffany bowl, and with cash to purchase rose bushes for the garden of their new home. At the final faculty meeting of the year, formal resolutions of appreciation were read. At a party approximately a week after the College closed, the staff members of the various administrative offices presented the Perrys with a beautiful Waterford crystal bowl with matching candlesticks.

On June 30, 1982, Marvin Perry retired, having completed nine years as President of Agnes Scott. These years were indeed eventful ones in American higher education and for Agnes Scott itself. On this campus sweeping changes took place in faculty organization and in student affairs; however, in every respect the innovations were constructive and useful. Seventeen of Agnes Scott's present thirty-one trustees were elected during Dr. Perry's administration; over 50% of the faculty in 1981-1982 had ultimately been selected by him; total assets of the College increased from \$48,646,829 in 1973 to \$63,840,392 in 1982, a growth of \$15,193,563. Another evidence of the President's unremitting attention to improving the lot of the faculty is found in the increases he was able to make in salaries. From 1973-1974 through 1981-1982 faculty average remuneration improved as follows: professor — 75%, associate professor — 66%, assistant professor — 54%, and instructor — 54%. The operating budget rose from

\$3,970,000 in 1973-1974 to \$7,049,875 in 1981-1982. All of this achievement came at a time of rising costs and soaring inflation in every aspect of the College's fiscal affairs. Every year Agnes Scott staunchly adhered to its long-standing policy of a balanced budget and operating "in the black." That President Perry was able to accomplish these things and hold Agnes Scott firmly to its basic moorings and educational heritage is indicative of the measure of the man — of his vision, of his determination and intelligence, of his innate common sense, and of his sympathetic concern for everyone and everything related to Agnes Scott. He consistently strengthened every facet of the College as it moved toward a new century.

\* \* \* \* \*

As this narrative concludes, two great texts from Holy Scripture seem appropriate for this College in all its ninety-three years of service:

*‘Hitherto hath the Lord helped us.’*

*I Samuel 7:12*

*“. . . behold I have set before thee an open door,  
and no man can shut it . . . .”*

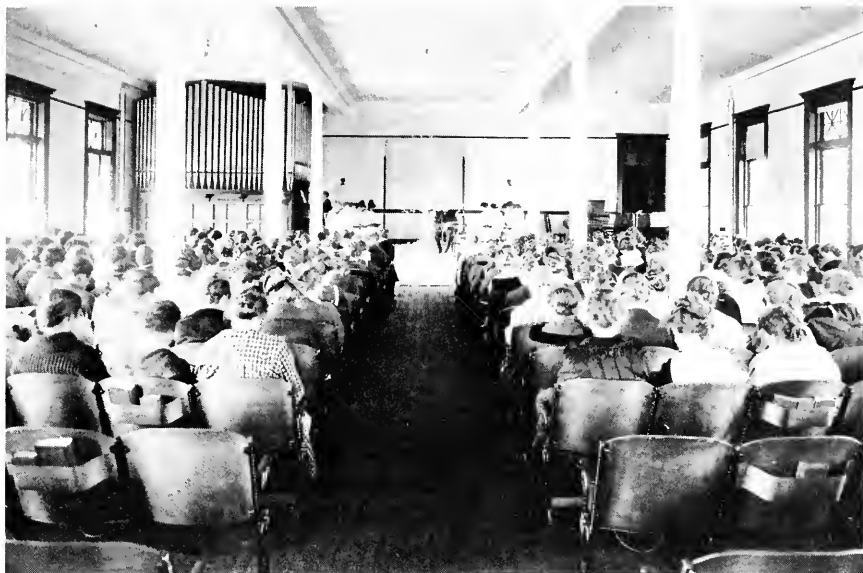
*Revelation 3:7*

## AFTERWORD

The Agnes Scott Board of Trustees on May 14, 1982, unanimously elected Dr. Ruth A. Schmidt to be the fifth president of the College. A native of Minnesota, Dr. Schmidt received her B.A. degree (*summa cum laude*) from Augsburg College in Minneapolis and subsequently her M.A. degree from the University of Missouri and her Ph.D. degree from the University of Illinois. Her field of study is Spanish.

After teaching in high school in Minnesota for two years, Dr. Schmidt was from 1955 to 1958 on the faculty of Mary Baldwin College in Staunton, Virginia, and then after further graduate study, she spent nine years at the State University of New York at Albany. In 1978 she became Provost and Professor of Spanish at Wheaton College, Norton, Massachusetts. It was from this last position that she came to the presidency of Agnes Scott, taking office on July 1, 1982.





The Chapel in Rebekah Scott Hall



Front entrance to the campus  
in the early days



Ready for academic procession  
(l-r: J.K. Orr, Nannette  
Hopkins, unidentified  
baccalaureate speaker,  
J.R. McCain)



A gala occasion in the tea room of  
the Alumnae House — Dean Hopkins  
at lower right



Early science laboratory



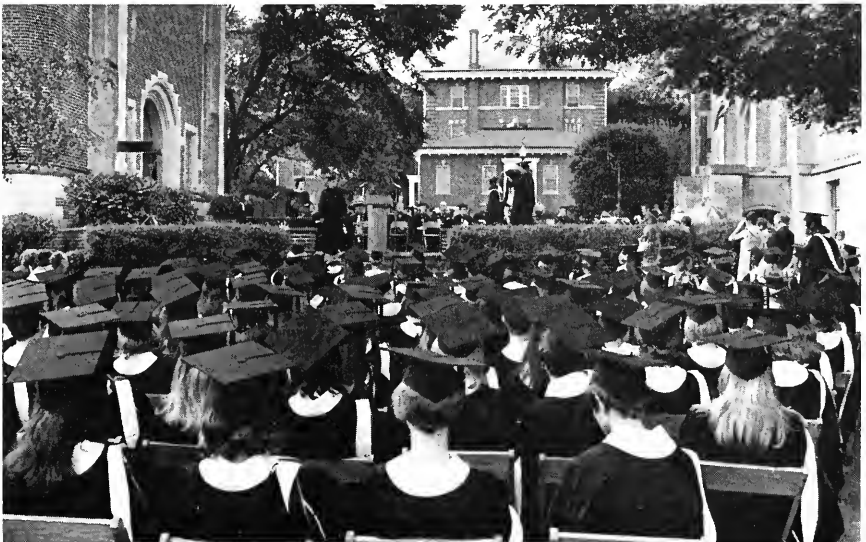
Today's modern sophisticated  
scientific equipment



Frances Winship Walters  
Agnes Scott's "second founder"



The McCain Library today



Commencement



Agnes Scott's \$10,000  
dogwood tree  
(see p. 106)

Poet Robert Frost  
and artist Ferdinand  
Warren at the unveiling  
of Professor Warren's  
portrait of Mr. Frost  
(see p. 161)





Ruth A. Schmidt, Agnes Scott's Fifth President,  
elected on May 14, 1982





OBSERVANCES

ORGANIZATIONS

TRADITIONS

## The Agnes Scott Hymn

The Agnes Scott hymn, "God of the Marching Centuries," was originally written and composed for the centennial of the Decatur Presbyterian Church in 1925. However, since the words were written by Dr. D.P. McGeachy, Sr., a trustee of the College from 1920 to 1951, and since the music was composed by Professor C.W. Dieckmann, who was an Agnes Scott faculty member from 1905 to 1950, and since the tune is named "Gaines" for the first President of the College, Agnes Scott through the years has claimed this hymn as its own. It is sung at all high academic celebrations: Honors Day, Investiture, Founder's Day, Baccalaureate — to name just a few of these occasions.

### God of the Marching Centuries

Tune: "Gaines"

Words by Rev. D. P. McGRACHY, D. D.

Music by Prof. C. W. DIECKMANN

1. God of the march-ing cen - tu-ries, Lord of the pass-ing years,  
 2. Thou art the strength of all the past; teach us to mark it well;  
 3. Thank - ful - ly now we cour - age take, hum - bly we pledge our all,  
 4. God of the march-ing cen - tu-ries, Lord of the pass-ing years,

Lead - ing a peo - ple's vic - to - ries, shar - ing a peo - ple's tears, —  
 Ours is the hap - py lot of those who in Thy shad - ow dwell.  
 If we may serv - ice find with Thee, if we may hear Thy call;  
 Lead - ing a peo - ple's vic - to - ries, shar - ing a peo - ple's tears, —

Seal us as now we wor - ship Thee, here on this mo - ment's height;  
 Teach us to com - pre - hend with saints, how Thou dost lead Thine own,  
 Here where we see our broth - er's need, here where he must not die, —  
 Seal us as now we wor - ship Thee, here on this mo - ment's height; —

Star of the way our fa - thers found, be still our guid - ing Light.  
 Till, thro' the gates of gold - en grace, we meet be - fore Thy throne.  
 There we shall find Thy fel - low - ship and will not pass Thee by.  
 Star of the way our fa - thers found, be still our guid - ing Light.

## The Agnes Scott Seal

The origin of the Agnes Scott seal is shrouded in mystery. According to Professor Louise McKinney, the seal was first used on diplomas in 1893. (The McCain Library has a diploma from that year.) This seal consisted of three concentric circles. The outer circle contained the words "Agnes Scott Institute, Decatur, Georgia"; the second circle read "A Home School for Young Ladies," and the center circle simply stated "Chartered 1889." Apparently this seal remained in use until Agnes Scott became a college.

In the catalogue for 1908-1909, a seal similar to the present one began to be used. The text from II Peter 1:15 in Latin filled the outer circle, and the center contained the founding date surrounded by the words "Agnes Scott College." For some unaccountable reason the founding date is given as 1890.



This seal remained in use until 1914-1915 when the name of the College and the founding date (still 1890) were moved to the outside circle, the text from II Peter 1:15 was placed in the second circle, and the center of the seal consisted of a six-pointed star shining on the open bible.



So far as the official catalogues show, the founding date on the seal was corrected to 1889 in 1940-1941, and the five-pointed star came into use in 1950-1951, bringing the college seal into the form currently in use.



One observation more: This writer has found no official action in which the Board of Trustees has ever formally adopted a seal for Agnes Scott College.

### The Athletic Association

A review of the back files of *The Silhouette* reveals that the Athletic Association must have had its beginnings concurrently with Agnes Scott's becoming a college in the first decade of this century. The Annual for 1905 indicates that there were clubs and various groups for sports individually, but no over-all pervading organization. By 1907 there was an Athletic Association with its officers.

Professor Emeritus Llewellyn Wilburn, who for many years chaired the College's Department of Physical Education and who came to Agnes Scott as a freshman in 1915, recalls that when she was a student, there was considerable inter-class rivalry but relatively little inter-collegiate competition. The primary activity was basketball, although tennis and a limited number of other activities had a following. There was some hockey played with what Professor Wilburn calls "shinny sticks" and a fair emphasis on track, but no swimming of any consequence until the present gymnasium was built in 1925.

From the beginning of the Athletic Association, all students were members, and a real effort was made to encourage physical fitness in students.

The Association continues as a viable organization on campus with the stated purpose "to promote interest in athletic and recreational activities among students, as a means of creating spirit, encouraging good sportsmanship, and developing physical fitness".

## Black Cat

The Black Cat tradition at Agnes Scott traces its origins back to 1915. Prior to that year there was considerable hazing of freshmen by sophomores, resulting in frayed clothes and much misery for the entering class. Dr. Mary Frances Sweet, College Physician and Professor of Hygiene from 1908 to 1937, suggested that a competition of student presentations be substituted as a safety valve for the pent-up rivalries between the two classes. The sophomore class history in the *Silhouette* for 1916 has this comment:

Instead of hand-to-hand fight with the new girls, we inaugurated a new method of deciding the championship which we hope the succeeding Freshmen and Sophomore classes will follow from year to year. We challenged the Freshmen to a contest of wits which we thought more appropriate than a fist fight for college girls.

This “contest of wits” was called Black Cat, so tradition says, in honor of Dr. Sweet’s pet black cat, and the prize awarded to the winning class was a bronze black kitty.

This presentation of stunts staged only by the freshmen and sophomores continued until the fall of 1950 when the whole event became a sort of community day involving all classes as well as the faculty. The athletic events and a picnic prior to the evening of short skits date from that year. The song contest for a time resembled a variety talent show — a circumstance demanding far less time than the former stunts. The competition now involved all classes and was focused on a song contest rather than on the best skit. In the later 1950’s a dance became a regular feature of Black Cat, which came to take up most of a weekend rather than just one evening.

As an example of how elaborate Black Cat now is, here is the schedule for the 1980 event:

Thursday, 9:00 p.m.	Black Cat bonfire and song competition
Friday, 11:30 a.m.	Interdorm rap session and surprise Black Cat chapel
Friday, 3:00 p.m.	Black Cat field day
Friday, 5:00 p.m.	Black Cat campus-wide picnic
Friday, 7:30 p.m.	Black Cat production followed by campus party
Saturday, 9:00 p.m.	Black Cat dance
Sunday, 1:30 p.m.	“The Day After” dessert

Black Cat as it is presently observed at Agnes Scott concludes the orientation season for new students. All during the autumn there are a variety of events to make new-comers feel welcome. Black Cat is the final “blow-out” that says to new-comers and old-comers, “Welcome to Agnes Scott.” It is the College’s annual big community day.

## Blackfriars

Blackfriars, Agnes Scott's dramatic group, traces its origins from 1915 when the faculty took an action establishing officially a campus dramatic organization. Of course, plays had been performed on campus prior to 1915, primarily under the sponsorship of the Mnemosynean or the Propylean Literary Societies, respectively. Two moving forces in these early productions were Professor J.D.M. Armistead, the chairman of the Department of English, and Professor Mary L. Cady, chairman of the Department of History. At any rate, in the autumn of 1915, fourteen students were invited to become the charter members of Blackfriars, named for the Elizabethan theater in London where many of Shakespeare's plays were presented.

Also in 1915 Miss Frances K. Gooch joined the faculty as the teacher of "expression" and quite appropriately became the director of Blackfriars, a position she held, with the exception of 1921-1922, until her retirement in 1951. Too much credit cannot be given to Miss Gooch for the successful beginning of Blackfriars. She must, however, have been a most difficult woman — superbly gifted in her specialty, but irascible, demanding, sour, and ill-tempered. In the official history of Blackfriars, prepared when the group was fifty years old in 1965-1966, one finds this comment:

As for long weeks of practice under Miss Gooch, all Blackfriars alumnae agreed that "we hated her, we loved her, we worked for her," that she was "a temperamental artist," an excellent director — and no diplomat.

Another passage in the same source testifies that in her drive for perfection, Miss Gooch "tried sarcasm, charm, bribery, despotism, and tantrums to get performances she considered satisfactory. She accused girls of having 'no more concentration than a chicken.' Her pince-nez bobbed and flashed when she pounded her cane in anger. She shouted and she ridiculed, and once in a while some girl was driven to defy her — whereupon all the fury vanished and she bowed quietly to courage and to logic." Such was Frances Gooch, but the continuing excellence of Blackfriars' performances had their beginnings in her demands.

Roberta Powers Winter, who graduated from Agnes Scott in 1927 and who joined the faculty in 1939, followed Miss Gooch in 1951. Professor Winter was no less demanding than her predecessor, but she achieved her ends by less stringent methods. She was greatly loved by her peers and her students and is remembered as one of the most delightful persons ever to grace the Agnes Scott campus.

In 1974 when Professor Winter retired, Jack T. Brooking became Blackfriars' director. Impeccably trained, Professor Brooking is committed to continuing and expanding the excellence of Blackfriars.

Initially many of the group's productions were Shakespearean plays — the first one being *A Midsummer Night's Dream*, presented under the oak tree until recently in front of the present Evans Dining Hall. Gradually the repertoire widened to encompass almost every type of drama. At first all the roles were played by women, and Dean Nannette Hopkins could not bring herself to allow her "girls" to wear men's attire. Those playing male roles wore long black skirts. In time, members of Blackfriars were permitted to wear men's clothing, and in 1930 males for the first time played roles in a Blackfriars' production.

Three coveted awards are given each year in connection with Blackfriars. Beginning in 1932 the Claude S. Bennett trophy has been annually awarded to the member of Blackfriars who, in the opinion of the judges, turns in the best performance of the year. In 1958 Nancy Kimmell Duncan, '58, a leading Blackfriar, and her mother established the Harley R. Kimmell trophy in memory of their husband and father. The recipient of this prize is determined by a committee of Blackfriars to be that person who has been most valuable during the year either in acting or technical contributions. The third award was established in 1962 to honor Professor Winter and Professor Elvena M. Green and is a summer scholarship either to the Barter Theater in Virginia or to the Flat Rock Playhouse in North Carolina.

Blackfriars' first offering was performed out-of-doors. Others were in the old chapel in Rebekah Scott Hall. When the Gymnasium was built in 1925, it became the Blackfriars' theater. From 1940 to 1964 performances were given in Gaines Chapel of Presser Hall, and since 1965 Blackfriars has had its own Roberta Powers Winter Theater in the Charles A. Dana Fine Arts Building.

For more than three-quarters of a century, drama has been an important interest at Agnes Scott. For more than sixty-five years Blackfriars has been the agent for promoting this interest.

A listing of dramatic offerings follows:

- |           |   |
|-----------|---|
| 1906-1907 | Silhouette does not mention any dramatic work.  |
| 1907-1908 | Silhouette writes of a "Dramatic Club" organized this year, although scarcely a year has gone by without one play or more being presented, the matter having never before been under definite management, or been an assured feature of the year. |

1908-1909	Nov. 29, 1908	Dramatic Club presents "Elopement of Ellen"
	Dec. 5, 1908	Propylean Society presents "The Land of Heart's Desire"
	May 10, 1909	"She Stoops to Conquer" by Oliver Goldsmith
1909-1910	Dec. 15, 1909	Dramatic Club presents "Mr. Bob," "King Rene's Daughter," "The Lady of Lyons"
1910-1911	Dec. 6, 1910	Propylean Literary Society presents "Cricket on the Hearth" by Charles Dickens
	Apr. 17, 1911	Mnemosynean Literary Society presents "As You Like It"
1911-1912	Dec. 16, 1911	Mnemosynean Literary Society presents "A Midsummer Night's Dream"
	Feb. 3, 1912	"A Box of Monkeys, A Farce"
	May 4, 1912	Propylean Literary Society presents "Crystella"
1912-1913	Jan. 25, 1913	Faculty-Student Play: "Deus ex Machina" by Winifred Hawkrige.
	Feb. 8, 1913	Mnemosynean Literary Society presents "Much Ado About Nothing"
	May 3, 1913	Propylean Literary Society presents "The Foresters"
1913-1914	Dec. 6, 1913	Mnemosynean Literary Society presents "Twelfth Night"
1914-1915	Records do not list productions.	
1915-1916	Nov. 25, 1915	Blackfriars present "The Kleptomaniac"
	Apr. 22, 1916	Blackfriars present "A Midsummer Night's Dream"
1916-1917	Apr. 8, 1916	Faculty Players present "Dead Ernest"
	Nov. 30, 1916	"The Oxford Affair"
	Feb. 24, 1917	"Cupid's Partner" "Endymion" by Marie J. Warren
1917-1918	Dec. 1, 1917	"Philosophy vs. Cupid" (a dramatization of "The Philosopher in the Apple Orchard" by Anthony Hope, by Frances K. Gooch) "The Bracelet" by F.E.L.
	Feb. 23, 1918	"Breezy Point" by B.M. Locke
	May, 1918	"Much Ado About Nothing"
1918-1919	Feb. 21, 1919	"Rise Up Jennie Smith" and "Where Dreams Come True"
	Mar. 21, 1919	"The Narrow Path of Good English" and "Would You Break a Promise?"
	May 26, 1919	"Twelfth Night"



- 1919-1920    Nov. 27, 1919    "The Six Who Pass While the Lentils Boil"  
by Stewart Falker.  
Feb. 8, 1920    "If I Were King"  
May, 1920       "As You Like It"  
Faculty presents "The Ladies of Cranford"
- 1920-1921    Nov. 27, 1920    "The Green Moth" by Rhea King,  
"Three Dear Friends"  
Feb. 26, 1921    "Our Aunt from California" by M.D.  
Barnum; "Society Manners" by Celia Stein-  
burger, and "Everybody's Husband" by  
Gilbert Cannan.  
Apr. 12, 1921    "Society Manners," "Three Pills in a Bottle"  
May 28, 1921    "Prunella" by Laurence Housman and  
Granville Barker
- 1921-1922    Nov. 26, 1921    "The Rising of the Moon"  
"The Old Peabody Pew"  
Feb. 4, 1922     The faculty presents "Miss Maria" from "Old  
Chester Tales" by Margaret Deland, drama-  
tized by Maude B. Vosburgh, and "Sur-  
pressed Desires" by George Cram Cook and  
Susan Glaspell  
Mar. 4, 1922     "The Man Who Married a Dumb Wife" a  
comedy by Anatole France  
May 27, 1922     "Behind a Watteau Picture" by Robert  
Emmons Robers
- 1922-1923    Dec. 3, 1922     "The Will O' the Wisp" by Doris F. Halman;  
"Sir David Wears a Crown" by Stewart  
Falker  
Mar. 6, 1923     "For Distinguished Service" by Florence Clay  
Knox; "The China Pig" by Emily Emig;  
"Lima Beans" by Alfred Kreyborg  
May 28, 1923     Selections from "A Midsummer Night's  
Dream"
- 1923-1924    Oct. 20, 1923    "The Recompense," anonymous; "Twelve  
Good Men and True" by Bessie Springer  
Breene; "Lima Beans" by Alfred Kreyborg  
Dec. 1, 1923     "The Wonder Hat" by Kenneth S. Goodman  
and Ben Hecht; "The Rescue" by Rita Smith;  
"Fourteen" by Alice Gerstenberg  
Mar. 8, 1924     "Little Women"  
Apr. 10, 1924    "The Beaded Buckle" by Frances Gray
- 1924-1925    Oct. 11, 1924    "A Midsummer Night's Dream"  
Nov. 30, 1924    "Neighbors" by Zona Gale; "The Romancers"  
by Edmond Rostand; "Joint Owners in  
Spain" by Alice Brown

- Dec. 16, 1924 "Conflict" by Clarice Vallette McCauley ("The Conflict" was presented by Blackfriars in intercollegiate contest at Northwestern University)
- Apr. 11, 1925 "Thursday Evening" by Christopher Morley; "The Beaded Buckle" by Frances Gray
- May 23, 1925 "Follwers" By Harold Brighthouse; "Nevertheless" by Stuart Walker; "Will O' the Wisp" by Doris Halman
- 1925-1926 Dec. 5, 1925 "Daddy Longlegs" by Jean Webster  
Feb. 20, 1926 "The Charm of the Hawthorne" by Elizabeth McCallie; "The Darned Dress" by Margaret Bland; "Aunt Tennie" by Grace A. Ogden; "Values" by Polly Stone  
Last three plays given in Charlotte, Mar. 27, 1926, and at the Atlanta Women's Club, April 13, 1926
- May 22, 1926 "Tweedles" by Booth Tarkington
- 1926-1927 Nov. 27, 1926 "Anne of Green Gables" a play in six scenes, dramatized by Frances K. Gooch.  
Feb. 28, 1927 "Trumpets" by Frances Freeborn; "Black Mountain" by Lillian Leconte; "Tinkey Toys" by Helen Lewis; "Bishop Whipple's Memorial" by Robert Winter.  
May 28, 1927 "As You Like It" by Wm. Shakespeare.
- 1927-1928 Nov. 28, 1927 "Figureheads" by Louise Saunders; "The Trysting Place" by Booth Tarkington; "The Purple Dream" by Donald Breed  
Feb. 25, 1928 "Vice Versa" by Josephine Walker; "Kitty See It Through" by Emily Kingsberry; "Hero Worship" by Frances Hargis  
Apr. 21, 1928 "Hero Worship"; "Pink and Patches" by Margaret Bland; "Dust of the Mines" by Janet MacDonald.  
May 7-12, 1928 "Pink and Patches" was presented in the National Little Theatre tournament and David Belasco Cup Contest in New York City. As an unpublished play it won first prize. "Hero Worship" by Frances Hargis was also presented in New York City winning second prize for the best presentation of an unpublished . . . . At same time, "Hero Worship" was presented by the Little Theatre of Savannah.  
May 28, 1928 "The Taming of the Shrew" by Wm. Shakespeare (In modern dress)

1928-1929	Dec. 7, 1928	"Grandma Pulls the String" by Edith Delano and David Carb; "Ever Young" by Alice Gerstenberg; "The Will O' the the Wisp" by Doris Halman.
	Mar. 2, 1929	"Far Away Princess" by Suderman; "Cinderella Married" by Rachel Lyman Field; "Saved" by J.W. Rogers, Jr.
	Apr. 20, 1929	"The Grate" by Helen Ridley; "Once in a Blue Moon" by Polly Vaughan; "Achilles' Heel" by Carolyn Pierce Dillard.
1929-1930	Nov. 23, 1929	"Expressing Willie" by Rachel Crothers
	Mar. 1, 1930	"Wisdom Teeth" by Rachel Lyman Field; "Cabildo" by Nan Bagby Stephens; "Gypsy" by Parker Hord
	Apr. 16, 1930	"Southern Unlimited" by Cecile Willink; "Russian Antiques" by Audria Bandy Gray; "Me and Galahad" by Frances Freeborn and "All in a Day's Wash" by Louise Goldthorpe
	Apr. 25, 1930	"The Wren" by Booth Tarkington
	May 31, 1930	"What They Think" by Rachel Crothers; "No Good" by Jean Thornwell Alexander; "Thinking Makes It So" by Carolyn Pierce Dillard.
1930-1931	Nov. 22, 1930	"The Ivory Door" by A.A. Milne
	Feb. 28, 1931	"Little Women," four acts, Marion DeForest
	Mar. 14, 1931	"Op-o'-Me-Thumb" by Frederick Fenn and Richard Pryce; "Love Is Like That" by Colin Clements and Florence Ryerson; "Men Folk" by Colin Clements and Florence Ryerson
	June 1, 1931	"In Love with Love" by Vincent Lawrence
1931-1932	Nov. 21, 1931	"The Kings Fool" by Dorothy Clark; "At the Wedding Rehearsal" by John Wood; "A Pound of Flesh" by T.J. Geraghty
	Feb. 27, 1932	"Pygmalion" by G.B. Shaw
	May 28, 1932	"Lorena" by Parker Hord
1932-1933	Nov. 19, 1932	"Nine 'Till Six" by Aimes and Philip Stuart
	Mar. 4, 1933	"Quality Street" by James M. Barrie
	May 29, 1933	"Quality Street" by James M. Barrie

1933-1934	Nov. 24-25, 1933	"Hay Fever" by Noel Coward
	Feb. 10, 1934	Faculty presented "The Ladies of Cranford" dramatized by Mary Bernard Horne from the novel by Mrs. Gaskell
	Mar. 9-10, 1934	"Once There Was a Princess" by Juliet Wilber Thompkins
	May 26, 1934	"Her Husband's Wife" by A.E. Thomas
1934-1935	Nov. 16-17, 1934	"You Never Can Tell" by G.B. Shaw
	Mar. 1-2, 1935	"Craig's Wife" by George Kelly
	May 27, 1935	"Choephoroe" or "The Liberation Bearers" by Aeschylus
1935-1936	Nov. 22, 1935	"Mr. Pim Passes By" by A.A. Milne
	Mar. 21, 1936	"Bridal Chorus" by Roberta Winter
	May 30, 1936	"Playing the Game" by Alice Gerstenberg
1936-1937	Nov. 25, 1936	"Double Door" by Elizabeth McFadden
	Feb. 13, 1937	"Spring Dance" by Philip Barry
	May 22, 1937	"Moor Born" by Dan Totheroh
1937-1938	Nov. 20, 1937	"Mrs. Moonlight" by B.W. Levy
	Feb. 19, 1938	"Pygmalion" by G.B. Shaw
	June 4, 1938	"The Trojan Women" by Euripides
1938-1939	Nov. 19, 1938	"Stage Door" by Edna Ferber and George S. Kaufman
	Feb. 18, 1939	"Dream of an August Night" by Martinez Sierra translated by Evelyn Baty
	Apr. 5, 1938	At the home of Mrs. John Slaton Blackfriars gave "Just Women" by Colin Cambell Clements and "How He Lied to Her Husband"
	Apr. 22, 1939	"The Green Vine" by Nan B. Stephens
1939-1940	Nov. 18, 1939	"Seven Sisters," translated and adapted from the Hungarian of Herzog by Edith Ellis; "A Woman of Judgment," one-act play given for benefit of campaign
	Apr. 20 and June 1, 1940	"I'll Leave It To You" by Noel Coward
1940-1941	Oct. 29, 1940	"Episodes in the Life of Lucy Stone"
	Feb. 20, 1941	"Brief Music" by Emmet Lavery
	May 8, 1941	"The Distaff Side" by John Van Druten
1941-1942	Nov. 20, 1941	"Ladies in Waiting" by Cyrill Campion
	Feb. 19, 1942	"Dear Brutus" by Sir James Barrie

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|-----------|------------------------------|--|
| 1942-1943 | Oct. 20, 1942                | "Hearts" by Alice Gerstenberg, given at the Atlanta Theatre Guild's Open House in honor of the Blackfriars   |
|           | Nov. 20, 1942                | "Letters to Lucerne" by Fritz Rotter and Allen Vincent   |
|           | Feb. 20, 1943                | "Time for Romance" by Alice Gerstenberg  |
| 1943-1944 | Nov. 26, 1943                | "Shubert Alley" by Mel Dinelli   |
|           | Feb. 17, 1944                | "Rehearsal" by Christopher Morley;<br>"Women Who Wait" by Lyda Nagel;  |
|           | Apr. 20, 1944                | "Queen of France" by Thornton Wilder<br>"The Cradle Song" by Gregoric and Maria Martinez Sierra  |
| 1944-1945 | Nov. 22, 1944                | "Spider Island" by Joseph Spalding   |
|           | Feb. 28, 1945                | "Three one-act plays: Shakespearian scenes, "As You Like It," Act I, Scene 3;<br>"Romeo and Juliet," Act II, Scene 2;<br>"Twelfth Night," Act 1, Scene 5; "Will O' the Wisp," a fantasy by Doris Halman; |
|           | May 12, 1945                 | "Be Seated," a farce with music by Marcelline Sanford and Dorothy Coolidge<br>"The Prince Who Was a Piper" by Harold Brighouse   |
| 1945-1946 | Sept. 27, 1945               | "Feast of the Holy Innocents"  |
|           | Nov. 21, 1945                | "Pride and Prejudice," adaptation of Jane Austen's story by Helen Jerome   |
|           | Apr. 4-5, 1946               | "Hotel Universe" by Philip Barry   |
| 1946-1947 | Nov. 27, 1946                | "Lady Windermere's Fan" by Oscar Wilde   |
|           | Feb. 27-28, 1947             | "Kind Lady" dramatized by Edward Chodorov, from a story by Hugh Walpole  |
| 1947-1948 | Oct. 30, 1947                | "Pullman-Car Hiawatha" by Thornton Wilder  |
|           | Nov. 26-27, 1947             | "Fashion or Life in New York" by Mrs. Kowatt, 1845   |
|           | Mar. 5, 1948<br>Apr. 8, 1948 | "The Great Dark" by Dan Totheroh<br>"Trojan Women" by Euripides  |
| 1948-1949 | Nov. 19, 1948                | "Our Hearts Were Young and Gay" dramatized by Jean Kerr from the book by Cornelia Otis Skinner and Emily Kimbrough   |
|           | Apr. 7, 1949                 | "No Way Out" by Owen Davis   |
| 1949-1950 | Nov. 23-24, 1949             | "Eastward in Eden"   |
|           | Apr. 20-21, 1950             | "Pygmalion" by G.B Shaw  |

- 1950-1951 Nov. 22, 1950 "Ladies of the Jury" by Fred Ballard.  
(Directed by Mr. George Neely of Emory.  
Given also Nov. 17-18 at Emory)  
Apr. 6, 1951 "Heartbreak House" by G.B. Shaw (pre-  
sented at Emory Apr. 12-13)
- 1951-1952 Nov. 16, 1951 "The Servant in the House" by Charles  
Rann Kennedy (presented at Emory  
Nov. 8-9)  
Apr. 16, 1952 "I Remember Mama" by John Van Druten  
(presented at Emory Apr. 17)
- 1952-1953 Nov. 20, 1952 "Take Two From One" by Martinez Sierra  
Apr. 10, 1953 "Choephoroe" by Aeschylus
- 1953-1954 Nov. 18, 1953 "The Grass Harp" by Truman Capote  
Apr. 9, 1954 "Moor Born" by Dan Totheroh  
Apr. 14, 1954 "Family Portrait"  
May 20, 1954 "Scenes from Shakespeare"
- 1954-1955 Nov. 19, 1954 "The Skin of Our Teeth" by  
Thornton Wilder  
Apr. 22-23, 1955 "Twelfth Night" by Shakespeare
- 1955-1956 Nov. 18, 1955 "Antigone" by Sophocles  
Apr. 13, 1956 "The Would-Be Gentleman" by Moliere
- 1956-1957 Nov. 15, 1956 Scenes from "Pygmalion," "The Glass  
Menagerie," "The Taming of the Shrew,"  
"Blythe Spirit," "Cyrano de Bergerac,"  
"Our Town."  
Apr. 5, 1957 "Chalk Garden" by Enid Bagnold
- 1957-1958 Nov. 22, 1957 "The World We Live In"  
Apr. 18-19, 1958 "The Tempest"—Arts Festival Production
- 1958-1959 Nov. 21, 1958 "The Enchanted" by Giraudoux  
Apr. 17-18, 1959 "Trifles" by Susan Glaspell;  
"Something Unspoken" by Tennessee  
Williams; "Aria Da Capo" by Edna St.  
Vincent Millay; "Happy Journey" by  
Thornton Wilder
- 1959-1960 Nov. 20, 1959 "The Heiress" by Ruth and Augustus Goetz  
March 1960 "The Birthday of the Infanta" by Oscar  
Wilde  
May 13-14, 1960 "Electra" by Sophocles, May Day Festival.

1960-1961	Nov. 11, 12, 18, 1960	"The Skin of Our Teeth" by Thornton Wilder with Drama Tech. Directed by Mary Nell Santacroce
	March, 1961	"The Illuminati de Drama Libre" by A. Gerstenberg
	April, 1961	Fine Arts Festival. "Uncle Sam's Cabin" by Pat Hale; "Refutation of an Old Theme" by Mollie Schwab; "Something That Lasts" by Beth Crawford; Student one-acts
1961-1962	Nov. 17-18, 1961	"The House of Bernarda Alba" by F.G. Lorca
	Apr. 26-27, 1962	"Ring Round the Moon" by Jean Anouilh
1962-1963	Nov. 15-16, 1962	"The Bald Soprano" by Ionesco; "The Measures Taken" by Brecht.
	Apr. 26-27, 1963	"The Gardener's Dog" by Lope de Vega
1963-1964	Nov. 22-23, 1963	"The Darkness and the Light," Mystery plays, and "Everyman"; "The Creation of the Heavenly Beings and and the Fall of Lucifer"; "The Creation of Man"; "The Garden of Eden"; "The Fall of Man"
	Apr. 17-18, 1964	"Blithe Spirit" by Noel Coward
1964-1965	Nov. 20-21, 1964	"Royal Gambit" by Hermann Gressieker.
	April 23-24, 1965	"Major Barbara" by G.B. Shaw
1965-1966	Nov. 19-20	"The Love of Don Perlimplin and Belisa in the Garden" by F.G. Lorca; "Masks of Angels" by Notis Peryalis
	Feb. 3, 1966	"There's Some Milk in the Icebox" by Bonnie J. Henderson
	Feb. 16, 1966	Der "Urfaust" by Goethe; presented by the German Department, with the cooperation of members of Blackfriars
	April 22-23, 1966	"The Tragedy of Tragedies, or The Life and Death of Tomb Thumb the Great," by Henry Fielding
1967-1968	Nov. 21-23, 1967	"The Children's Hour" by Lillian Hellman
	May 16-18, 1968	"The Madwoman of Chaillot"
1969	May 15-17, 1969	"Because Their Hearts Were Pure"
1970-71	Nov. 20-22, 1970	"The Crucible" by Arthur Miller
	May 13-15, 1971	"The Prime of Miss Jean Brodie" by Jay Presson Allen, from the novel by Muriel Spark

- 1971-72      Nov. 18-20, 1971    "Suddenly Last Summer" by Tennessee Williams  
                  May 14-16, 1972    "A Midsummer Night's Dream" by Wm. Shakespeare  
                  May 17-20, 1972    "First Impressions" adapted by Abe Burrows from Jane Austen's *Pride and Prejudice*
- 1972-1973    Nov. 16-18 1972    "Skin of Our Teeth" by Thornton Wilder  
                  May 3-5, 1973      "Rimers of Eldrich" by Lanford Wilson
- 1973-1974    Nov. 16-17, 1973    "Lady from the Sea" by Henrik Ibsen  
                  May 2-4, 1974      "Blithe Spirit" by Noel Coward
- 1974-1975    Nov. 8-10, 1974    "Grass Harp" by Truman Capote  
                  May 17 & 18,        "Earnest in Love" by Anne Crosswell and  
                  May 23-25, 1975 } Lee Pockriss
- 1975-1976    Oct. 31-Nov. 1 &    "Rope Dancers" by Morton  
                  Nov. 6 & 7, 1976    Wishengrad  
                  Feb. 28-29, 1976    "House at Pooh Corner" by A.A. Milne  
                  May 7 & 8; and      "The Milktrain Doesn't Stop Here  
                  May 13-14, 1976    Anymore" by Tennessee Williams
- 1976-1977    Nov. 12 & 13;        "Ring 'Round the Moon" by Jean  
                  Nov. 18-19, 1976    Anouilh  
                  Feb. 19-21, 1977    "OPQRS" By Madge Miller  
                  May 13, 14; &      "Tartuffe" by Moliere  
                  May 19-20, 1977
- 1977-1978    Nov. 11-12; &        "Three Sisters"  
                  Nov. 17-18, 1977    by Anton Chekov  
                  Feb. 18-20, 1978    "Puss in Boots" by Madge Miller  
                  May 12-13 &        "Palpitating Passions"  
                  May 19-20, 1978
- 1978-1979    Nov. 10 & 11; &     "Ladyhouse Blues" by Kevin O'Morrison  
                  Nov. 17 & 18, 1978  
                  Feb. 17-18, 1979    "Cinderella"  
                  May 11-12 &        "Babes in Arms" by Rogers and Hart  
                  May 18 & 19, 1979
- 1979-1980    Oct. 26-27; &        "Trojan Women" by Euripides  
                  Nov. 2 & 3, 1979  
                  Feb. 16-19, 1980    "Annabelle Broom, the Unhappy Witch"  
                  by Ellen and Ray Harde  
                  Feb. 27-29, 1980    "Uncommon Women and Others" by  
                  Wendy Wasserstein  
                  May 9, 10; &        "Appointment with Death" by Agatha  
                  May 16, 17, 1980    Christie



- 1980-1981    Oct. 31-Nov. 1; & "A Midsummer Night's Dream" by  
                   Nov. 7-8, 1981    Wm. Shakespeare  
                   May 16-17; &    "Taken in Marriage" by Thomas Babe  
                   May 22 & 23, 1981
- 1981-1982    Oct. 30-31; &    "You Can't Take It with You" by Moss  
                   Nov. 6 & 7, 1981    Hart and George S. Kaufman  
                   Feb. 12-13, 1982    Theatrical Potpourri  
                   May 14 & 15; &    "The Chalk Garden" by Enid Bagnold  
                   May 21-22, 1982

### BENNETT AWARD

The award has been given to the following:

- |                            |                            |
|----------------------------|----------------------------|
| 1932 — Amelia O'Neal       | 1958 — Elizabeth Shoemaker |
| 1933 — Polly Vaughan       | 1959 — Janice Powell       |
| 1934 — Betty Lou Houck     | 1960 — Mollie Dotson       |
| 1935 — Hester Anne Withers | 1961 — Brock Hanna         |
| 1936 — Carrie Latimer      | 1962 — Marian Fortson      |
| 1937 — Katherine Printup   | 1963 — Myra Morelock       |
| 1938 — Elizabeth Cousins   | 1964 — Susan King          |
| 1939 — Jeanne Flynt        | 1965 — Malie Bruton        |
| 1940 — Margaret Hopkins    | 1966 — Malie Bruton        |
| 1941 — Laura Sale          | 1967 — Cathi Ford          |
| 1942 — Neva Jackson        | 1968 — Cathi Ford          |
| 1943 — Ruby Rosser         | 1969 — Carol Ann McKenzie  |
| 1944 — Zena Harris         | 1970 — Carol Ann McKenzie  |
| 1945 — Peggy Willmon       | 1971 — Susi Parks          |
| 1946 — Margaret McManus    | 1972 — Susan Stigall       |
| 1947 — Pat McManmon        | 1973 — Pam Rogers          |
| 1948 — Grace Durant        | 1974 — Bungi Harris        |
| 1949 — Reese Newton        | 1975 — Lynne Sommer        |
| 1950 — Margaret Hopkins    | 1976 — Carol Langston      |
| 1951 — Adelaide Ryall      | 1977 — Lynne Sommer        |
| 1952 — Thresa Kokos        | 1978 — Jennifer Knight     |
| 1953 — Ann Allred          | 1979 — Carol Tveit         |
| 1954 — H.J. Hinchey        | 1980 — Sarah Burleigh      |
| 1955 — Memye Curtis        | 1981 — Marietta Townsend   |
| 1956 — Joanne Miklas       | 1982 — Cayce Callaway      |
| 1957 — Mildred Lane        |                            |

### THE KIMMEL AWARD: BLACKFRIARS

The KIMMELL AWARD was first granted in 1959.

In a letter to President Wallace Alston written from Iowa City, Iowa, on October 1, 1958, Nancy Kimmel of the Class of 1958, wrote that she and her mother would like to establish for the Blackfriars a trophy as a memorial to her father, Harley R. Kimmel.

The donors wished any Blackfriars member to be eligible for the award, whether acting or non-acting member. "This would mean that the stage manager, or perhaps the lighting chairman . . . the person who receives the Clause S. Bennett Trophy for acting . . . a bit player and prop chairman, or a faithful member of the costume committee who is never seen behind the footlights. We would like to honor the member of Blackfriars who, at the decision of the judges (the directors, president, vice-president, secretary, treasurer, and stage manager of Blackfriars) has made the outstanding contribution to Blackfriars' productions during the school year in which the award is given . . . . Nominations for the trophy may come from the entire club."

The trophy has been awarded to the following persons:

- 1959 — Annette Whipple
- 1960 — Page Smith
- 1961 — Cary Bowen
- 1962 — Marian Fortson
- 1963 — Brownie Faucette
- 1964 — Daryle McEachern
- 1965 — Janice Ford
- 1966 — Alice Airth
- 1967 — Jane Morgan
- 1968 — Marilyn Motton
- 1969 — Mollie Douglas
- 1970 — Miriam Corson
- 1971 — Dolly Martin
- 1972 — Pat Anshir
- 1973 — Martha Howard, Pam Rogers
- 1974 —
- 1975 — Carole Langston
- 1976 — Elaine Williams
- 1977 — Mimi Holmes
- 1978 — Sandra Eichelberger
- 1979 — Linda McInnis
- 1980 — Karen Whipple
- 1981 — Anne Douglas Harris
- 1982 — Jennifer Shelton and Cayce Callaway

## BOZ and Folio

BOZ was organized in 1915 by Professor J.D.M. Armistead as a group to promote creative writing among students of the upper classes. The students themselves chose the name "BOZ" from the pen-name of Charles Dickens. BOZ met bi-weekly in Professor Armistead's study to hear and comment on one another's work. Admission was by try-out. After Professor Armistead's death, one of the moving forces in promoting BOZ was the late Assistant Professor Janef N. Preston.

Folio, a writing group open to freshmen, was organized in 1916 by Mrs. Emma Pope Moss Dieckmann, '13, who at the time was an instructor in English. Like BOZ, membership in Folio was by try-out, and the group met bi-weekly. When members became sophomores, they automatically withdrew from membership. Folio was a feeder for BOZ, but election to the latter group was not necessarily assured just because a person was a member of Folio. The late Professor Margret G. Trotter was for many years the dynamic spirit in Folio.

Both BOZ and Folio are no longer active. Much of their function in promoting creative writing is now carried on by the courses in creative writing offered by the Department of English. At present, seven such courses are offered.

## Christian Association

The Agnes Scott Christian Association had its origins in a group known as the Christian Band which was organized in 1891 and which was run primarily by students. Aside from holding religious services, the principal interest of the Christian Band was the support of foreign missions. For several years at the beginning of this century, there was considerable discussion concerning whether the Christian Band should become affiliated with the national Y.W.C.A. organization, but because President Gaines did not approve of an off-campus agency having anything to do with an on-campus organization, the matter of affiliation was delayed. Finally, however, in the 1905-1906 session, the Christian Band was superseded by a campus group of the Y.W. C.A. For the next thirty-two years the Y.W.C.A. organization was very much a part of Agnes Scott's life, exercising a fine influence on student attitudes. The excellent work of this organization is frequently mentioned in the President's annual reports to the Trustees.

In 1938 the close tie with the national Y.W.C.A. was discontinued, and the local group became the Christian Association of Agnes Scott College. The reason for this change was that the national Y.W.C.A. altered its statement of purpose, and Agnes Scott was not in agreement with this alteration. There is in the files of the McCain Library a letter from President McCain, dated March 8, 1938, to the president of the local Y.W.C.A. in which he, acting for the Trustees, approved the name change and the revised constitution of the local organization.

In the days when Agnes Scott had chapel services six days a week, Christian Association was responsible for the program every Tuesday and brought many excellent speakers to the chapel platform. The Association also sponsored religious emphasis week services and activities, as well as special observances in the annual religious calendar. Through the gifts of members, various benevolent enterprises and causes were and are assisted.

The present *Student Handbook* states that "Christian Association sponsors chapel programs on Fridays, large group meetings, small group Bible studies, and a weekend in both the fall and winter quarters of intensive Bible study [called] Focus on Faith, with a week in the spring designated for service in the community."

Christian Association is not the potent force that it once was at Agnes Scott, but for many students it is still a constructive influence in their lives.

## Founder's Day

According to Professor Louise McKinney, who was a member of the Agnes Scott faculty from 1891 to 1937, the observance of George Washington Scott's birthday (February 22) as Founder's Day was announced by President Gaines early in the session of 1918. From that date until the 1955-1956 session Founder's Day was designated as a holiday on the College calendar. Initially for some years there would be a festive dinner on campus for which students — especially the seniors — would dress in costumes of George Washington's era. After dinner all would adjourn to the gymnasium where a special group would dance the minuet followed by general community dancing until a "reasonable" hour.

In time, groups of alumnae in various cities began to have meetings on or around February 22 — a practice that still continues. For many years an Agnes Scott Founder's Day radio broadcast originated in Atlanta on which President McCain would speak about the College, followed by Dean Hopkins' "Dear Girls" message to alumnae.

During the years of World War II, the annual broadcast was abandoned, but in 1945 the campus aspects of the celebration were resumed. As the College moved into the 1950's, the students, except for the holiday feature, became less and less interested in the purpose of Founder's Day, so much so that President Alston and his associates decided to discontinue the holiday part of the observance and to emphasize George Washington Scott's birthday by other means.

On February 22, 1957, at the College's weekly convocation (changed from Wednesday to Friday), President Emeritus James Ross McCain addressed the assembled College community on the life of Col. Scott and his part in Agnes Scott's beginnings. This was the first observance without the traditional holiday. In 1958 Founder's Day fell on Saturday concurrently with the College's first Sophomore Parents' Weekend; consequently, Founder's Day was not observed on campus, although various alumnae groups celebrated the day. In 1959 President Emeritus McCain again spoke in a Founder's Day chapel on February 20.

There is no record of any special Founder's Day observance on campus in 1960; however, beginning in 1961 and continuing to the present, an annual College convocation has marked this special occasion. Quite early in its present form, this convocation began to be marked by all the panoply of academic procession and a distinguished

speaker. For several years this convocation was on February 22, but beginning in 1968 the practice started of observing Founder's Day on the Wednesday nearest to February 22. Speakers from 1961 to the present, with their topics, where known, are as follows:

- |      |  |
|------|--|
| 1961 | Eleanor N. Hutchens<br>President, Agnes Scott Alumnae Association  |
| 1962 | Anne Gary Pannell<br>President, Sweet Briar College<br>"Sense and Sensibility in the Education of Women" |
| 1963 | Ellen Douglass Leyburn<br>Professor of English, Agnes Scott College<br>"One Great Society"               |
| 1964 | 75th Anniversary Thanksgiving Convocation  |
| 1965 | Susan P. Cobbs<br>Dean, Swarthmore College   |
| 1966 | Judson C. Ward<br>Dean of the Faculties, Emory University  |
| 1967 | Rufus C. Harris<br>President, Mercer University  |
| 1968 | Paul Swain Havens<br>President, Wilson College<br>"On the Importance of the Inner Life"                  |
| 1969 | Marvin Banks Perry, Jr.<br>President, Goucher College<br>"Relevance and Liberal Learning"                |
| 1970 | Randle Elliott<br>President, Hood College<br>"What Do We Stand For?"                                     |
| 1971 | Samuel R. Spencer, Jr.<br>President, Davidson College<br>"Retreat from Responsibility"                   |
| 1972 | Dean Rusk<br>Former U.S. Secretary of State  |
| 1973 | William W. Kelly<br>President, Mary Baldwin College<br>"Women and the Liberal Arts"                      |
| 1974 | James G. Leyburn<br>Dean Emeritus, Washington and Lee University<br>"Excellence"                         |

- 1975 John David Maguire;  
President, State University of New York at  
Old Westbury  
“Recovery, Renewal, Transformation: The  
Challenges Facing a Liberal Arts College Today”
- 1976 Pauline Tompkins  
President, Cedar Crest College  
“The Legacy of a Liberal Arts College”
- 1977 Wallace M. Alston  
President Emeritus, Agnes Scott College  
“Agnes Scott’s Founder”
- 1978 Clifton Waller Barrett
- 1979 Mark A. Curtis  
President, Association of American Colleges
- 1980 Edgar F. Shannon, Jr.  
President, United Chapters of Phi Beta Kappa;  
Commonwealth Professor of English and Former  
President, University of Virginia
- 1981 Rhoda M. Dorsey  
President, Goucher College
- 1982 Marie H. Dodd  
Chairman, Board of Regents  
University System in Georgia  
“Women: Achievers in Their Own Way”

## The Glee Club

Materials in the McCain Library reveal that singing at Agnes Scott goes back to the earliest days of the Institute; however, the Glee Club *per se* dates from 1908 when Miss Marian Spangler of the Music Department organized the group. In time membership was by try-out, and increasingly ambitious programs were undertaken, the annual Christmas carol service dating from 1930. For many years also a spring concert by the Glee Club has been a campus tradition.

Tours to other colleges have been enjoyed as well as joint programs at Agnes Scott with similar groups from other colleges and universities. In recent years the Glee Club has toured Europe, including Russia, where it was received with enthusiasm.

Being a member of the Glee Club currently demands considerable time, much work, and real dedication. The results, however, are a genuinely first-class organization.



## Honors Day

The observance of Honors Day at Agnes Scott dates from 1950. Setting aside a special day early in the academic session to recognize and honor scholastic excellence was the idea of then Vice President Wallace M. Alston. It was President-Elect Alston who enunciated the purpose of Honors Day when he said: "We are trying to make [Honors Day] an impressive day on campus, a day devoted to the emphasis upon intellectual excellence and fine scholarship."

From 1950 to the present, the first full academic convocation of each college year has been the observance of Honors Day. An outstanding person in education has been present to give an appropriate address; the recipients of major scholarships (including the Stukes scholars) are announced; the names of those making the honor roll in the previous session are read; announcement is made of those invited to do honors work or independent study, and the class scholarship trophy is awarded to that class whose over-all average for the previous session is highest in comparison with the last three classes at the same level.

Through the years Honors Day has increasingly become a "high" occasion on the annual academic calendar. Visiting speakers who have addressed the college community (with their topic, if known) show something of the importance of this day. Here is the list:

October 5, 1950	C. Mildred Thompson Former Dean, Vassar College "The Scholar's Stake in Freedom"
September 25, 1951	Ernest C. Colwell Former President, University of Chicago Dean of the Faculties, Emory University
September 24, 1952	Douglas Steere Professor of Philosophy, Haverford College "On the Power of Sustained Attention"
September 23, 1953	Goodrich C. White President, Emory University "Values of a Liberal Education"
September 22, 1954	Alan Richardson Professor of Theology, Nottingham University Canon, Derby Cathedral "The Relation between Religion and Education"
September 30, 1955	Howard Foster Lowry President, The College of Wooster "Fifteen Wishes"

- October 10, 1956 Martha S. Grafton  
Dean, Mary Baldwin College  
"On Being Above the Average"
- October 2, 1957 C. Benton Kline, Jr.  
Dean of the Faculty, Agnes Scott College  
"Aims of a Liberal Education"
- September 24, 1958 C. Ellis Nelson  
Professor of Religious Education and Psychology,  
Union Theological Seminary, New York  
"The Education of Conscience"
- October 7, 1959 A. Hollis Edens  
President, Duke University  
"The Young Intellectuals"
- September 28, 1960 David A. Lockmiller  
President, Ohio Wesleyan University
- September 27, 1961 William F. Quillian  
President, Randolph-Macon Woman's College
- October 3, 1962 Ernest J. Simmons  
Professor of Slavic Languages and Russian  
Literature, Columbia University  
"Education's Challenge to Youth"
- September 27, 1963 Huston Smith  
Professor of Philosophy, M.I.T.  
"The Nature of Man: Some Recent Evidence from  
Science"
- September 30, 1964 Theodore Meyer Green  
Former Professor of Philosophy, Yale University
- October 6, 1965 George Boas  
Professor of Philosophy, The Johns Hopkins  
University  
"Enemies of Education"
- October 5, 1966 Cleanth Brooks  
Professor of English, Yale University  
"The Poetry of Tension"
- September 27, 1967 Felix C. Robb  
Director, Southern Association of Colleges and  
Schools
- October 9, 1968 Waights G. Henry  
President, LaGrange College  
"A Mind to Work"
- October 10, 1969 Arthus S. Link  
Professor of History, Princeton University

- September 30, 1970 Edward McCrady  
President, University of the South  
“Where Do We Go From Here?”
- October 2, 1971 Edward D. Eddy  
President, Chatham College
- October 4, 1972 Henry King Stanford  
President, University of Miami
- October 10, 1973 Jacqueline Matfield  
Dean and Assistant Provost, Brown University  
“Perfection of the Life and of the Work”
- October 9, 1974 Catherine S. Sims  
Dean Emeritus, Sweet Briar College
- October 1, 1975 Mary F. McPherson  
Dean, Bryn Mawr College
- October 20, 1976 Frontis W. Johnston  
Dean of the Faculty, Davidson College  
“The Relevance of Irrelevance”
- October 5, 1977 Hugh M. Gloster  
President, Morehouse College  
“The Modern College Woman — Her Progress,  
Her Problems, and Her Prospects”
- October 4, 1978 Merrimon Cunnigim  
President, Salem College
- September 26, 1979 William L. Pressly  
President Emeritus, The Westminster Schools  
“What is Excellence?”
- October 15, 1980 Lawrence L. Gellerstedt, Jr.  
Chairman, Agnes Scott Board of Trustees
- September 30, 1981 Alice F. Emerson  
President, Wheaton College, Norton,  
Massachusetts  
“Women’s History: Education’s Biggest Oil Field”

## The Hopkins Jewel

The Hopkins Jewel grew out of a suggestion made by the class of 1922. It was the strong conviction of many that Agnes Scott needed in some significant way to recognize the incalculable contribution which Dean Nannette Hopkins had made to the College. The recognition took the form of an award to the senior "who most nearly embodied the ideals of Miss Hopkins for Agnes Scott." Unpublished material in the McCain Library gives the following requirements for achieving this award:

To meet this ideal a student must not only fulfill the academic requirement for graduation but must also be conspicuous in loyalty to the College, in ideals of service, in ability to cooperate. She must possess, in addition, physical fitness, poise, and graciousness.

The jewel itself was an amethyst set in white gold — signifying Agnes Scott's colors of purple and white. The jewel was first awarded in 1929 and continued through the Class of 1954. The first eight awards were pendants; thereafter, the jewel was in the form of a ring. A committee of the faculty determined the recipient.

After 1954 this award was discontinued. By this time Hopkins Hall had been built as a permanent memorial to Dean Hopkins. Also it was becoming increasingly difficult for faculty members who had not known Miss Hopkins to determine just what her ideals were or would be in changing situations.

Here are the students who received this award:

<u>Class</u>	<u>Name</u>
1929	Helon Brown
1930	Elizabeth Flinn
1931	Marguerite Gerard
1932	Andrewena Robinson
1933	Margaret Ridley
1934	Nelle Chamlee
1935	Frences Espy
1936	Alice McCallie
1937	Julia Thing
1938	Nell Hemphill
1939	Amelia Nickels
1940	Ruth Slack
1941	Mary Scott Wilds
1942	June Taylor
1943	Anne Frierson

1944	Josephine Young
1945	Margaret Milam
1946	Dorothy Spragens
1947	Betty Jean Radford
1948	Mary Elizabeth Little
1949	Julianne Cook
1950	Cama Clarkson
1951	Marjorie Stukes
1952	Sybil Corbett
1953	Mary Beth Robinson
1954	Judith Promnitz

## Investiture

Investiture at Agnes Scott had its beginnings in 1908, the third year of the institution's life as a four-year college. It is generally believed that the practice of capping the Seniors at Investiture as well as that of hooding them at graduation was suggested by Miss Mary L. Cady, who was professor of history from 1908 to 1918. At first, the ceremony was private and took place in President Gaines' study, where the Seniors appeared in academic gowns, knelt before Dean Nannette Hopkins who in turn capped each one. It was in 1913 that the ceremony became a public occasion. Between 1908 and 1913, Investiture came at the end of what Professor McKinney has termed "the traditional Freshman-Sophomore feud." As the day for Investiture approached, the Juniors would try to "steal" the academic robes of the Seniors. To prevent this problem, Investiture "went public" in 1913 as it has been ever since. The usual date for this event is the last Saturday in October or the first one in November. From its beginnings, through the tenures of Dean Hopkins and Dean Carrie Scandrett, the seniors knelt both to be capped and to be hooded. Since 1969 when Dean Scandrett retired, the Seniors have stood before Dean Julia T. Gary for each of these ceremonies. At the 1982 graduation, Dean of Students Martha C. Kirkland hooded the Seniors.

The Investiture ceremony involves a full academic convocation with the faculty in academic regalia sitting on the stage. An appropriate address is given, and then each senior walks individually across the platform to be publicly capped.

In 1943 the annual Sunday worship service on the day following Investiture Saturday became a regular part of the weekend. In time a reception for the Seniors and their parents and friends was added, and beginning in the middle 1960's the President and his wife have on Sunday morning hosted a breakfast for the Seniors and their guests.

For many years, it has been customary for the Senior class to choose the speaker for the Investiture service. Ordinarily this speaker is chosen from the faculty or administration, and to be selected for this responsibility is generally considered to be one of the highest compliments the students can bestow on a faculty or staff member. By long tradition the President of the College selects the Sunday preacher.

The ceremony of Investiture is the occasion when the seniors are formally recognized as the campus leaders that they are. By this capping event they are, as it were, singled out as special members of the campus community. For seventy-five years Investiture has been a regular part of the College's life. The tradition continues to have vitality and meaning.

## The Literary Societies and Debating

In the early days of Agnes Scott, the most important extra-curricular activities on the campus centered in the two literary societies, the Mnemosynean and the Propylean. The former of these two was established in October, 1891, and according to the catalogue for that year was organized "to foster a taste for polite literature and to acquire on the part of its members familiarity with standard authors, musicians, and artists." This purpose was carried out through the participation of the members in "readings, recitations, discussions, essays, and musical numbers." Even in its first year, this society was engaged in collecting a library of "standard books" and also published *The Mnemosynean Monthly*.

The Propylean Literary Society was formed in May, 1897. Professor Louise McKinney has written that the older group "had become rather exclusive and was in need of a rival." The purpose of the new society as stated in the Institute catalogue was "to promote the intellectual and social interest of its members, and to prove as a nucleus of culture in the school of which it is a part." Like the Mnemosynean, the Propylean met weekly and offered programs of "readings, debates, and musical selections." It also from time to time presented programs on current literature and other timely topics.

Each of these groups had its own meeting room on the fourth floor of Main decorated usually in the society colors: blue and gold for the Mnemosynean, green and white for the Propylean. The two societies were great rivals, and each fall there was "rushing" for new members.

Another feature of this rivalry was competition for the Shonts Prize of \$100.00 provided between 1904 and 1909 by Mr. T.P. Shonts of Chicago, the father of two students who attended Agnes Scott from 1899 to 1903. This prize was awarded on the basis of attendance, quality of the programs, and the two best essays offered by each society and read on Society Night at the annual commencement. The winner of this prize spent the money for books for the Society's library — collections that ultimately became part of the Agnes Scott library.

These two literary societies continued until 1922. An entry in *The Agonistic* for September 26, 1922, states that the two have been merged into Pi Alpha Phi, a debating group. All of this grew out of the following action of the faculty on May 23, 1922:

Mr. Armistead, for the Committee on Debating Societies, made a report of the recent action of the Societies. He stated that the Societies had, in joint action, agreed to discontinue their organizations, in view of the fact that for some years past there had seemed no need for them in the student life. A debating society, known as Pi Alpha Phi, had been formed of those who were really interested in debating, for the purpose of stimulating and encouraging debating in the College and for the general purpose of promoting the welfare of the College. Admission to this society, it was stated, is to be by try-outs held in the fall and spring of each year; the Debating Council, formed of a student committee and the present faculty Committee, are to decide upon the merits of applicants for membership. Membership is to be limited for the present to thirty-two.

It was moved that the faculty express to the students its approval of this plan. Seconded. Some discussion followed, and the amendment was finally made to the above motion that an explanation of the action of the students and faculty be made to the Alumnae at their regular annual meeting on the 27th. With this amendment, the motion was put and carried.

Pi Alpha Phi had been established in 1921 as an honorary organization under the leadership of Professor J.D.M. Armistead. After his death in 1923, Professor Cleo Hearon, chairman of the Department of History, was in charge until her death in 1928. Subsequently, for many years the moving force behind Pi Alpha Phi was Professor George P. Hayes who served as faculty advisor and coach. More recently Professor Penelope Campbell has been related to Pi Alpha Phi.

Around 1970 Pi Alpha Phi ceased to be a viable organization on campus. Student interest in debating waned and has not been rekindled. From the beginnings in 1921 of the triangular debate arrangement with Sophie Newcomb College and Randolph-Macon Woman's College through the many years when Agnes Scott hosted the All Southern Intercollegiate Debate Tournament, Pi Alpha Phi, as successor to the Mnemosynean and Propylean Societies, occupied an important place in the College's extra-curricular life.



## May Day

The May Day tradition at Agnes Scott goes back to the days of the Institute. Professor Louise McKinney has noted in her unpublished memoirs that there was a simple May Day celebration as early as 1903. According to Miss McKinney, it was 1913 that saw a beginning of an annual May Day observance with the usual queen and May pole. Initially the performance was sponsored by the Y.W.C.A., but in time it was taken over by the Department of Physical Education. For a period the scenario was based on some mythological character; however, ere long the subject matter was drawn from a much broader source. One aspect was consistent in that the scenario was written by a student, and the performance was student produced. The queen was chosen by popular election, and it was a real distinction to be chosen.

The first queen in 1903 was Eileen Gober, and in 1913, when the tradition became an annual event, the queen was Ethel McKay. Beginning from the early twenties, there is in the McCain Library an unbroken record of the title of the performance, the writer of the scenario, and the name of the queen. In a number of instances, the music for the event was composed by Professor C.W. Dieckmann. This writer remembers May Day as characterized by drama, music, colorful costumes, dancing, and lovely young women.

The last May Day was in 1960. The queen was crowned in the May Day Dell, and then the assemblage adjourned to Gaines Chapel for a performance of Sophocles' *Electra* presented by Blackfriars and the Dance Group.

Here follows a tabulation of May Day information, beginning in 1922:

<u>Year</u>	<u>Title</u>	<u>Writer</u>	<u>Queen</u>
1922	Pipes of Pan	Nell Esslinger	Mary Lamar Knight
1923	The Legend of Nacoochee	Elizabeth McClure McGeachy	Margaret Hansom
1924	Psyche and Eros	Based on classic myth	Lucy Oliver
1925	Sherwood Forest	Louise Buchanan	Mary Breadlove
1926	The Triumph of Spring	Carolyn Essig	Edythe Coleman
1927	Endymion	Evelyn Wood	Mary Weems
1928	The Dawn of Delight	Carolyn Essig	Mary Bell McConkey
1929	Paris and the Golden Apple	Laura Brown	Charlotte Hunter

<u>Year</u>	<u>Title</u>	<u>Writer</u>	<u>Queen</u>
1930	Virgil, the Immortal Bard	Lillian Thomas	Helen Hendricks
1931	Auburn Dell	Mary Katherine Williamson	Mildred Duncan
1932	Spring in Many Lands	Gilchrist Powell	Nell Starr
1933	The Dance of the Hours	Elaine Heckle and Gilchrist Powell	Ann Brown Nash
1934	La Fête du Mal	Mary Boggs and Anna Humber	Charlotte Reid
1935	Peter Pan	Jane Blick and Alice Chamlee	Laura Whitner
1936	Down an English Lane	Charleen Fleece and Anne Thompson	Naomi Cooper
1937	Comus	John Milton, adapted by Eloise Alexander, and Julia Sewell	Lucile Dennison
1938	A Midsummer Night's Dream	Adapted by Goudyloch Erwin, Mary Matthews, and Anne Thompson	Myrl Chafin
1939	Orpheus and Eurydice	Adapted by Eleanor Hutchens	Adelaide Benson
1940	Heritage of Women	Committee of Alumnae	Carolyn Alley
1941	On an English Green	Neva Jackson and Cornelia Willis	Jean Dennison
1942	Americana	Myree Wells	Anne Chambless
1943	The Four Seasons	Elizabeth Edwards and Anastasia Carlos	Mabel Stowe
1944	The Making of the Rainbow	Tommy Huie	Robin Taylor Horneffer
1945	The Creation	Martha Jean Gower	Anne Equen
1946	Festival to Beauty	Marybeth Little	Gloria Anne Melchor
1947	May Day Revels	Virginia Andrews	Sue Hutchens
1948	A May Day Legend	Nancy Parks	Marybeth Little
1949	Irish May Day	Peggy Pennel	Miriam Arnold
1950	The Net, A Sea Legend	Eliza Pollard	Beryl Crews
1951	The Adventure of Prince Abdul-Kader	Margie Thomason	Margaret Hunt
1952	Chess and Joy Fantasy	Katherine Hefner	Sylvia Williams
1953	A Flower Fantasy	Florence Flemming	Mary Beth Robinson
1954	"A Knyght Ther Was"	Katherine Hefner	Harriette Potts

1955	Mountain May Day	Harriette Stovall	Joann Hall
1956	Harlequinade	Memye Curtis	Judith Watson
1957	Nezumi No Yomere (The Marriage of a Mouse)	Nancy R. Kimmel	Cemele Miller
1958	No May Day <i>Per se</i> —	Combined into first fine arts festival.	
1959	Orpheus	Judith Burson and Nancy Trowell Leslie	Runita McCurdy
1960	Electra	Sophocles	Mary Jane Pickens

## Sophomore Parents' Weekend

Agnes Scott's first Sophomore Parents' Weekend was on February 21, 22, and 23, 1958. From that time since, this event has been an annual event on the College calendar.

This writer, convinced that Agnes Scott needed some activity involving parents other than Investiture and Commencement, discussed the matter with President Alston and at a faculty meeting on October 19, 1956, requested the faculty to ask the President to appoint a special committee to investigate the feasibility of the College's instituting some activity directed primarily at parents. The faculty responded favorably to this suggestion, and a committee under the chairmanship of Professor Mildred R. Mell promptly began its duties.

After careful assessment of Agnes Scott's needs and after checking into parents' programs at other colleges, this committee on March 8, 1957, recommended that Agnes Scott inaugurate a special weekend for the parents of sophomores. The sophomores were chosen because the seniors already had Investiture, the juniors had Junior Jaunt, and the freshmen, because of their newness, were receiving special attention in a number of ways. The sophomores needed an occasion which was uniquely theirs. The winter quarter was recommended as the time because during that period students — particularly sophomores — needed a "shot in the arm." This recommendation of the committee was adopted, and the President immediately asked this same committee, along with the officers of the Sophomore class, to become the steering group for the first Sophomore Parents' Weekend.

Over the more than twenty years since 1958, the program has been in a constant state of evolution, but there are certain elements that were in the first program that have been in every program since. Having parents attend classes with their daughters has always been popular; the Saturday luncheon for sophomores and parents continues, and some form of entertainment given by the class members has been a regular offering.

By common agreement, Sophomore Parents' Weekend is one of the most meaningful events regularly held on campus. Through the years the students have increasingly come to the fore in planning, such that at this writing they do all the planning and execution. The faculty have cooperated constructively in supporting the weekend, and parents have welcomed this opportunity to experience Agnes Scott. One and all call Sophomore Parents' Weekend a resounding success.

## Student Government

The Student Government Association of Agnes Scott College traces its beginnings to 1906, the year that the institution became a four-year college and granted its first degrees. Although there is no specific record in the minutes of the faculty indicating this significant change in the regulations pertaining to students, there are entries dating from that year evidencing the existence of a student government organization. For instance, the minutes of April 24, 1906, record an inquiry from the President concerning the responsibilities of teachers in the dormitories and their relationship to student government. Further, under the date of May 17, 1906, there is an entry in which Dean Nannette Hopkins reported the organization of students and the name of the first president. There is another item dated October 22, 1907, and finally on December 19, 1907, there is recorded a recommendation from the Executive Committee of Student Government that a specific student be excluded from the college. Also, the official catalogue for 1906-1907 lists a faculty committee on student government.

In the files of the McCain Library, there is an interesting account of the circumstances which led to the formation of a student government organization at Agnes Scott. Rebekah Scott Hall was built in 1905, and with the advent of collegiate status in 1906, the college students were housed in Rebekah and the preparatory students in Main. Since these two groups were separated, Dean Hopkins concluded that the time was right for establishing a student government organization. Accordingly, she called the college students together in the spring of 1906 and proposed the new organization. The account then proceeds as follows:

Surprising as it may seem, the girls objected strenuously, on the ground that they had all the privileges they wanted without the worry of having to assume any of the responsibility! However, after much persuasion, Miss Hopkins succeeded in getting the student body to sanction the organization of a Student Government Association.

The first officers of Student Government were the following:

President	Sara Boals, 1907
Vice President	Elizabeth Curry, 1907
Members of the Executive Committee from the Senior Class	Clyde Pettus, 1907 Irene Foscue, 1907
Hall President	Rachel Young, 1907
Marshall	Katherine Dean, 1908

The vice president, Elizabeth Curry, recalling these early days of Student Government, writes as follows:

My impression is that Dr. Arbuckle presented to the students the action of the faculty with reference to the charter. At that meeting the president was chosen and other officers and the Executive Board or Committee was constituted and chosen. After numerous meetings in the old Society Halls we hammered out details of the organization, its rules and regulations. And tho' we got a "ready-made" form which did not give us too much latitude, we felt that our freedom was greatly increased under the new regime and there was much rejoicing as well as criticism. The latter became particularly strong when the Committee was called upon to deal with infringement of rules and there were times when we would gladly have laid down our official authority and become private students. On the whole we felt our emancipation when a proctor was chosen from among the girls to preserve order along the halls after lights.

From the earliest days it is apparent that the functions of Student Government at Agnes Scott have been divided into the three usual categories for such activity, namely, legislative, executive, and judicial.

In the earlier days legislative power was vested in the Association as a whole, with the Executive Committee being the channel through which all proposals came to the Association. Executive power with the authority to enforce rules was lodged in the Executive Committee. This same committee was also the lower court of judicial authority, the Association itself being the court of appeal.

In later developments legislative power was vested jointly in the Executive Committee and the Student Council, and apparently the Association had only the power to veto the decisions of these two joint groups. At this same period, executive power was the prerogative of the six officers of the Association augmented by eight other students to constitute the Executive Board. This same Board served as the lower court in judicial matters, with the right of appeal to the entire Student Government Association. The six officers of the Association at this period were the president, three vice presidents, a secretary, and a treasurer.

As the Student Government Association evolved, the make-up of the Executive Committee was altered from time to time, but the general nature of its functions and authority remained essentially the same for many years.

In the early 1960's a major revision in the operation of Student

Government came about with the establishment, within this framework of the Association, of Representative Council, Judicial Council, and Joint House Council. Legislative power was initially vested in Representative Council and finally in the Student Body. Executive power was solely the prerogative of Representative Council. Understandably this group was made much larger and more representative of the student body than the former Executive Committee had been. Judicial duties and powers were now delegated to the Judicial Council as the court of primary jurisdiction with the Association itself continuing as the court of appeal. However, Judicial Council might, if it chose, deny the right of appeal. The House Council was the agency which coordinated the activities of the various residential units.

In the 1970's there was further alteration in the organization of student government when the Judicial Council became Honor Court and the House Council was replaced by Interdormitory Council and the various Dormitory Councils. Honor Court is the highest student judicial body, and its judgments concerning violations of social regulations are final. In matters growing out of infringement of academic regulations, Honor Court's decisions are subject to review by the Administrative Committee of the College.

Interdormitory Council has both executive and judicial powers. In the latter function it is a court of primary jurisdiction in some matters and is an appellate court from Dormitory Councils in others. Interdormitory Council can, of course, refer to Honor Court any violation if it chooses to do so.

Originally the faculty itself was required to take action in matters involving serious disciplinary cases referred to it by the Executive Committee sitting as a judiciary. However, the faculty has now delegated its authority in this regard to the Administrative Committee, which reviews and approves all cases involving academic probation, suspension, or expulsion. The Administrative Committee also must approve all recommendations for changes in social regulations and changes in policies affecting student life as these changes are initiated in Representative Council.

No review of Student Government at Agnes Scott would be complete without reference to the Honor System, which is at the very center of life on this campus. Any and every student who enrolls at Agnes Scott, by this very act of enrollment, accepts the Honor System as her way of life and formally adopts the following pledge:

As a member of the Student Body of Agnes Scott College, I consider myself bound by honor to develop and uphold high standards of honesty and behavior; to strive for full intellectual and moral stature; to realize my social and academic responsibility in the community. To attain these ideals, I do therefore accept this Honor System as my way of life.

Elaborating on this honor pledge, to which every student subscribes, the *Student Handbook* reads as follows:

The cornerstone of the entire structure of Agnes Scott life is the Honor System, which is founded upon the support, the mature judgment, and the personal integrity of every student. By entering Agnes Scott, a student voluntarily pledges her support to the regulations and to the spirit of the community. As a member of this community, she accepts a definite responsibility for herself and for her fellow students which leads to a responsible freedom within the structure of the Honor System. The Honor System is an expression of trust in students and in their willingness to uphold the ideals of the community.

Each student is expected to accept her responsibility to protect the Honor System from actions and attitudes which may weaken it. The exercise of this responsibility involves a student's reporting her own infringements of the policies and regulations and involves an obligation for her fellow students' relations to the community. This latter obligation may take the form of speaking to the student on behalf of the community or of asking another member of the community to speak to her. It is impossible to reduce this to an unvarying rule of procedure, but the unchanging obligation is to prevent the occurrence or recurrence of detrimental actions and attitudes.

Under the Honor System, regulations, both social and academic, are based upon their value to the community and to the individual student. This basis is one which is fundamental, not merely at Agnes Scott but wherever there is a community.

For over three-quarters of a century (since 1906) Agnes Scott students have governed themselves — responsibly, sensibly, effectively. Details of this activity have changed through the years, but the major thrust of this procedure has remained the same: College students are young adults, capable of integrity, responsibility and trust. At Agnes Scott no one would have it any other way!



Agnes Scott College  
Presidents of Student Government

<u>Class of</u>	<u>Name</u>
1907	Sara R. Boals
1908	Elva Drake
1909	Margaret McCallie
1910	Mildred Thompson
1911	Eleanor Coleman
1912	Annie Chapin McLane
1913	Laura Mil Towers
1914	Charlotte Jacobson
1915	Grace Harris
1916	Anne McClure
1917	Jane Harwell
1918	Samille Lowe
1919	Lucy Durr
1920	Julia Hagood
1921	Margaret McLaughlin
1922	Eleanor Buchanan
1923	Hilda McConnell
1924	Carrie Scandrett
1925	Mary Ann McKinney
1926	Virginia Browning
1927	Elsa Jacobsen
1928	Janet McDonald
1929	Elinor Morgan
1930	Martha Stackhouse
1931	Ellen Davis
1932	Andrewena Robinson
1933	Margaret Ridley
1934	Mary McDonald
1935	Alberta Palmour
1936	Adelaide Stevens
1937	Alice Hannah
1938	Laura Coit
1939	Mary Ellen Whetsell
1940	Henrietta Thompson
1941	Frances Breg
1942	Virginia Montgomery
1943	Frances Radford
1944	Anne Ward
1945	Molly Milam
1946	Marjorie Naab
1947	Jane Meadows
1948	Amelia Davis
1949	Nancy Parks

1950	Sarah Tucker
1951	Marjorie Stukes
1952	Sybil Corbett
1953	Belle Miller
1954	Valeria Burnet
1955	Constance Currie
1956	Louisa Allen
1957	Miriam Smith
1958	Nancy Edwards
1959	Lila McGeachy
1960	Eve Purdom
1961	Sarah Helen High
1962	Violet (Vicky) Allen
1963	Mary Beth Thomas
1964	Anne Foster
1965	Nancy Yontz
1966	Deborah Rosen
1967	Lynne Wilkins
1968	Alice Zollicoffer
1969	Martine Brownley
1970	Holly Duskin Kenyon
1971	Carolyn Cox
1972	Sybil Peet
1973	Tinsley Swann
1974	Susan Skinner
1975	Mary Gay Morgan
1976	Jane Sutton
1977	Cynthia Hodges
1978	Katharine Manning
1979	Patricia DuPont
1980	Kemper Hatfield
1981	Laura Kletner
1982	Peggy Elizabeth Davis

## Student Publications

Agnes Scott's first student publication dates from 1891 and was called "the Mnemosynean," being issued by the Literary Society of the same name. It was a monthly literary magazine. When the Propylean Society was formed, this magazine became a joint effort of both societies. It flourished as "The Mnemosynean" until 1900-1901 when its name was changed to "Aurora," a magazine that still continues to be published, particularly in connection with the annual Writer's Festival. In 1916 "Aurora" became a quarterly publication and more recently has been published three times a year. From its beginning this magazine has carried the creative literary work of students. Now it also serves as a vehicle for student work in the visual arts, and the spring issue contains not only work by Agnes Scott students, but that of other students in Georgia colleges who are competing in the annual Writers' Festival contest.

The first "annual" was issued in 1897 and was called "Aurora." When this name was transferred to the literary magazine in 1900, a new name was needed for the senior annual; thus, the designation "Silhouette" came into use in 1901. This name was suggested, according to Professor Louise McKinney, by Miss Anna W. Lytle, who taught English in the Institute from 1899 to 1901. *The Silhouette* has continued to be published ever since with the exception of 1919, just at the end of World War I, when the savings from not publishing an annual were given to war relief.

Agnes Scott's weekly newspaper dates from February 11, 1916 — a publication called *The Agonistic*. There is no play here on the word "Agnes." The dictionary defines "Agonistic" as "Striving to overcome in argument; competitive; combative . . . Straining to achieve effect . . . of or pertaining to contests . . ." This title was chosen as a result of a student contest and seems a happy choice since a student newspaper should have a point of view to promote or defend. At any rate, this title prevailed until April, 1939, when the name of the paper became *The Agnes Scott News*. Professor McKinney has observed that one reason for the change was that "Agonistic" was so often incorrectly written. In fact, in one issue of *The Silhouette* it was referred to as the "Agnostic." So the paper became *The Agnes Scott News* and continued so until April, 1964, when the present name, *The Profile*, came into being.

Early on in the 1963-1964 year, the student newspaper announced a

contest to choose a new name for this publication. In due time from the names suggested, Representative Council chose four to be submitted to the Administrative Committee and then to the student body. The four names were "The Profile," "The Ascott," "The Panorama," and "The Monitor." The name "Profile" prevailed among these four and then won again *vis-a-vis* "The Agnes Scott News." The change of name was effective when the new editor and staff took over near the end of the 1963-1964 session.

## The Writers' Festival

One of the most significant events on Agnes Scott's annual calendar is the Writers' Festival which occurs each spring. Its purpose is to promote and encourage creative writing skills among college students in Georgia.

Begun in 1972 on a financial "shoestring" with funds from student organizations, the enterprise has flourished increasingly for a decade. For 1973 President Alston provided financial backing from the College, and President Perry from the beginning of his administration established the Writers' Festival as a regular part of each College session.

Undergraduate students throughout Georgia are invited to submit manuscripts (poetry or prose). The manuscripts are screened by qualified judges, and the work of the finalists is ultimately evaluated by a panel of recognized writers who are brought to the campus to participate in the festival either by lectures or by readings from their works.

The cash prizes for the best work in the various categories were initially quite small, but in 1976 they were materially increased. Moreover, beginning in 1977, Dr. Eleanor N. Hutchens, '40, of Huntsville, Alabama, began providing funds for the Newman Prizes in memory of her grandfather and grandmother.

The roster of the distinguished writers who have participated in the Festival reads like a "Who's Who" of current American literary figures. A partial listing includes Eudora Welty, Robert Penn Warren, May Sarton, Hollis Summers, Josephine Jacobsen, Richard Eberhardt, Reynolds Price, Guy Davenport, Howard Nemerov, James Merrill, Theodore Weiss, Larry Rubin, Tom McHaney, John Yount, Donald Davie, Marion Montgomery, Michael Mott, Doris Betts, and Margaret Atwood.

On the local scene, there have been many persons who have helped make the Festival the resounding success that it is. For the first few years, the late Professor Margret G. Trotter was the director. She was succeeded by Professor B.W. Ball, who served until 1980 when Professor Margaret W. Pepperdene became the director. Mention must also be made of Nathalie Fitzsimons Anderson, '70, and Professor David Barton, both of whom participated in ways too numerous to mention.

Literature and its creation are inherently a part of the liberal arts tradition. It is, therefore, highly appropriate that a college like Agnes Scott sponsor and promote a Writers' Festival.

## Miscellaneous Observances, Organizations, and Traditions

Other observances, organizations, and traditions which at one time or other have flourished at Agnes Scott are listed below. Some of these activities have long since passed off the campus scene; others are still viable groups or events on campus.

Arts Council	Exam Teas
Awards Day	Faculty Prayers
Bacon Bat	Junior Jaunt
Book Burning	Little Girls' Day
Class Day	Senior Opera
Daisy Chain	Social Council
Dolphin Club	Studio Dance Theatre
Suppressed Desires Day	

A NOBLE COMPANY

*Chapter 7*

## A NOBLE COMPANY

*"There is  
One great society alone on earth:  
The noble Living and the noble Dead."*

*William Wordsworth, The Prelude  
Book XI, ll. 393-395*

Agnes Scott is a many-faceted jewel, but no element in its life is more important than the great people who have labored here and who have found self-realization and fulfillment through identifying themselves with this College. Space does not permit the chronicling of all these people; however, fifteen brief vignettes are now offered of persons who are typical of all those who have helped make Agnes Scott what it is. The writer takes full responsibility for the selection of those who are portrayed. Others might have been selected, but those chosen are indeed a noble company. Only one is still living.



## Alice Lucile Alexander

Professor Alice Lucile Alexander was born near Wytheville, Virginia, on March 3, 1878; she died in Atlanta, Georgia, on February 7, 1964. Her father was a Presbyterian minister who at one time was the president of Plummer College in Wytheville. She came to Agnes Scott Institute in the 1890's and graduated with first honor in 1899. For a brief time she taught in the Donald Frazier School in Decatur and in 1902 returned to Agnes Scott where she taught in the Institute until 1904 when she became a member of the mathematics department of Agnes Scott Academy, a post which she filled until 1912. During those years Agnes Scott became a college, and Miss Alexander continued to take work at the college level such that she received her B.A. degree with highest honor from Agnes Scott in 1911. She then enrolled in the Graduate School of Columbia University in New York from which she received her master's degree in French in 1913. She was the first Agnes Scott alumna to earn an advanced degree. She joined the Department of Romance Languages of her alma mater in 1913 where she taught until her retirement in 1948. For most of these years she was chairman of the Department of French. Subsequent to joining the College faculty, she pursued further studies both in France and in the Middlebury French Summer School in Vermont. In 1926 Professor Alexander was one of the first five graduates elected to alumnae membership when the Beta Chapter of Georgia of Phi Beta Kappa was installed at Agnes Scott.

By any standard Professor Alexander was an excellent teacher, a circumstance attested by the number of competent French majors she regularly turned out. She was very demanding in her requirements, and many students were somewhat afraid of her. She expected first-class work, and if she thought a student was particularly capable, she increased the requirements so the student's mind would be continuously stretched.

She herself was always an over-achiever. As has already been pointed out, she graduated first in her class from Agnes Scott Institute, and she took her degree with highest honor from Agnes Scott College. When she went to Columbia, the Chairman of the French Department was skeptical that a graduate of a "little college in the South" could take an M.A. from Columbia in one year. But she did it — and with honors too.

Miss Alexander worked for Agnes Scott not only as a teacher but as

a leading committee person — particularly in the committees on curriculum, admissions, and courses. She also served on many *ad hoc* committees as well. Professor Louise McKinney is reputed to have remarked that when President McCain looked over the faculty prior to appointing a committee, it seemed he never could see anybody except 'Cile. There's probably more than a modicum of truth in Miss McKinney's observation. President McCain also used Professor Alexander as a key person in raising funds among alumnae.

It was Professor Alexander who began the long-time Agnes Scott custom of singing carols in French around the community just before the College closed at Christmas. After caroling, the singers would adjourn to Miss Alexander's house for hot chocolate. She also helped promote the French Club and had considerable skill in directing dramatic performances. For years as faculty marshal, she was in charge of all high academic occasions.

Professor Alexander fully understood and completely allied herself with the kind of education that Agnes Scott has always sought to offer. Between 1924 and 1947 approximately half a dozen articles from her pen appeared in the *Agnes Scott Alumnae Quarterly* supporting the relevance and importance of a liberal arts education. She was a woman who knew what she believed and loved what she knew. From her vantage point as one of the recognized leaders in the faculty, she for almost half a century was a dynamic element in Agnes Scott's progress.

## Howard Bell Arbuckle

Born near Lewisburg, West Virginia, on October 5, 1870, Howard Bell Arbuckle received his B.A. degree from Hampden-Sydney College in 1889 and the next year took his master's degree from the same institution. Eight years later in 1898, after teaching in Mississippi and at the Seminary West of Sewanee (now Florida State University), he was awarded his Ph.D degree in chemistry from The Johns Hopkins University. Along the way he had done additional graduate study at the University of Virginia. His doctoral dissertation was directed toward determining the atomic weights of zinc and cadmium.

In 1898, just after receiving his doctorate, he joined the Agnes Scott faculty where he remained until 1913 when he went to Davidson College as Professor of Chemistry, a post which he held until his retirement in 1937. His death occurred on July 19, 1945.

In 1896 Howard Arbuckle married Ida Clift Meginniss of Tallahassee, and they had two children: Howard Bell, Jr., and Adele Taylor (now Mrs. Thomas S. Logan) who graduated from Agnes Scott in 1931.

Beyond his teaching, Professor Arbuckle had great interest in breeding sheep and maintained a flock of thoroughbreds at Maxwellton, West Virginia, where he had a summer home. He founded the Continental Dorset Club for registering pure-bred Dorset sheep and understandably his research was particularly directed toward agricultural chemistry. He was also an important figure in the Pi Kappa Alpha social fraternity, of which he was the grand chancellor from 1913 to 1933. Listed in *Who's Who in America*, Professor Arbuckle was a member of Phi Beta Kappa and Omicron Delta Kappa.

Howard Bell Arbuckle was the first Ph.D. to become a member of the Agnes Scott faculty. Initially he taught all science as well as just chemistry. A master teacher — patient, understanding, able to communicate — Professor Arbuckle influenced hundreds of students at Agnes Scott and at Davidson.

Professor Arbuckle's great contribution to Agnes Scott had to do with the Institute's becoming a College. As has already been pointed out (see pp. 28-29 and p. 30), he was the person who represented Agnes Scott in the important negotiations with the Southern Association of Colleges and Schools as the institution was effecting the changes necessary to becoming a college. Trained as an academician with advanced degrees, he was ideally qualified to be President Gaines's

representative at this period. The circumstance that Agnes Scott became accredited by the Southern Association the second year after it became a College attests in no small measure to Howard Arbuckle's expertise in academic standards and as a skillful negotiator. Agnes Scott College stands forever indebted to this man.

## J.D.M. Armistead

J.D.M. Armistead joined the Agnes Scott faculty in 1905 as Professor of English and chairman of the Department of English. When he died eighteen years later on April 30, 1923, he was still in these positions. Any review of the records of Agnes Scott during the opening years of this century, and particularly in the period when the institution was taking its place as a respected four-year college, will reveal that Professor Armistead was in the vanguard of those who planted the seeds of Agnes Scott's academic excellence.

He was born in Lynchburg, Virginia, on January 9, 1871. At the age of nineteen he graduated from Washington and Lee University and three years later received his Ph.D. degree from the same institution. He was elected to membership in Phi Beta Kappa at Washington and Lee. Prior to coming to Agnes Scott, he taught in the Lynchburg Public Schools. His death came quite unexpectedly. Although he had been in declining health, he met his classes as usual on Friday afternoon, April 27, but died before he could meet them again on the following Monday. His death occurred just one week after that of President Gaines. Professor Armistead wrote the faculty resolutions concerning Dr. Gaines' death, but he never lived to hear them read.

Professor Armistead touched every aspect of Agnes Scott's life. He was the secretary of the faculty all the years that he was at the College. In the administration, he was one of those on whom President Gaines particularly relied; he was respected and admired by his peers and was loved and appreciated by his students. He was the moving spirit in the founding at Agnes Scott of Gamma Tau Alpha, the forerunner of the College's chapter of Phi Beta Kappa. In 1915 he established B.O.Z., the student organization which encouraged literary achievement and which for many years met in his study. For approximately half a century B.O.Z. flourished at Agnes Scott. Professor Armistead was also the driving force in the establishing of Pi Alpha Phi, the student debating society. *The Agonistic* for May 23, 1923, points out that he also "acted as a kind of unofficial faculty member for the staffs of the three publications, 'Silhouette,' 'Aurora' and 'Agonistic.'" This same issue of the student newspaper has this pertinent paragraph concerning this beloved professor:

One service performed by Dr. Armistead which is not generally known to the students was his urging that they might be allowed to attend plays and also to present them. At the time when he first came to Agnes Scott only Shakespearan plays were enjoyed by Agnes Scott girls, since the theatre was regarded as essentially immoral. Dr. Armistead was the first to attack this idea and to introduce more liberal views on the subject. Finally through his efforts the students were allowed to attend four plays a year and, still later, to be free to go to as many plays as they liked. Dr. Armistead was also actively connected with Blackfriars and did much to encourage amateur dramatics in the college.

The faculty was, of course, greatly saddened by the death of its long-time secretary and colleague, and a full resolution of appreciation is a part of the faculty minutes. After pointing out many of Professor Armistead's contributions to Agnes Scott, these faculty resolutions high-light his most signal quality:

Great as was Dr. Armistead's service . . . , it was through his teaching that his influence was most potent. Here his ardor for truth, his fine sense of values, his genuine interest in his students, inspired them with enthusiasm. Both by his interpretation of literature and by the richness of his personality, he made them see scholarship as a desirable end, and so transmitted to them an ennobling ideal of sweetness and light.

In 1907 and in 1913, the seniors dedicated *The Silhouette* to Professor Armistead. Again in 1924 this publication was posthumously dedicated to him. This final dedication takes the form of a verse tribute which from all available evidence seems to epitomize J.D.M. Armistead and what the students felt for him:

"I think the gentle soul of him  
 Goes softly in some garden place,  
 With the old smile time may not dim  
 Upon his face.  
 He who was lover of the spring,  
 With love that never quite forgets  
 Surely sees roses blossoming,  
 And violets.  
 Now that his day of toil is through  
 With some old volume that he knew  
 Upon his knees,  
 Watching, perhaps, with quiet eyes  
 The white cloud's argosy,  
 Or twilight opening, flower-wise,  
 On land and sea.

He who loved companionship,  
I may not think walks quite alone,  
Failing some friendly hand to slip  
Within his own.

Those whom he loved aforetime, still,  
I doubt not bear him company;  
Yea, even laughter yet may thrill  
Where he may be.

A thought, — a fancy, — who may tell?  
Yet I who ever prize it so

Feel through my tears that all is well;  
And this I know

That God is gentle to his guest,  
And therefore I may gladly say,

Surely the things he loved the best  
Are his to-day.”

Theodosia Garrison

## Edna Hanley Byers

For thirty-seven years (1932-1969) Edna Hanley Byers was Agnes Scott's librarian. When she came to the College, the library was housed in what is now called the Hub and contained 20,000 volumes and received 100 periodicals; when she retired, there were 115,000 volumes and subscriptions to over 600 periodicals. The staff had grown from the librarian and one assistant to a total of nine, including the librarian. The library had also in 1936 moved to a new and much larger building which Mrs. Byers planned.

Edna Ruth Hanley was born on March 30, 1900; she died on February 16, 1972. Educated at Bluffton College in Ohio, from which she took her B.A. in 1923, she went on to the University of Michigan where she received a B.A. in library science in 1927 and a master's degree in the same field in 1934. She began her professional career at Bluffton, where she was librarian for five years prior to coming to Agnes Scott. For three summers in the early 1940's she was Reference Assistant in the New York Public Library, and during five summers in the 1950's she lectured in the Library School of the University of Michigan. On December 16, 1950, she was married to Noah Ebersole Byers.

In addition to being an expert librarian, Mrs. Byers was a widely recognized authority on Library buildings, and her book *College and University Library Buildings*, published in 1939, won national recognition, so much so that on a number of occasions she served as consultant to various colleges as they planned new library facilities. For her achievements in her profession, she was listed in *Who's Who in America*.

Edna Byers was a prodigious worker. Morning, noon, and night she was in the library. The phrase "in the library" is the correct one to use for her. She was seldom in her office. Rather she was at the circulation desk, in the stacks, among the periodicals, at the card catalogue, or in the technical services work room. She seemed to be everywhere in the library at once, and she never asked a member of her staff to do anything which she was not willing to do herself. It is not surprising, therefore, that she had the respect and loyalty of all library personnel. The faculty also admired her and had confidence in her as did the Presidents of the College to whom she was directly responsible.

It has been noted elsewhere in this account (see p. 161) that Mrs. Byers more than anyone else was responsible for the excellence of Agnes Scott's Robert Frost Collection. The poet himself called her his



“indefatigable collector,” and she was just that. She “mothered” the Frost Collection, and her sharp eye was always alert for possible additions. It is highly appropriate that when she retired the Board of Trustees named the Frost Collection in her honor.

Edna Hanley Byers was a warm, caring person, deeply loyal to her friends. It is not an overstatement to say that the excellence of today’s McCain Library is largely due to the foundations which she laid during her thirty-seven year tenure as Agnes Scott’s librarian.

## John O. Flint

As these lines are written, John O. Flint is in his ninety-eighth year — still very much alive and amazingly active, ram-rod erect in his posture, continuing to take early morning walks around his neighborhood. He recently attended a college function, coming alone on the public transportation system. John Flint is a worthy representative of all the black people who have contributed so much to Agnes Scott.

Mr. Flint, as he is known on campus, was born in Covington, Newton County, Georgia, in 1883. He first tried farming as a gainful occupation, but not liking agriculture, he in 1910 decided to move to California, but he never got any farther than Decatur where he stopped to visit his sister and became associated with Agnes Scott. He began as janitor in Rebekah Scott Hall and soon became head waiter in White House dining room. As head waiter, he was in charge of the other waiters and demanded from them the same meticulousness in dress that he practiced — white coat, white shirt, black bow tie, dark trousers, and highly shined black shoes. Many former students remember Mr. Flint as the person who rang the bell for meals and who immediately locked the dining room door when he ceased ringing the bell. When the College went to the cafeteria system for meals, Mr. Flint became the chief server at the head of the first steam table.

John Flint worked in the dining hall until he was seventy, in 1953. Although he technically retired, he was continued on the maintenance staff as a painter. Later he moved from this work to being the receptionist in the Charles A. Dana Fine Arts Building. Although he ultimately retired near the end of President Alston's administration, he was permitted to come back and work for a brief time after Dr. Perry became President of the College. Thus, John Flint is the only person who has worked under all of the College's first four presidents. All in all, Mr. Flint served Agnes Scott well over fifty years, the longest tenure of anyone in the College's history.

John Flint was and is a constant influence for good. The soul of integrity, uprightness, and dependability, he personifies the great principles on which Agnes Scott was founded. Always courteous and considerate, he is a gentleman in every sense of that term. President Alston commenting on John Flint in 1971 said:

[He] is one of the finest persons in the Agnes Scott family . . . a gentlemen . . . faithful to duty, loyal to his employer and friends . . . [a man of] straight thinking . . . and a person of great integrity . . . respected by all who know him.

For more than half a century, John Flint was for Agnes Scott students a daily reminder of excellence. Untold alumnae treasure their memories of him.

## Emma May Laney

Emma May Laney was the most powerfully influential person who has ever taught at Agnes Scott — at least that is the opinion of this writer. This is not to say that everybody liked Miss Laney. Many didn't, and some actually feared her, but no one could ignore her. Even after her retirement, she continued to be a felt presence on this campus even though she was hundreds of miles away.

A native Mississippian, Emma May Laney was born on November 27, 1886. She grew up in Tupelo, Mississippi, where she graduated from high school. With a B.A. degree from the Mississippi State College for Women and a master's degree from Columbia University, she first came to Agnes Scott in 1912-1913 as a teacher in the Academy — the last year that institution existed. In 1919 she returned to Agnes Scott as a member of the Department of English and after thirty-seven years retired in 1956. In 1930 she received her Ph.D. degree from Yale University. After retirement, Professor Laney lived in Denver, Colorado, until her death on March 25, 1969. She was a member of Phi Beta Kappa and of Mortar Board.

For thirty-seven years Professor Laney dominated the Agnes Scott English Department and much of the faculty besides. She was a formidable person, not ever to be taken lightly — one who usually took charge of everybody and everything with which she was associated. Mr. Robert Frost, whom Miss Laney introduced to Agnes Scott, is reputed to have remarked that if she had lived in the thirteenth century, she would have been the Pope. Professor George P. Hayes, long-time chairman of Agnes Scott's Department of English, has observed that to "enter her class was a searching confrontation." Someone has said that everyday Miss Laney demanded everything that her students had and a little bit more that they didn't even know they had. Like a whiplash she "rejected inaccuracy or sloppiness of any sort." Indeed, she gave short shrift to anyone who sought to avoid "intellectual rigor." One alumna, known very well to this writer, has said that she trembled through freshman English under Miss Laney; yet this same person developed facility and cogency in writing and had a keen appreciation of literature. That Professor Laney was an effective teacher is beyond question. Such scholar-teachers as Ellen Douglass Leyburn or Virginia Prettyman or Eleanor Hutchens proudly claimed or claim her as their teacher. Miss Laney's interests were legion, and her energy was unbounded. When she was here, the student newspaper

was called *The Agnes Scott News*. It is alleged that the morning after an issue appeared, the editor could expect to find in her mailbox, a copy of the just published paper with every error marked — courtesy of Miss Laney. Such markings most likely indicated not only typographical and spelling errors but also those in punctuation, grammar, and sentence structure. All this effort sprang from a genuine desire on Professor Laney's part to help the students put out a better paper. No teacher ever cared more for this College or fought harder to enhance its standards. It has been said that she was also the constant champion of the students in the meetings of the faculty. She always seemed to take an almost fierce delight in all she did, seldom giving quarter and never asking for any.

One of Professor Laney's students at Agnes Scott was Miss Janef Preston who for forty-six years was a greatly loved member of the College's Department of English. Miss Preston, in her volume of poetry entitled *Upon Our Pulses*, includes a sonnet called "Heightened Hour" which she admitted is about Miss Laney's teaching and classes. This writer has never read a finer tribute from a student about a teacher:

Your class was not mere time from bell to bell:  
 It was a heightened hour of quick surprise  
 Our pulses measured as you wove the spell  
 That gave us ears and unsealed our eyes.  
 Chaucer charmed us with a laughing tale,  
 Milton summoned us with grandeur's call,  
 Spenser sang and Keats's nightingale,  
 And Eliot with the hidden waterfall.  
 Though wonder was about you, you were formed  
 Of other elements than magic's fire:  
 With militant delight you daily stormed  
 Our sleeping wills, commanding our desire  
 To wake and stir and reach and sternly strive  
 To be — and be entirely alive.

By any and all criteria, Professor Laney was a formative force in Agnes Scott's growth toward excellence.

## Ellen Douglass Leyburn

Ellen Douglass Leyburn was the greatest scholar-teacher that this writer has ever had the privilege of knowing. At the time of her death, one of her colleagues wrote that Professor Leyburn “always managed to make something other than excellence in college matters be the issue; she made us expect excellence as a given.” Another faculty colleague wrote, “From the first time I heard of her, in letters more than two decades ago from a freshman captivated by her classes, Ellen Douglass Leyburn’s name has meant to me the utmost in integrity in teaching . . . . She was one of those rare persons whose uncompromising standards made us all want to do better than our best and whose compassion with failure inspired us to get up and start again.”

Born on September 21, 1907, in Durham, North Carolina, where her father was pastor of the First Presbyterian Church, she moved as a child to Rome, Georgia, where she finished high school and from which she entered Agnes Scott in 1923. An English major, she graduated from Agnes Scott in 1927 and the next year received her master’s degree from Radcliffe. From 1928 to 1932 she taught in private schools and subsequently entered Yale University from which she received her Ph.D. degree in 1934. She then returned to Agnes Scott as instructor in English and rose steadily through the ranks until at the time of her death on March 20, 1966, she was Professor of English and Chairman of the Department.

Through the years, Professor Leyburn was constantly publishing articles in scholarly journals and reading penetrating papers before professional societies. In 1956 the Yale University Press published her first book, *Satiric Allegory: Mirror of Man*, and when she died, she left a manuscript which was posthumously published by the University of North Carolina Press as *Strange Alloy: The Relation of Comedy to Tragedy in the Fiction of Henry James*.

The tribute adopted by the faculty on May 13, 1966, made these observations about Professor Leyburn:

She dedicated herself fully to the purposes of Agnes Scott and worked untiringly for its well-being. Always critical of what was unworthy, shabby or less than first-rate, she gave the best resources of her mind to thought about what would improve the College. Over the years she served on many important committees. The Independent Study Program was the fruit of a study she led, and the statement of its purpose is hers . . . . In the classroom she aimed at giving over the discussion to the students. At other times when her questioning elicited an inarticulate reply, she would rephrase the student’s answer so that the student was astonished at her own intelligence.

One alumna who entered Agnes Scott in 1934 and who was privileged to have freshman English with Professor Leyburn has written: "It was she who guided my willing but diffused mind to the joys and insights of intellectual excitement combined with scholarly endeavor."

President Wallace M. Alston has observed that Professor Leyburn "was a superb teacher who made vigorous demands upon herself and who would not tolerate shabby or tawdry work from her students. Teaching was serious business, so far as Ellen Douglass Leyburn was concerned. She had an exalted notion of the teacher's role because she believed the discovery and imparting of truth to be the most important venture in which a human life can be engaged."

At the memorial service held in Gaines Chapel on June 1, 1966, Dean of the Faculty C. Benton Kline, Jr., led the memorial prayer. Here is what he said:

Almighty God, our heavenly Father,  
 By whom we are created, in whose love we are kept, and to whom  
 we go at our appointed time:  
 We remember before thee today, Ellen Douglass Leyburn, our  
 colleague, our teacher, our friend.  
 We thank thee for her *integrity*, born out of her singleness of  
 purpose and evidenced in all her words and deeds;  
 We thank thee for her *intelligence*, exhibited in classroom and in  
 private conversation alike, and illuminating in its brilliance  
 every subject to which she turned her mind;  
 We thank thee for her *humility*, that made her a person without  
 pretense and found in others the qualities they hardly knew  
 themselves to possess;  
 We thank thee for her *devotion to duty*, exemplified in her teach-  
 ing, in her response to the needs of students, and in every re-  
 sponsibility fulfilled with promptness and with zeal;  
 We thank thee for her *courage*, which made her life through many  
 years and especially in its latter months a rare testimony to all  
 who knew her;  
 We thank thee for her *faith*, never flaunted but quietly yet vigor-  
 ously attested in every moment in her life.  
 We thank thee that this College and our lives bear the marks of  
 her years here, and we pray that we may ourselves be touched  
 with something of the same integrity and intelligence, humility  
 and devotion to duty, courage and faith.  
 O Lord, support us all the day long, until the shadows lengthen  
 and the evening comes, and the busy world is hushed, and the  
 fever of life is over, and our work is done. Then in thy mercy  
 grant us a safe lodging, and a holy rest, and peace at the last;  
 through Jesus Christ our Lord. Amen.

There is no question about it. Agnes Scott has never had a greater faculty member than Ellen Douglass Leyburn.

## Mary Stuart MacDougall

Atlanta's "first woman of the year in education" was Dr. Mary Stuart MacDougall — so named when the women of the year awards were initiated in 1944. From 1919 to 1952, "Miss Mac" was Professor of Biology and chairman of the department at Agnes Scott, and she left an indelible impression on all who knew her. In addition to her teaching, she was a nationally known research biologist, and her textbook *Biology: The Science of Life*, written in collaboration with Robert Hegner of The Johns Hopkins University and published in 1943, was so popular (It was adopted by 96 colleges and universities.) that many additional printings were necessary after the first run was exhausted. As would be expected, a stream of scholarly papers also came from her research.

One former student, writing in *The Agnes Scott Alumnae Quarterly*, has characterized Professor MacDougall as "stalking through the door" of her office. Then this alumna goes on to observe:

Few people have the figure or the poise for stalking. Miss Mac has both. She is a tall well-built woman with fine wisping hair, a resolute mouth and the aristocratic features of her ancestors. As she stalks to the swivel chair by the great arched window, you feel a wave of that old Freshman awe returning, from the days when an assistant called the roll of your biology class, another assistant graded your papers, and "the lady of the red robe" entered only to lecture — then disappeared again. When she has caught her breath, Miss Mac speaks. And the statuesque illusion is immediately shattered. For her voice is warm and womanly.

For some students Professor MacDougall could be forbidding, but for those who persevered and got beyond first impressions, she could become a firm, supportive, interested, life-long friend. She was never one to suffer fools gladly; however, for those whom she came to value and appreciate, she formed a continuing warm attachment.

Mary Stuart MacDougall was born in Laurenburg, Scotland County, North Carolina, on November 7, 1882. She died in Decatur, Georgia, on June 19, 1972, in her ninetieth year. Because of family responsibilities, she entered college later than most young women; however, she received her B.A. degree at Randolph-Macon Woman's College in 1912 and took her master's degree at the University of Chicago in 1916. Columbia University granted her the Ph.D. degree in 1925, and ten years later she received the Sc.D. degree from the Université de Montpellier in France. In the early 1930's, she was the

recipient of a John Simon Guggenheim fellowship which enabled her to pursue her research in Europe. Her special field of biology was protozoology. After teaching at Athens College (1912-1914), Shorter College (1914-1917), and Winthrop College (1917-1919), she became Professor of Biology at Agnes Scott in 1919, from which post she retired in 1952.

Professor MacDougall achieved scientific distinction far beyond the Agnes Scott campus. In 1927 she was a research associate at The John Hopkins University and in 1931 a Guggenheim Fellow at the Kaiser Wilhelm Institute in Berlin. During World War II, she was a consultant with the U.S. Public Health Service in malaria. In 1927 she was president of the Georgia Academy of Science and from 1942 to 1946 president of the Association of Southeastern Biologists. In 1952 this latter organization gave her its award "for meritorious service and contributions as a teacher and leader in biology." She was a member of Phi Beta Kappa and was listed in *Who's Who in America*.

In addition to her scientific interests "Miss Mac" was skilled in needlework — crocheting, needlepoint and petitpoint, and many beautiful finished products demonstrated the perfection of her work in this area.

"Miss Mac" was indeed a woman to be admired. Her achievements as a scientist brought great honor to Agnes Scott.



## Joseph Maclean

For twenty-five years, from 1893 to 1918, the Department of Music at Agnes Scott and Joseph Maclean were almost synonymous terms. First as teacher of music, then as Director of the School of Music, and ultimately as Professor of Music and Chairman of the Department, Joseph Maclean was for years, after the President, the highest paid person in the Agnes Scott faculty or administration. Professor Emeritus Margaret T. Phythian, who as a student knew Mr. Maclean, has characterized him as a "great gentleman." He was deeply devoted to Dean Hopkins and frequently had an invitation to dine at her table in the College dining hall. All students respected and admired him.

Joseph Maclean was born in York, South Carolina, on October 5, 1861. He was educated in the schools of his native community, at Lenoir Preparatory School, and at Davidson College. He received special musical training in New York under Burdett Mason and at the Cincinnati Conservatory of Music. He served as a musical editor of "The New Psalms and Hymns," published in 1901, and wrote the music for three of the hymns in that volume. In addition, he was organist in the North Avenue Presbyterian Church and in the Central Presbyterian Church of Atlanta.

His married life was made tragic by death. In October, 1893, shortly after coming to Agnes Scott, he married Miss Elizabeth Graham, who died just over ten months later on giving birth to a son who survived his mother by just one day. Mother and son were buried in the same grave.

Mr. Maclean resigned his post at Agnes Scott in order to engage in Y.M.C.A. and Red Cross work during World War I. Professor Phythian reports that word came back to the College that the soldiers loved him greatly. Perhaps his own great tragedy enabled him to be more than usually understanding and helpful. At any rate, he rose to the rank of major. In 1922 his health broke, and he returned to York to live with a cousin. He died on December 29, 1924, and was buried in Charlotte, North Carolina, beside his young wife and infant son.

The name of no former professor is more often used by present students than is that of Joseph Maclean. In 1940 when Presser Hall was built, the small auditorium on the second floor was named for him. Since that time, chapels recitals, lectures, plays, films have used this multi-purpose hall which seats 300 people. Perhaps no other single facility on the campus is more useful than is Maclean Auditorium. Thus, Professor Maclean's name is almost a by-word at Agnes Scott, and those here now unconsciously honor the memory of this gentle man who laid the foundations for music on this campus.

## Mary Louise McKinney

For seventy-four years Professor Louise McKinney lived on the Agnes Scott campus. She joined the faculty in 1891 when the institution was just two years old, and she retired from active teaching forty-six years later in 1937; however, in retirement she continued to live on the campus until her death in 1965 when she was in her ninety-seventh year. Thus, her association with Agnes Scott spans a longer period than that of any other person ever connected with the College.

Mary Louise McKinney was born in Farmville, Prince Edward County, Virginia, on December 7, 1868. She died in Decatur, Georgia, on January 26, 1965. She was a graduate of the State Teacher's College in Farmville, but at the time she finished, that institution did not grant degrees; thus, she was a full professor at Agnes Scott for forty-six years but never held an academic degree of any kind. She had planned to go to Vassar for her degree, but after coming to Agnes Scott, she never seemed to find the occasion to take the necessary time off. She did, however, go away frequently for further schooling in the summers.

Miss McKinney was just twenty-two years old when she arrived at Agnes Scott. When the telegram came offering her a job, her father was considerably upset about his young daughter going so far from home and is reputed to have remarked, "Where is this Decatur anyway? Obviously they don't even have a telegraph office there. This telegram came from Atlanta!" But Miss McKinney did accept the post — her first and only teaching position in an active career that covered almost half a century.

Professor McKinney was a demanding and inspiring teacher, and years after she retired alumnae would flock to her house on Alumnae Day to renew their friendship with her. About her President James Ross McCain has written as follows:

In addition to her teaching, Miss McKinney had many other duties. She was a chaperone and house mother. She served as Registrar, and some of the best records we have . . . are those which she kept. She was Chairman of the Admission Committee for many years. When I came to the College fifty years ago, Dr. Gaines, who was President, wanted me to get really acquainted with the life of Agnes Scott, so he suggested, "I'll appoint you as a member of the Admission Committee, and you will learn more from Miss McKinney than in any other way." I found this to be entirely true.

It was just fun to watch her work. She was very strict. In a day

when the catalogues of most institutions were mere window dressing, she insisted that the Agnes Scott publication must be taken literally. If it stated that "Macbeth" were required, it would never do to offer "Hamlet." If four books of "Caesar" were required, pages from Sallust could not be used. It was such meticulous care that won for Agnes Scott a great reputation for fine, dependable work. It was tough on the students; but, when the institution claimed in 1906 to be a *college*, it was immediately admitted to membership in the Southern Association of Schools and Colleges, the first college or university in Georgia to have this honor. Miss McKinney had a large part in this.

In 1891 the west end of Main Building was a chapel. In 1906 Rebekah Scott Hall was erected, and the Chapel was located there. After that, the west end of Main was divided into classrooms, and Room 42, the southwest corner of the first floor, where Miss McKinney taught, became a legend. Thousands of students found inspiration there, and Room 42 is now named The McKinney Room. It is appropriate that her portrait should hang in the room now, just over the point where her desk stood and where she presided for so long.

Professor McKinney was a great lover of literature and had the ability to impart that love to her students. It is highly fitting that the annual Louise McKinney Book Award should perpetuate this excellency of her long tenure at Agnes Scott. This award is a cash prize given annually to the student who from May to May in the opinion of the judges accumulates the most discriminating personal library and who shows a real knowledge of her books.

Until the end of her life Miss McKinney's mind was clear, and her memory was excellent. Fortunately, under the title "Some Imperfect Recollections of the Early History of Agnes Scott College" she set down in long hand many of her memories of the College. One day when she was well into her nineties, she called the present writer to her house and placed in his hands three little loose-leaf notebooks — those precious recollections which are a treasure trove of Agnes Scott lore. Understandably, he still has them and guards them jealously.

It is not extravagant to call Professor Louise McKinney a founder of Agnes Scott, for along with Col. Scott and Dr. Gaines and Dean Hopkins, she was one of the earliest in that noble company who charted the course and established the standards and integrity of the College. She stands in the front rank of Agnes Scott's greats.

## P.J. Rogers, Jr.

In 1946 at the age of twenty-five, P.J. Rogers, Jr., joined the administrative staff of Agnes Scott College. Five years later in 1951 in the first month of President Wallace M. Alston's administration, Mr. Rogers was appointed Business Manager of Agnes Scott, becoming at the early age of 30 one of the major administrative officers of the College. Thus, for approximately half his life, this man spent himself for this institution.

P.J. Rogers, Jr., was born in Covington, Georgia, on June 22, 1921. He died very suddenly in his home on the Agnes Scott campus on March 14, 1970. Mr. Rogers grew up in his native community, remaining there through high school. After attending North Georgia College in Dahlonega and prior to joining the Agnes Scott staff, he was associated with the Retail Credit Company and with the Georgia Institute of Technology. On November 27, 1941, he married Miss Virginia Wallace, and they were the parents of five children.

In commenting on Mr. Rogers, President Alston has said, "I have never known a man who knew so much about so many things." This comment is not an overstatement, and many in the faculty could give numerous examples of Mr. Roger's vast knowledge and "know-how." For instance, if one wanted to employ a painter, a carpenter, a roofer, or a plumber, he sought Mr. Rogers' advice. This man knew where one could get a car repaired or how to save money on the purchase of furniture or linoleum or garden tools. He could give good counsel on the preparation of an income tax form or on what one should do to meet the requirements of the local housing code. All this great store of knowledge was shared with generosity and enthusiasm. Indeed, he did more than just share; he participated. One faculty member, needing a power lawn mower, spoke to Mr. Rogers about the matter and found himself being personally accompanied to a dealer where Mr. Rogers helped in the selection of the mower and by his presence assisted in negotiating an advantageous price for the purchaser. Such stories as this one are legion about this useful man.

But it is on the Agnes Scott campus itself that he left his most significant mark. As was noted at his funeral service, there's not a building, a tree, or bush, or a blade of grass at Agnes Scott that does not speak of him. As purchasing agent, he bought almost everything the College uses, from paper and pencils to scientific equipment for the laboratories or instruments for the studios. As the administrator in

charge of buildings and grounds, he personally devised and supervised every alteration to the campus from the major remodeling of a building to the selection of a spot to plant a shrub. As the employer and supervisor of all non-contract employees, he was directly involved in the lives of a larger number of people than almost any other person in the College. It was Mr. Rogers who was the contact person with the community in the growth of the campus. He recommended the property that the College should purchase and then was an active participant in each step until the final transaction. If a new building was erected, Mr. Rogers worked closely with the architect in all planning and designing, then with the builder in the construction, next with the suppliers of furnishings and equipment, and finally with the occupants in their becoming adjusted to the new facility. No person, except the President of the College himself, was related to so many facets of Agnes Scott's life.

Amiable in manner, patient in spirit, profligate in the way he spent himself, Mr. Rogers' primary interest was people — human beings in all walks of life. Twenty-four hours a day, seven days a week he was available to help, to encourage, to sustain — this assistance being offered in an unostentatious way that invited confidence and endeared him to one and all.

In 1958 the students of Agnes Scott dedicated the *Silhouette* to Mr. Rogers. Here is what they said of him:

Mr. P.J. Rogers is the man behind the scenes at Agnes Scott. As Business Manager of the College, he has a tremendous task in the practical, everyday job of keeping the college going. It is his place to supervise the maintenance, the budget, the buying of equipment and all repair work . . . Add to these the many miscellaneous jobs which fall to him daily, and it is indeed amazing to note the competency, swiftness, and effectiveness with which he works.

The students used the word *amazing* to describe P.J. Rogers, Jr. For those who knew him during his quarter of a century with Agnes Scott, that word is exactly the one for him.

## Carrie Scandrett

Dean Carrie Scandrett was born in Cordele, Georgia, where she grew up. In the autumn of 1920 she entered Agnes Scott as a freshman, and from that day to the end of her life in June, 1981, with the exception of one year immediately following her graduation in 1924, she was an integral part of the on-going life of this College — four years as a student, forty-four years as a member of the administration, and finally approximately a dozen years as an emeritus person living adjacent to the campus.

As an undergraduate Carrie Scandrett was president of Student Government, a singer in the Glee Club, and a member of the varsity hockey team. She also took a double major in chemistry and Latin. In the *Silhouette* for 1924, her classmates wrote as follows:

Dick is, without doubt, the most popular and best-loved girl in the College.

Miss Scandrett spent 1924-1925 away from Agnes Scott working with the Y.W.C.A. and returned in 1925 as secretary to Dean Nannette Hopkins. In 1931 she became assistant dean, and on Miss Hopkins' retirement and death in 1938, Miss Scandrett was named Dean of Students, a post which she held for thirty-one years until her retirement in 1969. Along the way she found time to earn an M.A. degree from Columbia University. A part of the Trustees' resolution adopted in the spring of 1969 reads this way:

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.

When Dean Scandrett retired, the Alumnae Association on the Friday evening before Alumnae Day gave her a gala reception where there was an outpouring of love and gratitude for the honoree. She was presented with funds for a new car and for a color television. Also announcement was made of the establishment of the Carrie Scandrett Fund which came into reality through the gifts of countless friends and admirers. By action of the Trustees, the income from this Fund is used for student activities.

More recently, in 1980, Dean Scandrett was further honored. On Alumnae Day she received an Outstanding Alumna Award for distinguished service to the College — a recognition richly deserved.

Carrie Scandrett never sought the limelight. Much of her effectiveness was accomplished quietly behind the scenes, but for approximately sixty years, she was a moving and constructive force in the life of Agnes Scott.

## Laura Mayes Steele

Laura Mayes Steele was a native of Atlanta and continued to live there all her life. She was educated in the Atlanta Public Schools, graduating from the Girls' High School in 1933. She then entered Agnes Scott where she received her degree with honor in 1937. The next year (1938) she became secretary to President James Ross McCain, interrupting this term of service to attend Columbia University from which she received her M.A. degree in college administration. In time, she was named assistant registrar to Professor Samuel Guerry Stukes. President Wallace M. Alson, in the first year of his administration, appointed Miss Steele to be Director of Admissions, and when Dean Stukes retired in 1957, she became registrar as well; thus, for many years thereafter, she simultaneously filled two full-time administrative posts. At the beginning of the second year of President Marvin B. Perry's administration, when the positions of registrar and admissions director were separated, Miss Steele chose to be registrar, a post which she continued to fill until her sudden death on June 17, 1977.

In Agnes Scott's entire history, no person has been more devoted to the College or more responsible in her duty than was Laura Steele. Whatever job she was called upon to do, she did thoroughly and well. The word "overtime" was not a part of her vocabulary. If she was responsible, she stayed with her work until it was finished. Early in the morning and late in the evening she was busy at Agnes Scott. She was even frequently in her office on Sunday afternoons. During the twenty-three years that she was Director of Admissions, she had a dictaphone at home and departed in the evening with a stack of correspondence to be handled and returned the next morning with dictabelts ready for her several secretaries. She seemed to thrive on work, and she was tireless in discharging her duty to Agnes Scott.

Laura Steele was also the epitome of high standards. Excellence was a hallmark with her. She despised gadgetry and sham and gave such short-cuts a wide berth. If an academic requirement made certain demands, she was insistent that those demands be fully met. In many ways she served as Agnes Scott's academic conscience and thereby won the respect of faculty, students, and alumnae alike.

She believed firmly that good students are essential if a college is to be a good college, and to that end in her work in admissions she sought the best students she could find, never compromising with mediocrity



for the sake of expediency. If a good student needed financial aid, Miss Steele was that student's champion in the Scholarship Committee.

Laura Steele was the personification of accuracy. The precision with which she kept the College's academic records is legendary. No detail was too insignificant for her scrutiny, and her eyes went everywhere. Around Agnes Scott it was general knowledge that she was the best proofreader on campus. Someone has said that "trifles make perfection and perfection is no trifle." Certainly Laura Steele aimed for perfection, and the constant excellence of her work attested to her unceasing attention to detail.

She was involved in almost everything that mattered at Agnes Scott. She was a member of the Academic Council, of the Curriculum Committee, of the Administrative Committee, of the Scholarship Committee, and of the Admissions Committee, to say nothing of a host of *ad hoc* committees. She was the trusted confidant of her peers, and President Alson has often spoken of how much he relied on her judgment.

At the service in her memory, conducted in Gaines Chapel on September 23, 1977, former Dean of the Faculty C. Benton Kline, Jr., concluded his remarks with this summation:

Laura Steele is one of a great procession of women — and men — to whom this college owes its character and its very being. But she was Laura Steele — unique — herself — intelligent and wise, charming and compulsive, committed to honesty and truth, to her family, to Agnes Scott and to almighty God in whose glory and grace and guidance she daily put her trust, and in whose presence she does surely abide.

Such was Laura Mayes Steele. For four decades she served her alma mater with uncommon devotion and skill. So effective was her service that Agnes Scott may never see her like again.

## Samuel Guerry Stukes

Samuel Guerry Stukes served Agnes Scott for forty-four years — first as professor, then as professor and registrar, and ultimately as professor, registrar, and dean. One of the most popular and effective teachers ever to be at Agnes Scott, he was the friend of all whom he met. On meeting a person, he had the happy faculty of making that person feel that he or she was the very individual he most wanted to see at that time. His sense of humor was infectious, and his laugh could frequently be heard up and down the corridor near his office.

He was born in Manning, South Carolina, on October 1, 1887. In 1908 he received his B.A. degree from Davidson College and two years later was awarded the master's degree from Princeton University. Princeton Theological Seminary granted him the bachelor of divinity degree in 1913, and his alma mater, Davidson, awarded him an honorary doctorate in 1944. He engaged in graduate study at Yale in 1916-1917. Professor Stukes was also a member of Phi Beta Kappa. During World War I, he served first in the U.S. Army Signal Corps and then as a cadet in the Air Service Aviation School. In 1924 Professor Stukes married Frances Gilliland, an Agnes Scott graduate. They had one daughter, Majorie.

In 1913, Guerry Stukes joined the Agnes Scott faculty and in his own words gave his life to the College. He immediately established himself as a top-flight teacher. The late President James Ross McCain, in his unpublished memoirs, has written that, when he was considering coming to Agnes Scott, he expressed apprehension about his ability to teach Bible (not his field) and also to use the lecture method in teaching. Dr. Gaines' answer was to say, "Let me take you to a Bible class that is well taught." He then took Dr. McCain to hear Professor Stukes teach. And decades later President McCain still remembered the excellence of the class which he attended.

Writing in *The Agnes Scott Alumnae Quarterly* when Dean Stukes retired, Professor Mildred R. Mell observed that as Dean of the Faculty, Professor Stukes always held tenaciously "to his determination that academic standards at Agnes Scott must be kept high and therefore must be subject constantly to critical evaluation and revision . . . ." Commenting further, Professor Mell refers to Dean Stukes "as guide, as counsellor, as ready-listener, as fellow teacher and as friend."

On three different occasions (1916, 1940, and 1957) the students

dedicated the *Silhouette* to Dean Stukes. In each dedication his interest in people is highlighted. Here is what the seniors said about him the year he retired:

Because places reflect the people who make them what they are and because people we love reveal to us the spirit of the places they have helped to create, his [Dean Stukes's] presence will always be an inseparable part of the life of our college. In his positions as Professor, Counselor, Dean of the Faculty, and Registrar, his leadership and service for forty-four years have shown us the true meaning of the intellectual and spiritual ideals which we value. When time obliterates the problems that we brought to him and the jokes we shared, his laughter will voice itself in our hearts, and his love and loyalty will shine before us like a star.

It is also worthy of note that from 1944 to 1971, Professor Stukes served as a member of the Agnes Scott Board of Trustees. Thus, an official association begun in 1913 lasted for fifty-eight years.

After Dean Stukes retired from Agnes Scott, he began a whole new career when he became Educational Consultant with the Decatur Federal Savings and Loan Association. In this new post his expertise in education became available to the larger community as he gave counsel and advice on any educational problem to students and parents alike. Many people gratefully recall the excellence and wisdom of his counsel in this new post.

Samuel Guerry Stukes died on October 23, 1975, at age 88. Summarizing his funeral service, *The Agnes Scott Alumnae Quarterly* put it this way:

As the majestic strains of Luther's "A Mighty Fortress" filled the sanctuary of the Decatur Presbyterian Church — the church he loved so well — friends who came to mourn the passing of Dean Guerry Stukes fondly recalled all that he had meant to his family, his friends, his church, and to the College he served so long.

There could be no doubt that this funeral service was that of a man whose life was dedicated to his faith and to his beloved Agnes Scott College. Following the reading of Old Testament scripture, including the Agnes Scott Psalm 103, and New Testament texts that included the motto of the College, II Peter 1:5, Dr. Wallace Alston, President Emeritus of the College, paid loving tribute to his friend and fellow-worker.

"For 62 years Guerry Stukes meant Agnes Scott to his community, for even after his retirement in 1957 he had a close relationship to the College, and rendered service after the retirement date. His was a ministry of service. Many have invested in Agnes

Scott. They have invested money, time, and their lives. The investments of Guerry Stukes were even more significant, because they reflected an inner spirit of caring.

“Dr. Stukes’ life was one of caring. He cared about people. He was a great and loving counselor. He cared about everyone with whom he came into contact, from the newest student to the humblest member of the staff. He was a scholar, but a scholar with a heart.

“Guerry Stukes had an uncanny ability to put himself in the background. He ran from publicity; he was modest, humble; a gentle man. And he integrated a real concern for academics with a genuine, simple Christian faith.”

In a moving letter read by Dr. Alston during the service, and written by Dr. Stukes on the day after his formal retirement, Agnes Scott’s beloved Dean expressed his gratitude to everyone with whom he had come into contact at the College: students, faculty, staff, alumnae, carpenters, maids, and engineers, and he ended the letter, “Thank God for Agnes Scott.” To which Dr. Alston replied, “God has called a beloved person home. Thank God for his life and for his influence.”

(See also pp. 157-158)

## Anna Irwin Young

Professor Anna Irwin Young was born in the greater Pittsburgh, Pennsylvania, area on November 25, 1873. Her father, the Rev. Samuel Young, a native of Ireland, was at the time pastor of the Sandusky Street Church in Allegheny just across the Allegheny River from Pittsburgh. In the middle 1890's Mr. Young moved his family to Atlanta where he lived for the remainder of his life.

For two years beginning in 1893, Anna Young was a student in Agnes Scott Institute, apparently completing her work in 1895. In 1898 she was appointed to the Department of Mathematics, rising to be Professor of Mathematics, a post she held until her death in 1920. She also served as Librarian from 1898 to 1902. When Agnes Scott became a college in 1905-1906, she continued in the college faculty; however, feeling that she should have a degree, she took the requisite courses and received her B.A. degree in 1910 although while she was pursuing this work she was concurrently Professor of Mathematics. Professor Young took a leave of absence in 1913-1914 during which time she received her M.A. degree from Columbia University. She died quite unexpectedly of pneumonia on September 3, 1920, while visiting relatives in Pittsburgh.

From every evidence at hand, Professor Anna I. Young must have been one of the most effective and greatly loved faculty members who ever taught at Agnes Scott. Shortly after her death, a little pamphlet was published entitled simply "Miss Anna." This pamphlet tells of her excellence as a teacher, of her concern that her students do well, and of her understanding of their difficulties. One account is of a senior who repeatedly failed trigonometry "until the day came when she had the last exam that she could have on it. And she'd studied so hard and was so scared that in the glare of the classroom and under the sound of the thumping of her own heart she forgot everything she knew and didn't try to work some of the problems. That night she was sent for and she went to Miss Young's room. 'Now,' said Miss Young sweetly and firmly, 'I know you know this, and I know you can work these problems. Sit down in that chair and work them.' And there in the quiet she worked them. And so — she passed."

The first issue of *The Agonistic* for the 1920-1921 year carried a front page article about Professor Young, part of which reads as follows:

It is hard indeed for the students of Agnes Scott to express our grief. Our sense of loss is too great, for Miss Young was everything to us that a fine professor, a friend whose sympathy was unbounded, and a Christian character, whose life was all service for others could be. In everything that pertained to our college she was sincerely interested. An alumna of Agnes Scott herself, she was tireless in her activities in behalf of the alumnae of Agnes Scott, and always the staunchest supporter of everything that could contribute to the welfare and growth of our college. And in the students and their affairs, there was none more helpful. Whether we went to her for advice in personal affairs or in those things that concerned the college community, we found the same ready counsellor and willing spirit. She helped us with our little tasks that were hard, and again with student government affairs, our Y.W.C.A., our united war work drives — in fact, with everything that demanded real aid.

The Class of 1920, the last group that Professor Young lived to see graduate, dedicated *The Silhouette* to her with these words:

To her whose loyal devotion has ever been an inspiration in our college life.

When the Alumnae House was erected in 1923, it was named the Anna Young Alumnae House in memory of Professor Young. In the main hall of this building hangs a panel which features a profile likeness of Miss Young. Below the likeness is inscribed one of her favorite quotations: "Till the day dawns." She undoubtedly was a catalyst for excellence and goodness in the early days of Agnes Scott.

# Directory

Chairmen, Board of Trustees  
Agnes Scott College  
1889-1982

Frank Henry Gaines	1889-1896
George Washington Scott	1896-1903
Samuel Martin Inman	1903-1914
Joseph K. Orr	1914-1938
George Winship	1938-1956
Hal L. Smith	1956-1973
Alex P. Gaines	1973-1979
Lawrence L. Gellerstedt, Jr.	1979-

Presidents of Agnes Scott College  
1889-1982

Frank Henry Gaines	1896-1923
James Ross McCain	1923-1951
Wallace McPherson Alston	1951-1973
Marvin Banks Perry, Jr.	1973-1982



## Trustees of Agnes Scott College, 1889-1982

Adams, Hilda McConnell, '23 1930-1932	Cecil, R. 1900-1902
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Allen, Ivan, Jr. 1959-1977	Cunningham, John R. 1927-1928
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Alston, Wallace M. 1946-1973	Davis, Neil O. 1966-
Alston, Wallace M., Jr. 1979-	Dendy, Marshall C. 1945-1975 Emeritus 1975-
Anderson, Neal L. 1923-1931	Dobbs, R. Howard 1959-1970
Barnett, Edward H. 1889-1898	Dobyns, W.R. 1922-1931
Barnett, Penelope Brown, '32 1942-1944	Donaldson, Fannie Mayson, '12 1926-1929
Bellingrath, W.A. 1922-1937	DuBose, Warner H. 1932-1944
Bernard, Louise Isaacson, '46 1978-	Dunseith, D.A. 1928-1936
Bradley, S. Hugh 1943-1963	Durrett, Cora Morton, '24 1934-1936
Bridewell, C.P. 1900-1906	Dwyer, Frances Craighead, '28 1936-1938
Brownlee, E.D. 1926-1954	Eagan, John J. 1906-1920
Bryan, John E. 1944-1949	Elliott, William M., Jr. 1939-1944
Calhoun, Abner W. 1904-1905	Equen, Anne Hart, '21 1940-1942
Cameron, Elizabeth Henderson, '43 1982-	Evans, Letitia Pate 1949-1953
Campbell, J. Bulow 1926-1940	Fifield, Harry A. 1954-
Candler, C. Murphey 1889-1935	Flinn, Elizabeth Blackshear, '38 1968-1970
Candler G. Scott 1924-1972	Flinn, Richard Orme 1920-1948
Candler, G. Scott, Jr. 1972-	Fowler, Mary Prim, '29 1958-1960
Candler, Milton A. 1896-1909	Frist, J. Chester 1954-1959

- Gaines, Alex P.  
1959-
- Gaines, Frank H.  
1889-1923
- Gardner, William V.  
1943-1953
- Geffcken, Katherine A., '49  
1975-
- Gellerstedt, L.L.  
1944-1970 Emeritus 1970-1978
- Gellerstedt, L.L., Jr.  
1969-
- Gellerstedt, Mary Duckworth, '46  
1978-1982
- Gilmer, Ben S.  
1960-1978 Emeritus 1978
- Gould, Edward P.  
1979-
- Gow, Jacqueline Simmons, '52  
1982-
- Guy, Allie Candler, '13  
1929-1930
- Harman, Bessie Scott, Inst.  
1917-1937
- Heltzel, Massey Mott  
1961-1976
- Henley, John H., III  
1950-1958
- Hollingsworth, D.W.  
1941-1965
- Holt, Francis M.  
1933-1947
- Hooper, L.M.  
1914-1920
- Hopkins, Nannette  
1927-1938
- Hutchens, Eleanor N., '40  
1962-1964
- Ingram, G. Conley  
1977-
- Inman, Frank M.  
1915-1950
- Inman, Mildred McPheeters  
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- Inman, Samuel M.  
1898-1915
- Inman, W.P.  
1904-1905
- Jackson, J.W.  
1926-1927
- Kendrick, W.S.  
1904-1917
- Keough, Donald R.  
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- King, George E.  
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- King, Harriet M., '64  
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- Kirk, Mary Wallace, '11  
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- Lacy, B.R., Jr.  
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- LeSourd, Catherine Marshall, '36  
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- Lewis, Bella Wilson, '34  
1960-1962
- Lindamood, W.S.  
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- Lingle, Walter, L.  
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- Looney, Wilton D.  
1964-1982
- Love, J. Erskine, Jr.  
1977-
- Lupton, J.T.  
1914-1933
- Lyons, J.S.  
1914-1942
- MacDougall, Margaret McDow, '24  
1946-1948
- Mandeville, L.C.  
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- Matheson, K.G.  
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- Matthews, Catherine Baker, '32  
1952-1954
- McCain, James Ross  
1920-1965
- McCallie, J.P.  
1914-1917
- McClure, J.A.  
1936-1945
- McDonald, Sarah Frances, '36  
1964-1966
- McGeachy, D.P.  
1920-1951

- McGeachy D.P., Jr.  
1954-1970
- McIntosh, H.T.  
1920-1944
- McMillan, John  
1929-1941
- Miller, P.D.  
1952-1972 Emeritus 1972-1974
- Minter, J.A., Jr.  
1959-1978 Emeritus 1978
- Moore, Ansley C.  
1944-1947
- Morse, Eugenia Slack, '41  
1972-1976
- Mountcastle G.W.  
1919-1923
- Neal, J.R.  
1945-1974
- Newsome, Suzella Burns, '57  
1970-
- Ogden, Dunbar H.  
1909-1918; 1922-1931
- Oglesby, M. Lamar  
1978-
- Oliver, Jane Meadows, '47  
1970-1972
- Orr, Joseph K.  
1904-1938
- Owen, Jean Bailey, '39  
1954-1956
- Paschall, Eliza King, '38  
1948-1950
- Pattillo, H.G.  
1966-1976
- Patton, J.G.  
1896-1917
- Paxon, C.T.  
1926-1933
- Perry, Marvin B., Jr.  
1973-1982;
- Philips, J. Davison  
1956-
- Porter, T.V.  
1900-1903
- Read, Mary Warren, '29  
1956-1958; 1964-1979 Emeritus 1979
- Rice, Theron H.  
1896-1908
- Ridley, Margaret W., '33  
1944-1946
- Rogers, C.B.  
1978-1981
- Rushton, W.J.  
1931-1944
- Sams, Hansford, Jr.  
1970-
- Scott, George Bucher  
1896-1920
- Scott, George W.  
1889-1903
- Scott, J.J.  
1920-1976
- Shanks, P.T.  
1924-1929
- Sibley, Horace H.  
1977-
- Sibley, John A.  
1936-1972 Emeritus 1972
- Sibley, Nancy Holland, '58  
1975-
- Smith, Betty Lou Houck, '35  
1950-1952
- Smith, Daisy Frances, '24  
1938-1940
- Smith, Edward D.  
1964-1967
- Smith, Hal L.  
1952-1977 Emeritus 1977
- Smith, John E., II  
1982-
- Spencer, Samuel R.  
1975-
- Sterne, Augustus H.  
1971-
- Stoffel E. Lee  
1972-
- Stone, C.F.  
1939-1964
- Strickland, Robert  
1941-1945
- Strickler, G.B.  
1890-1896
- Stukes, S.G.  
1944-1971 Emeritus 1971-1975
- Taylor, J. Randolph  
1977-

- Thatcher, Mary West, '15  
1947-1971 Emeritus 1971
- Thwaite C.E., Jr.  
1959-1964
- Tucker, Mary Emmye Curtis, '56  
1974-1978
- Venable, J.G.  
1917-1920
- Vereen, W.C.  
1914-1939
- Walker, H.K.  
1912-1914
- Walters, Frances Winship, Inst.  
1937-1954
- Wardlaw, William C., Jr.  
1957-1979 Emeritus 1979
- Waterman, Annie Louise Harrison, Inst.  
1947-1953
- Westcott, G.L.  
1939-1970 Emeritus 1970
- Weston, Marybeth Little, '48  
1966-1968
- Wey, Carol Sterns, '12  
1923-1926
- Wilburn, Llewellyn, '19  
1932-1934
- Williams, Thomas R.  
1975-
- Wilson, Diana Dyer, '32  
1954-
- Wilson, John C.  
1972-1982
- Winship, George  
1931-1956
- Woodruff, George W.  
1939-1942; 1947-1974 Emeritus 1974
- Woolford, T. Guy  
1936-1952

## Presidents, Agnes Scott Alumnae Association

- 1915-16 Martha Rogers, '14
- 1916-19 Emma Pope Moss Dieckmann, '13
- 1919-22 Mary Wallace Kirk, '11
- 1922-24 Carol Sterns Wey, '12
- 1924-26 Fannie Mayson Donaldson, '12
- 1926-27 Mary West Thatcher, '15
- 1927-28 Allie Candler Guy, '13
- 1928-30 Hilda McConnell Adams, '23
- 1930-32 Llewellyn Wilburn, '19
- 1932-34 Cora Morton Durrett, '24
- 1934-36 Frances Craighead Dwyer, '28
- 1936-38 Daisy Frances Smith, '24
- 1938-40 Anne Hart Equen, '21
- 1940-42 Penelope Brown Barnett, '32
- 1942-44 Margaret W. Ridley, '33
- 1944-46 Margaret McDow MacDougall, '24
- 1946-48 Eliza King Paschall, '38
- 1948-50 Betty Lou Houck Smith, '35
- 1950-52 Catherine Baker Matthews, '32
- 1952-54 Jean Bailey Owen, '39
- 1954-56 Mary Warren Read, '29
- 1956-58 Mary Prim Fowler, '29
- 1958-60 Bella Wilson Lewis, '34
- 1960-62 Eleanor N. Hutchens, '40
- 1962-64 Sarah Frances McDonald, '36
- 1964-66 Marybeth Little Weston, '48
- 1966-68 Elizabeth Blackshear Flinn, '38
- 1968-70 Jane Meadows Oliver, '47
- 1970-72 Eugenia Slack Morse, '41
- 1972-74 Mary Emmye Curtis Tucker, '56
- 1974-76 Jane King Allen, '59
- 1976-78 Mary Duckworth Gellerstedt, '46
- 1978-80 Celia Spiro Aidinoff, '51
- 1980-82 Jacqueline Simmons Gow, '52
- 1982- Jean Salter Reeves, '59

## Major Administrative Officers, Agnes Scott College 1889-1982

(The persons listed here are those who at some point in the performance of their duties reported directly to the Board of Trustees or to the President of the College.)

- |  |   |
|--|---|
| Alston, Wallace M.<br>Vice President 1948-1951<br>President 1951-1973  | Gary, Julia T.<br>Assistant Dean of the Faculty<br>1962-1967<br>Associate Dean of the Faculty<br>1967-1968<br>Acting Dean of the Faculty<br>1969-1969<br>Dean of the Faculty 1969-1979<br>Dean of the College 1979- |
| Bahr, Richard C.<br>Treasurer 1962-1967  | Hannah, William M.<br>Treasurer 1967-1975   |
| Barclay, Lee A.<br>Vice President for Business Affairs<br>1977-  | Hayes, Sarah<br>Treasurer 1913-1914   |
| Bachman, B.M.<br>Treasurer 1907-1913   | Henderson, R. James<br>Vice President for Business Affairs<br>1974-1976   |
| Bolles, Lois, '26<br>Librarian 1929-1930   | Hopkins, Nannette<br>Principal, Decatur Female<br>Seminary 1889-1890<br>Principal, Agnes Scott Institute<br>1890-1906<br>Dean, Agnes Scott College<br>1906-1938   |
| Bond, Mary Alverta, '53<br>Administrative Assistant to the<br>President 1960-  | Howard, Nelle Chamlee, '34<br>Executive Secretary,<br>Alumnae Association 1939-1943   |
| Buchanan, Nell, '22<br>General Secretary<br>Alumnae Association 1923-1925  | Hutchens, Eleanor N., '40<br>Director of Alumnae Affairs<br>1947-1954<br>Director of Publicity 1947-1954  |
| Bucher, Marian<br>Librarian 1906-1919  | Hutcheson, Ann Rivers, '59<br>Associate Director of Admissions<br>1972-1974<br>Director of Admissions 1974-1978   |
| Byers, Edna Hanley<br>Librarian 1932-1939  | Hutton, Dorothy, '29<br>Executive Secretary<br>Alumnae Association 1932-1936  |
| Cunningham, R.B.<br>Business Manager 1911-1943   | Johnson, Ann Worthy, '38<br>Director of Alumnae Affairs<br>1954-1970<br>Director of Publicity 1954-1958   |
| Dillard, Doyle M.<br>Vice President for Business Affairs<br>1976-1977  |   |
| Donaldson, Fannie Mayson, '12<br>General Secretary, Alumnae<br>Association 1929-1930<br>Executive Secretary, Alumnae<br>Association 1931-1932; 1936-1939 |   |
| Fogartie, Mary<br>Librarian 1905-1906  |   |
| Gaines, Frank Henry<br>Chairman, Board of Trustees<br>1889-1896<br>President 1896-1923   |   |

- Jones, Roberta K.  
Dean of Students 1969-1974
- King, Mary Jane, '37  
Alumnae Secretary 1946-1947
- Kirkland, Martha C.  
Dean of Students 1974-
- Kline, C. Benton, Jr.  
Dean of the Faculty 1957-1968
- Leatherman, Marian  
Librarian 1930-1932
- Longshore, Alice  
Librarian 1919-1921
- McCain, Paul M.  
Vice President for Development  
1969-
- McCain, James Ross  
Registrar 1915-1923  
Vice President 1918-1923  
President 1923-1951
- McKenzie, Virginia Brown, '47  
Director of Alumnae Affairs 1974-
- McNair, Walter Edward  
Assistant to the President,  
1954-1977  
Director of Public Relations and  
Development 1954-1969  
Director of Public Relations  
1969-1977
- Moore, Floy B.  
Librarian 1903-1905
- Newman, Lillian  
Acting Librarian 1969-1970
- Peltz, Rosemond S.  
College Physician 1958-1975
- Pendleton, Barbara M., '40  
Director of Alumnae Affairs  
1970-1973
- Perry, Marvin Banks, Jr.  
President 1973-1982
- Rhodes, Jane Guthrie, '38  
Executive Secretary, Alumnae  
Association 1943-1944
- Rogers, P.J., Jr.  
Assistant Business Manager-  
Treasurer 1946-1951  
Business Manager 1951-1970
- Sanders, Nannie G.  
Librarian 1921-1922
- Scandrett, Carrie, '27  
Secretary to the Dean 1925-1931  
Assistant Dean 1931-1938  
Dean of Students 1938-1969
- Sheppard, Mary D.  
Librarian 1902-1903
- Steele, Laura M., '37  
Secretary to the President  
1938-1948  
Assistant Registrar 1948-1957  
Registrar 1957-1977  
Director of Admissions 1951-1974
- Stewart, George  
Librarian 1970-1973
- Stone, Polly, '24  
General Secretary, Alumnae  
Association 1925-1929
- Stukes, Samuel Guerry  
Registrar 1923-1957  
Dean of the Faculty 1938-1957
- Symms, Eugenia, '36  
Executive Secretary, Alumnae  
Association 1944-1946
- Tart, J.C.  
Treasurer 1914-1962  
Business Manager 1943-1951
- Tindel, Judith Maguire, '73  
Assistant Director of Admissions  
1976-1978  
Director of Admissions 1978-
- Tuggle, M. Virginia  
College Physician 1955-1958
- Webb, Alla  
Principal, Agnes Scott Academy  
1904-1905
- White, Genevieve C.  
Librarian 1922-1927; 1928-1929
- Young, Anna I., Inst.  
Librarian 1898-1902
- Young Ella  
Principal, Agnes Scott Academy  
1905-1913
- Young, Rachel  
Librarian 1905-1906

Agnes Scott Faculty  
1889-1982

**A**

- Abbott, Martin L. (1965-1966)  
B.A., M.A., Ph.D., History
- Ackerman, Edna Page (1934-1935)  
B.A., Physical Education
- Adams, John Lewis (1953-1976)  
B.M., M.M., Music
- Adams, Williams S. (1967-1969)  
B.S., M.Ed., Ed.D., Education
- Albrecht, Frank M. (1968-1969)  
B.A., Ph.D., History
- Albright, Thelma (1939-1941)  
B.A., M.A., English
- Alby, Libbie A. (1894-1899)  
Mathematics
- Alexander, Janet (1951-1955)  
B.A., M.D., Physical Education
- Alexander, Alice Lucile (1898-1899,  
1902-1904, 1913-1948)  
B.A., M.A., Chemistry, Biology,  
Mathematics, French  
See Academy listing
- Alexander, Victoria (1946-1947)  
B.A., Biology
- Alkema, Lloyd C. (1942-1943)  
B.S., Statistics
- Allen, Mary Virginia (1948-1951,  
1954-1979)  
B.A., M.A., Ph.D., French, German
- Almon, Dorothy (1910-1911)  
French, German
- Alston, Wallace McPherson  
(1948-1973)  
B.A., M.A., B.D., Th.M., Th.D.,  
D.D., LL.D., Philosophy
- Ames, Barbara (1944-1947)  
B.S., Physical Education
- Amis, Frances (1924-1925)  
B.A., Spoken English
- Ammons, Margaret Perry (1969-  
B.S., M.A., Ph.D., Education
- Anderson, Helen (1930-1931)  
B.A., Physics

- Anderson, Nathalie Fitzsimmons  
(1972-1976)  
B.A., Education
- Aral, Sevgi O. (1971-1972)  
B.S., M.A., Sociology
- Arbuckle, Howard Bell (1898-1913)  
B.A., M.A., Ph.D., Chemistry
- Armistead, J.D.M. (1905-1923)  
B.A., Ph.D., English
- Armstrong, John I. (1906-1913)  
M.A., B.D., Bible and Philosophy
- Ashley, Harriette (1954-1956)  
B.A., Physical Education
- Askew, Thyrsa (1902-1904)  
Academic Department and  
Physical Culture  
See Academy listing
- Aunspaugh, Eugenia L. (1899-1900)  
English and Elocution
- Auten, Mary (1933-1934)  
B.A., M.A., Ph.D., Biology
- Aycock, Carol W. (1977-1978)  
B.F.A., M.A., Theatre

**B**

- Badger, Blanche C. (1940-1941)  
B.A., M.A., Mathematics
- Bailey, Donald B. (1946-1947)  
B.A., B.D., Th.M., Bible
- Baird, Anne C. (1971-1972)  
B.A., M.A., Ph.D., Sociology
- Baker, Anna May (1928-1930)  
B.A., M.A., Mathematics
- Baker, Keith E. (1979-1980)  
B.S., M.A. Economics
- Baker, Woolford B. (1922-1924)  
B.A., M.S., (Later earned Ph.D.)  
Biology
- Ball, Bona W. (1967-  
B.A., M.A.T., Ph.D., English
- Banker, Marion (1919-1920)  
B.A., M.A.,  
Sociology and Economics



- Banks, Ruth McDaniel (1958-1959)  
B.S., M.A., Spanish
- Bao, Benjamin C-P. (1973-1976)  
B.A., M.A., French
- Barineau, Elizabeth McDaniel  
(1946-1955)  
B.A., M.A., Ph.D., French, Spanish
- Barnes, Sandra L. (1977-1981)  
B.A., M.A., Music
- Barnett, Mary J. (1898-1902)  
History, Geography,  
Physical Culture
- Barnwell, William O. (1897-1898)  
Music
- Barr, Lois Elizabeth (1953-1955)  
B.A., M.A., Ph.D., English
- Barth Raimund (1903-1905)  
Music
- Bartholomew, Eda Elizabeth  
(1907-1912, 1913-1915, 1919-1920,  
1924-1927, 1930-1947)  
Music
- Bartholomew, Marguerite (1907-1908)  
Music
- Barton, David A. (1977-1981)  
B.A., Ph.D., English
- Baskin, Marta A. (1965-1966)  
B.A., M.A.T., Spanish
- Bate, Gwen M. (1975-1977)  
B.A., M.A., Ph.D., Psychology
- Baty, Evelyn (1940-1941)  
B.A., English
- Baver, Marlene (1960-1961)  
B.A., M.S.M., Music
- Baylen, Joseph O. (1953-1954)  
B.Ed., M.A., Ph.D., History
- Bayles, Roberta E. (1971-1972)  
B.S., MEd., Ed.D., Psychology
- Beaver, Bonnie Rose (1967-1973)  
B.A., M.F.A., Art
- Behan, David Paul (1974-  
B.A., Ph.D., Philosophy
- Benton, Mary Lucile (1974-1975)  
B.A., Chemistry
- Berry, Alice F. (1969-1970)  
B.A., M.A., French
- Berson, Judith F. (1957-1959)  
B.A., Physical Education
- Bicknese, Gunther (1966-  
Dr. phil., German
- Bidwell Clair (1891-1898)  
Primary Department
- Bishop, Florence S. (1950-1951)  
Art
- Bishop, Martha (1917-1918)  
Home Economics
- Black, Marian Putnam (1915-1916)  
B.A., Chemistry
- Blair, C. Winifred (1918-1919)  
B.A., M.A., English
- Blair, Marian H. (1945-1946)  
B.A., M.A., English
- Blaylock, Jean Mary (1968-1969)  
B.A., History
- Blitch, Lee Wesley (1970-1971)  
B.S., Ph.D., Chemistry
- Bonkovsky, Elizabeth Leitch  
(1976-1977)  
B.A., M.A., Ph.D.,  
Bible and Religion
- Bordner, Martin Alan (1970-1974)  
B.S., M.S., Biology
- Bormann, F. Herbert (1953-1955)  
B.S., M.A., Ph.D., Biology
- Boskoff, Priscilla F. (1971-1973)  
B.A., M.A., M.Ln., Ph.D.,  
Classical Languages and  
Literatures
- Boucher, Benedicte (1975-1976)  
French
- Bourquin, Helen (1916-1919)  
B.A., M.S., Biology
- Bowden, Sandra T. (1968-  
B.S., M.A., Ph.D., Biology
- Bowling, Arthur Lee, Jr. (1977-  
B.S., M.S., Ph.D., Physics
- Bowman, Sarah B. (1932-1935)  
B.A., Biology
- Box, Dorothy M. (1967-1969)  
B.S., M.S., Ed.D., Education
- Boyce, Glendora Lockhart (1954-1958)  
B.S., Physical Education

- Boykin, David W. (1972-1973,  
1978-1979)  
B.S., M.S., Ph.D., Chemistry
- Bradham, Jo Allen (1967-1980)  
B.A., M.Ln., M.A., Ph.D., English
- Braunrot, Christabel P. (1976-  
B.A., Ph.D., French
- Bridgman, Anna Josephine  
(1949-1974)  
B.A., M.A., Ph.D., Biology
- Brinkley Sterling G. (1953-1954)  
B.A., B.D., M.A., Ph.D., Education
- Britt, Mary Hart R. (1962-1966)  
B.A., M.A., English
- Brittain, Mary McDonald (1963-1964)  
B.A., M.A., Education
- Brock, Sandra (1970-1972)  
B.S., M.A., Physical Education
- Brooking, Jack T. (1974-  
B.A., M.A., M.F.A., Ph.D.,  
Theatre
- Brot, Adele F. (1950-1951)  
French
- Brown, Agatha (1920-1921)  
B.A., M.A., French
- Brown, Alice E. (1924-1926)  
B.A., Biology
- Brown, Jane B. (1928-1929)  
B.A., M.A., Psychology
- Brown, Jeannette (1908-1909)  
B.A., English, German
- Brown, Michael J. (1960-1962, 1965-  
B.A., M.A., Ph.D., History
- Brown, Robert L. (1978-1980, 1981-  
B.M., M.A., Music
- Brownlee, Janet L. (1923-1925)  
B.A., M.A., Latin
- Brownley, Martine W. (1979-1980)  
B.A., M.A., Ph.D., English
- Bryan, Annie Pope (1915-1916)  
B.A., Latin
- Bryan, Isabel Mawha (1946-1954)  
Music
- Bucek, Anthony J. (1981-  
B.S., M.F.A., Art
- Buchner, Margaret L. (1945-1946)  
B.S., Ph.D., Spanish
- Buck, Emma G. (1896-1900)  
Art
- Buckmaster, Claire (1945-1946)  
B.M., Music
- Bumgarner, Mary K. (1980-  
B.B.A., Economics
- Burgess, Cama (1922-1923)  
B.A., History
- Burns, Margaret Virginia (1944-1947)  
M.D., Physical Education
- Butcher, Carol Lyn (1979-  
B.M., Music
- Buttrick, George Arthur (1964-1965)  
D.D., LL.D., Litt. D., D.S.T.,  
Bible
- Byrnside, Ronald Lee (1975-  
B.A., M.A., Ph.D., Music
- Butler, Mary Elizabeth (1981-  
B.A., M.F.A., Ph.D., English
- Byrum, Mary Carolyn (1967-1971)  
B.S., M.S., Physical Education
- ## C
- Cabisius, Gail (1974-  
B.A., M.A., Ph.D., Classical  
Languages and Literatures
- Cady, Mary L. (1908-1918)  
B.A., M.A., Greek, History,  
Political Economy, Sociology
- Calder, Frances Clark (1953-1969, 1974-  
B.A., M.A., Ph.D., French
- Calder, William A. (1947-1971)  
B.A., M.A., Ph.D., Physics and  
Astronomy
- Caldwell, Lucile (1926-1929)  
B.A., Biology
- Calhoun, Catherine Blue (1967-1970)  
B.A., M.A., English
- Campbell, James L. (1941-1942)  
B.A., M.B.A., Economics
- Campbell, Mary E. (1923-1926)  
B.A., M.A., Latin and Greek
- Campbell, Nancy Morse (1959-1961)  
B.S., Physical Education
- Campbell, Penelope (1965-  
B.A., M.A., Ph.D.  
History and Political Science

- Campoamor, J.A. (1918-1919)  
M.A., Spanish
- Camus, Elizabeth (1976-1977)  
B.M. Music
- Carlson, Helen M. (1936-1940)  
B.A., M.A., French
- Carruth, Marlene T. (1957-1959)  
B.A., M.A.,  
Speech and Dramatic Art
- Carter, Elizabeth Plummer (1948-1949)  
B.A., M.A., English
- Carter, M. Eloise Brown (1978-  
B.A., M.S., Biology
- Cartledge, Samuel A. (1946-1947,  
1948-1953, 1954-1956, 1957-1958)  
B.A., M.A., B.D., Ph.D., Bible
- Cates, Lyn Kilgo (1973-1974,  
1981-1982)  
B.A., M.Ed., Education
- Cauvel, Martha Jane (1959-1960)  
B.A., M.A., Philosophy
- Chance, Catherine Deriseau (1953-1954)  
B.A., M.A., French
- Chang, Kwai Sing (1956-  
B.A., B.D., Th.M., Ph.D.  
Philosophy, Bible, Religion
- Chapman, Elizabeth Ellison (1964-1975)  
B.A., M.R.E., M.M., Music
- Chateaufeuf, Amy (1929-1930)  
M.A., Ph.D.  
Psychology and Education
- Chaze, Francoise (1974-1975)  
French
- Cheatham, Elizabeth (1927-1929)  
B.A., English
- Christian, Lucile Coleman (1930-1933)  
B.S., M.A., Biology
- Christian, Schuyler Medlock (1933-1947)  
B.S., M.S., M.A., Ph.D.  
Physics and Astronomy
- Christie, Annie May (1925-1962)  
B.A., M.A., Ph.D., English
- Cilley, Melissa Annis (1930-1963)  
B.A., M.A., Spanish
- Citrin, Nathan J. (1980-  
B.B.A., J.D., Economics
- Clark, Helen (1896-1897)  
Music
- Clark, Marion Thomas (1960-1961,  
1962-1978)  
B.A., M.A., Ph.D., Chemistry
- Clarke, Rebekah McDuffie (1946-1950)  
Music
- Clayton, Anne Roselot (1955-1959)  
B.A., Physics
- Cobbs, Susan P. (1941-1945)  
B.A., M.A., Ph.D.,  
Latin and Greek
- Cochran, Augustus Bonner, III (1973-  
B.A., M.A., Ph.D.,  
Political Science
- Cole, Lady Coma (1924-1926)  
B.A., M.A., History
- Collins, Eddie L. (1971-1972)  
B.S., M.A., Sociology
- Colton, Susan A. (1907-1911)  
French, Romance Languages  
See Academy listing
- Combs, Diana W. (1980-1981)  
B.A., M.A., Ph.D., Art
- Combs, Lois (1933-1934)  
B.A., M.A., Ph.D.,  
Latin and Greek
- Connell, Susan Stringer (1978-1980, 1981-  
B.A., Chemistry
- Cook, Mattie E. (1889-1904)  
History, Geography  
See Academy listing
- Cooke, Francis West (1931-1933)  
B.A., M.S., Ph.D.,  
Physics and Astronomy
- Cooper, Laura Irvine (1916-1917,  
1923-1924)  
B.A., M.A., English, History
- Cope, Charles L. (1956-1958)  
B.S., M.A., Mathematics
- Copple, Lee Biggerstaff (1961-  
B.A., M.A., Ph.D., Ph.D.  
Psychology
- Corazzini, Karen McKinsey (1966-1967)  
B.A., German
- Cornelius, William G. (1958-1968)  
B.A., M.A., Ph.D.  
Political Science
- Cornett, Linda Bowdoin (1971-1976)  
B.A., M.A., Ph.D., Philosophy

- Counts, Charles (1980-1981)  
B.A., M.A., Art
- Courtenay, Mary Ann (1946-1948)  
B.A., Chemistry
- Cousar, Charles Blanton (1963-1964,  
1966-1968, 1969-1970)  
B.A., B.D., Ph.D., Bible
- Cousins, Marguerite Louise (1921-1922)  
B.A., English
- Cox, Hiden Toy (1946-1949)  
B.A., M.A., Ph.D., Biology
- Cox, Margaret Louise (1967-1974)  
B.S., M.A.T., Physical Education
- Cramer, Ardis Lahann (1968-1972)  
B.S., M.S., Ph.D., Biology
- Crawford, Katherine (1930-1932)  
B.A., History
- Crigler, Elizabeth Aylor (1946-1962)  
B.A., Ph.D., Chemistry
- Crowe, Martha (1929-1932, 1935-1943)  
B.A., M.A., French
- Culberson, Margaret Augusta,  
(1921-1923)  
B.A., French
- Cumming, Daniel James (1947-1948)  
B.A., B.D., M.A., D.D., Bible
- Cunningham, Alice Jeanne  
(1966-1967, 1968-  
B.A., Ph.D., Chemistry
- Curry, Ethel (1920-1921)  
Music
- Curry, Eunice W. (1921-1923)  
Music
- D**
- Dachary, Marion (1977-1978)  
French
- Daniels, Urmila (1967-1968)  
B.Sc., M.Sc., Biology
- Darling, Marilyn Barfield (1971-1972,  
1973-  
B.S., M.M., Physical Education
- Darrow, Ruth (1906-1908)  
Music
- Davidson, Philip, Jr. (1928-1942)  
B.A., M.A., Ph.D., History
- Davis, Elizabeth Lockhart (1926-1927)  
B.A., Bible
- Davis, Jean Scobie (1917-1919,  
1922-1927)  
B.A., M.A., Sociology, Economics
- Davis, June (1949-1950)  
B.A., Biology
- Davis, Margaret W. (1926-1936,  
1941-1943)  
B.A., Chemistry
- Davis, Shirley L. (1970-1972)  
B.S., M.Ed., Education
- de Garmo, Mary C. (1913-1916)  
B.A., M.A., Home Economics
- de Jonge, Alfred Robert W.  
(1928-1929)  
B.A., Ph.D., German
- Dennison, Martha (1917-1918)  
B.A., English
- Denton, William H. (1966-1967)  
B.A., M.Ed., Ph.D., Education
- DesChamps, Margaret Burr  
(1952-1955)  
B.A., M.A., Ph.D., History
- Desquins, Emmanuelle (1978-1979)  
French
- Deveau, Clint (1981-  
B.A., J.D., Political Science
- Dewitz, Ludwig R. (1963-1964,  
1968-1969, 1976-  
B.D., Ph.D., Bible and Religion
- Dexter, Emily S. (1923-1955)  
B.A., Ph.D.,  
Psychology, Education,  
Philosophy
- Diaz, Manuel (1980-1981)  
Music
- Dieckmann, Christian W. (1905-1950)  
F.A.G.O., Music
- Dieckmann, Emma Pope M.  
(1913-1925)  
B.A., English
- Dillman, Caroline Matheny (1978-  
B.A., M.A., Ph.D.,  
Sociology, Anthropology
- Doerpinghaus, S. Leonard (1958-1968)  
B.A., M.A., Ph.D., Biology

- Domincovich, Ruth (1943-1945)  
B.A., M.A., Spanish
- Donaldson, William J., Jr. (1964-1965)  
B.A., B.D., Sc.M., M.A., Th.M.,  
Ph.D., Psychology
- Dotson, Molly Flanary (1965-1967)  
B.A., M.F.A., Physical Education
- Douglas, Lillian (1946-1947)  
B.A., Chemistry
- Douglas, Mary Ogilvie (1924-1929)  
Music
- Dowdell, Annie Kirk (1901-1904)  
Biology, Chemistry
- Downes, John P. (1966-1967)  
B.A., M.A., Education
- Dozier, Eugenie Louise (1934-1957)  
B.A., M.S., Physical Education
- Drake, Lillie Belle (1948-1951)  
B.A., M.A., Spanish
- Drake, Richard Bryant (1955-1956)  
B.A., M.A., History
- Drucker, Miriam E.K. (1955-  
B.A., M.A., Ph.D., Psychology
- Duncan, Bingham (1942-1943)  
B.A., M.A., Ph.D., History
- Duncan, Caroline (1912-1915)  
Expression
- Dunstan, Florene J. (1941-1974)  
B.A., M.A., Ph.D., Spanish
- Dwyer, Roy Eugene (1953-1954)  
B.S., M.Ed., Education

## E

- Eagleson, Helen (1925-1928)  
M.S., Ph.D., Psychology
- Edler, Florence (1926-1930)  
Ph.B., M.A., History
- Eldridge, Adda (1910-1911)  
B.A., French, German
- Emery, Julia J. (1910-1911)  
Physical Education  
See Academy listing
- Engle, Margaret (1928-1930)  
B.A., M.A., Bible
- Espy, Jane Stillwell (1942-1943,  
1945-1946)  
B.A., Biology
- Evans, Todd (1981-  
B.A., M.B.A., J.D.,  
Political Science
- Evans, William H.C. (1973-1977)  
B.A., M.A., Speech and Drama

## F

- Fahnestock, Rhoda (1917-1918)  
B.S., M.S., Home Economics
- Farrar, Thomas (1901-1905)  
Ph.D., English
- Feldman, Emanuel (1975-1976,  
1977-1978, 1979-1980, 1981-1982)  
B.S., M.A., Ph.D.,  
Bible and Religion
- Fenter, Neal R. (1974-1975,  
1976-1977)  
B.S., M.A., Theatre
- Ferguson, Berdie (1929-1930)  
B.A., Physics
- Field, L.A. (1889-1897)  
Latin, French, English, Elocution
- Fillmer, Henry Thompson (1964-1966)  
B.S., M.Ed., Ph.D., Education
- Finlay, Hattie May (1919-1921)  
B.A., M.A., Spanish
- Fish, Emma Althea (1891-1892)  
Music
- Fitzhugh, Margaret O. (1920-1923)  
Ph.D., Philosophy
- Fleischman, Rebecca (1975-1982)  
B.A., M.Ed., Ed.S., Education
- Flick, C. Roland (1919-1920)  
Music
- Flournoy, Alice Fitzgerald  
(1949-1951)  
B.A., Biology
- Folsom, George H., III (1971-1978)  
B.S., Ph.D.,  
Physics and Astronomy
- Forman, Carolyn (1940-1941)  
B.A., Biology
- Forman, Henry Chandler (1945-1951)  
B.A., M.Arch., Ph.D., A.I.A., Art
- Forsythe, David P. (1967-1969)  
B.A., M.A., Ph.D.,  
History, Political Science

- Fowler, Joanne Ellis (1971-1973, 1979-1981)  
B.A., M.Ed., Education
- Fox, Mary Walker (1937-1941, 1942-1944, 1952-1979)  
B.A., Chemistry
- Frame, Paul W. (1978-1980)  
B.S., M.S., Ph.D., Biology
- Fraser, Lowrie Alexander (1969-1970)  
B.A., M.A.T., Education
- Fraser, Valeria (1889-1891)  
Art, Calisthenics
- Freed, Gladys H. (1926-1932)  
B.A., M.A., Ph.D.,  
Latin and Greek
- Friedlander, Amy (1979-1980)  
B.A., M.A., Ph.D., History
- Frierson, William Joe (1946-1975)  
B.A., M.S., Ph.D., Chemistry
- Fuller, Jacob Cleveland (1954-1960, 1963-  
1963)  
B.S., Music
- Fulp, Ronald (1964-1965)  
B.S., M.A., Mathematics

## G

- Gaines, Frank Henry (1889-1923)  
D.D., LL.D., Bible
- Ganim, Virginia Lynn (1975-1978)  
B.A., M.A., English
- Garber, Paul Leslie (1943-1976)  
B.A., B.D., Th.M., Ph.D.  
Bible and Religion
- Garlington, Octavia (1950-1952)  
B.A., Biology
- Gary, Julia Thomas (1957-  
1957)  
B.A., M.A., Ph.D., Chemistry
- Gash, Annie (1899-1900)  
Science
- Gauerke, Warren E. (1953-1957)  
B.Ed., M.A., Ph.D., Education
- Gault, Catherine (1924-1926)  
Ph.B., Spanish
- Gaylord, Leslie Janet (1921-1968)  
B.A., M.S., Mathematics
- Gear, Felix Bayard (1948-1955)  
B.A., Th.M., Ph.D., Bible
- Gellerstedt, Ann (1942-1943)  
B.A., English
- Gerardin, Marie-Claire (1979-1980)  
French
- Gibbons, Lois Oliphant (1921-1923)  
B.A., M.A., Ph.D., History
- Giberson, David L. (1978-1979)  
B.S., Chemistry
- Giffin, Frederick, C. (1963-1964)  
B.A., M.A., History
- Gignilliat, John Lewis (1969-  
1969)  
B.A., M.A., Ph.D., History
- Gilbert, Otto (1922-1923)  
B.A., Physics
- Gilbreath, Lillian Rogers (1947-1968)  
B.M., M.A., Music
- Gilchrist, Philippa Garth (1923-1927, 1928-1946)  
B.A., M.A., M.S., Ph.D.,  
Chemistry
- Giles, Judith M. (1965-1968)  
B.A., M.A., Biology
- Gillespie, James Thornwell  
(1930-1947)  
B.A., Th.M., Ph.D., Bible
- Gillespie, Mary (1969-1970)  
B.A., Biology
- Gilroy, Helen (1927-1928)  
B.A., M.A., Physics and Astronomy
- Ginther, John (1954-1957)  
B.Mus., M.Mus., Ph.D., Education
- Glendenning, Gwendolen (1921-1923)  
B.A., French
- Glick M. Kathryn (1938-1974)  
B.A., M.A., Ph.D., Classical  
Languages and Literatures
- Gooch, Frances K. (1915-1921, 1922-1951)  
Ph.B., M.A., Expression,  
Spoken English
- Good, John W. (1924-1927)  
B.A., Ph.D., English
- Goode, Julia Pratt (1950-1952)  
B.A., Chemistry
- Goodlad, John Inkster (1949-1956)  
B.A., M.A., Ph.D., Education
- Goodpasture, Alice (1925-1926)  
Physical Education

- Goodwyn, Mary Elizabeth (1921-1923)  
B.A., Latin
- Gower, Martha Jean (1945-1946)  
B.A., Physics
- Graham, P.H. (1916-1917, 1919-1920)  
B.A., M.A., Physics and Astronomy
- Gray, Netta Elizabeth (1951-1970)  
B.A., M.A., Biology
- Gray, Virginia (1937-1938)  
B.A., B.S.L.S., French
- Green, Elvena M. (1959-1977)  
B.A., M.A., Ph.D.  
Speech and Dramatic Art
- Greene, Theodore Meyer (1964-1967)  
B.A., Ph.D., LL.D., L.H.D., D. Litt.  
Philosophy
- Grier, Lois (1918-1919)  
B.A., Mathematics
- Griffin, Carol Howe (1935-1936)  
B.A., Biology
- Griffith, Stephen John (1977-1979)  
B.A., M.F.A., Theatre
- Groseclose, Nancy Pence (1947-1979)  
B.S., M.S., Ph.D., Biology
- Gude, Mary B. (1911-1913)  
Ph.B., Ph.M., History, Political  
Economy, Sociology
- Guy, J. Sam (1913-1916)  
B.A., M.A., Ph.D., Chemistry
- H**
- Hagopian, Roxie (1950-1964)  
B.A., B.M., M.A., Music
- Hale, Julianne (1954-1956)  
B.A., M.A.,  
Speech and Dramatic Art
- Hale, Louise (1921-1951)  
B.A., M.A., French
- Hall, Charles Steven (1978-1979)  
B.M., M.M., Music
- Hamff, Christian F. (1919-1920,  
1920-1924)  
M.A., German
- Hamilton, Leone Bowers (1945-1946)  
B.A., Art
- Hammond, Charlotte (1917-1921,  
1927-1928)  
B.A., M.A., Latin, German
- Hammond, Henry C. (1903-1904)  
M.A., Bible
- Hanson, Gabriel C., Jr. (1969-1971)  
B.A., M.A., Political Science
- Harn, Edith Muriel (1921-1964)  
B.A., Ph.D., German, Spanish,  
Romance Languages
- Harris, Irene Leftwich (1950-1964)  
Music
- Harris, Polly Anna Philips (1951-1952)  
B.A., Physics
- Harrison, Julia Peachy (1916-1918)  
M.A., Ph.D., Chemistry
- Harrold, Frances Long (1960-1964)  
B.A., M.A., Ph.D., History
- Harwood, Rose (1918-1919)  
B.A., German
- Haskew, Laurence D. (1941-1947)  
B.A., M.A., Ph.D., Education
- Haslock, Clara Whorley (1912-1913)  
M.A., Home Economics
- Hatcher, Ruth Dickey (1950-1951,  
1952-1953)  
B.A., Chemistry
- Haworth, Steven A. (1976-  
B.A., M.A., Ph.D.,  
Political Science
- Hayes, George P. (1927-1967)  
B.A., M.A., Ph.D., English
- Healy, Beryl Lucretia (1941-1942)  
B.A., Biology
- Hearon, Cleo (1918-1928)  
Ph.D., History
- Heath, Eugene Schofield (1924-1925)  
B.A., M.A., Botany
- Heckard, Rebecca Beamer (1947-1949)  
B.S., Chemistry
- Heery, Genet Louise (1947-1948)  
B.A., Biology
- Heink, Felix (1907-1908)  
Music
- Helmrich, Elsie W. (1913-1914)  
B.A., Ph.D., German
- Hemphill, Nell (1941-1942)  
B.A., Music
- Henderson, Richard L. (1954-1959)  
B.A., M.A., Ph.D., Education
- Hensel, H. Richard (1961-1967)  
B.M., M.M., D.M.A., Music

- Hepburn, Lawrence R. (1970-1978)  
B.S., M.S., Ph.D., Education
- Hepp, Louise (1912-1913)  
Music
- Herbert, Lucy Goss (1936-1937)  
B.A., M.S., Chemistry
- Herbert, Mary Eloise (1954-  
B.A., M.A., Spanish
- Hetherington, Norriss, S. (1967-1968)  
B.A., M.A., Astronomy
- Hill, Ida Lee (1904-1905)  
Biology
- Hill, Jacqueline C. (1973-1974)  
B.A., M.Ed., Ph.D., Psychology
- Hilsenrad, Linda Marva (1978-  
B.A., M.A., Media Services
- Hodgson, Hugh (1940-1946)  
B.S., Music
- Hodgson, Newton C. (1954-1958)  
B.A., M.A., Ph.D., Education
- Hogan, Thomas W. (1965-  
B.A., M.A., Ph.D., Psychology
- Hoke, Elizabeth (1923-1924)  
B.A., Mathematics, Physics
- Hollingsworth, Roberta J. (1926-1930)  
B.A., Spanish
- Holt, Robert B. (1918-1946)  
B.A., M.S., Chemistry
- Holt, Venable (1892-1894)  
Preparatory Department,  
Physical Culture
- Hoogendyk, Marianna van. R.  
(1955-1956)  
B.A., Art
- Hopkins, Nannette (1889-1938)  
Mathematics, History
- Howard, Mattie Cobb (1900-1901)  
Biology
- Howell, Miriam M. (1955-1961)  
B.S., M.S., Ph.D., Education
- Howson, Emily E. (1920-1931)  
B.A., M.A.,  
Physics and Astronomy
- Hoyt, Dale L. (1980-1982)  
B.A., M.S., Ph.D., Biology
- Huber, Angelika (1964-1966)  
B.A., German
- Hubert, Claire M. (1964-  
B.A., M.A., Ph.D., French
- Hubner, W. Whitney (1910-1912,  
1920-1921)  
Music
- Hudson, Gué Pardue (1974-  
B.A., M.A.T., Education
- Hudson, Hendrik Reynolds  
(1959-1963)  
B.S.M.E., Physics and Astronomy
- Hunt, Anna E. (1895-1899, 1912-1917)  
Music
- Hunter, Charlotte (1943-1944,  
1947-1948)  
B.A., M.A., English
- Hunter, Floyd (1947-1948)  
B.A., M.A., Sociology
- Hupe, Chantal (1973-1974)  
French
- Hutchens, Eleanor Newman  
(1961-1967)  
B.A., M.A., Ph.D., English
- Hutcheson, Almeda (1919-1921)  
B.A., History
- Hutchings, Berte (1917-1918)  
Music
- Hutchins, William W. (1974-1975)  
B.A., M.F.A., Music
- Hyde, Robert S. (1978-  
B.A., M.S., Ph.D.  
Physics and Astronomy
- I**
- Ilgaz-Carden, Ayse (1978-  
B.A., M.A., Ph.D., Psychology
- Illien, Anna Belle Haizlip (1966-1969)  
B.S., M.A., French
- J**
- Jackson, Elizabeth Fuller (1923-1952)  
B.A., Ph.D., History
- Jackson, Sarah Evelyn (1960-1961)  
B.A., M.A., Ph.D., English
- Jennings, Pauline (1897-1898)  
Music
- Johnson, Annie Barnes (1925-1927)  
B.A., Sociology



- Johnson, Denni Kathleen (1967-1973)  
B.A., M.A., French
- Johnson, Edward C. (1965-  
B.A., M.S., Ph.D., Economics
- Johnson, Gussie O'Neal (1910-1912,  
1914-1917, 1925-1934)  
Music
- Johnson, Lewis H. (1910-1950)  
Music
- Johnson, Mary Landrum (1947-1948)  
B.A., M.A., French
- Johnson, Sterling (1926-1927)  
B.A., History
- Jones, Anais Cay (1928-1930)  
B.A., History
- Jones, Constance Anne (1973-  
B.A., M.A.T., Ph.D., Sociology
- Jones, Eugenia Cuvillier (1940-1943,  
1947-1949)  
B.S., M.A., D.Sc., M.D.  
Physical Education
- Jones, William H. (1955-1956)  
B.S., M.A., Ph.D., Chemistry
- Jordan, Helen Berry (1953-1954)  
B.A., M.A., M.S., Ph.D., Biology
- Joyner, Jeannette (1916-1917)  
B.A., Latin

## K

- Kahan, Betsy Berk (1972-1974)  
B.A., M.A., Ph.D., Psychology
- Kaiser, Hugette D. (1969-  
B.A., M.A., Ph.D., French
- Kamerkar, Mani D. (1971-1972,  
1978-1979)  
B.A., M.A., Ph.D., History,  
Political Science
- Kane, Maria C. (1959-1962)  
M.A., German
- Kase, Judith B. (1956-1957)  
B.A., M.A., Speech and Drama
- Keach, Everett T., Jr. (1962-1964)  
B.A., M.Ed., Ed.D., Education
- Keaton, Ruth (1964-1965)  
B.A., M.A., Spanish
- Keenan, Nannette W. (1970-1971)  
B.S., M.A., Speech and Drama

- Kelly, Mary Thalia (1973-1974,  
1975-1976)  
B.A., Biology
- Kennedy, Katharine D. (1981-  
B.A., M.A., History
- King, Harriet M. (1979-1980)  
B.A., LL.B., LL.M.,  
Political Science
- Kirby-Smith, Virginia (1969-1970)  
B.A., M.A., Ph.D., English
- Klaus, Virginia R. (1959-1960)  
B.A., M.A., Psychology
- Klebs, Margaret (1896-1898)  
Music
- Kline, C. Benton (1951-1968,  
1970-1971, 1976-  
B.A., B.D., Th.M., Ph.D.,  
Philosophy, Bible and Religion
- Kockert, Erika H. (1967-1970)  
German
- Kramer, Dewey Weiss (1972-1974)  
B.A., M.A., German
- Krebs, Sylvia H. (1981-  
B.A., M.A., Ph.D., History
- Kuznesof, Paul Martin (1979-  
Sc.B., Ph.D., Chemistry

## L

- Ladd, Edward Taylor (1958-1969)  
B.A. M.A., Ph.D., Education
- Lamb, Reginald C. (1917-1918)  
M.A., Physics and Astronomy
- Lammers, Helene Norwood (1928-1930)  
B.A., Biology
- Lance, Catherine G. (1975-1978)  
B.M., Music
- Laney, Emma May (1919-1956)  
B.A., M.A., Ph.D., English  
See Academy listing
- Lapp, Harriette Haynes (1923-1927,  
1928-1964)  
B.A., M.A., Physical Education
- Latimer, Carrie Phinney (1936-1939)  
B.A., Speech
- Lefkoff, Merle S. (1972-1973)  
B.A. M.A., Political Science

- LeGate, Helen (1911-1921)  
B.A., M.A., Romance Languages
- Leinbach, Emma L. (1901-1905)  
Music
- LeMaster, Larry (1976-1977,  
1978-1980)  
B.M., Music
- Lemons, Jean (1978-  
B.M., Music
- Leonard Charles Alexander, III  
(1973-1975)  
B.S., M.F.A., Art
- Leonard, Virginia Arnold (1969-1976,  
1977-1978)  
B.A., M.A., Mathematics
- Leslie, Robert Arthur (1970-  
B.S., M.A., Ph.D., Mathematics
- Lester, Edith (1898-1900)  
Music
- Levine, Alice L. (1979-1982)  
B.A., M.A., Ph.D., Classical  
Languages and Literatures
- Lewis, Ada Evelyn (1904-1905)  
Expresion
- Lewis, Helen (1927-1928)  
B.A., History
- Lewis, Louise Garland (1900-1943)  
Art
- Lewis, Nannie M. (1899-1902)  
B.S., Mathematics, Physics,  
Astronomy
- Leyburn, Ellen Douglass (1934-1966)  
B.A., M.A., Ph.D., English
- Lieberman, Janice Runde (1972-1973)  
B.A., M.A., Sociology
- Lindner, Georg (1937-1943)  
Music
- Lineberry, Ruth (1925-1926)  
B.A., M.A., Mathematics
- Lipps, Lewis (1943-1944)  
B.A., Biology
- Little, Arthur Reginald (1899-1900)  
Music
- Little, Vivian (1926-1929)  
B.A., French
- Little, Warren (1978-1979)  
B.F.A., Music
- Lobeck, Priscilla (1946-1949)  
B.A., B.F.A., Art
- Logan, Charles A. (1927-1928)  
B.A., B.D., D.D., Bible
- Loring, Janet (1952-1954)  
B.S., M.A., Speech
- Lovelace, Mary Wyatt (1908-1910)  
Music
- Lowe, Lamar (1927-1928, 1929-1930)  
B.A., Latin
- Lowrance, Robert S., Jr. (1943-1945)  
B.S., M.S., Music
- Lupo, Patsy (1918-1920)  
B.A., Biology, Chemistry
- Lunz, Elisabeth (1980-  
B.A., M.A., Ph.D.,  
Bible and Religion
- Lycett, William (1890-1892)  
Art
- Lynn, Elizabeth (1927-1929)  
B.A., Physics
- Lyon, Margery (1947-1948)  
B.S., Physical Education
- Lyons, Maysie Sloan (1945-1947)  
B.A. Chemistry, Biology
- Lytle, Anna W. (1899-1901)  
B.A., English

## M

- MacArthur, Lillian (1907-1908)  
Music
- MacDougall, Mary Stuart  
(1919-1952)  
B.A., M.S., Ph.D., Sc.D., Biology
- MacGreggor Clementine (1904-1913)  
Music
- Maclean, Joseph (1893-1918)  
Music
- MacSwain, Josephine (1903-1907)  
B.A., French, German
- Magee, Lucy (1891-1897)  
Natural Science, Elocution
- Manuel, Kathryn Ann (1958-  
B.S., M.A., P.E.D.,  
Physical Education
- Marini, John (1979-1980)  
B.A., M.A., Ph.D. Political Science

- Markley, Frances Charlotte (1921-1922)  
B.A., History
- Markley, Mary E. (1911-1919)  
B.A., M.A., Latin, English
- Martin, Anne Harold (1920-1922)  
Ph.B., Economics, Sociology
- Martin, Charles F. (1960-1963)  
B.A., M.A., Economics
- Martin, David V. (1979-1982)  
B.S., M.S., Ed.D., Education
- Martin, Mary T. (1906-1908)  
M.D., Physiology, Hygiene
- Martin, Raymond Jones (1950-  
B.S., M.S.M., S.M.D., Music
- Martinez, Aleida Garrido (1975-1977)  
B.A., M.A., Spanish
- Marxsen, William B. (1972-1973)  
B.A., Economics
- Massie, Nannie R. (1890-1910)  
History, French
- Mathews, Theodore Kenneth (1967-  
B.A., M.A.T., Ph.D., Music
- Matsen, Patricia Paden (1968-1969)  
B.A., M.A., Ph.D., Classical  
Languages and Literatures
- Matthews, Hester Poole (1951-1954)  
B.A., M.A., Spanish
- Matthews, Jeanne (1938-1939)  
B.A., Biology
- McBryde, Maggie S. (1890-1892)  
Music
- McCaa, Fanny Dargan (1921-1923)  
B.A., Biology
- McCain, James Ross (1915-1951)  
B.A., M.A., Ph.D., LL.D., Bible,  
History, Sociology
- McCall, Carolina (1927-1928)  
B.A., English
- McCalla, Frances L. (1936-1944)  
B.A., Biology
- McCallie, Margaret Ellen (1912-1917)  
B.A., Ph.B., German
- McCampbell, Marguerite (1923-1924)  
Physical Education
- McConnell, Ann Elizabeth (1974-1979)  
B.S., M.S., Physical Education
- McCracken, Katherine Mason (1968-1969)  
B.A., Biology
- McCrory, Pearl (1911-1912)  
Biology
- McCullough, Johnny Armstrong (1943-1944)  
B.A., M.D., Physical Education
- McCurdy, Sarah Carter (1921-1923)  
B.A., Chemistry
- McDonald, Laura M. (1981-1982)  
B.A., Physical Education
- McDowell, Mary Ella Hammond (1964-1965)  
B.A., M.A.T., Mathematics
- McDowell, Michael A. (1950-1975,  
1976-1977)  
Ph.B., M.A., Music
- McGehee, Terry S. (1976-  
B.A., M.F.A., Art
- McGinty, Emma (1943-1946)  
B.A., Chemistry
- McIlvaine, Alice M. (1898-1899)  
Music
- McKee, Adele Dieckmann (1974-1975)  
B.A., M.S.M., Music
- McKee, Dean Greer (1963-1964)  
B.A., S.T.B., S.T.M., Th.D., Bible
- McKemie, Kate (1956-  
B.S., M.A., Ed.D.,  
Physical Education
- McKenzie, Kermit E. (1966-1968)  
B.A., M.A., Ph.D., History
- McKinney, Beverly Cox (1964-1970)  
B.S., M.S., Physical Education
- McKinney, Mary Ann (1937-1938)  
B.A., M.A., M.D., Biology
- McKinney, M. Louise (1891-1937)  
English
- McMillan, Daniel R. (1953-1955)  
B.S.M.E., M.S., Ph.D., Physics
- McMillan, Rosamond (1957-1958)  
B.A., M.S., Ph.D., Biology
- McNair, Walter Edward (1952-1977)  
B.A., M.A., Ph.D., English
- McNeel, Betty S. (1964-1965)  
B.A., M.S., Mathematics

- McNeer, Gordon E. (1978-  
B.A., M.A., Ph.D., Spanish
- Meinhardt, Emilie A. (1911-1913)  
B.A., M.A., German, French
- Meleen, Nancy S. (1957-1958)  
B.S., M.A., Education
- Mell, Mildred Rutherford (1938-1960)  
B.A., M.A., Ph.D., Economics,  
Sociology
- Melson, Marianne M. (1894-1899)  
B.A., Preparatory Department,  
Physical Culture, English
- Meral, Jean (1977-1978)  
D.E.S., Ph.D., French
- Meroney, Geraldine M. (1966-1982)  
B.A., M.A., Ph.D., History
- Merriman, C. Ina (1909-1910)  
Physical Director  
See Academy listing
- Messick, J. Frederick (1945-1946)  
B.A., Ph.D., Mathematics
- Messick, Jo Ann (1979-  
B.S., M.S., Physical Education
- Meyer, Gustav (1890-1892)  
German, Music
- Michaelis, Emil Bruno (1908-1910)  
Music
- Miller, Blanche (1930-1943)  
B.A., M.S., Biology
- Miller, Carol Golden (1975-1976)  
B.A., M.S., M.F.A., Art
- Miller, Gerald J. (1974-1976)  
B.S., M.S., Biology
- Miller, Helen Mar (1935-1936)  
B.A., Ph.D., Biology
- Miller, Laura L. (1900-1901)  
Music
- Miller, Mary (1917-1918)  
Music
- Miller, Robert S. (1974-1976)  
B.A., Ph.D., Psychology
- Miller, Timothy (1957-1961)  
B.A., B.Mus., D.Mus., Music
- Mills, Paul R., Jr. (1972-1978)  
B.A., M.S.S., Ph.D., Sociology
- Mitchell, Carlotta P. (1923-1924)  
Spoken English
- Mitchell, Elisabeth (1935-1942)  
B.A., Physical Education
- Mitchell, Evelyn M. (1974-1975)  
B.A., M.A., Art
- Mitchell, Shatteen (1897-1899,  
1906-1911)  
Elocution, Expression
- Molho, Raphael (1973-1974)  
French
- Montgomery, A. Maud (1907-1908)  
Physical Director  
See Academy listing
- Moomaw, Wilmer Edmund  
(1969-1973)  
B.A., Ph.D., Political Science
- Moon, Cyris H. (1968-1969)  
B.A., B.D., Bible
- Moore, Nettie Terril (1914-1917)  
Ph.B., Romance Languages
- Morenus, Constance Gay (1949-1950)  
B.A., M.A., English
- Morgan-Stephens, Theodora  
(1899-1908, 1918, 1919, 1921-1923)  
Music
- Morphy, Odette Marguerite  
(1964-1966)  
M.A., French
- Morrison, Clara (1941-1943)  
B.A., M.A., English
- Morrow, Maude (1897-1905)  
B.A., M.A., Latin, Greek
- Morse, Chester William (1950-1951)  
B.A., M.D., Physical Education
- Morton, Cora Frazer (1924-1927)  
B.A., Mathematics, Physics
- Moses, Edith W. (1921-1922)  
B.S., M.A., English
- Moses, Jane (1940-1941)  
B.A., Music
- Moye, Elizabeth Reynolds (1981-1982)  
B.A., M.A., Psychology
- Murray, James (1891-1892)  
D.D., Mental and Moral  
Philosophy, Higher Mathematics

**N**

Naderi-Movahed, Georgia (1981-1982)

B.A., M.A., Ph.D., Spanish

Natusch, Gertrude E. (1945-1947)

B.A., Economics

Neilson, Annie B. (1895-1896)

Music

Nelson, Jack L. (1962-

B.A., M.A., Ph.D., English

Nelson, Narka (1936-1941)

B.A., M.A., Ph.D., Latin, Greek

Nelson, Robert E.R. (1961-1965)

B.A., M.A., Mathematics

Newcomb, Rose A. (1913-1915)

B.A., Chemistry, Biology

Newton, Irene (1908-1910)

B.A., Chemistry

See Academy listing

Newton, Janet (1917-1918, 1919-1921)

B.A., French

Newton, Mattie (1908-1909)

Biology

Nitchie, Carl E. (1977-1981)

B.M., Music

Norris, Margaret Van Antwerp  
(1974-1975)

B.A., M.A., Spanish

North, Estelle (1927-1928)

B.S., Physical Education

Nuhfer-Halten, Bernice M. (1977-1978)

B.A., M.A., Ph.D., Spanish

**O**

O'Bannon, Joan Elizabeth (1964-1965)

B.S., M.S., Ph.D. Economics

Oglesby, Lydia A. (1974-1975)

B.M., M.M., Music

Oliver, Charles P. (1911-1914)

B.A., M.A., Ph.D.,

Physics and Astronomy

Oms, Luis A. (1967-1968)

B.S., Physics

Omwake, Katharine Tate (1928-1929,  
1930-1972)

B.A., M.A., Ph.D., Psychology

Orr, David W. (1971-1976)

B.A., M.A., Ph.D., Political Science

Ortega, Maria deLeon (1955-1956)

Spanish

Osborne, Kay Marie (1961-1965)

B.S., Physical Education

Ottzen, Lorentz (1976-1981)

B.M., Music

Overbeck, Lois M. (1981-

B.A., M.A., Ph.D., English

**P**

Painter, Henry L. (1920-1921)

B.A., M.E., E.E., Mathematics

Palumbo, Kathryn E. (1979-

B.S., M.S.S.A., Sociology

Parrish, Fred K. (1960-1965)

B.A., M.A., Biology

Parry, Maude Montgomery

(1913-1918)

Physical Education

Parry, Richard D. (1967-

B.A., M.A., Ph.D., Philosophy

Pendergrast, Martha A. (1944-1946)

B.A., Biology

Pepe, Marie Huper (1951-

B.F.A., M.A., Ph.D., Art

Pepperdene, Margaret W. (1956-

B.S., M.A., Ph.D., English

Perret, Marion Dibert (1966-1968)

B.A., M.A., Ph.D., English

Perry, Marvin Banks, Jr. (1973-1982)

B.A., M.A., Ph.D., LL.D., Litt. D.

English

Petty, Mildred Love (1966-1968,

1973-1974, 1976-1979)

B.A., M.A., History

Philip, Aley Thomas (1965-1966)

B.A., M.A., Political Science

Phillips, Anne (1902-1904)

B.A., Latin

See Academy listing

Phillips, Irma (1919-1920)

Music

Phillips, Mary Elizabeth (1917-1918)

B.S., Romance Languages

Phippen, Lucille (1925-1926)

B.A., Bible

Phythian, Margaret Taylor (1916-1919,  
1923-1964)

B.A., M.A., Docteur d'Universite  
(Grenoble), French

Pike, Ethel (1927-1928)

M.A., Psychology

Pilger, John F. (1979-

B.S., Ph.D., Biology

Pinka, Patricia Garland (1969-

B.A., M.A., Ph.D., English

Pirkle, Ruth Janette (1923-1934)

B.A., M.S., Biology

Plachy, June Wilder (1969-1972)

B.A., M.Ed., Ed.D., Mathematics

Polk-Peters, Ethel (1929-1930)

M.D., Hygiene

Pope, Ruth Cushing (1903-1906)

Physical Education

See Academy listing

Portalier, Beatrice (1980-1981)

French

Porter, Carrie (1910-1912)

Music

Posey, Walter Brownlow (1943-1970)

Ph.B., LL.B., M.A., Ph.D., L.H.D.

History

Potter, Elizabeth F. (1980-1981)

B.A., M.A., Ph.D., Philosophy

Powell, Margaret Williams

(1962-1963)

B.A., M.A., Ph.D., Classical

Languages and Literatures

Pratt, Fannie (1889-1892)

Music

Pratt, N.P. (1889-1890)

M.A., Chemistry

Preston, Amy F. (1913-1916)

B.A., M.A., Mathematics, Physics,

Astronomy

Preston, Janef Newman (1921-1925,

1926-1967)

B.A., M.A., English

Prettyman, Virginia (1936-1939)

B.A., English

Pritchett, Shirley (1964-1966)

B.S., M.S., Physical Education

Pruitt, Cheryl (1971-1972)

B.S., Psychology

## Q

Quillian, Bascon O., Jr. (1965-1966)

B.S., M.A., LL.B.,

Political Science

## R

Radford, Betty Jean (1947-1949)

B.A., Biology

Radford, Sharon V. (1975-1976)

B.A., M.A., Biology

Raffety, Josephine Patterson

(1970-1973)

B.A., M.A., French

Rainey, Frances (1927-1928,

1930-1931)

B.A., M.A., Chemistry

Randolph, Isabel F. (1921-1928)

B.A., B.S., Physical Education

Rankin, William Walter, Jr.

(1921-1926)

B.E., M.A., Mathematics

Raper, Arthur F. (1932-1939)

B.A., M.A., Ph.D., Sociology

Rasheed, Jean Anderson (1977-1978)

B.A., M.A., Ph.D., Psychology

Redd, Billie Mae (1949-1951)

B.A., M.A., Physics

Reichenbach, Lucie Vaughan

(1916-1917)

B.A., M.A., French

Reinhart, Philip B. (1963-1976)

B.S., M.S., Ph.D., Physics

Regan, Lucy (1909-1910)

Biology

Rentz, Jerry M. (1965-1973)

B.A., Speech and Drama

Rhyne, Pamela Jean (1972-1973)

B.S., M.S., Education

Rice, George E. (1957-1964)

B.A., M.S., Ph.D., Psychology

Rice, Theron H. (1904-1905)

D.D., Bible

- Richardson, Anna (1911-1912)  
B.A., Home Economics
- Richardson, Julia (1892-1895)  
Music
- Richman, Larry Kermit (1967-1969)  
B.A., M.A., English
- Richmond, Thelma (1934-1935,  
1957-1958)  
B.A., M.A., French
- Ridley, Margaret Walker (1943-1947)  
B.A., M.A., English
- Rigoreau, Ghislaine (1981-1982)  
French
- Rion, Mary Lucile (1955-1967)  
B.A., M.A., Ph.D., English
- Ripy, Sara Louise (1958-  
B.A., M.A., Ph.D., Mathematics
- Rivory, Brigitte (1976-1977)  
French
- Roberts, Essie (1917-1918)  
B.A., M.A., Mathematics
- Roberts, Lorin W. (1952-1957)  
B.A., M.A., Ph.D., Biology
- Roberts, Martin B. (1977-1979)  
B.S., M.S., Economics
- Robinson, Henry A. (1926-1970)  
B.S., C.E., M.A., Ph.D.,  
Mathematics
- Robson, David W. (1971-1974)  
B.A., M.Phil., History
- Rogers, J.L. (1889-1891)  
D.D., Mental and Moral  
Philosophy, Natural Sciences
- Rogers, Nancy (1934-1935)  
B.A., Biology
- Rollin, George Paul (1918-1919)  
B.A., French
- Ross, Rebecca Merithew (1908-1909)  
Physical Education  
See Academy listing
- Rothenstein, Sir John K.M.  
(1969-1971)  
C.B.E., M.A., Ph.D., LL.D., Art
- Rothermel, Julia E. (1920-1924)  
B.A., Biology
- Rousseau, Dianne Shell (1953-1956)  
B.A., Chemistry
- Rudy, Eloise Lyndon (1947-1949)  
B.A., Physics
- Rueter, Grace Stephens (1965-1967)  
B.A., English, German
- Runyon, Ernest H. (1936-1945)  
B.S., Ph.D., Botany
- Runyon, Laliah C. (1943-1945)  
B.A., M.A., Ph.D., Biology
- Rutledge, Abbie (1943-1944)  
B.S., Physical Education
- Rutledge, Dorothy S. (1966-1969)  
B.A., M.S., Ph.D., Mathematics
- ## S
- Sadler, Lynn Veach (1966-1967)  
B.A., M.S., English
- Salicco, Betty Lou Everett  
(1969-1970)  
B.M., M.M., Music
- Salisbury, Ann M. (1975-1976)  
B.S., M.Ed., Physical Education
- Salyer, Sandford M. (1923-1924)  
B.A., Ph.D., English
- Salyerds, Anne Martha (1952-1960)  
B.A., Biology
- Samuel, Mercy (1966-1967)  
M.A., M.Sc., Biology
- Sanders, Dudley W. (1979-  
B.A., Theatre
- Sandys, Evelyn M. (1910-1911)  
Physical Training  
See Academy listing
- Santacroce, Mary Nell M.  
(1970-1971)  
B.A., M.Ed., Speech and Drama
- Sarton, May (1971-1972)  
Litt.D., English
- Saul, Theodore (1898-1899)  
Music
- Sawtelle, Leslie (1911-1913)  
B.A., Physical Director
- Saxon, Lizzabel (1904-1909)  
B.A., Latin, Physics  
See Academy listing
- Schaffer, William A. (1965-1966)  
B.S., Economics

- Schulz, Gretchen Elizabeth (1970-1975)  
B.A., M.A., English
- Service, Bessie R. (1893-1896)  
Music
- Sevin, Gertrude (1911-1916)  
Ph.B., Biology, Geology
- Sewell, Margaret Bland (1923-1930, 1949-1950, 1955-1958, 1959-1964)  
B.A., M.A., Romance Languages
- Shaw, Constance (1966-  
B.A., Ph.D., Spanish
- Sheats, Mary Boney (1949-  
B.A., M.A., Ph.D., L.H.D., Litt.D.  
Bible and Religion
- Sheffer, Albert D., Jr. (1976-  
B.A., M.A., Ph.D., Mathematics
- Shepard, Alice Mabel (1912-1913)  
Music
- Shepherd, Beverly Nicole (1970-1973)  
B.A., Biology
- Sheppard, Mary D. (1891-1903)  
Mental and Moral Philosophy,  
German
- Sherwood, Alfred Bowne (1918-1919)  
M.A., Physics and Astronomy
- Shipman, Alice (1891-1892)  
Music
- Shiver, Erika Meyer (1962-1972)  
B.A., M.A., Ph.D., German
- Siegchrist, Mark S. (1970-1974)  
B.A., M.A., Ph.D., English
- Simpson, Thomas E. (1972-1978)  
B.S., M.S., Ph.D., Biology
- Sims, Catherine S. (1939-1960, 1964-1965, 1975-1976)  
B.A., M.A., Ph.D., History,  
Political Science
- Sinclair, Carrie Curle (1924-1927, 1928-1932)  
B.S., Physical Education
- Singdahlsen, Robert E. (1962-1964)  
B.A., M.A., Speech and Drama
- Skeen, Augusta (1917-1930)  
B.A., M.A., Chemistry
- Sledd, Frances (1919-1921)  
B.A., Mathematics
- Smith, Anna Green (1948-1970)  
B.A., M.A., Ph.D.,  
Economics, Sociology
- Smith, Daisy Frances (1924-1927)  
B.A., English, Psychology
- Smith, Florence E. (1927-1928, 1929-1965)  
B.A., M.A., Ph.D.  
History, Political Science
- Smith, Jennie (1892-1893)  
Music
- Smith, Lillian S. (1905-1938)  
B.A., Ph.D., Latin, Greek
- Smith, May (1919-1921)  
B.A., Chemistry
- Smith, Ruth Dabney (1943-1950)  
B.M., Music
- Smith, Winnie May (1919-1920)  
Chemistry
- Spangler, Marian Gertrude (1908-1910)  
Music
- Sparks, Edithgene (1961-1962)  
B.S., M.Ed., Education
- Spear, Daisy H. (1910-1911)  
B.A., Chemistry, Physics
- Spitler, Hugh Donald (1980-1981)  
B.A., M.A., Sociology
- Springs, Alice V. (1893-1896)  
Art
- Staal Julius D.W. (1978-  
F.R.A.S.  
Director of the Planetarium of  
the Bradley Observatory
- Stack, Elizabeth Cole (1959-1966)  
B.A., M.Ed., Ph.D., Education
- Stansfield, Martha (1921-1938)  
B.A., M.A., Ph.D.  
Latin, Greek, Mathematics
- Stark, Mary Louise (1964-1965)  
B.A., M.F.A., Speech and Drama
- Staude, Mitchell (1981-1982)  
B.A., M.A., Ph.D., Philosophy
- Staven, Leland (1969-  
B.F.A., M.F.A., Art
- Steanson, Karen E. (1967-1968)  
B.A., M.A., English



- Steel, Chloe (1955-1976)  
B.A., M.A., Ph.D.  
French
- Stephan, John H. (1900-1905)  
Music
- Stephens, Nan. B. (1925-1931)  
Play Writing
- Stevenson, Frederick D. (1916-1917)  
B.A., B.D., Bible
- Stevenson, Lillian (1919-1921)  
B.A., M.A., History
- Stewart, Janet (1975-1978)  
B.M., M.M., Music
- Stocking, Ruth J. (1915-1916)  
Ph.D., Biology
- Stokes, Agnes Adams (1929-1937)  
B.A., Music
- Story, Patricia Ann (1951-1954)  
B.S., Physical Education
- Strain, John Paul (1957-1958)  
B.A., B.D., M.A., Ed.S., Education
- Straus, Grace (1927-1928)  
B.A., Mathematics
- Stukes, Samuel Guerry (1913-1957)  
B.A., M.A., B.D., Ped.D.  
Philosophy, Bible, Education,  
Psychology
- Sturdivant, Harwell P. (1931-1932)  
B.S., M.S., Biology
- Suitor, M. Lee (1974-1975)  
B.A., B.M., M.S.M., Music
- Summers, Lucuis Welborn  
(1922-1923)  
B.S., M.A., Sociology
- Sutphen, Katherine Van Dusen  
(1918-1923)  
Music
- Sutton, Rachel S. (1945-1946)  
B.A., M.A., Ph.D., Education
- Swanson, Florene L. (1937-1940)  
B.S., M.D., Hygiene
- Swanson, Richard A. (1979-1981)  
B.S., Ph.D., Chemistry
- Swart, Koenraad Wolter (1956-1966)  
LL.B., Lit.B., Ph.D.,  
History, Political Science
- Sweet, Ann Vann (1943-1945)  
B.A., M.A., Mathematics
- Sweet, Mary Frances (1908-1937)  
M.D., Physiology and Hygiene
- Sydenstricker, Alma W. (1917-1943)  
M.A., Ph.D., Bible

## T

- Taggart, Bruce Lyle (1978-1979)  
B.A., M.A., Ph.D., Classical  
Languages and Literatures
- Tanner, Jodele (1945-1946)  
B.A., Chemistry
- Taylor, George E. (1975-1977)  
B.S., Ph.D., Biology
- Taylor-Harris, Jody (1980-  
B.M., Music
- TeBeest, Ronald H. (1965-1966)  
B.A., M.A., Political Science
- Thimester, Renate (1966-1971)  
B.S., M.S., Ph.D., Economics
- Thomas, Howard (1943-1945)  
Art
- Thomas, Pierre (1951-1967)  
Ingenieur-docteur, French
- Thompson, Miriam H. (1932-1933)  
B.A., French
- Thomson, Paul E. (1905-1907)  
Music
- Thornberry, Jacqueline (1973-1974)  
B.S., M.A.T., Education
- Tillman, Sandra Jean (1968-1969)  
B.A., M.Ed., Physical Education
- Torrance, Catherine (1913-1943)  
B.A., M.A., Ph.D., Greek, Latin  
See Academy listing
- Toth, John W. (1978-1982)  
B.A., M.A., Ph.D., Theatre
- Traylor, Martha M. (1968-1969)  
B.S., M.S., Political Science
- Treadwell, Anne (1948-1950)  
B.A., Chemistry
- Trebein, Bertha E. (1907-1919)  
B.A., M.A., Ph.D., German
- Trotter, Margret Guthrie (1944-1977)  
B.A., M.A., Ph.D., English

- Trotter, Sue Sexton (1963-1966,  
1967-1969)  
B.A., French
- Tucker, Joyce Cummings (1978-1979)  
B.A., N.A.R., M.Div.  
Bible and Religion
- Tucker, Mary Curtis (1967-1968)  
B.A., M.A., Ph.D., English
- Tuller, Elizabeth (1917-1919)  
B.S., Physical Education
- Tumblin, John A., Jr. (1960-  
B.A., M.A., Ph.D.,  
Sociology, Anthropology
- Turner, Anne (1945-1947)  
B.A., M.S., Classical  
Languages and Literatures
- Turner, Arthur William (1916-1917)  
B.A., M.A.,  
Philosophy, Education

## V

- Vail, Charles Brooks (1956-1957)  
B.S., M.S., Ph.D., Chemistry
- Vance, Margaret (1949-1950)  
B.S., M.D., Physical Education
- Vance, Margaret B. (1892-1895)  
Music
- Vandiver, William M. (1974-1977)  
B.B.A., M.B.A., D.B.A.,  
Economics
- Vann, Ann Mary (1941-1943)  
B.A., M.A., Mathematics
- Vardell, Mary Linda (1936-1937)  
B.A., M.A., Biology
- Vaughan, Marion Russell (1934-1936)  
B.A., Spoken English
- Villar, Maria Isabel V. (1976-1977)  
Spanish
- Voegeli, Martha (1919-1920)  
B.A., M.A., German
- Volkoff, Vladimir (1966-1977)  
Baccalaureat latin-langues,  
Certificat d'etudes litteraires  
generales, Licence es lettres de  
l'Universite de Paris, Docteur en  
Philosophie et Lettres de  
l'Universite de Liege  
French, Russian

## W

- Wade, Myra I. (1919-1921)  
B.A., Physical Education
- Walden, Charles Bowman  
(1952-1953)  
B.E., Ph.M., Education
- Walker, Grace (1941-1942)  
B.A., English
- Walker, Merle G. (1958-1971)  
B.A., M.A., Ph.D.,  
Philosophy, English
- Walker, Ruth Gray (1945-1947)  
B.A., Biology
- Walker, Susan Robinson (1965-1967)  
B.S.Ed., M.A.Ed., Art
- Wallace, Rebecca (1972-1973)  
B.A., Chemistry
- Walton, Strehel (1923-1924)  
Music
- Warner, Anne Bradford (1978-1981)  
B.A., M.A., Ph.D., English
- Warren, Ferdinand (1951-1969)  
N.A., Art
- Waterman, Arthur E. (1965-1966)  
B.A., M.A., Ph.D., English
- Watkins, Helen (1901-1908)  
Music
- Watkins, Patty B. (1891-1897)  
Mathematics
- Watts, Virginia (1967-1968)  
B.A., M.S., Ph.D., Chemistry
- Webb, Neva Jackson (1950-1951)  
B.A., Speech
- Webber, Anne (1949-1950)  
B.F.A., Art
- Weber, William H., III (1971-  
B.A., Ph.D., Economics
- Webster, Alta (1942-1943)  
B.A., Physical Education
- West, Edith Randolph (1913-1916)  
B.A., History, Political Economy,  
Sociology
- West, Mary N. (1915-1916)  
B.A., Chemistry
- Westall, Mary (1926-1935)  
B.A., M.A., Ph.D., Botany
- Westbrook, Viola G. (1974-1980)  
B.A., M.A., German

- Westervelt, Robert F. (1957-1980)  
B.A., M.F.A., Ph.D., Art
- Weyant, Jane Gilmer (1970-1971)  
B.A., M.A., History
- Whatley, Margaret Lowndes  
(1956-1957)  
B.F.A., Art
- Whetsell, Mary Ellen (1939-1940)  
B.A., Biology
- Whitaker, Thomas W. (1934-1936)  
B.S., M.S., Ph.D., Botany
- White, Alan J. (1975-1979)  
B.S., Ph.D., Chemistry
- White, Blanche M. (1899-1900)  
Music
- White, Edwin Chappell (1950-1953)  
B.A., B.M., M.F.A., Music
- White, Sarah Parker (1918-1920)  
M.A., M.D., Philosophy
- White, Wanda Marie (1970-1971)  
B.S., M.Ed., Education
- Whittemore, Kenneth R. (1967-1971)  
B.A., B.D., Sociology
- Wier, Amelia Jo (1950-1952)  
B.A., M.A., English
- Wieshofer, Ingrid Emma (1970-  
Ph.D., German
- Wiggins, Samuel Paul (1948-1953)  
B.S., M.Ed., Ph.D., Education
- Wikel, Patricia Eggee (1977-1978)  
B.A., M.A., Biology
- Wilburn Llewellyn (1920-1922,  
1926-1967)  
B.A., M.A., Physical Education
- Wilde, Ronald B. (1965-1978)  
B.S., M.A.T., Mathematics
- Wiley, Bell Irvin (1974-1976)  
B.A., M.A., Ph.D., Litt.D.,  
L.H.D., LL.D., History
- Willcox, Marguerite (1916-1918)  
B.A., Ph.D., Chemistry
- Williams, Helena (1948-1951)  
B.S., Physical Education
- Williams, Mary B. (1960-1961)  
B.A., M.A., Mathematics
- Willis, Faith M. (1970-1972)  
B.A., M.A., Ph.D., Sociology
- Willis, Loetta (1939-1941)  
B.A., M.A., Physics
- Wilson, Christine L. (1980-  
B.M.E., M.M., Music
- Wilson, Louise (1918-1919)  
B.A., History
- Wilson Raemond (1932-1934)  
B.A., M.A., English
- Winter, Roberta Powers (1939-1974)  
B.A., M.A., Ed.D.,  
Speech and Dramatic Art
- Wistrand, Harry (1974-  
B.A., M.A., Ph.D., Biology
- Wolters, Richard Mark (1971-1974)  
B.A., Philosophy
- Woods, Linda Lentz (1968-  
B.A., M.A., Ph.D., English
- Woolfolk, Ada S. (1924-1926)  
Sociology
- Worden, Sara A. (1892-1893)  
Art
- Wright, Billie Louise (1949-1950)  
B.A., Chemistry
- Wright, James M. (1927-1938)  
B.A., Ph.D., Economics, Sociology

## X, Y, Z,

- Yang, Nai-Chuang (1981-  
B.S., M.S., Ph.D., Chemistry
- York, Gertrude Irene (1916-1917)  
B.A., M.A., Home Economics
- Young, Anna Irwin (1898-1920)  
B.A., M.A., Mathematics,  
Physics, Astronomy
- Young, Donald Francis (1978-  
B.S., M.S., Ph.D., Mathematics
- Young, James Harvey (1942-1943)  
B.A., M.A., Ph.D., History
- Young, Myrna Goode (1955-1956,  
1957-1979)  
B.A., M.A., Ph.D., Classical  
Languages and Literatures
- Yungblut, June J. (1961-1962,  
1964-1965)  
B.A., M.A., English
- Zenn, Elizabeth Gould (1947-1982)  
B.A., M.A., Ph.D., Classical  
Languages and Literatures

### Agnes Scott Academy

- |   |   |
|---|---|
| Alexander, Alice Lucile (1906-1912)<br>Mathematics                                    | Parry, Mrs. H.L. (1911-1912)<br>Physical Training               |
| Almon, Laleah E. (1907-1913)<br>French, German  | Phillips, Anne Winifred (1904-1912)<br>B.A., Latin              |
| Armstrong, Ellen Baxter (1907-1913)<br>English, History                               | Pierce, Emma Louise (1912-1913)<br>B.A., Mathematics            |
| Askew, Thyrsa Simonton (1903-1912)<br>English   | Pope, Ruth Cushing (1904-1906)<br>Physical Training, Physiology |
| Colton, Susan (1905-1906)<br>French, German   | Ross, Rebecca Merithew (1908-1909)<br>Physical Director         |
| Cook, Martha (Mattie) E. (1904-1910)<br>Arithmetic, Geography, History,<br>Penmanship | Sandys, Evelyn M. (1910-1911)<br>Physical Training              |
| Emery, Julia Jordan (1910-1911)<br>Physical Director                                  | Saxon, Lizzabel (1909-1913)<br>B.A., History, Mathematics       |
| Laney, Emma May (1912-1913)<br>B.A., M.A., English                                    | Steele, Emma Blanche (1912-1913)<br>B.A., French                |
| Marion, Ruth (1911-1912)<br>B.A., Latin, Mathematics                                  | Torrance, Catherine (1909-1913)<br>B.A., M.A., Greek, Latin     |
| Martin, Nancy T. (1907-1908)<br>M.D., Physiology, Hygiene                             | Webb, Alla (1904-1905)<br>B.A., English, Latin                  |
| Merriman, C. Ina (1909-1910)<br>Physical Director                                     | Young, Ella (1905-1913)<br>Bible, English, History              |
| Montgomery, Alice Maud (1907-1908)<br>Physical Director                               | Young, Rachel Aleph (1906-1913)<br>B.A., Latin, Mathematics     |
| Newton, Irene (1909-1910)<br>B.A., History, Physical Geography                        |   |

## *SOURCES*

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