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The
FURMAN
Magazine

Fall 1982

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COVER

Three students enjoy the late
summer beside the lake. Photograph
by Blake Praytor.

Furman University offers equal opportunity in its employment, admissions and educational activities in compliance with Title IX and other civil rights laws.

What more can a man ask?

In June of this year Dr. Francis W. Bonner retired as vice president and provost of Furman University to return to teaching. Bonner has been associated with Furman since 1949 when he joined the English faculty. He was named dean of the Men's College in 1953 and from then on held a series of important administrative positions.

As the chief academic officer under three presidents, Bonner has had a profound effect on Furman's academic program. He improved the quality of the faculty by recruiting well-qualified teachers and by providing strong moral and financial support for their development. He strengthened the curriculum by leading the movement to eliminate non-liberal arts courses, like home economics and engineering, and by advocating the addition of other subjects, like computer science. He set up the foreign study program and assisted in establishing the Master of Business Administration program with Clemson University. Largely because of his efforts, Furman was awarded a chapter of Phi Beta Kappa in 1973. (Dr. Bonner gives a more detailed account of his experiences at Furman on the following pages.)

Although most of his time and energy in recent years has been devoted to his administrative responsibilities, Bonner has kept up his scholarly studies and now returns to the classroom to teach English literature. He taught a course on Chaucer in the spring term, and this fall he will teach two courses to Furman students in England.

Unlikely as it may seem for a Chaucer scholar, Frank Bonner has been interested in sports since he was a

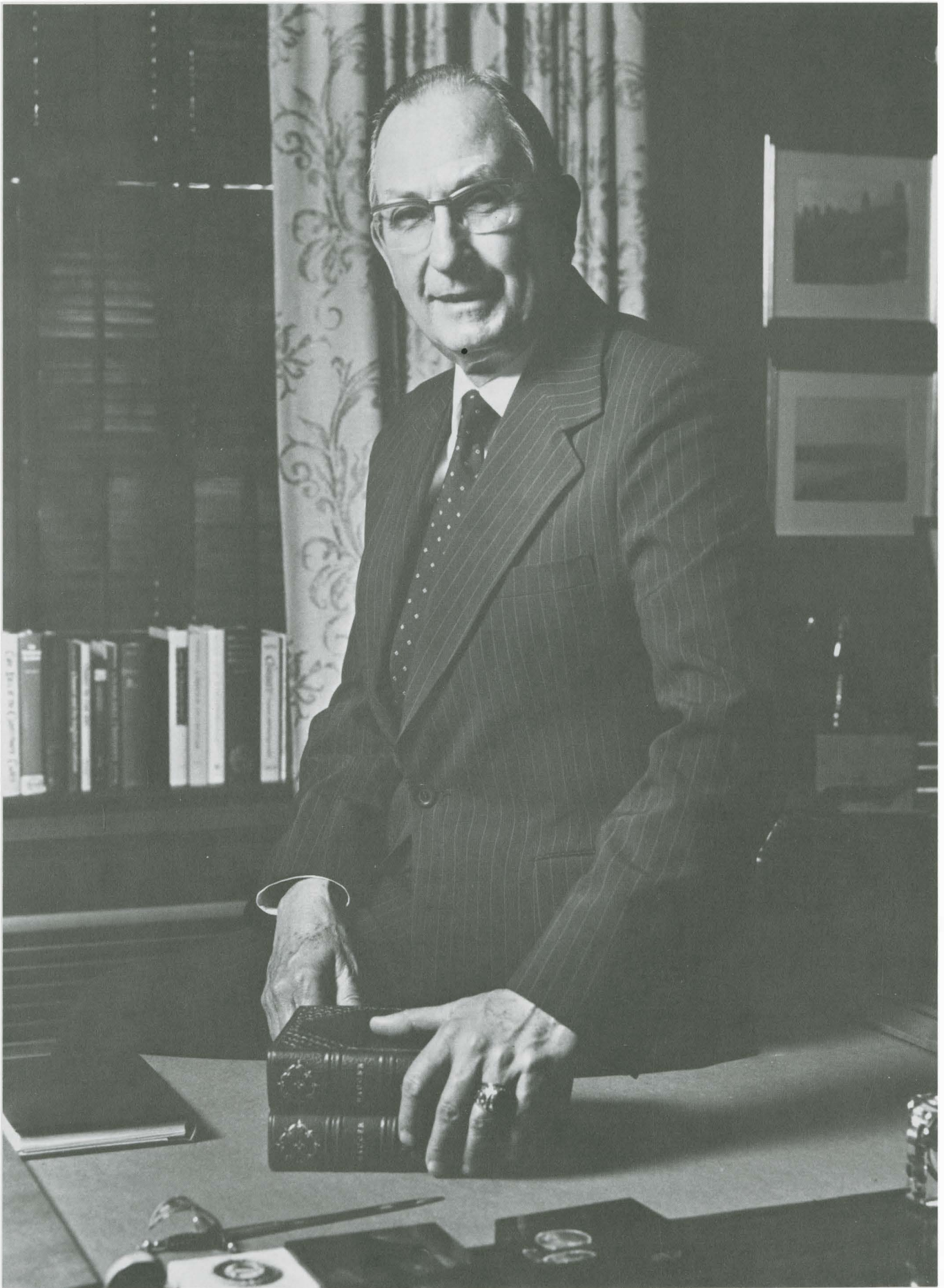
boy. A physical fitness enthusiast, he began running in 1965 and now runs 16 to 18 miles a week. As faculty chairman of athletics since 1968, he maintained a balanced program of intercollegiate athletics at Furman. He has served as a member of the executive committee and as president of the Southern Conference. He is currently a member of the Division I Steering Committee and vice president at large of the National Collegiate Athletic Association. An editorial about college athletics that he wrote last spring for the *Greenville News* was quoted in newspapers throughout the country and reprinted in the *NCAA News* and some newspapers in New England.

Usually absorbed in Furman business, Bonner had to put aside most duties last May in order to attend all of the functions held in his honor. Climaxing these events was a university dinner, where he was "roasted" by colleagues and friends.

In a biographical sketch printed in the program for the dinner, Dr. Albert N. Sanders, retired professor of history and a longtime friend, wrote: "Furman University has emerged as a strong liberal arts institution under his guidance. It is a better place to work and study because of his having come this way — what more can a man ask of one lifetime!"

M. H.

Right: Although Frank Bonner might have been known as a stern administrator in earlier years, he smiled a lot this spring as he prepared to retire as vice president and provost of the university.



Fall, 1982

Blake Praytor

Thirty-three years: A reminiscence

by Francis W. Bonner

*“Tomorrow to fresh woods,
and pastures new.”
Milton*

I first became aware of Furman University in 1947 when Furman’s basketball team played the University of North Carolina at Chapel Hill, where I was in graduate school. The results of the game led me to think of Furman as a rather insignificant college somewhere in South Carolina.

When in the spring of 1949 — as I was completing work on the Ph.D. degree — I was informed that a Dean Tibbs from Furman University was on the campus and wanted to talk to me about a job, I was not very much interested. Teaching positions were plentiful then, and I had had offers from several institutions, including some large universities. But I talked with Dean Tibbs, whom I found to be a delightful person, and told him I would consider a visit to Furman. I was dubious about making the trip until I talked with Dr. George Raleigh Coffman, my mentor. He strongly advised me to go, because — he said enthusiastically — “Furman was John Matthews Manly’s old school.” Manly, a world-renowned Chaucer scholar, had been Coffman’s teacher at the University of Chicago. Since I had “majored” in Chaucer, I was impressed.

But I was not impressed by my first sight of Furman. I found two small campuses (a mile apart), rather dilapidated buildings, a tiny library, a provincial student body and a faculty of varying quality. My first thought was that I had wasted some time and money in coming. Before the day was over, however, I had discovered some things I liked. I was impressed by President Plyler, Dean Tibbs, Dean R.N. Daniel and the members of the English department. Furman’s size, its church affiliation and the prospect of a new campus appealed to me. (And Dean Tibbs’ salary offer was better than some I had received.) Back in Chapel Hill I discussed the matter with Nilaouise and we decided to go to Furman. It could be a stepping stone to an even better job at a more prestigious school two or three years later, we thought.

In 1949 Furman had a faculty of 82 (give or take), 34 percent of whom had the doctorate. There were some excellent teachers — the Gilpatricks, Winston Babb, Gene Looper, Dayton Riddle, E.P. Vandiver and others. As a whole, however, the faculty was not outstanding. The student body numbered 1184, 85 percent of whom

were from South Carolina and 85 percent of whom were Baptists. I was surprised, however, to find many very good students in my classes. We taught 15 hours (five classes) each semester and had — in the English department — an average student load of about 150 per teacher. Classes met six days a week. I enjoyed my teaching and began to publish articles and book reviews and to read papers at professional meetings. Shortly, the campus newspaper selected me as the “faculty member of the year,” and other nice things were happening.

In 1952 I won a Ford Foundation Fellowship which enabled me to spend a year studying at a university of my choice. So I packed up my family and we went off to Harvard for the 1952-53 session. It was a busy and productive year. I audited courses under some great scholars (e.g., Howard Mumford Jones), made good use of the superb Widener Library and wrote several articles. I also prepared a course in the modern American novel, which I first taught in the summer of 1953. Now, I thought, I was really ready to begin establishing myself as teacher and scholar. But George Christenberry changed all that by

accepting the presidency of Shorter College.

George was dean of the Men's College, a position which had both academic and student-development functions. The latter was primarily a matter of maintaining discipline on the men's campus. Dr. Plyler asked me to take the job, and I agreed on condition that I could quit after a year or two. The next two years caused me to question my decision. I think I immediately had every kind of disciplinary problem which could occur: a bomb explosion in Geer Hall, a party raid (aborted), arson, a kleptomaniac, a "visit" by 200 Clemson freshmen, a smaller group from Wofford (which our students requited), impounding of an issue of the *Echo*, food riots in the refectory, some vandalism, "borrowed" buses and various other incidents.

I had decided, however, that I would try to solve every case which occurred and mete out appropriate penalties. Tenacity and luck enabled me to achieve success in most cases, and I became known as a "tough dean." Dr. Plyler dubbed me "F.B.I. Bonner." Breaches of discipline became fewer and I was able to devote more time to academic matters. In addition to other duties, I became chairman of the English department, director of the Humanities Division and editor of *Furman Studies*. I continued to teach six courses per session as well as two in summer school.

By 1956 two buildings had been completed on the new campus — Furman Hall (the Classroom Building) and Manly Hall, a 107-bed dormitory. Dr. Plyler asked me to select and buy the furnishings for the two buildings and make plans to quarter 107 male freshmen at the new site during the 1956-57 session. There were problems, but we did it. We decided not to continue that operation during the following year, but by September of 1958 sufficient construction had been completed to



As the tough young dean of the Men's College, Bonner was nicknamed "F.B.I. Bonner" by President John L. Plyler.

have all male students on the new campus — as well as most classes. We housed female students in Manly Hall, but the other women stayed at the "Zoo" and were transported to the new campus for most of their classes. By September of 1961 we were able to have all students on the new campus and to be in full operation there.

The transition to the new campus gave me ulcers. Dr. Plyler asked me to plan and supervise the move and to select and purchase all of the furnishings and equipment for the new buildings. Only the library books and a few items of furniture were to be

brought from the old campuses. Making the physical move was not difficult. I asked Winston Babb to assist me and I drafted Al Sanders to select and be "foreman" of a crew of students who did the work. They were just great.

Selecting and buying the new furnishings was another problem. I was soon being harried by troops of vendors of furniture for dormitories, library, classrooms, offices, the auditorium, dining hall, science laboratories, administration building and other facilities. I had to become knowledgeable about types and



Bonner headed one of the first Dialogue groups which were formed to assist freshmen in adjusting to college life.

quality of chairs, tables, desks, drapes, auditorium seats, mattresses, wall colors and much more. I traveled to factories and showrooms from Georgia to Grand Rapids. And I visited many campuses to see what was being used and with what satisfaction. I had to learn how to discern between the charlatans and the trustworthy among the vendors, and I had to haggle about prices continually. It probably was the fear of making wrong decisions that caused the ulcers. But most of the decisions proved to be the right ones.

In 1961 Dr. Plyler asked me to become dean of the university. Then in 1964 the title became vice president and dean of the university. Finally, in 1972 President Blackwell changed it to vice president and provost.

But whatever the title, my chief concern as an administrator has been the faculty and the academic program. I have always been persuaded that a strong and well-supported faculty is absolutely essential to a sound academic program. Therefore, each year I considered the procurement of the most highly qualified faculty members — additions and replace-

ments — to be of paramount importance. Not many teachers of that calibre were applying to Furman for jobs. Consequently, I had to go on the road each fall — to “beat the bushes.” I soon settled on a few set routes. One took me to U.N.C., Duke, Vanderbilt and — occasionally — Virginia. On another I would go the University of Georgia, Emory, Florida State and the University of Florida. If I could locate any good prospects at Tulane and the University of Texas, I would take that trip.

A look at the list of faculty in the Furman catalogue will indicate the kind of success we had. From Chapel Hill I got John Crabtree, Jim Edwards, Myron Kocher, Bill Reagan and many more. From Duke I got Don Aiesi, Bob Fray, A.V. Huff, Ed Jones and Jim Leavell. At Vanderbilt I found Bill Brantley, Doug MacDonald and David Parsell. From Florida State I hired Rex Kerstetter and Lou Stratton. Lon Knight was chosen from dozens of chemists interviewed at the University of Florida. At Emory I found Willard Pate, Phil Hill at Tulane, Dan Cover at Cincinnati,

Charles Alford at Alabama and Milburn Price at Southern California. This is only a partial list, and my visits to other graduate schools were also rewarding.

Of course, I “raided” other faculties. I stole Jim Smart from Judson, Bill Rogers and Dixon Cunningham from Georgia State, Al Reid from The Citadel, John Southern and David Gibson from Howard College, Ray Roberts from Winthrop, John Poole from Clemson, Edgar McKnight from Chowan, Eugene Johnson from Georgetown, Carey Crantford from Carson-Newman, Charles Brewer from Elmira, Tom Buford from Kentucky Southern, Albert Blackwell from M.I.T., Jim Stewart from Wofford, Newton Jones from P.C., Ray Wylie from Utah and so many more — including L.D. Johnson from a certain local church.

I set a goal of 80 percent earned doctorates on the faculty, seemingly a pipe dream in 1949-50 when only 34 percent of the faculty had doctorates. We now stand at 86 percent. Fortunately, it has been easier during recent years to attract applications from good

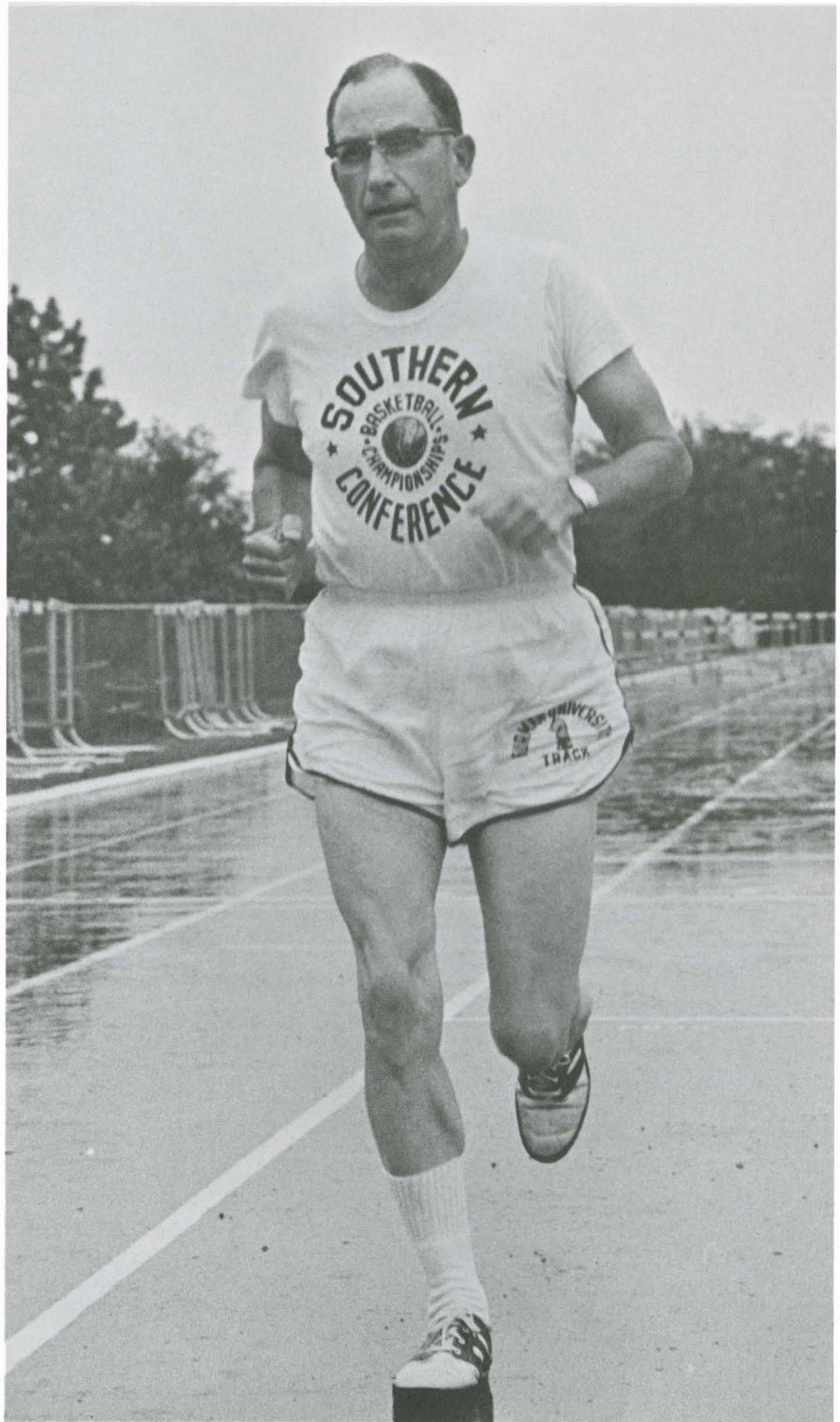
“It probably was the fear of making wrong decisions that caused the ulcers.”

prospects. Furman’s reputation as an outstanding liberal arts college has spread, there are many seekers for almost every position, and it has become apparent that this is a good place to live and work.

The curriculum has also been important to me. In 1955, well before the institutional self-study became a standard procedure for accreditation and reaffirmation of accreditation, we conducted such a project at Furman. It forced us to examine closely what we were doing in our academic program and to think carefully about what we aspired to do in the future. We eliminated some courses — even some departments — and began to strengthen certain areas. I have maintained a commitment to the traditional liberal arts, but I have also affirmed the place of such programs as business administration and computer science in our curriculum. I believe our present curriculum is strong, stable and sound.

As I look back over my years at Furman, I can recall some exciting times. One of these was in 1964-65 when I served as chief executive officer between the tenures of Dr. Plyler and Gordon Blackwell. During that brief period I signed the federal non-discrimination form (an issue which was disturbing many campuses), applied (and received approval) for a \$612,000 federal grant to complete the science building and engineered the integration of the student body. I should have conferred with the board of trustees before signing the compliance form, but they seemed to be relieved when they learned that it was a *fait accompli*. They also supported the grant, agreeing to relinquish it only when the South Carolina Baptist Convention arranged to replace the money.

The trustees were not as ready to support integration of the student body. We had a few bad moments. In the spring of 1964 I had persuaded Sapp Funderburk to go to Sterling



A member of the football team in high school, Bonner put aside sports in college. He began running in 1965 and now averages 16 to 18 miles a week.

High School (for black students) and locate the best senior male student who might be willing to become Furman’s first black student. Since I did not want to use any “Baptist” money for this student, Sapp also

agreed to provide the necessary scholarship. He found Joe Vaughn. I told Joe to apply for entrance at the second semester of the 1964-65 session, and I approved his application. (He attended South Carolina State during



Blake Praytor



Fred Foy Strang

*“I hope I can pick up
where I left off as a
scholar — an eon ago.”*

the first semester.) At the January meeting of the board, Dr. Blackwell and I proposed that the trustees approve a policy of nondiscrimination in admissions. The trustees hesitated and started to vote on a motion to delay. Dr. Blackwell stated his displeasure, and I made an emotional speech — probably the best I have ever made — and the board voted to approve the policy. Joe entered in February, became a cheerleader and made a good academic record — even in Chaucer!

And then there was Phi Beta Kappa. Since my earliest days at Furman I dreamed of the time we would have a chapter. We applied in 1950, had a visit (committee of one) and were not approved. During almost every triennium thereafter we made the preliminary application but got no further. We were informed from time to time, as our applications failed, that we had too many vocational courses (home economics, typing, shorthand, pre-engineering, etc.) and put too much emphasis on athletics. We made no substantial changes in the athletic program but did make numerous changes in the curriculum. Finally, we were invited to make the comprehensive application in 1971 and had a visit by the Committee on Qualifications. The visitors were favorably impressed, and in the fall of 1973 came the telegram that a charter had been granted to Furman — “Gamma of South Carolina.” I cannot describe my elation. Truly it was a dream realized.

The development of a foreign study program was another “impossible

dream.” Not much encouragement came from the faculty until, with funding from The Duke Endowment, we were able to send about 20 professors (and their spouses) to Europe for extensive summer tours. We also organized some tours for student groups. In 1966 I told Dr. Blackwell I was going to start a study program in England even if we had to live and work in hotels. After lengthy planning and arranging — including trips to England and various parts of Europe — we arranged to do the first program in London and Stratford. Although there were some problems, that program was an instant success; and it continues to be the envy of other colleges. In rapid succession thereafter we organized and started the programs in Madrid, Paris and Vienna. Then came the Middle East program and the semester in Japan. The Baltic program followed and periodic modifications were made in the others.

Students regularly testify that their experience abroad has been the most rewarding of all their educational activities. I believe this kind of success has come largely because every group (except Japan) is directed by Furman faculty members who make certain that no program is merely a tour but that each course is solidly academic in nature. Foreign study has become such an integral and popular part of our curriculum that the problem now is to control the growth and proliferation of overseas programs.

I could make a long list of other experiences at Furman which have given me great satisfaction: establishing the SAT as an entrance requirement (one of the first two or three Southern schools to do so), obtaining our first computer and organizing the computer center, enlarging and enhancing the admissions staff and program, expanding and upgrading the continuing education program, helping obtain funding for the Meritorious Teaching Award, seeing

L.D. Johnson develop the chaplains office and the Pastors School, serving as faculty chairman for athletics and as a vice president of the NCAA (which I shall continue), writing the annual proposal to The Duke Endowment, helping to plan and implement the “new” curriculum and calendar, encouraging the growth of the library, and developing new space for faculty offices and the academic program. Innovations which have enhanced the academic endeavor include the Clemson-Furman M.B.A. program, the sabbatical leave program, the Special Services Office, the audiovisual department, the Child Development Center, increased support for faculty research and travel and the installation of a sophisticated operation for financial aid to students.

It has been an exciting and satisfying time. And in all of it I have enjoyed most seeing the faculty grow in strength as teachers, scholars, counselors and responsible citizens in the academy. They — more than any other factor — have made Furman the great institution it now is. And I am proud of how we have maintained the faculty’s academic freedom and the principle of tenure.

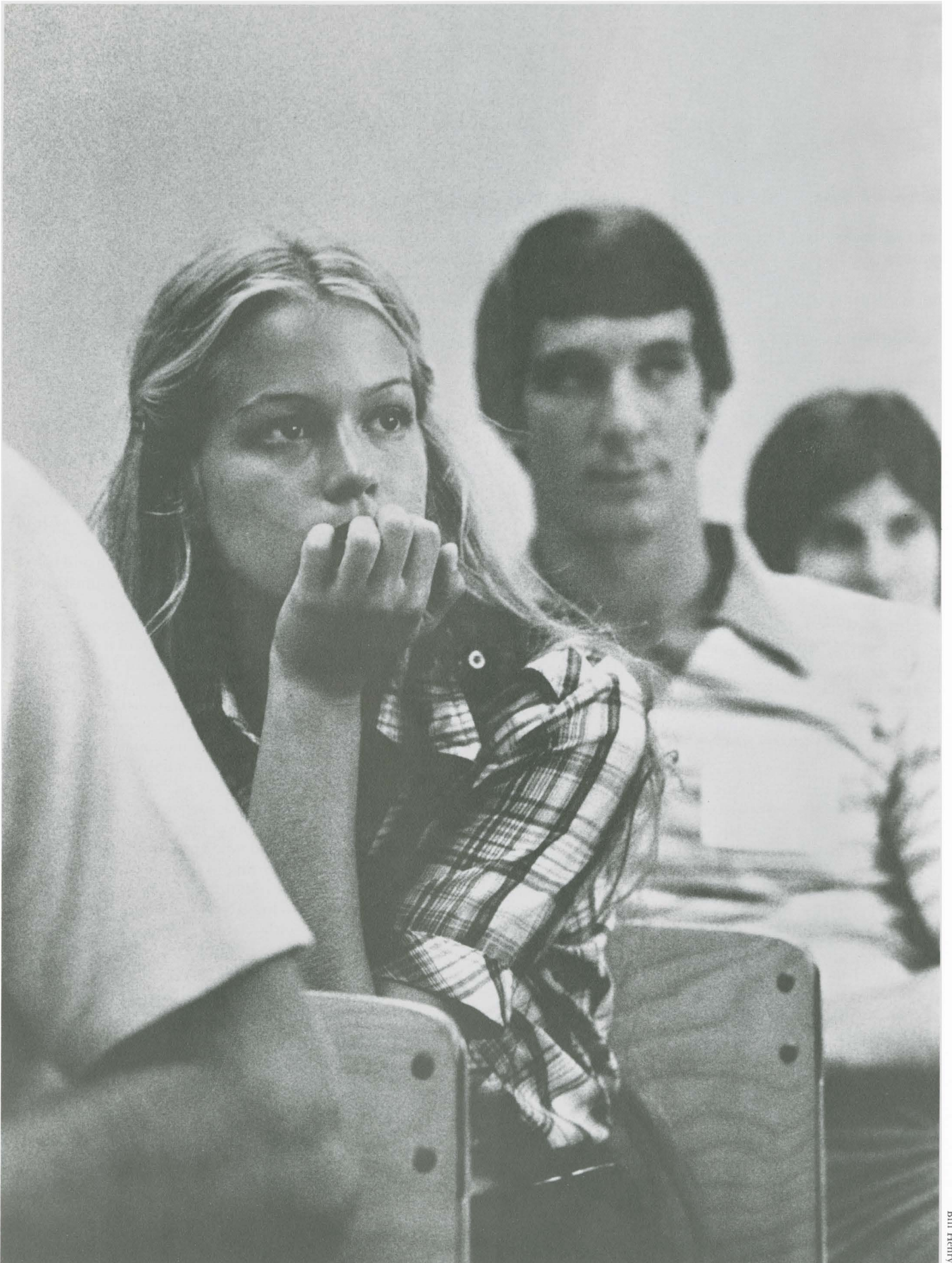
And now I am looking forward to returning to the classroom. I welcome the resumption of the learning process — for myself as well as for the students with whom I shall share that joy. I hope I can pick up where I left off as a scholar — an eon ago. It may not be easy, but I relish the opportunity. A good friend of mine has said it for me.

*And gladly wolde he
lerne and gladly teche.*

Chaucer

□

Left — Top: Responding to a standing ovation, Bonner waves his honorary Doctor of Literature diploma at commencement. Bottom: The guest of honor at a university dinner in May, Bonner and his wife, Nilaouise, are seated between Dr. and Mrs. Gordon W. Blackwell and Mrs. John E. Johns.



Bill Henry

Campaigning for quality

by Marguerite Hays

*For lack of scholarship endowment
Furman is losing more and more
good students to other colleges.*

“Furman was my first choice,” writes a South Carolina student who was offered admission to Furman this fall. “I am sorry and disappointed that I will be unable to attend.”

This student joins a growing list of students who have notified the Office of Admissions that they cannot come to Furman this fall because of financial reasons.

“Not enough financial aid,” write some.

“No scholarship,” write others.

One student, who wanted to come to Furman, was offered a scholarship at a nearby private college. “Our financial status was such,” she says, “that I couldn’t pass up this scholarship, which was full tuition and fees.”

Another says, “My main concern in selecting a college centered around money. I applied to several schools and took the best aid package. This is a sad way to pick a college, but a necessity in my case.”

All of these young people are qualified to attend Furman. Many say they want to come. A few even paid the \$100 deposit before they concluded they could not afford to attend Furman.

Unlike many good colleges, Furman does not have adequate scholarship funds to assist students like these. While Furman does have some scholarships for outstanding students in certain fields, the competition for these scholarships is fierce and relatively few students can hold them.

With the severe reductions in federal funding for financial aid and the rising costs of a college education, many students must seek financial assistance wherever they can find it. If they do not qualify for a special scholarship at Furman but are offered a scholarship covering tuition, room and board at another college, they have little choice but to go there.

“We’re having a more and more difficult time enrolling good students,

particularly middle and lower income students,” says Benny Walker, Furman’s director of financial aid.

“When you consider the effect on the family budget of paying the total cost for a child to attend Furman, you can understand why this is happening. For example, a family with an annual income of \$40,000 would have to pay 20 percent of their gross income for a son or daughter to attend. A family with an income of \$20,000 simply cannot afford to send a child to Furman without some help.”

For a student to attend Furman this year it will cost approximately \$7,000 for tuition, room and board and another \$1,000 for books, transportation, clothes and other living expenses. In comparison to many other good private colleges, Furman is not expensive. For instance, Emory University, Vanderbilt University and Duke University charge more than Furman does for tuition, room and board.

One of the campaign's chief goals is to raise \$7 million to endow scholarships.

Yet these and many other private colleges have large endowed funds with which they can meet the financial needs of students. "It gets to the point," says Walker, "that students can go to these more expensive schools more economically than they can come to Furman."

Without more scholarship funds, Walker says, Furman will not be able to maintain a desirable socio-economic balance and is in danger of becoming a school for the affluent only. "We need a wide representation in our student body. The larger the pool of applicants, the better the chances are of having quality students. And that's our first priority: to have the best qualified students who can get the most from our academic program.

"Right now we are in a frustrating situation," he says. "Furman puts a lot of money and the faculty puts a lot of effort into developing a quality program, and students who can benefit from it are here on our doorsteps. Yet in the end, some of them are forced by sheer economics to go to less expensive schools or to more expensive ones which can provide more resources."

Besides affecting the decisions of prospective students, Walker is afraid lack of scholarship aid may cause some current Furman students to drop out. "With the 25 percent reduction in federal funds for financial aid and the threat of more cutbacks, financial anxiety is mounting. We've got a lot of students right now who are searching for any available resource to make ends meet. They have a great desire to be at Furman and they are making every effort to stay here. But sometimes they reach a point where they decide they cannot put any more strain on their families, and they're forced to consider alternatives. Thus, we have an urgent need for scholarship funds immediately."

If the Campaign for Furman's Future achieves all of its major goals, by its conclusion next summer

Furman will have sufficient scholarship endowment to compete with other colleges for good students. One of the campaign's chief goals is to raise approximately \$7 million to endow scholarships, including more general and special scholarships and a major scholarship program for top students.

In fact, the campaign has already raised more than \$2,250,000 toward its scholarship goal. The largest gift for scholarships so far is \$450,000 for the Liberty Scholars Program for business and computer science students, given by The Liberty Corporation, Herman N. Hipp, a 1935 Furman graduate, and Francis M. Hipp, a 1933 graduate. Other large gifts are \$194,280 for the Robert R. and Margaret E. Bishop Scholarships for "needy and worthy students with Christian character"; \$155,000 for the George I. Alden Scholarship Endowment Program for outstanding students enrolled in foreign study, transfer students and engineering students; \$100,000 for the R.E. Littlejohn (class of 1935) Scholarships for "needy and worthy students"; and \$100,000 for the Frances Ley Springs Foundation Scholarships for "deserving and worthy students."

Besides seeking more scholarships like these, Furman hopes to find one donor or a group of donors who can endow a major scholarship program which will make it possible for a group of superior students to come to Furman each year. "We are especially enthusiastic about getting a large-scale merit scholarship program which will really change the whole atmosphere of the college community," says Moffett Kendrick, Furman's vice president for development.

These merit scholarships would not be tied to financial need but would be awarded on the bases of strong moral character, proven capacity for leadership and interest in others, scholastic ability, and physical vigor. "Recipients would be expected to add

to the distinction of Furman while they are here and show promise of doing so following graduation," he says.

Ideally, these scholarships would cover students' full tuition, room, board and fees. Students would receive scholarships for four years, providing they maintain an adequate average and fulfill the other responsibilities of the awards.

"This program offers the prospect of having in each class a group of very bright, very aggressive, very demanding students whose impact on teaching and learning would be tremendous," says Kendrick. "Other students will be challenged to keep pace with them and so will their teachers."

Scholarship endowment is one of only a few major unmet campaign goals. The others are funds for badly needed dormitory renovations, for a permanent maintenance endowment and for completion of the funding of the visual arts building.

Furman seeks \$500,000 to improve the men's dormitories, particularly to reduce noise levels on the halls, to create attractive study rooms and lounges, and to provide new water, heating and cooling systems. Furman also has set a goal of \$3,507,500 in permanent endowment to provide perpetual maintenance of the new buildings and other facilities constructed during the campaign, including the visual arts building and the infirmary. Although some donors have already contributed toward these goals, the required totals have not been achieved.

Thomas A. Roe, a 1948 Furman graduate, has donated \$1 million toward the construction of the visual arts building. An anonymous donor

Right: When the new art building is constructed, drawing classes like this one will be held in spacious studios with glass walls to the north.





The main purpose of the campaign is to provide funds for the academic program.

has given \$200,000 for the art gallery. B.R. Littlejohn, Jr., and Community Cash Stores have committed \$75,000 for a lecture hall. Approximately \$600,000 is still needed to meet the projected cost of the building.

Now in its third and final year, the campaign has already raised \$20.2 million, more than two-thirds of its \$30 million goal. "This is a tremendous accomplishment," says Furman President John E. Johns. "Since we began the campaign in the summer of 1980, this country has experienced economic hard times which make a campaign like this very difficult. We have succeeded because of the dedication of our volunteers and the generosity of our friends."

The results of the campaign are already evident on campus. The new Joseph Baylis Earle Infirmary, located between the library and the women's residence halls, provides excellent health care facilities and houses new admissions and financial aid offices. Montague Village, the apartment complex, has been remodeled to provide an attractive living situation for 80 students. Watkins Student Center has been renovated to provide more meeting and office space for student organizations and more space for the bookstore and chaplains office.

Of course, the main purpose of the campaign is to provide funds to improve the academic program. In 1980 the National Endowment for the Humanities announced it would give Furman \$500,000 to improve instruction in the humanities if Furman could raise three times that amount to match the grant. Responding to the challenge, individuals, corporations and foundations have contributed \$1.5 million, and the

grant has been matched.

According to Dr. John Crabtree, vice president for academic affairs, the money is being put into approximately a half dozen different projects aimed at improving instruction. Some of it is being used to renovate classrooms, provide more faculty office space and build a Common Room in Richard Furman Hall, which will become the "Humanities Center." Some of it is going into what Crabtree calls "teaching technology." This involves buying new equipment and the software that goes with it and refurbishing classrooms to make it possible to use the equipment effectively.

"Before this campaign, we were in a situation in which if you were showing a movie to a class, you weren't sure the students would be able to hear it because the sound of the projector was so much louder than the sound coming out of the speakers. So we are trying to create the kind of environment that encourages teachers to use the equipment and make it an effective learning experience for students."

Part of the funds raised to match the NEH Challenge Grant will be used to provide for faculty members' professional development as scholars and teachers. This will make it possible for professors to travel, attend professional meetings, take courses, have time off for study and do almost anything that the professor can demonstrate is likely to make him or her a better teacher. "I think in the long run this may be the single most important thing that the humanities faculty and their students get out of the project," says Crabtree.

The library has already benefited from the NEH Challenge Grant and other campaign efforts. More Oriental and black materials have been acquired. A television viewing room has been set up and equipped with a large color television set and two recorders. Eventually Furman students will be able to see all of Shakespeare's

plays on videotape in this room.

According to Crabtree, everything the campaign does contributes to the health and progress of the academic program because it all relates to the quality of life of students and faculty. "If the quality of life is what it should be," he says, "Furman will be a good, strong, thriving, progressive university."

Yet he admits being partial to one goal: attainment of scholarship endowment. "If we could establish an endowment to provide substantial scholarships for the best students, that would do more to insure Furman's continuing growth and development into one of this country's finest liberal arts colleges than anything else I can think of."

□

Left: As a result of the campaign, the Furman library has already acquired more than 2,000 new volumes and 550 new recordings.

“Sorry we spilled coffee all over your work....”

by Rob Suggs

It is that time of day and an ominous air of foreboding fills the house. The dog whimpers and cowers in a corner. In the distance a low, grumbling sound approaches. It is now unmistakable: the mail truck.

From the back of the house emerges a shadowy, unkempt figure. Everyone tries to appear occupied as he stumbles through the room. He goes out and heads for the mailbox, his arrival precisely timed to meet the slowing truck. The mailman, who knows his route well, hands over the parcels nervously and speeds away.

The unkempt figure, his hands trembling, begins to examine what is before him. A sweepstakes. An electricity bill. A grocery store circular and the *National Geographic*. These he discards impatiently. Then: an envelope, addressed to himself, from a magazine, *Modern Fungus*. Wiping the sweat from his brow, he neatly opens the letter.

Dear Friend:

Thank you for sending us your cartoon submission. Unfortunately it does not meet our present needs. We are returning it herewith. Thank you for thinking of Modern Fungus.

P.S. Sorry we spilled coffee all over your work.

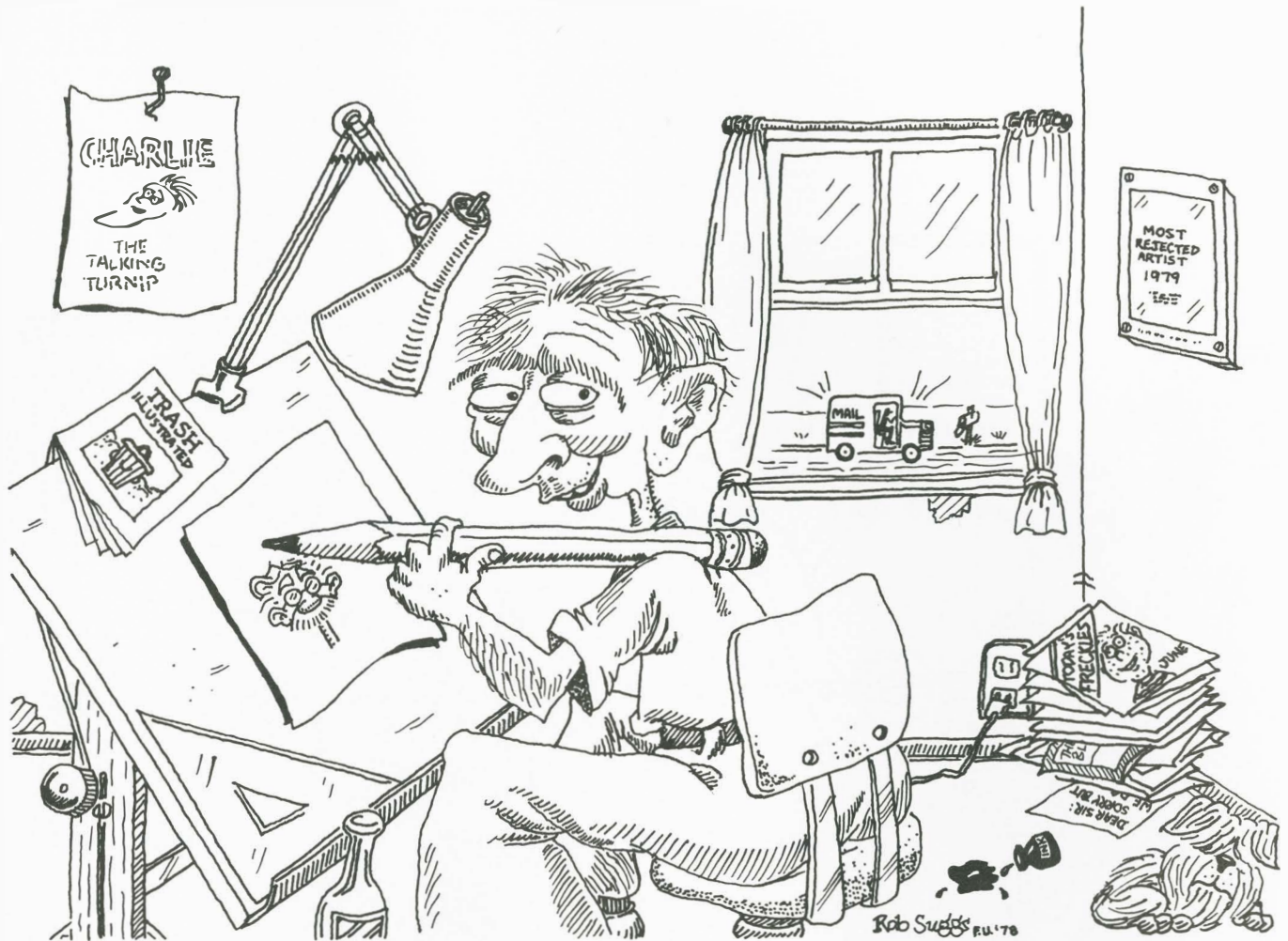
The cartoonist slowly replaces the slip in the envelope and quietly heads back for the house. Stepping into the family room, he pauses for a second and sighs wearily. Then he begins screaming and stomping. He smashes a lamp, rends his garments, and tries to kick the dog, who has been creeping away. Finally exhausted, he disappears to the back of the house where he begins to redraw the cartoon, this time for *Today's Bacteria*.

It is an American tradition that all great artists must “pay their dues.” Musicians start out in third-rate

honky-tonks and great baseball players rise up from the ghetto. But no one suffers quite so intensely, no one feels quite so much abuse as the free-lance cartoonist whose love/hate fantasies all revolve around Mr. Smedley, the mailman, and his daily visit. He pays his dues in mountainous postage bills and form rejection slips. For him the pinnacle of success is a small space on a magazine page.

Ever wonder who makes all those cute drawings which adorn the magazines that enter your home each month? They are actually drawn by real people — of a sort. All over America there are fanatical little men (and increasingly, women) holed up in apartments and houses, ink-drenched and hunched over drawing boards. Their job is to come up with quick, humorous insights from everyday situations for particular magazines.

And the magazines are indeed



Rob Suggs: a self portrait

particular. Thirty years ago there were more large, general interest periodicals in circulation, and they all bought large batches of cartoons to fill the empty spaces on their pages. For gag cartoonists it was the golden age. Most of those publications are now obsolete, the *New Yorker* being perhaps the lone, grand survivor. It pays around \$400 a drawing, but mainly to a successful, elite group of artists like Korean, Booth, Price and Addams, who have their own popular followings and are under contract to the magazine. Breaking in, even for the experienced cartoonist, is next to impossible.

For the more typical magazine of today, the key word is specialization. There are periodicals like *Butter Fat Magazine* (for the dairy farmer), *California Optometry*, *Brake and Front End*, *Bowler's Journal*, *Modern Tire Dealer*, *Muscle Digest*, *Runnestone* (for those into Viking

religion) and even *Soybean Digest*. These are all real magazines in the market for cartoons. The cartoonist, then, has to be all things to all people. What, if anything, would amuse a reader of the *Muscle Digest*? Cramp humor? To make things more complicated, the editors of these magazines are usually crusading to combat the stereotypes of their particular special interest, usually the same stereotypes that would have made a cartoon easier to create. For example, one magazine for dentists insists that any submitted cartoons avoid "pain gags." What else about a dentist's office is there to poke fun at, for crying out loud (literally)?

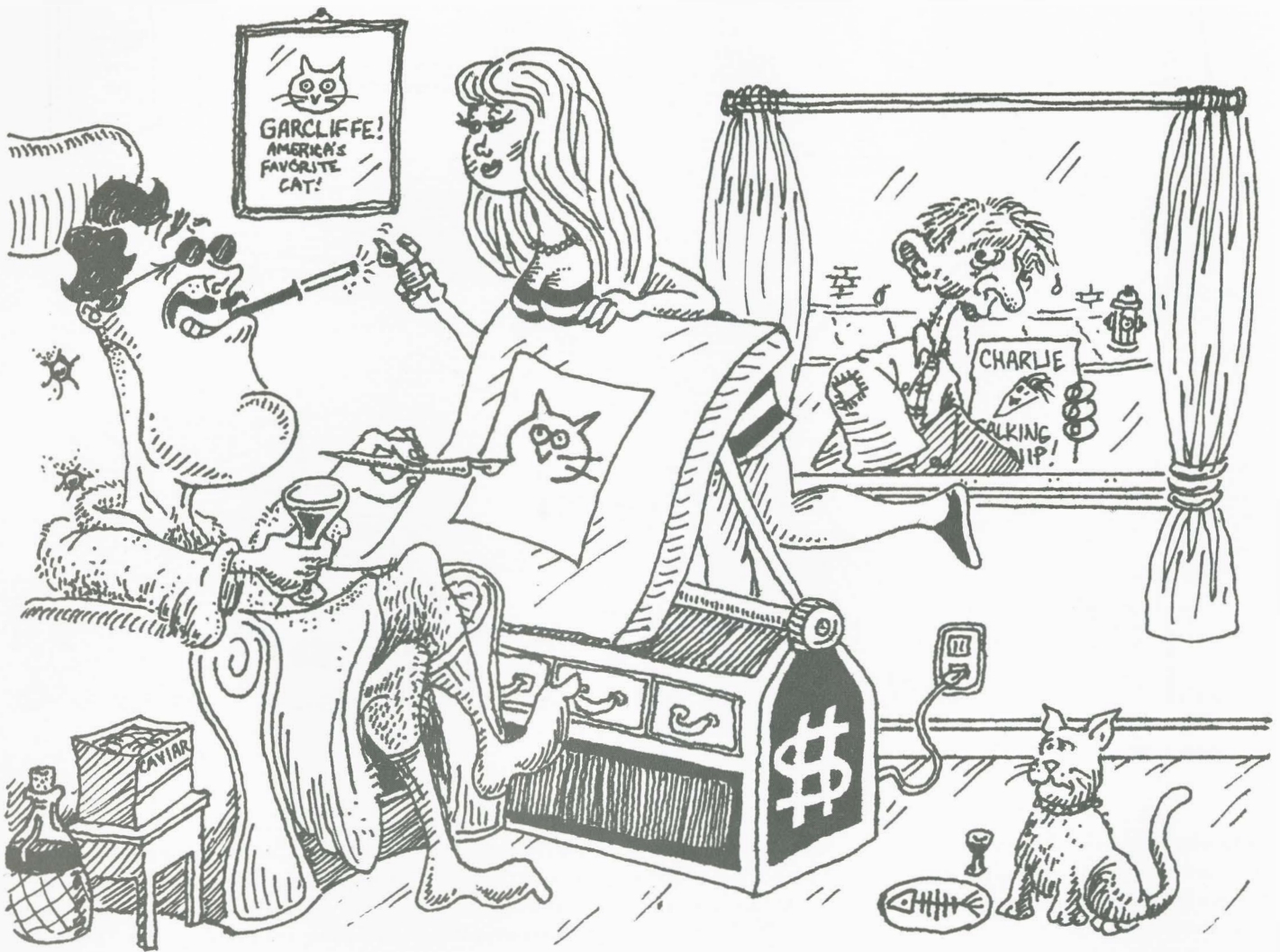
And so there are fewer general interest magazines and more small (read, "stingy") specialized ones. At the same time there are altogether fewer drawings being bought, there are a few wealthy, megasuccessful cartoonists — in this age of the super star — monopolizing the available choice

work. The large greeting card companies, for instance, often turn down all freelancers because it is easier and more profitable to buy "Peanuts" drawings from Charles Schulz or "Ziggy" from Tom Wilson. The current favorite, "Garfield" the cat, appears on posters, bookmarks, T-shirts, wristwatches and just about any other novelty that will sell in connection with the cat craze. Everyone gets a big kick out of it except the few thousand bleary-eyed cartoonists who just haven't yet found the precise formula that will work in the market:

Dear Editor:

I know you'll love my new character. He's a talking turnip named Charlie. People just love talking vegetables, you'll see . . .

To add further to his troubles, today's young cartoonist finds himself sitting on the peak of the post-war



A few megasuccessful cartoonists monopolize the work...

baby boom, so that while there is a tougher market to crack, there is also more competition trying to crack it.

This all raises several worthwhile questions. Why does the frustrated cartoonist persist? Why must *Modern Fungus* make or break his day? And what becomes of the poor dog?

Two possible outcomes can await the young artist. One is for him to admit defeat. His walls papered with rejection slips, the novice concludes that his talents are unmarketable and tries other careers, perhaps in wall-

papering or veterinary medicine.

But for the other artists there is, eventually, an acceptance. It may be a \$5 check from the *Dairy Goat Journal*, but at some point the cartoonist is finally given some vote of confidence to let him know that his abilities are worthwhile, and it makes all the difference. At that moment the heavens are smiling on him. He celebrates with his \$5 by buying everyone champagne, himself a new easel and a medical checkup for the dog.

His letters to magazine editors now

assume a more positive tone:

Dear Sir:

No doubt you have closely followed my much-acclaimed work in the Dairy Goat Journal . . .

Even for the established cartoonist, the acceptance rate for submissions is an average of one out of five. It's no easy living. And yet it is a way of life hard to abandon because the cartoonist has embraced it since his earliest childhood days, when he found that if he

A great cartoon can be produced with a cheap pencil on a paper towel.

could not physically beat up the neighborhood bully, he could at least humiliate him with a crayon on a piece of paper. Many great careers have been born out of such revenge tactics, and a few black eyes as well.

The cartoonist enjoys mastering one of the great underrated arts of mankind. Who's to say that ancient Egyptian hieroglyphics did not contain a few knee-slappers indiscernible to the modern eye? The highbrow critic may scoff at the cartoon as a work of art and consider it not worthy of his attention, and yet the cartoonist is required to master an unequalled number of creative skills. In cinematic terms he is a producer, supplying the main idea. He casts the characters which fit his setting. He stages the action and scripts the dialogue. On top of these abilities, of course, he

must be able to draw all of this effectively.

Yet while his art contains such creative freedom, his craft is remarkably undemanding in terms of financial cost and technical ability. Photography, sculpture, painting and the other visual arts consume vast amounts of cash and time. A great cartoon, meanwhile, can be produced with a cheap pencil on a paper towel, or for that matter on a cave wall with a rock. And the average person, devoid of any obvious artistic talent or training, can learn to produce a few pleasing cartoons after a short lesson, as I have seen in a few seminars I have taught. People are generally amazed at how simple it really is. Great cartoonists may indeed be as rare as great symphony conductors, but the basic skills of the trade can be taught as

simply as, say, driving a car, and cartooning requires far less practice and dedication than playing the piano. It is not based on marvelous drafting ability and a steady hand, or on expensive supplies and equipment. A good cartoon hinges on presenting ideas and observations in a humorous context, and is expressed with a few simple scribbles on a piece of paper. Maybe there is more intellect involved in a cartoon than the critics are willing to admit.

After all, who could dispute the ability of cartooning to communicate, especially on an international level? While he was alive, Chic Young had the distinction of being the world's best-read author by virtue of creating "Blondie." Surveys have shown that 150 million people read at least one comic strip every day. In America, 73 percent of all college graduates read the comics.

And so the young cartoonist considers himself part of an important legacy, even if the tradition is carried on by magazines about body building and soybean farming. This connection keeps him going, along with the fact that he is probably fairly lazy. If there is a way to make a living by drawing little people with funny noses, it is worth finding.

Pardon me, but I think I hear the mail truck.

□

Rob Suggs, who graduated from Furman in 1978 and lives in Atlanta, is a free-lance cartoonist whose work has appeared in regional and national magazines.



Finally... an acceptance



Who's ready for college?

by Tom Cloer

*Declining test scores show
that fewer high school graduates
are prepared for college.*

Are American students getting worse instead of better? Are children learning the basics in our public schools? How capable are our high school graduates? If the pool of highly qualified students is really decreasing, how does this affect colleges like Furman?

Disturbing questions like these trouble both educators and the general public. A lot of us have become alarmed and begun to demand accountability of our public schools. Legislatures in about 40 states have passed laws which attempt to legislate achievement. Beginning teachers must now pass literacy tests. Minimum competency is no longer maligned, but is now pursued with anxious and declining optimism.

Yet few of us seem to really understand the situation. Are we over-reacting or is there real cause for alarm? In an effort to answer this question, I have analyzed a voluminous amount of research data. Although I found no simple answers, I did uncover some facts which should help us understand the problems. I must say that my quest for truth has caused me to feel a range of emotions from euphoria to clinical depression.

Left: Student tutors have proved to be most effective in helping weak students learn. The Special Services Office at Furman provides tutors for all students who need them.

For the past 12 years there has been a national effort to examine the questions surrounding declining achievement. The National Assessment of Educational Progress, funded by the National Institute of Education, has assessed 75,000 to 100,000 students annually in one or more learning areas.

The National Assessment evaluates students who are chosen to represent the national population. It tests students at ages 9, 13 and 17, ages which represent the end of primary, intermediate and secondary education. By comparing the achievement of students in 1970 to the achievement of the same age groups in 1980, we can draw some solid conclusions.

Reading

How are we doing in the three R's? In reading, the results are both encouraging and dispiriting. When we compare the achievement of 9-year-olds in 1971 to the achievement of 9-year-olds in 1980, we see that their overall performance improved significantly. The largest gains occurred among black students, students who live in the Southeast, those who attend schools in rural communities and those who attend schools in disadvantaged urban communities. This age group improved significantly in every skill tested, including the ability to infer ideas not explicitly stated.

The 13-year-olds improved in literal

comprehension. They made no progress in critical thinking or in reference skills between 1970 and 1980.

However, the performance of the 17-year-olds is another matter. When tested in 1980, 17-year-olds proved considerably less capable of inferring ideas than did the same age group 10 years ago.

A number of factors may have contributed to the large gains by younger students. The last decade was a time of increased interest in early childhood development. There was increased federal funding for early elementary education, and there were many changes in teaching materials and in approaches to teaching beginning reading. Now the very reading programs for early childhood which gave us cause for exuberance are threatened by the federal ax.

Writing

The 1979-80 reading/literature assessment tested students by requiring them to respond to works of literature in writing. Students of each age group were asked to analyze and evaluate various poems and stories.

The assessment supported the major findings in reading among older students. While students could read a wide range of materials, they demonstrated few skills in examining ideas. Few students at any age explained their ideas and judgements by referring to the text passages, or to

“When we require students to take remedial courses, we create intellectual ghettos.”

their own feelings and opinions.

In 1980 only 15 percent of the 17-year-olds wrote “successful” papers. The percentage of students writing “minimally acceptable” papers dropped from 78 percent in 1974 to 73 percent in 1979. Between 1969 and 1980, there was a decline in the quality of the descriptive essays by the 13-year-olds. In 1980 fewer students of this age could write a persuasive letter; only 20 percent of the students wrote “competent” or better letters. More 13-year-olds said they “never enjoy writing” in school than said they “usually enjoy” it.

These discouraging findings seem to reflect the current emphases in teaching and testing. In the classrooms, teachers ask questions which require only brief comments by students; there is seldom much discussion. The relatively short student responses parallel the multiple-choice and fill-in-the-blank formats of most tests. A student does not even need to use complete sentences in many situations. When doing well in school requires little more than pointing and grunting, it is not surprising that students fail to develop more comprehensive thinking and analytical skills.

The situation looks less than promising for the decade of the eighties. Few teachers have had systematic training in the teaching of writing and thinking skills, and students in all subject areas need to encounter writing tasks as part of their courses. In-service programs to train teachers, however, are expensive, and expense for education is not currently in favor.

Mathematics and science

The findings of the latest survey in mathematics are simply depressing. They show that achievement levels of all age groups declined from 1973 to 1978, when the last survey was conducted. The scores of older students dropped most noticeably.

Only 35 percent of the 13-year-olds knew what percent 30 is of 60. A shocking 8 percent at age 13 and 27 percent at age 17 could calculate 4 percent of 75. Forty-three percent of the 13-year-olds and 54 percent of the 17-year-olds could convert feet to yards. About two-thirds of the 17-year-olds reported that they had taken at least one year of algebra.

The students’ problem-solving ability declined significantly from 1973 to 1978. In 1978, 56 percent of the 17-year-olds, compared with 65 percent in 1973, answered this problem correctly: “A car traveled eight kilometers in five minutes. At this speed, how many kilometers could it travel in one hour?” About 20 percent of the 13-year-olds and 52 percent of the 17-year-olds answered the following question on percent in 1978. “A hockey team won five of the 20 games it played. What percent of the games did it win?” On a simple multiplication problem that included information *not* needed to solve the problem, 56 percent of the 13-year-olds answered correctly. About one student in four multiplied all numbers shown in the problem.

The decline in understanding science parallels the decline in understanding math. The first science assessment was conducted in the 1969-70 school year, the second in 1972-73 and the third in 1976-77. Achievement levels of students aged 9, 13 and 17 declined in the physical sciences on each of the three assignments, with the 17-year-olds showing the steepest decline.

Implications for the future

The National Assessment of Educational Progress is the most comprehensive, scientific and current body of research about student achievement that exists in the United States. Its findings are hard to dispute. The trends are clear, and the implications for higher education are apparent.

Colleges must compete for a dwindling supply of highly qualified students. Most colleges of the eighties will be actively seeking students — any students — to fill their classrooms. Inevitably some colleges will enroll fewer qualified students than they have in the past. So what can we do about it?

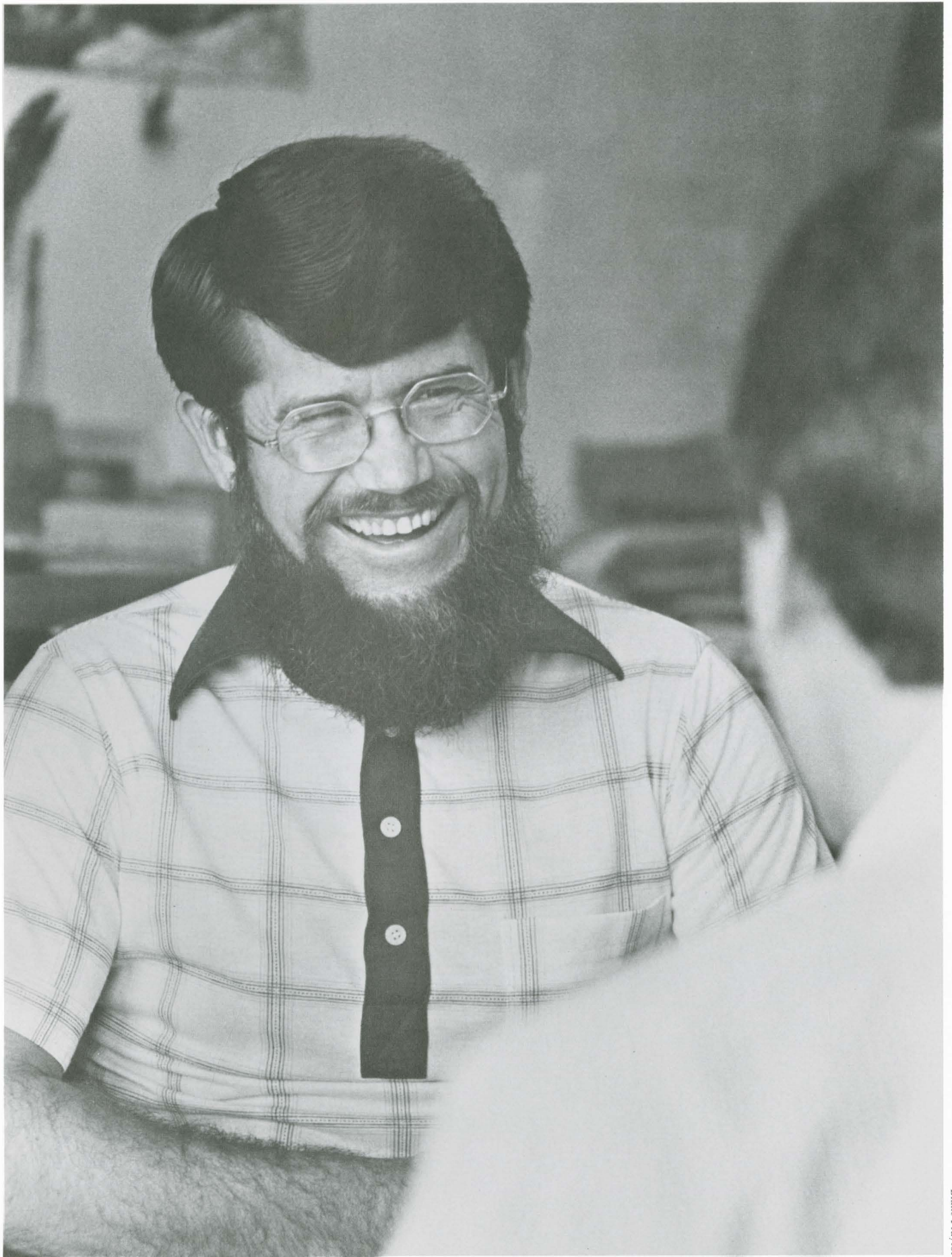
Each college has begun to develop its own methods for dealing with the educational deficiencies of low-achieving students. Programs range from requiring the whole freshman class to take remedial English to a kind of benign neglect in which poorly prepared students are assumed to be like everyone else. Colleges which have been dealing with underprepared students for some time fare little better in retaining these students than selective colleges which have had little or no experience with them.

Some colleges require remedial courses as a way of coping with the problem. I believe that such courses are perhaps the worst way to deal with academically weak freshmen. Research has demonstrated that required remedial courses do little to increase the retention of underprepared college students.

When we require students to take remedial courses, we create intellectual ghettos for subgroups of students and instructors, because we automatically exclude these people and programs from the academic mainstream. We think of remedial students as “slow learners,” overlooking their strengths while focusing on their weaknesses. Most faculty members resent teaching basic, elementary skills, especially when it takes them away from professional development in their chosen disciplines.

Right: National tests show that the reading skills of 9-year-olds improved in the seventies, while their understanding of mathematics and the sciences declined.





Blake Praytor

*Research shows that student
tutors are most effective
in helping weak students.*

Furthermore, the task of instruction is more difficult when students are resistant and unmotivated. Clearly, research evidence suggests that an environment where underachievers watch other underachievers underachieve is not conducive to intellectual growth.

As colleges have developed required remedial courses in basic skills, they have created a plethora of other remedial courses. Most instructors in basic skills soon discover that their weak students need simpler, more intensive teaching. They deduce that “the hip bone’s connected to the leg bone, and the leg bone’s connected . . .” Thus, many students have majored in being remediated.

Some institutions have developed summer “bridge” programs for entering students with weak backgrounds. They identify underprepared students and encourage them to attend a special summer school session. Such programs are expensive, especially when they offer personal counseling, skills assistance, tutoring and regular courses.

There is little evidence that summer bridge programs are any more effective than programs offered during the academic year. In fact, there is some evidence that such programs may generate special problems. Some marginal students find themselves greatly outdistanced in background when the regular student body returns in the fall. This “culture shock” is

compounded by exhaustion. Most underprepared students invest a tremendous amount of energy and time succeeding in the summer program. When they return to even more rigorous, competitive classes in the fall, they are ready to call “time,” but the academic contest never slows; indeed, it accelerates. Subsequently these students become discouraged and drop out.

Some institutions have simply acknowledged the stigma associated with remedial courses and have required that *all* freshmen take basic skills courses such as math, composition and reading. However, there are limits to the number of students and the range of abilities that some teachers can handle effectively in a classroom.

Some college programs for marginal students have proved successful in the last decade and show promise for the eighties. Review of a large body of research reveals that structured tutoring (tutors who work on particular skills and content), when appropriately used, results in significant learning gains. This research shows that student tutors, even students enrolled in the same course, have been most effective in helping weak students learn. After studying such things as grade point averages, improvement in attitudes and persistence, researchers have concluded that student tutors are successful because weak students develop a better concept of themselves as a result of the close personal relationship with the tutors.

There is increasing evidence that tutoring improves the achievement and attitudes toward college of the tutors as well as the students being tutored. Even tutors’ scores on the Medical College Admissions Test have improved. Upper-level science students who tutored freshmen earned higher scores on the test than classmates matched for courses and grades.

Another promising method is the reduced course load. Researchers have learned that marginal students can learn enough to complete most courses successfully if given more time. However, this kind of program encounters difficulties in some institutions that require a full schedule of courses to maintain financial aid or to remain in a dorm, a major and so on.

The decade of the eighties will require a special breed of faculty if underprepared students are to find their way through the mazes of academe. The strongly motivated, high-achieving student of the past would succeed despite any poor teaching or inappropriate materials. The underprepared student today will not. Furman and other colleges must develop programs to prepare faculty for weak students.

Of course, the problem is not new. In 1852 Henry P. Tappans, president of the University of Michigan, complained that American colleges were too involved in teaching rudimentary courses that belonged in intermediate or primary schools and that universities were lowering their standards by admitting weak students. “To turn raw, undisciplined youths into the University to study the Professions, to study the Learned Languages and the Higher Sciences is a palpable absurdity,” he said. In 1907 more than half the students who matriculated at Harvard, Yale, Princeton and Columbia failed to meet entrance requirements. Harvard began a remedial reading course for its students in 1938.

Yet higher education has survived and flourished in this century. Maybe we are overreacting. The system can probably withstand much more than another surge of weak students. But for the good of our colleges and students, I suggest we begin to prepare now for this real possibility.

□

Left: Dr. Tom Cloer, director of special services at Furman, advises students with academic difficulties. He has served as chairman of the Research Committee of the South Carolina Council of the International Reading Association. The author of two books and numerous articles about learning, Cloer presented a paper to the Ninth World Congress in Reading in Dublin, Ireland this summer.

Johns & Johns

by Marguerite Hays

As the wife of Furman's president, Martha Johns is a full partner in the team that heads Furman.

“Martha is my greatest asset,” says Furman President John E. Johns of his wife of 35 years. “Whenever she’s around, I know everything is taken care of and I can concentrate on what I’m supposed to be doing.”

Johns often speaks of his wife and himself as a team when he talks about his work for Furman. He says they share the pleasures and responsibilities of representing the university.

As Furman’s top administrator, fund raiser and public relations official, Johns spends a lot of time with a wide variety of publics. Besides seeing people constantly in his office, he entertains frequently in his home and on campus. He speaks to church congregations, alumni groups and community organizations, and he represents Furman on innumerable other occasions. In this part of his job, he says, Martha’s help is indispensable.

When it comes to entertaining, he depends on her completely. “I consider Martha the hostess for the university,” he says. “I depend on her

knowledge of how to entertain — where something should be held, what people should wear, who should stand where in the receiving line. She handles all the protocol.”

The Johnses are official hosts at a number of annual university events, beginning with a reception for freshmen and a dinner for faculty in the fall and ending with a reception for seniors and their parents on the day of graduation. In between there are luncheons and dinners for trustees, the Associates Dinner for university benefactors and a breakfast at their home for students after the junior-senior dance in the spring. In addition, the Johnses entertain at numerous luncheons and dinners on special occasions.

Martha Johns helps to plan all of these events. She consults with Bob Gray, director of food services, about the menu. She decides on table decorations and frequently orders flowers, when flowers are not in bloom on campus.

Since the wives of some trustees often accompany their husbands to

Furman, she not only plans the meals but also entertains the wives while their husbands are in meetings. “I always have them over for coffee or plan something,” she says. “We toured the campus one time and last year I took them to the Greenville County art museum. The board changes all the time and we always have new people, so it’s good just to get together and let the wives get acquainted with each other.”

Once a year the university entertains the Furman Associates, people who give \$1,000 or more annually to Furman. In 1979 Mrs. Johns suggested that the Associates Dinner should be held in the foyer of McAlister Auditorium instead of the dining hall. Although some people were skeptical at first, she convinced them that the foyer, with its elegant chandeliers and graceful winding staircases, would

Right: Obviously a devoted couple, Martha and John Johns support each other in everything they do. Photo by Blake Praytor



"I think of the president's home as the front door to the university."

Mrs. Johns

make a beautiful setting for a Christmas banquet. For decoration she draped a garland of cedar greens along the rail across the balcony and put candles along the top of the rail. The effect created by the lighted candles, garlands and table decorations was stunning. After the dinner, one of the guests wrote to thank her for showing that "Furman can really go first class."

Besides the more formal occasions, Mrs. Johns spends a lot of time with university visitors, including prospective students and their families, parents of students, and donors and their families. "I think of the president's home as the front door to the university," she says, and she always tries to be available to entertain visitors when she is needed. Not infrequently she is called on to entertain wives of visiting job candidates and ends up giving them a tour of the campus and Greenville.

In addition to serving as hosts, the Johnses are invited to almost every university event, including student socials, and they try to attend as many as possible. Last February the Johnses dressed up like George and Martha Washington to greet students at a dessert party on George Washington's birthday. Later that month they led the first dance at the annual Twirp Dance. "The Johnses are very supportive of student activities," says Betty Alverson, director of Watkins Student Center.

Because Mrs. Johns takes her work as a representative of Furman so seriously, she insists on being informed in advance of the guest list at dinners and meetings and the reason for the event. "That's my only stipulation," she says. "If anyone wants me to attend something, they must brief me so I will be able to make sensible conversation."

In any ordinary year as president of Furman, Johns travels a lot, but with the university in the third and final year of a \$30 million fund-raising

campaign, he is traveling more than ever. Last year he attended campaign kickoffs in 12 cities and visited prospective donors and foundations all over the country. Whenever possible, Mrs. Johns goes with him.

"When Martha comes along, I can relax," says Johns. "If I've got to speak, I don't have to worry about what's happening to people. Martha's right there in the middle. She gestures a lot, you know," he says teasingly, "but she does a great job of mixing and seeing that people meet each other. I'm usually thinking about

what I want to say to the crowd, because I prefer to speak extemporaneously."

Mrs. Johns also accompanies her husband on some visits to prospective donors. "If a woman is involved, it helps to have Martha along when I make a presentation," Johns explains.

Moffett Kendrick, Furman's vice president for development, has a special appreciation for Mrs. Johns' help. "Martha is a real asset to the fund-raising aspect of a presidential family," he says. "She complements John's unique feel for people and



Fred Foy Strang

President and Mrs. Johns greet faculty members at a university dinner.

situations, giving dinners and other public and social occasions a flair that contributes tremendously to success. Martha just doesn't accept whatever someone plans — she joins in and expects the best of everyone and everything."

A home economics major at Furman, Martha Johns has always enjoyed homemaking, decorating and flower arranging. As the president's wife at Furman — and before that at Stetson University — she has used her decorating skills most often. At Stetson she directed the renovation of the interior of the white-columned presidential mansion, which had been built in 1910 and is located on the campus. At Furman she worked with a consultant to redecorate parts of the more modern president's home in Stratford Forest, about a mile from the campus. Choosing subdued tones of green, gold and off-white, she supervised the redecoration of the living room, dining room, kitchen, den, recreation room and bedroom area.

"Martha is a marvelous decorator," says her friend Beth Evans Jones, wife of Furman history professor Ed Jones. "She has used her talent time after time for Furman."

Martha Johns has also assisted in selecting upholstery fabric and carpet for the parlors in the women's residence halls, the trustees dining room and McAlister Auditorium. "When I have a decorating project, I usually consult Mrs. Johns," says Nancy Barron, office and custodial superintendent. "She always has good ideas."

Mrs. Johns is responsible for the purple skirts that now adorn the tables used at receptions and on other special occasions. One day when she was in the Furman bookstore, Harold Page, bookstore manager, mentioned that he had had a call from the owner of a shop that was going out of business who said he had "a lot of Furman purple material." Because Page could not think of anything to do with the



Mac Christopher

Dr. and Mrs. Johns greet students as George and Martha Washington at a dessert party on George Washington's birthday.

*"I feel a lot more secure
when she is there and has
a part in what is going on."*

Dr. Johns

material, he told the caller he did not want it. After checking to see if the material was still available, Mrs. Johns went to the shop and purchased the material. She arranged to have eight table skirts made and Furman still has some of the material for other occasions.

Because Furman is some distance from downtown Greenville, the Johnses feel it is especially important for them to be active in community affairs. Dr. Johns is a member of the Greenville Rotary Club and chairman of the club's scholarship committee. He is a member of the boards of directors of the Greater Greenville Chamber of Commerce and First Federal Savings and Loan Association of South Carolina. Mrs. Johns is a member of the Furman Campus Club, the Greenville Garden Club, the Guild of the Greenville Symphony and Chapter F, PEO Sisterhood, a philanthropic and educational organization. She serves on the board of directors of the Carolina Youth Symphony and works as a volunteer for the Speech, Hearing and Learning Center. Both Johnses assist in raising funds for the American Cancer Society and both are active members of Greenville's First Baptist Church, where Johns is a deacon. Mrs. Johns is on the steering committee to build a new church sanctuary, and she recently served as chairman of a fund-raising dinner attended by 1,000 church members at Textile Hall.

With so many demands on their time, the Johnses would seem to have little time left for their family. Yet they have always been a close family that does things together. At Stetson their three sons often accompanied them to university events, and in recent years their youngest son, Marcus, has gone with them on most out-of-town trips. Although the boys might have preferred to do other things occasionally, Mrs. Johns says, "They have always been supportive and considerate because they were so

proud of their father."

With Marcus leaving this fall to attend Mars Hill College, Dr. and Mrs. Johns will be by themselves for the first time in many years. Their oldest son, John, Jr., married last year and is head of the loan administration department at Southern Bank and Trust Company in Greenville. After serving in the Army, Steven is a junior at Gardner-Webb College.

All of the Johnses are avid golfers and play together as often as they can. In summer the family spends several weeks at New Smyrna Beach, Fla.

One of the nicest things about John and Martha Johns is their obvious affection for each other. "They are a devoted couple," says Beth Evans Jones. "I think it shows because they are always so eager to help each other."

Martha Mauney from Shelby, N.C., and John Johns from Arcadia, Fla., met at Furman in January of 1946. She had transferred to Furman from Mars Hill that fall and he had just returned after serving in the U.S. Army Air Corps. He remembers exactly how they met: "I was sitting at a table in the dining hall. We were fooling around and I saw her walk in. She had jet black hair and had on a white angora sweater. I said, 'Who is that?'"

They began dating not long afterward and never again dated anyone else. They were married in August of 1947, after graduating in June.

They lived in Chapel Hill while Johns attended the University of North Carolina and moved to DeLand, Fla., in 1948, when he joined the faculty at Stetson. They remained in DeLand 28 years. Johns taught history and served as chairman of the History and Political Science Department, business manager, vice president for finance and president at Stetson. They moved to Greenville in 1976, when he became president of Furman.

When you ask Martha Johns what

she enjoys most about being the wife of a college president, she replies instantly, "Being part of John's work. We know the same people. His friends are my friends. We enjoy the students, the faculty, the people we meet."

Dr. Johns says the most rewarding thing about his work is having a part in developing a fine institution. "As for Martha, I feel a lot more secure when she is there and has a part in what is going on."

Tom Hartness, former chairman of Furman's board of trustees and now national campaign chairman, agrees that Martha Johns is an asset to her husband and to Furman. "I've been impressed with her warm and gracious manner since the first day I met her," he says. "I've seen Martha go in a room of strangers and in 30 seconds everyone is her friend. Martha is working all the time for Furman."

□

Right: Surrounded by parents and students, Dr. and Mrs. Johns are the center of attention at the reception for graduates held in the afternoon before commencement.



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