



CHAPTER ONE

The End of the Randolph Era

1936–1945

The modern history of the College of Charleston begins with an ending, the last six years of Harrison Randolph's remarkable and lengthy career as college president. When he became president in 1897, the city was threatening to close the small municipal college because of its low enrollment. Randolph did what his successors had refused to do, changing the curriculum and attempting to diversify the student body by recruiting male students from outside the county and opening the college's doors to white women. Despite these changes, however, the original vision of the college as a demanding liberal arts institution continued throughout Harrison Randolph's presidency.

One of the Randolphs of Virginia, he had come to the college at the urging of Thomas Pinckney, his best friend from the University of Virginia, who wrote him, "If you wish to do private study and that sort of thing, it might pay you to come here; but unless you do Father says he would not advise your leaving a progressive institution to come to a dormant one. . . . If you do decide to come to Sleepy Hollow, write me instantly. . . . Living is cheap here, comparatively, and socially the place is good, but there is not much business." Written by the scion of one of its founding families, this was an astute analysis of Charleston, which was still suffering economically from the effects of the Civil War and Reconstruction and looking back to the time when what was regarded as the old verities were at the core of life. The dire financial condition of the college was reflected in the annual report of Randolph's predecessor in 1892: "Our work is seriously hampered by the lack of modern appliances and instruments of culture in the form of books and apparatus. . . ." After World War I, like the rest of the South, the college became Janus faced; while looking backward it, also began to look forward to the emergence of the New South, in which the agrarian economy would be replaced by capitalism—agriculture by commerce and industrialization. Having earned bachelor's and master's degrees in mathematics from the

University of Virginia, Randolph was modern in his scholarly interests but Victorian in appearance, bearing, and taste. An accomplished musician who wrote “a line a day” in his journal, he read writers who lived in the latter part of the nineteenth century—Newman, Carlyle, Arnold—yet he also read the *Saturday Review of Literature* and the *New York Times*. An editorialist for the *Charleston Evening Post* said “he was a model of the cultivated man,” who appreciated “the amenities of good living” before paying him the ultimate tribute: “He fitted perfectly into Charleston.”¹

This sentiment echoes the view of Howard Odum, who said that a college is a reflection of the society in which it is located. To understand the society is to understand the college. This belief has persisted. When Randolph’s successor was being chosen, a Princeton-educated professor of biology, Kenneth Donahue, wrote the chairman of the board emphasizing the importance of choosing a president who understood Charleston culture. In 2006 some of the members of the search committee also emphasized this need. What did it mean to fit into Charleston, and how did the college reflect the society around it?²

Until the last decades of the twentieth century, Charleston was regarded by most South Carolinians as another country and a contradictory one whose nature was impossible to define. To native historian Robert Rosen, “The city defies history, defies time, and continues to defy America. Charlestonians of all races, creeds and colors reflect the uniqueness of their city.” To upcountry residents, Ben Robertson says Charleston “represented all that shocked us—it represented luxury and easy soft living. It was Cavalier from the start; we were Puritan.” “Cavalier” refers to the closed Charleston society populated by settlers from France and England, who availed themselves of the opportunities afforded by the lowcountry and established themselves as an endogamous landed aristocracy modeled on the ideal of the English gentry, which exalted hospitality, good food, and liquor. But, there was also a more open society of first- and second-generation immigrants—including Jews, Lebanese, Italians, and Irish—who were duplicating that success. Jews started immigrating to Charleston in the colonial period and attained wealth and position, but many of the Jewish students at the College of Charleston in the 1930s and 1940s—such as Solomon Breibart, Morris Rosen, Hyman Olosov, and Ben Goldberg—were second generation. While maintaining rigid social codes, Charlestonians have embraced the eccentric and exalted individualism. To upcountry folks, Charleston was “worldly and sumptuous with the wicked walking on every side,” but it had “strength of mind” and “before the Civil War, it developed into a city state.”³

One of the more notorious examples of this individuality is that Charleston mayors refused to enforce federal or state prohibition laws—much to the dismay of the rest of the state. Emphasizing the independence of the city, Burnet Maybank ’19, a mayor of Charleston who later served as governor of South Carolina and U.S. senator, famously said, “If the people in the Piedmont section would leave us alone, we would be better off. We don’t tell them how to run their cotton mills. Why should they tell

us how to enforce our liquor laws?" To a student writing for the *College of Charleston Magazine* in 1935, that individuality explained the lack of school spirit: "Charleston people are queer. They're a reserved lot. . . . Charlestonians are ashamed of exuberance. They prefer an attitude of bored stoicism, of haughty sophistication."⁴

The most obvious difference was language. In the discussion of "Charleston Provincialisms," a paper given by College of Charleston professor Sylvester Primer (Harvard A.B., University of Strasbourg Ph.D.) at the 1887 meeting of the Modern Language Association of America, Edward Joynes, a professor of English at South Carolina College (now the University of South Carolina) said, "I am sorry, Mr President that I can contribute so little to this discussion. I am from South Carolina and Charleston is in South Carolina, but the language of Charleston is not the language of South Carolina."⁵

There was, however, one characteristic Charleston shared with other parts of the state and the South: a preoccupation with class on the part of those whose ancestors arrived early in the city. Historian George C. Rogers Jr. has traced the rigidity this preoccupation produced in Charleston to the Denmark Vesey insurrection of 1822. It intensified after the Civil War and its aftermath because, in many cases, the old families had lost their homes and fortunes, and all they had left was class, which they maintained by their tendency to "retreat behind their own barred gates and hold commerce with none save the members of their own caste." The College of Charleston to some extent reflected the elitism of this society. The kinds of students admitted and the subjects of courses offered were limited. The kinds of students who were allowed to graduate and join the exclusive club of alumni were even more limited. Class, high standards, and the classics were closely related. The annual dance at the college was modeled on the January ball of Charleston's St. Cecilia Society, the most exclusive debutante club in America.⁶

Randolph tried to change the insular nature of the college by opening the door to students from outside Charleston and expanding the curriculum to include elective courses. He had more luck with the latter than with the former. Although he established the first dormitory in 1899, no permanent residence hall was opened until 1962. E. T. H. Shaffer '02 described the first dormitory and Randolph's attempts to open up Charleston in the *College of Charleston Magazine 1901-1902*: "At the beginning of my second year a dormitory was opened; first in a tall, wooden building with a cupola on top. There was a relic of past grandeur in the front yard, a fountain where a mottled cherub patiently held aloft an iron umbrella regardless of the fact that no water ever flowed. From it some mad wag of the faculty dubbed it 'The Sign of the Baby,' and the name stuck until the dormitory was moved to other quarters—possibly to get rid of it." Randolph, Shaffer said, "was full of vim and had begun an extensive publicity campaign with the double object of creating a bond that might in time lead to an alliance between Charleston and South Carolina." Despite the fact that his home was only fifty miles away from the city, Shaffer was regarded as an oddity and "attracted

marked attention from the city boys much as might have been bestowed on an educated Hottentot in London or a South Sea islander wearing clothes in Paris.”

The location of a municipal college is even more constitutive of its identity than is that of a residential institution. In 1936 tuition was free for residents of the city and county. Because there were no dorms, there was a hidebound rule that all women students must be residents of the city or county. Because most families still did not own more than one car, if they had a car at all, women students who lived across the Cooper River to the east or the Ashley River to the west found rooms in town. Men from outside the area were free to secure bed and board, but there were few of them. From 1936 to 1959, nonresidents averaged about 2 percent of the student body. Without the homogenizing and leveling influence of communal dorm living, the students remained more closely linked to their families than to college life. On Monday morning a student leaving Tradd Street, a student leaving Carolina Avenue, and a student leaving Mount Pleasant—by foot, streetcar, bicycle, and ferry—brought with them the values and preoccupations of their family breakfast table, as well as the hardships.

A student from Race Street hurried home every afternoon to work in his father’s small grocery store; a student from Carolina Avenue worked in a shoe store two afternoons a week and all day Saturday. The 1930s were no kinder to Charleston than they were to other areas. In 1932 the People’s State Bank, from which the city had secured a loan of \$160,000, failed. In addition to the loss suffered by the city, the bank failure exacerbated the effects of the Depression in Charleston; “the life savings of individuals vanished, small business lost their operating funds, and a major source of credit for the business community disappeared. . . .” Twenty percent of the labor force was unemployed, and the city issued script. Edna Quinby Morgan kept meticulous records of her expenditures while she was a student at the college from 1931 to 1935. Her freshman year expenditures totaled \$52.55 and included matriculation fee (\$20.00), contingent fee (\$5.00), trigonometry book (\$1.50), compass (\$.10), protractor (\$.40), *La Langue Française, French Grammar* (\$.60), Salust (\$.50), Ovid (\$.75), French dictionary (\$2.50), *Outline of French Literature* (\$1.10), Elmer’s Latin grammar (\$1.60), and *Challenging Essays in Modern Thought* (\$2.10). When she had completed the courses, she sold some of the books for almost as much as she paid for them.⁷

Because times were hard, many of the sons and daughters of the old families could not afford to go away to college and attended the College of Charleston instead. Many academically gifted students who were not from old families might have gone to Ivy League colleges in better times, but in the 1930s they enrolled in their hometown school. Students from South of Broad, Charleston’s most exclusive district, went to the College of Charleston and became respected leaders in the professions and government. Jews, Greeks, Catholics, Lebanese, and Italians went to the college and climbed to the top of their chosen professions. Confined to one square block of shady trees and green grass, which was entered by a gatehouse and centered on the raised oval mound of the Cistern, the students of the 1930s enjoyed an intimacy and camaraderie

that they looked back on with nostalgia. Between classes, they sat on the Cistern, studied and played cards in the sorority and fraternity rooms located in the dilapidated historic houses skirting the campus, or hung out at George's on George Street, where they paid six cents for a Coca-Cola and a nickel for a pack of crackers. Equals in class, they were subtly divided socially when they walked out of the main building. Students from South of Broad sat on the library steps and played bridge; the others sat around the Cistern. Nicky Gazes, who attended the college in the 1930s and later served as bursar, remarked ironically that real Greeks could not belong to the established "Greek" fraternities, that they had to start their own. Jews and most Catholics were not asked to join the established fraternities and sororities—Alpha Tau Omega, Pi Kappa Phi, Delta Delta Delta, Chi Omega, and Phi Mu—which dominated the campus. Louis Rubin, who attended the college before leaving to fight in World War II—and went on to have a distinguished career as a writer, teacher, and publisher—later expressed the surprise he felt when he realized that Jews were excluded, but he would not join the fraternity formed by Jewish men, Tau Epsilon Phi. Greek men founded Sigma Epsilon Phi. Later, when both of these failed, the two groups joined forces with Catholics to form Pi Delta Kappa. One of the largest organizations on campus, and the only religious club until the late 1940s, was the Newman Club, to which Catholic men and women belonged.⁸

Economic hardships and social divisions were nowhere in evidence at the many dances and parties the collegians attended every week. All the large dances sponsored by sororities, fraternities, and clubs were open to the entire student body for a modest fee. A couple could enjoy a live band and refreshments for fifty-five cents at the annual Sadie Hawkins Day dance sponsored by the Chi Omegas. In 1938 the Tri Deltas put on a gala with a deep-sea theme. The hall was swathed in blue and green crepe paper; giant mobile fish were suspended from the ceiling; and each guest was given a live goldfish as a favor. The dances sponsored by the Jewish fraternity were well attended, and a South of Broad socialite wrote that "a grand and glorious time was had by all" at Tau Ep's 1940 ball. Formal attire in the late 1930s was particularly chic. Women wore sleek long dresses and extravagant corsages. To class they wore skirts and sweaters with white collars or pearls. Beta Phi Alpha, a local sorority chartered in 1934, sponsored the annual Skirt and Sweater Swing at the Knights of Columbus Hall. The 1938 Chi Omega spring dance, attended by three hundred at Hibernian Hall, was preceded by "a cocktail party."⁹

The students were also enthusiastic patrons of the five "movie houses" on King Street. Pastime Amusement Company, owned by the Sottile family, opened the new Art Deco Riviera Theater in 1939. By far the greatest cinema excitement early in the next year was the Charleston premiere showing of *Gone with the Wind*, screened at the Gloria Theater, one block from campus. Students became starry eyed when they saw their friend Alicia Rhett playing India Wilkes on the big screen.

Another experience that united all of the students in the 1930s and 1940s, and continues to do so still, was the beach party. On Saturdays students biked to Folly Beach or piled into the family car and drove to Sullivan's Island. In the spring they enjoyed weekend house parties, with the fraternity in one parent's beach house and the sorority in another. At these parties, as well as in town, liquor was the acceptable lubricant, and while the men were sometimes intemperate, no one remembers the women having more than two drinks. Men made the trek up King Street to buy white lightning (illegal whiskey) at the Tennessee Meat Market.

When they were not attending balls, informal dances, and beach parties, the students supported the basketball team, the Maroons, which played teams from other colleges as well as company teams. The Maroons' success in the 1930s and 1940s was mixed, but school spirit did not suffer, nor did the appetite for after-game snacks at Duffy's Pharmacy or Roy Hart's sandwich shop on King Street or for more elaborate dinners at St. Michael's Inn and the Marion Square Grill, where one could feast on filet mignon for one dollar and a glass of buttermilk for ten cents. Other sports that the students supported in various years were tennis, golf, women's basketball and swimming, and men's and women's fencing. The men's fencing team boasted a left-handed fencer, Hyman Olasov, who proved his worth when the University of Alabama came to the college for a tournament.¹⁰

The club that threw the best parties was the all-male Pre-Medical Club. Some students, such as Morris Rosen, who had no intention of becoming doctors, joined the group to make sure they would not miss any of the social events. In a perfect reflection of the double-pronged identity of the college (high standards and good fun), the Pre-Meds decided in 1936 to drop their big dance as a "precautionary measure that the club not be known as a social organization" but rather as a forum for "scientific discussion"—according to its president, Lawrence Powers, who was also president of the student body and a leading actor in the Dramatic Society. Later, after graduate school, he became a renowned physicist.¹¹

While the students liberally mixed fun with studying, President Randolph struggled with problems created by the nature and location of the institution. Skilled as an administrator who inspired devotion in his coworkers and trained as a mathematician, he frugally managed the small budget he had with a precisian's attention to detail. Proud and urbane, he jealousy guarded the reputation of the college. His dilemma was astutely analyzed by R. H. Eckelberry in *The History of the Municipal University in the United States* (1932). The history of the College of Charleston, Eckelberry wrote, is "that of a gallant and successful struggle to maintain a center of liberal education of high standards under the adverse conditions of a community relatively small and poor economically and burdened by a double system of public education, low scholastic standards throughout the state, and lack of adequate financial resources."¹²

The success of this struggle is seen in the achievements of the graduates through the ages. In the field of education alone, the influence of the college was seen throughout the state and nation in the graduates who became college presidents, deans, and professors. To name a few, Francis Withers Capers served as superintendent (president) of the Citadel (1852–59); William May Wightman was the first president of Wofford (1854–59); Leonard Baker was much revered as USC's president (1932–36). Deans included Charles Furman at Furman University, Louis Hackemann at Hartwick College, and Karl J. Miller at the University of Pennsylvania. Among many professors were Frederick Tupper at the University of Vermont, Pelzer Wagener at the College of William and Mary, Yates Snowden at USC, E. K. Marshall Jr. at the Johns Hopkins School of Medicine, Ward Baldwin Coe at the University of Maryland Law School, and Huger Bacot at Temple University.¹³

With little control over the economy and the public-school system, Randolph could and did exert every effort to make sure that the students admitted to the College of Charleston were exposed to the best teachers he could find. Charleston might be cut off from the rest of the world, and the college might be insular, but Randolph recruited from the best institutions in the nation. Annually he explained his recruiting procedures to the board. As he said in 1938, "The large universities in this eastern section were notified of the vacancies. . . . They recommended candidates and I then visited these universities . . . and interviewed the applicants . . . at the University of Virginia, University of Pennsylvania, and in New York City where I met the applicants from Columbia University, Cornell, Yale, and Harvard." During this late period in his presidency, Randolph recruited Hoyt Cook and Horatio Hughes from Johns Hopkins, Kenneth Hunt and Ernest Kubler from Cornell, Earle Jennings and William Abbot from the University of North Carolina, and Hans Karl Schuchard and A. V. Bushkovich from the University of Pennsylvania. Because of low pay and the housing situation in Charleston, he lost some of the stars he had recruited; however, the reputation of the colleges that hired them speaks to the esteem in which the College of Charleston was held; Robert Gaunt, professor of biology, was hired by New York University, and James Shearer, associate professor of modern languages, was lured away by the salary at Columbia University. Randolph was anxious to stay on the recommended list of the Association of American Universities. The percent of the College of Charleston faculty with earned doctorates was 65 percent in 1940–41 and 55 percent in 1941–42. In comparison in 1939 at the University of South Carolina, the percentage was 29 percent, and at Clemson it was 21 percent.¹⁴

That a faculty member's primary responsibility was excellent teaching, the college made abundantly clear to both faculty and the community. This has always been true, but the college has been able to boast of strong researchers on the faculty since the nineteenth century, when professors Louis Agassiz, Francis Holmes, John Bachman, and Lewis Gibbes engaged in vital primary research. In the humanities two of the papers presented at the first meeting of the Modern Language Association in 1884

were written by College of Charleston professors—Sylvester Primer and Henry Shepherd. Nathaniel Stephenson, who taught history, worked with Yale University Press and wrote a biography of Abraham Lincoln. Despite this tradition, a press release sent to the local newspaper in 1939 and 1940 stated: “Provided that research does not interfere with teaching, it is now generally recognized that it is not only a stimulating occupation for faculty members with leanings toward original work, but also that it extends the intellectual influence of the institution that fosters it to the world at large.” Among the activities reported were Kenneth Donahue’s work with estrogenic hormones in marine invertebrate animals, Hans Schuchard’s monograph on the poems and songs of Otto von Bodenlauben, and Harold Easterby’s completion of the two-volume edition of the papers of Governor Robert F. W. Allston. A. V. Bushkovitch directed the research of Baline Grey, a freshman who invented a device for demonstrating the principles of wave motion.¹⁵

Much of the training in introductory courses, as well as the service work, was conducted by men who had not earned doctorates. Universally loved, Clarence Graeser, who graduated from the College of Charleston in 1888, tried to retire three times but returned each time his alma mater needed him. His effectiveness as a language teacher is demonstrated by the fact that in 2007, Lois Jervey, class of 1937, could still quote in perfect German the response Graeser demanded when he saw his students on King Street. He would ask in German, “What are you planning to do tomorrow?” The student was required to respond in German: “I would like to go by the first train to Berlin, but that’s not possible because I’m expecting a friend from Chicago and must remain in Bremen until the steamer arrives”—a sophisticated answer for a beginning student. Abe Banov said that Graeser not only taught the French language but also cultivated an appreciation for French literature. Fifty years after graduating, Banov still enjoyed reading *La Fontaine* and *Beaumarchais*.¹⁶

Randolph seems to have cultivated a good relationship with the trustees, who were directly involved with most college activities. He worked closely with board president M. Rutledge Rivers, an 1890 graduate of the college from an old, distinguished family. Rivers differed from most of his social class in his fervent interest in public education. He was superintendent of the Charleston Public Schools, a member of the College of Charleston board of trustees for thirty-six years, and president of the board for fifteen years. Other board members served equally long stints; an appointment was looked on as a lifelong privilege. Board meetings were concerned with approving scholarship winners, permanent faculty appointments, and summer-school teachers. Between meetings trustees managed the stock portfolio of the college, made decisions about which stocks to buy or sell, and made sure that stock certificates were safe by checking the lock boxes at South Carolina National Bank and the C & S National Bank of South Carolina. When some actual securities were conveyed to the Citizens and Southern (C & S) Bank as security for a loan it had made to the college, J. Waties Waring resigned as chair of the finance committee in a letter

dated December 21, 1938, because he disapproved of “the physical delivery of the securities of the College to any lender or other person. . . . The Board of Trustees is charged with the duty of accepting and holding continuous custody and possession of the property and securities entrusted to its care for the use of the College.”¹⁷

One of the times the board questioned Randolph’s judgment reveals the xenophobia of some Charlestonians, but the argument also shows a variety of viewpoints. In 1938, during the discussion of A. V. Bushkovitch’s appointment as an associate professor of mathematics, one trustee said he thought it was unwise to hire someone who “had grown up in Russia until he was sixteen years old and had been exposed to the soviet regime” when “people who had been born and raised in the United States were available.” Another, who identified himself as a liberal, thought that, because the college was dependent on city and county funds, “it would be a mistake to employ someone who could be a target for peanut politicians to try to make trouble for the College.” The other side “pointed out that one of the chief reasons why the College was respected and looked up to in South Carolina was the fact that it was a school of liberal arts and sciences and that one of the main things that made it liberal and made its teaching valuable and broadening was the fact that the College had obtained the services of cultured men who came from different parts of the world and had held itself above political considerations in an effort to give a really fine and liberal education.” In a judgment that anticipated his rulings as a federal judge, trustee J. Waties Waring asserted that the college “should hold itself above local considerations.” The board voted seven to three to hire Bushkovitch, who became a popular teacher respected by his students because of his currency in his discipline as well as in the arts and his interest in their work.¹⁸

The controversy, however, left its mark on Randolph. After deputing Harold Easterby, who was finishing his doctorate at the University of Chicago to recruit faculty for the college in 1939, Randolph turned down Easterby’s recommendation of a sterling candidate for a vacant position in English. Easterby wrote that he had found “a prize in every respect but one—he is Jewish”; nonetheless he did not think “a better man could be found.” Randolph responded, “Recent events here, all minor matters, perhaps, but which might add up to an unfortunate total, make me feel very definitely that this decision [to say ‘no’] is safest. You recall the stir over Bushkovitch and just recently the Gyro club arranged for a German refugee student to study here next year. While the response from the students was most generous there was some little talk, unfortunately on the racial and religious question.” Randolph was not the only college president who worried about anti-Jewish sentiment. The president of Columbia University waited until the summer of 1939 to grant tenure to Lionel Trilling, the first Jewish tenured professor of English, “so that the faculty would not have to be consulted.”¹⁹

In the 1920s Randolph had responded to local pressure to open up the curriculum by offering night courses in business, commerce, and insurance. The pressure in the

1930s was personal; it came from a friend for whom he had the utmost respect. Burnet Maybank, who had become mayor of Charleston in 1931. Maybank had entered the college in 1915 planning to become a medical doctor. When America entered World War I, he enlisted in the army, but he returned to the college as a senior in 1918. After graduation he abandoned his plan to become a doctor and went into his uncle's cotton-export business. His business success allowed him to run for mayor of Charleston, a post he held from 1931 to 1938. The son of two of Charleston's most aristocratic families, he shocked some of his caste with his support of the New Deal and his unwavering loyalty to Roosevelt. Concerned for those who had been ruined by the economic crisis, "he almost single-handedly secured Charleston's first major industrial plant since 1900 when he persuaded officials of the West Virginia Pulp and Paper Company to build a \$5,000,000 plant in Charleston." Realizing the importance of the forest industry to the South, the mayor persuaded his friend and former professor to propose a forestry program as part of the College of Charleston curriculum. While there was initial opposition to what some regarded as the introduction of a preprofessional program into a liberal arts college, others pointed out that Yale, a prestigious liberal arts college, had a major in forestry. Randolph told the board that forestry experts gave full endorsement to preprofessional forestry instruction in liberal arts colleges, that it was like premedical training, for which the college was renowned. To help defray the expenses of introducing a new subject and hiring a professor of forestry, the county, at Maybank's urging, added seven thousand dollars to its appropriations. In support of the new course of study, the local paper quoted Dean Harry Graves of the Yale School of Forestry, who said that "an ideal arrangement would be for men to do their bachelor's work at Charleston, master's work at Yale or some other Class A forestry school, and then return to help build on the Southern industry, where they could fit in as no other."²⁰

Randolph succeeded in hiring Kenneth Hunt from Cornell University to teach the forestry courses. Well-trained and enthusiastic, Hunt created much interest in the program and secured the use of six thousand acres of forest land from J. J. Pringle Smith, alumnus and owner of Middleton Gardens. All the students who took forestry courses at the college were offered positions in the S.C. State Park Service. Enrollment was strong, but in 1946 the new president, George Grice, decided that the college could no longer afford to pay Hunt, who went to Antioch College, where he had a long, distinguished career. If Grice had had the vision to take advantage of the presence of three large paper companies in the area, the history of the college might have taken a different turn.

Another preprofessional initiative—and one that has had a much longer life—was the training of teachers. The college had offered some education courses since 1927, and in 1933 the summer session was designated a regional institute by the Progressive Education Association. Students from New York, Pennsylvania, Connecticut, and other states attended the summer school in the 1930s. Because of the conservative

educational philosophy of Randolph and his successor, George Grice, this would appear to be an unlikely alliance. Grice's close association with teachers from the North did not seem to alter his social views. With its limited resources, the college offered afternoon courses and practice teaching for secondary certification with part-time teachers. For many years the faculty was not interested in committing resources to a program that it felt was inappropriate at the liberal arts college, even though training local teachers was traditionally the obligation of a municipal college.

While the curriculum was limited, the activities of the student organizations created a lively intellectual atmosphere. In 1937 the Gyro Club, restricted to twelve men chosen for their leadership potential, sponsored a symposium, "The Contemporary Scene," during which Moultrie Moore, who later became an Episcopal priest, gave a talk titled "Present-Day Theology," and Capers Smith, who later became a doctor, discussed "New Trends in Medicine." Male students also gave scholarly talks at the meetings of the Cliosophic and Chrestomathic societies, founded in 1838 and 1848 respectively. These talks were held in Porter's Lodge, which custom forbade women from entering. Three literary clubs were open only to women—the Pierian Literary Society, which presented studies of writers; the Quill Club, which helped sustain the campus publications; and the Scribblers Club, formed by women interested in writing. Each sex had its own debate team. Women and men could both contribute work to *The Comet*, the college yearbook, and the *College of Charleston Magazine*, the second oldest student publication in the country. After 1935 they could work on the staff of the *Meteor*, the student newspaper. Both sexes could sing in the large glee club and take part in producing plays with the Dramatic Society. In 1933 the Dramatic Society presented a program every Thursday night over radio station WCSC. Despite the depressed economy and the straitened circumstances of the college, literary and intellectual expressions abounded.²¹

The oft-expressed southern animus against government spending did not prevent the students and the College of Charleston from depending heavily on money from the city, county, and federal governments. The National Youth Administration provided work and pay (fifteen dollars a month) for eighty-three students in the library, in science labs, and in the administrative office. Charles Latimer, who entered the college when he was fifteen years old, was hired by the president's office because he was one of the few students who could type. The Federal Emergency Relief Administration and the Civil Works Administration renovated the main building and painted the library. The Works Progress Administration (WPA) remodeled the property on the north side of Green Street to include a chemistry lab, professors' offices, a small lecture room, and a modern apartment for the professor who served as custodian of the property. In a budget of \$87,244.46 in 1937, the city provided \$45,818.81, and the county contributed \$20,000.00, with the rest of the funds coming from the college endowment and fees. The college's slice of the city pie was vividly illustrated in the 1939 *Year Book of the City of Charleston*. On a chart titled "The Owner of the Average