

Summer 2018

The LEGACY

A Publication of Watson-Brown Foundation, Inc.

BANKSTON *in a* NUTSHELL

ALUMNI SPOTLIGHT

a CLASSIC *Duo* GOOD FRIENDS THROUGH GOODRUM

Sink OR SWIM

MAKING FIELD TRIPS FUN AGAIN

WATSON  BROWN
FOUNDATION

2018 *Scholarship* RECIPIENTS

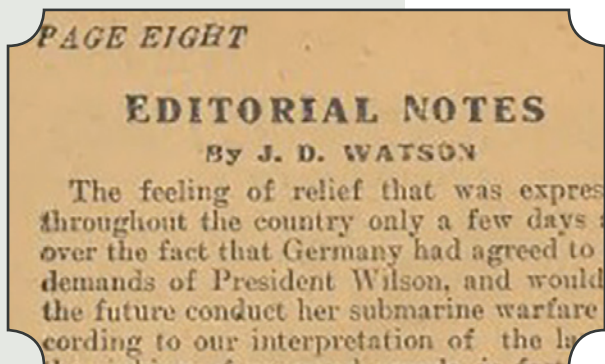
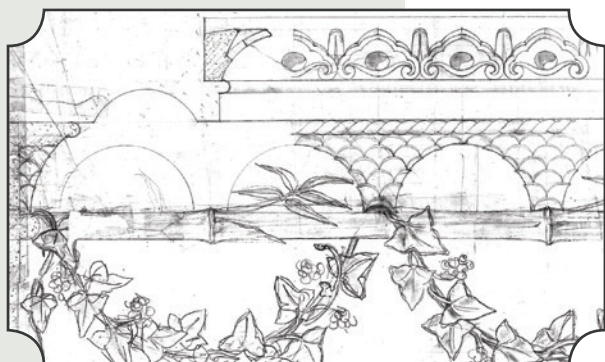
COMPLETE LISTING

“To know what to try to do, is the great problem, and it may be that even the men who succeed in their chosen calling could have rendered mankind better service in some other field.”

- Thomas E. Watson, *Life and Times of Andrew Jackson*, 1912



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OUR MISSION

The Watson-Brown Foundation, through creativity, diligence and financial support, labors to improve education in the American South by funding its schools and students, preserving its history, encouraging responsible scholarship and promoting the memory and values of our spiritual founders.

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SCHOLARS' & ALUMNI DAY

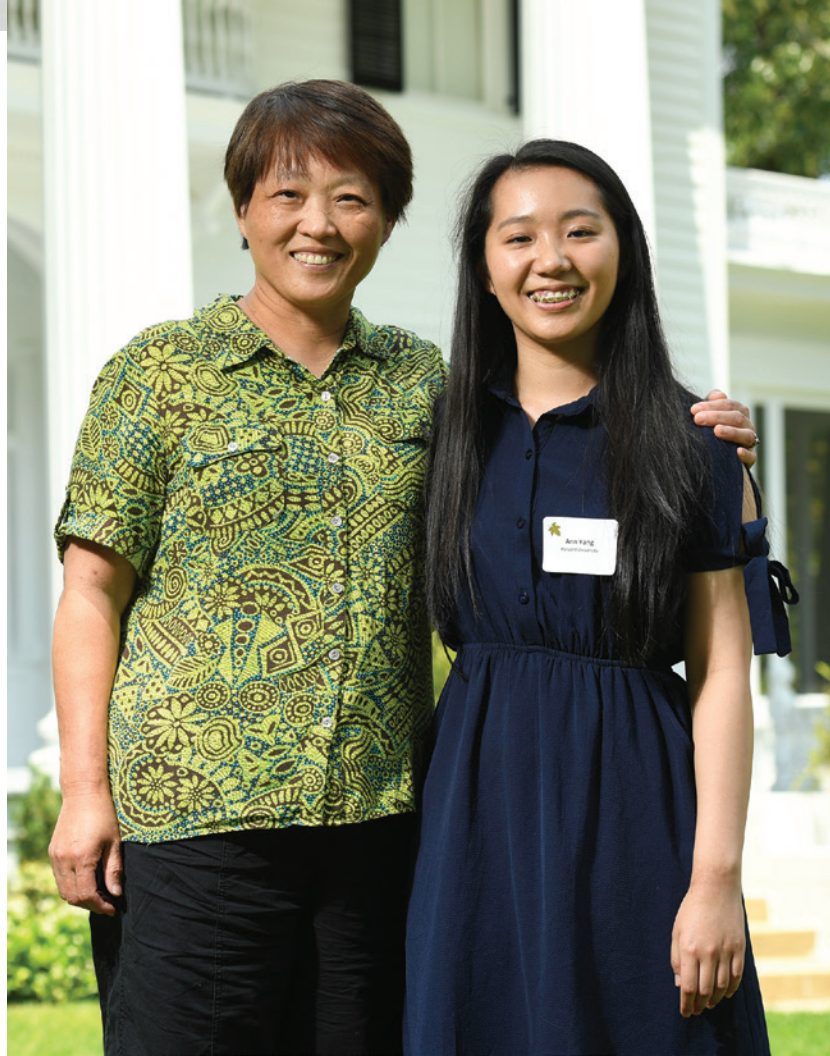


The Watson-Brown Foundation hosted its annual Scholars' Day event on May 12, 2018, to honor the newest scholarship recipients. This fall semester, 237 new scholars will attend seventy-one different colleges and universities across the country—some as far away as the University of Southern California! There are also Watson-Brown Scholars bridging out and attending new colleges, such as Pitzer College, Indiana University Bloomington, Mars Hill University, and University of Mary Washington. These new scholars will be joining our 677 current recipients.

The Foundation received roughly 1,000 applications from the designated eighteen counties of Georgia and South Carolina. New recipients averaged a 1280 SAT score (combined math and verbal) and a 27 ACT composite score. Scholars come from a variety of backgrounds and will be pursuing a variety of majors, such as computer science, journalism, business, environmental science, culinary arts, and many more.

Despite the heat, hundreds of scholars, friends, and family showed up to Hickory Hill to celebrate our newest recipients. After arriving and having their picture taken, scholars and their families enjoyed food and refreshments. Shortly after, Matthew Marcano, Director of Scholarships, addressed those gathered with a brief overview of the scholarship requirements, some general tips for school, and some fun statistics about the newest recipients. Tad Brown, President of the Watson-Brown Foundation, followed up with a general history of the Foundation, which included a slideshow of relevant pictures. Following the presentations, a group photograph was taken on the front steps of Hickory Hill.

*Congratulations to the 2018-2019
Watson-Brown Foundation scholarship
recipients. Welcome to the family!*









CAMPUS NOTES



Watson-Brown Scholars in Action



GRACE HWANG

Grace Hwang, Sophomore, University of Georgia: “Author Rainbow Rowell wrote, ‘Months are different in college, especially freshman year. Too much happens. Every freshman month equals six regular months—they’re like dog months.’

“In a simple sentence embodying my freshman year: College is awesome because there is so much freedom. The freedom

is invigorating but also a little borderline dangerous. This is not to say that I was locked in a boarded room for my entire life, but my first-generation immigrant parents were not the most lenient and free-spirited people. I grew up with strict expectations and a non-negotiable curfew that kept me from leaving the boundaries of school and church. How incredibly boring and the polar opposite of exploring myself does that sound?

“Honestly speaking, moving in to college was tough because I was scared of how I was going to react to the freedom that college offers while being two hours away from my parents. However, these feelings of apprehension were soon discarded by all the fun things that the liberty had to offer. In the process of trying new things and meeting a lot of new people, I was able to discover things about myself that had not been addressed in high school. My biggest accomplishment in college was building meaningful relationships that I was always scared I would lack throughout my life. I developed a relationship with my English professor, Ms. Gilman, who I still keep in touch with even through the passing of another semester. I built relationships in the student ministry named Freshley that I got involved in. I fostered incredibly meaningful relationships in the overseas mission trip I went to with Freshley to Mandeville, Jamaica. I built relationships in the organization UGA Miracle while raising money for Children’s Hospital of Atlanta. I built relationships during the superfluous



JACOB RUTT

stressful times of pulling multiple all-nighters at the Miller Learning Center. Through times of stress, travel, sadness, and joy I built relationships that I will cherish forever—The University of Georgia has so far been an amazing place for me to jumpstart my college career and experience nonconformity in every way. Go Dawgs!”

Jacob Rutt, Senior, University of Georgia: “The most exciting thing about my year was my trip to South Africa during the month of May. I spent a four weeks at a volunteer program called Safari4U, which is based out of East Chintsa. It is a program designed for students who would like to study veterinary medicine that allows them to obtain experiences with small animals, large animals, as well as the tropical wildlife of the African continent. It was the most amazing experience that I have ever had. Not only did I learn so much about animals that I had never worked with before, I was able to meet so many amazing new people and share new experiences with them that I will never forget. I was able to travel up and down the Eastern Cape working on farms, assisting dogs in townships, observing surgeries in a private clinic, darting and capturing wild game, along with sightseeing and having adventures such as abseiling (rappelling) and kayaking. This program has helped me learn about myself as well as the world on a broader scale, in

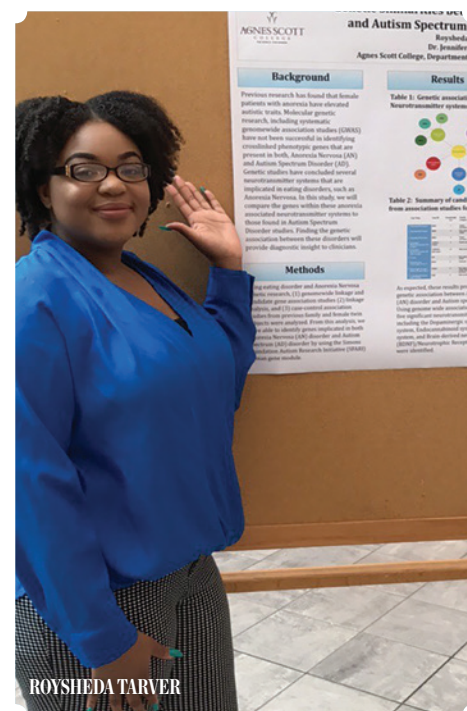
addition to help diversify my application for veterinary school. I definitely plan on returning multiple times in my life not only to travel but hopefully to provide medicine to the many animals that would otherwise not receive any. The people there are thankful for whatever they have even though it may not be much. I cannot put into words how important this experience was for me and am looking forward to see how it will impact my life in the long run.”

Roysheda Tarver, Junior, Agnes Scott College: “During my matriculation in college, I have indulged myself in multiple science and math courses such as Introductory Chemistry with Lab, Organic Chemistry I with Lab, Molecular Biology with research-based Lab, Foundations of Neurobiology with Lab, Elementary Statistics, Introductory Psychology: Biological and Cognitive and Introductory Psychology: Development, Social Behavior. These courses have allowed me to create and execute systematic scientific and mathematical inquiry. I now have the proficiencies of critically evaluating scientific research, developing testable hypotheses, and communicating science effectively.

“Furthermore, I have gained pertinent research experience in the fields of molecular biology, neuroscience, and genetics. For instance, I have conducted molecular biology research to understand the function

of T5 bacteriophage and its ability to eat *Escherichia coli* (E.coli). This particular experience taught me fundamental research skills such as using a sterile autoclave laboratory sample preparation and centrifuge, preparing E.coli lawn for phage detection, preparing EMB cultures, and streaking EMB media agar plates. In addition, I have conducted neuroscience research that involved testing whether ion channel genes, SCN9A encoded for NAV1.7 protein and TRPV1 encoded for TRPV1 protein commonly found in the peripheral nervous system were also present in samples of female wild-type mice clitorides. From this, I gained experience in laboratory techniques such as gel imaging and electrophoresis, polymerase chain reaction, Western blotting, and statistical analysis. In all, these research experiences have allowed me to learn how to effectively present primary scientific literature to colleagues and professionals.

“Lastly, this year I presented my very own research that discovered the genetic similarities between the disorders anorexia nervosa and autism in the Agnes Scott College Spring Annual Research Conference. This topic is a relatively new field of inquiry associated with molecular biology and neurobiology research. Overall, this research experience has been rewarding and granted me the opportunity of publishing my very own scientific literature that will benefit the scientific community and further educate on the genetic similarities between autism spectrum disorder and anorexia nervosa.”



ROYSHEDA TARVER



JESSICA MARLOW

Jessica Marlow, Sophomore, Duke University: “My last day of freshman year was May 2, 2017. That Tuesday, the second day of finals at Duke University, the beautiful gothic wonderland I call home, I stepped foot out of the large 300-person lecture hall in biological sciences after turning in my last exam, turned the corner, and strode out of the building. I paused, just a fraction of a second, before tilting my face up to the skies, and screaming to the heavens, towards those lovely flickering stars winking mischievously down, as though they could see, feel, the tumultuous mixture of emotions pouring from my mouth, my heart, my very being.



KENDRA FOSTER

“First there was relief. I was finally finished. Finished with the stress, the nights of tossing and turning as I dreamed of receiving graded papers violated with red slash after red slash, of my alarm clock failing me, allowing me to willow away sweet precious time to pore over the questions on my global health final. Finished with early mornings, long afternoons, and late nights wiled away in one of my study spots of choice. In high school, I had always studied wherever there was space and quiet—in my room, at the table in our sitting room downstairs, at the coffee shop. However, in college, I boiled it down to a science as, truly, not all study spaces are equal.

“There are the comfortable favorites, like the café in the Divinity School, a place I haunted in the bright morning hours. Planted on the end of one of the long wooden tables, accompanied by my laptop, Chinese textbook, and steaming mug of whatever tea I decided on that day, I often grew roots in that warm haven, surrounded by the babble of laughter and familiar faces who seemed to find the same sort of solace as me in the sunshine-filled space decorated with gleeful green and orange décor.

“There are the essay spaces which, for me, translate to quiet and isolated locations. Sometimes, I would burrow deep in the stacks of Lilly Library, surrounded by a cloud of cold dusty air and an eeriness punctuated only by the infrequent creaking of the rickety metal stairs. Other times, I would walk the fifteen minutes from my dorm to Smith Warehouse, an oft-forgotten stark brick building far from the bustle and vivacity of East and West Campuses, home to a few scattered classrooms, administrative facilities, humanities labs, and a café. There, there is a

tall bar stool conveniently located above an outlet which has likely been molded to the shape of my rear and a barista who knows my peculiar order of hot water with lemon and a granny smith apple.

“And last but most certainly not least, there are the study spaces I exclusively reserve for finals study. These spaces are typically mediocre at best—and purposefully so. They are not comfortable and cheerful, so as to prevent my eventual dislike of the spaces, but neither are they dreary and removed, else the nervous tension of silence and the occasional sound of an unfortunate engineering student frantically erasing the past three hours of work from his or her latest problem set. Instead, I usually go with the most stereotypical of university study spaces—the first floor of a library, parked at a hard wooden desk and surrounded by dozens of other students just like me—heads bent intently over their work, phones locked away in their dorm room, and minds whirling as they attempt to coalesce the knowledge acquired over several months together into that one moment.

“However, these students could never be ‘just like me.’ The boy to my left wearing large, gaudy red headphones, is from New Zealand. His lilting accent and quick smile never fail to bring a smile to my own face. The girl sitting across from me I have never met, but while I furiously copy Chinese characters, she draws butane rings with equal fervor. While I came to college not knowing what to expect, I have been most surprised and delighted by the quality and diversity of the student body at Duke University. Thank you, Watson-Brown Foundation, for helping to make this dream a reality.”

Kendra Foster, Senior, Converse College: “My junior year, while proving to have been the be the most difficult thus far, has also been the most rewarding. A few of my accomplishments include: artwork accepted into the 5th Annual Collegiate Art Exhibition at the Spartanburg Public Library, where I was awarded the Purchase Award and an Honorable Mention; artwork accepted into the Clemson National Print and Drawing Exhibition; accepted a position as a Trailblazer Mentor for incoming Converse College freshmen; continued to volunteer at the West Main Artists Co-op in Spartanburg, assisting in their retail store; maintaining a GPA above 3.9; making the Dean’s List; being a Junior Marshal.

“I have learned a lot this year, both inside the classroom and studio and out. I look forward to what my senior year has in store for me.”



MOLLY GORDON

Molly Gordon, Sophomore, Johnson & Wales University Charlotte Campus: “My first year at Johnson & Wales University was everything I imagined and so much more! I succeed in all of my culinary labs and completed ten out of fifteen of them in only my first year! I also succeed in the classroom making a 100 on all of my English papers, and making a video presentation about Vietnam in my sociology class. I received many accolades during my first year, such as becoming a sister of Delta Phi Epsilon Sorority; making Dean’s List for both the spring and fall term; receiving my ServSafe Alcohol Certificate; completing the Emerging Leaders Series; being recognized at the Student Recognition Ceremony; working at Student Involvement and Leadership in the First Year Experiences Department; and becoming Recruitment Chair, Public Relations Coordinator, and New Member Educator for the Gamma Psi Chapter of Delta Phi Epsilon. My plans for the summer are to work on my knife cuts and recipe testing to prepare for my final set of labs in the fall, and to set up interviews to narrow down my options for my spring internship! I cannot wait to finish up my culinary labs and help grow my sorority family in the fall! I’m so thankful for Watson-Brown, because their contribution to my education is really helping me become the educated soon-to-be chef that I am today!”

Zachary Klein, Sophomore, Clemson University: “How to describe the past year? That’s a big one. After two years of living in a dorm at SCGSSM, I thought I pretty much knew what to expect, and for the most part I was right. At the same time, there were a lot of surprises thrown my way.

“On the topic of academics, the first semester, I had two professors who are possibly in my list of favorite teachers of all time. One of them taught linear algebra

(MATH3110), Wayne Goddard. The man was incredibly kind and did an amazing job of teaching the class. Even though he covered some difficult topics, I could understand them easily after each of his lectures, even as a freshman. The other one was Allen Swords, who showed me how much freedom some professors have with their lectures. I had him for the honors section of ENGL1030, which is basically freshman English. Our study material for that course was the original Star Wars. We read literature about it and critically analyzed the movie, covering all the topics one would in a regular English course. It was a very interesting experience to see how in-depth we could go over a film that is watched by just about every age group, as well as see depth to it we might otherwise not have. The man is clearly passionate about teaching, popular culture, and literature, and I might consider taking one of his classes again in the future.

“Along with that, I was fortunate enough

to be able to skip the freshman courses for computer science and go straight to the 2000 level classes after speaking with professors and the undergraduate coordinator. (I’ve been programming for around four or five years now. While the classes would be easy for me, they would also be the most basic, boring things that I already have learned, considering one of the courses I took at the Governor’s School for Science and Mathematics (GSSM) used to be the same thing as their first-year curriculum). What surprised me was that after my first semester, I got an e-mail from one of the faculty I’d been talking to asking why I hadn’t applied for a job as a TA, considering my interest in the field and grades in the courses I’d taken that semester. I was surprised because I hadn’t considered the possibility that I could do such a thing, but I promptly put in an application—it’s a paid position in a field of interest, so I figured I’d be able to put it on résumés, earn money for food and supplies, and fit it into my schedule.

“I did join a few clubs for the sake of being social. The e-sports club, for example, was a good way to meet people who enjoy playing games seriously—I play a few games that are team-based, and it can be frustrating when the only time you play it in a week, you end up with a team that wants to goof around. I also went on a weekend backpacking trip to Pinnacle Peak in Table Rock with the backpacking club back in fall. However, any volunteering I did was outside of a school organization, such as when I volunteered at the Mauldin Miracle League (you partner with a child that has had with a child that has had physical or mental development



ZACHARY KLEIN



DELSHAWN ANDERSON

challenges to help them play a much less rule-intensive version of baseball/tee-ball). Overall, it was fun to meet people in different organizations.

“As for my plans for the summer, I’m still ironing things out. Unfortunately, most companies I applied to intern with have rejected me, and there’s only one left that I’m waiting to hear back from. That’s understandable, since while I might have the experience of a sophomore computer science student, I’m still a freshman. There’s not much incentive for them to hire me over an actual sophomore. What’s likely going to happen is I’ll just find part-time work in my hometown, Aiken, to earn some money over the summer (probably going to end up at Wal-Mart again). I can’t complain; a job is a job. Next year, I’m expecting a lot more luck finding an internship.

“Overall, college has been a nice experience, and I look forward to the next few years at Clemson. At GSSM, we often said it was like college with none of the freedom. Well, now I guess the inverse is true—life at Clemson has been at GSSM, but with a lot more freedom and some more responsibilities. I’ve learned a lot already, and I’m sure there’s more to come. There were a lot of new and interesting people, things, and experiences throughout the year, and I guess I just ended up putting a little bit of each here. The photo (previous page) is a picture from the backpacking trip; I’m the fourth goofball from the back (the back is the right side).”

Delshawn Anderson, Junior, Lander University: “During my fall semester, I was given the opportunity to study abroad. And although it may seem cliché, I still don’t believe I can summarize the entire experience in a few words. Most days, it was like being freed from a cage and other days the experience was the opposite.

“I studied in Winchester, England, at The University of Winchester. And while the culture was very similar to our own, there were many societal differences I had to accept. Certain phrases, or even gestures, common in the American culture were seen as strange or even comical by my British companions. There were even things I could not say without causing mass confusion. During my time abroad, I really grew as a student and an individual. I’ve never solely been on my own before, but because of the schedules of my friends, there were many days I had to explore by myself. Those were the instances where I felt the most free—the most adult. It’s strange to think it now or even to say it. I’m an adult and this experience has made me more than an adult. It made me independent, more than any other experience could have done for me. Even now, in the safety of my hometown, I crave that freedom—that ‘newness’ my opportunity afforded me. Fortunately ... it was given.

“While Winchester was breathtaking, there’s certainly no place like my home university, of course. Lander University is my land of opportunity. Upon my return, I

was offered a position under the Dean of my department. I was also given a position in Lander University’s Writing Center. I didn’t believe that my life at home could match the strange newness of my study-abroad experience but it kept pace, stroke by stroke. It filled my days with a fast-paced, full schedule every day of the week which was coupled with frequent classes and demanding club meetings. I thought that my return would show me that my world was the slow one—the easy life—but that was not so. I found myself in a constant state of movement, jealously guarding my weekends and reminding myself that sleep was essential. My study abroad didn’t dim my eyes to the world around me, but it, instead, worked as a catalyst to propel me into a future I was now ready to accept.”

Selena Burris, Senior, Emory University: “This semester was my second at Emory’s Atlanta campus, where I expanded my involvement in Emory’s Department of Music and in musical activities in the larger Atlanta community. I continued playing in the Emory Javanese Gamelan Ensemble, developing my skills on the peking and helping to provide the music for a performance of Javanese wayang kulit (shadow-puppet theater). I also continued singing with the Emory Concert Choir and have just returned from our ten-day tour of Spain (Andalusia region) and Portugal. In the attached picture (next page), I am standing in the sixteenth-century choir stalls from which we sung in the Jaén Cathedral.



SELENA BURRIS

In addition to my participation in these two on-campus ensembles, I am active in Atlanta's Sacred Harp (shape-note hymnody) singing community and attend church, community, and conference singings whenever possible.

"In recognition of my contributions to music classes and ensembles over the past year, I was selected by my department's faculty members as the 2017–2018 Stipe Scholar in Music. As a member of Emory's Stipe Society, I will work with the university's

Center for Creativity and Arts to promote student performances, exhibitions, and events on campus and provide information on arts programs at Emory to current and potential students, their families, and the surrounding community. I will also be allocated funding to pursue my own creative projects to be presented on Emory's campus.

"I am most excited to begin my senior honors thesis in music history, which will examine the role of opera seria, a stylized

genre of Italian opera that dominated eighteenth-century European court musical life in Russia under the reigns of the empresses Anna, Elizabeth, and Catherine the Great. I have received several grants for my research from the Department of Music and from Emory's Manuscripts, Archives, and Rare Books Library, and will be visiting the British Library and the Library of Congress in the upcoming months to examine eighteenth-century opera scores in manuscript. I look forward to exploring the music of these works, largely accessible only through archival research, and discovering connections between circumstances and events in the Russian empresses' reigns and the particular plots, texts, and musical elements that comprised their court operas."

Hannah Neville, Sophomore, Georgia College & State University: "When I was going off to school, I did not know what to expect. I was the only one from my school going here and had no one to lean on. But this turned out to be a blessing in disguise. Not knowing anyone going in to this made me branch out and meet other people. Not just the type of people I was friends in high school though. I was allowed to recreate myself and be who I truly was because I discovered that there are people and friends who are just like me. At college, there are no few classmates that you spend all of your time with but instead boundless opportunities to meet new people and see where your niche is. It took me a little while, but I am happy to say that the experience of going to college has truly helped me find my niche and people whom I see being lifelong friends."



HANNAH NEVILLE

EMMANUEL BANKSTON



Alumni Spotlight

BY SHANNON FRIEDMANN HATCH
PHOTOGRAPHY BY JOSHUA BRADFORD



The next time you are eating a peanut M&M, think of Emmanuel Bankston. Emmanuel is the Buying Point Superintendent at Golden Peanut & Tree Nuts in Headland, Alabama, which sits on the outskirts of Dothan, aka “The Peanut Capital of the World.” According to Emmanuel, more than sixty percent of the peanuts produced in the United States are grown within a 100-mile radius. The peanuts are sold to food manufacturers who turn them into jars of peanut butter and pack

them into candy bars like Snickers. “I think that most people don’t often think about how big food production is and take it for granted,” Emmanuel said. “There are good jobs in the agricultural industry. People have to eat, and food continues to grow.”

After graduating from Clemson with a degree in Agricultural Education, Emmanuel was immediately hired as a grain elevator plant superintendent in New Orleans for Archer Daniel Midland Company, one of the biggest agricultural companies in the

world. He oversaw the loading and unloading of ocean-going vessels on the Mississippi, bound for export. At the tender age of 22, he was responsible for the safety and productivity of sixty-plus employees. What prepared him for such a role? Not major agricultural courses like animal science and agricultural mechanizations, he said, but a course in industrial organizational psychology helped him the most. “I learned how to talk to people,” Emmanuel said. “I was dealing with a lot of different subordinates, from those who handled maintenance to those who handled clean up. It was up to me to create the atmosphere where everyone felt part of the same team.”

It may not seem like a predictable path, but the rural back roads of Georgia led Emmanuel to barges and Bourbon Street and set his trajectory for a career in agriculture. His father was in the Marines, so they moved around a lot, but Emmanuel considered his grandparents’ farm in Crawfordville a homebase. “They farmed cattle, timber, and had a country store,” Emmanuel said. At five years old, his eyes grew wide at the sight of cattle and tractors. He recalled, “At the beginning, I think I liked it because I got to be out in nature, feeding the cows, baling hay. I think it made me feel unique, a little special. But as I grew older, what means the most to me is that I’m part of a legacy.”



Clemson had a respected agricultural program, was only an hour-and-a-half from the family farm, “and their football program was great,” Emmanuel said as he explained his college choice with a laugh. He set his eyes initially on veterinary medicine—“like every farm kid I thought I’d go to school and make a lot of money”—but then he swerved to agricultural education once he realized that he could avoid microbiology and still have a successful career in the field.

For four years after graduation, he worked for Archer Daniel Midland in New Orleans, fine-tuning his managerial skills and learning the business of agriculture. “I learned how to perform under pressure—you never knew when you’d get a call at midnight that a piece of equipment was broken,” he said. He loved the city, but all the music, easy living, and Cajun cuisine couldn’t make up for the fact that he was eight hours away from home. When he had the chance to stay with ADM but take a job in Alabama this past February—a move that cut his drive to Crawfordville in half—he jumped at it.

In early spring, the peanut crops are planted. The soil needs to be at least 65 degrees with no threat of frost. The nuts grow underground, shooting leafy green fronds ankle-high as they grow. For the first time this year, Emmanuel was part of the process, treating the seeds before they were sold to farmers and working with them to ensure a good crop. “We worked every day for eight weeks,” he recalled.

Hard work goes hand in hand with the agriculture business, and Emmanuel doesn’t plan on stopping anytime soon. “My long-term goal is to get back to Crawfordville and farm full-time,” he said. For now, he gets back when he can, bush hogs, does fence work, and raises a small herd of cattle with his 19-year-old cousin who is also interested in agriculture, too. In this way, he’s planting the legacy and love of the land in the next generation.

“With Watson-Brown, I was able to go to college and focus more on studies and college life instead of wondering how things were going to get paid for. I am blessed to be part of the Watson-Brown Foundation as an alumni now.”





Northwest corner kitchen door with fireplace



A CLASSIC DUO



Goodrum House

BY BARBARA HYDE

So often when discussing the May Patterson Goodrum House with visitors, the house becomes an object described by its list of attributes starting with the architect (Philip Trammel Shutze), the style (English Regency), and the artists (muralist Allyn Cox, painter and muralist Athos Menaboni, and master woodcarver Herbert Millard). But with recent research into the relationships between Shutze and these artists, the life-long friendship with Allyn Cox stands out in a series of correspondence written from the mid-1930s to the early 1980s. Their friendship began at the American Academy in Rome, Italy.

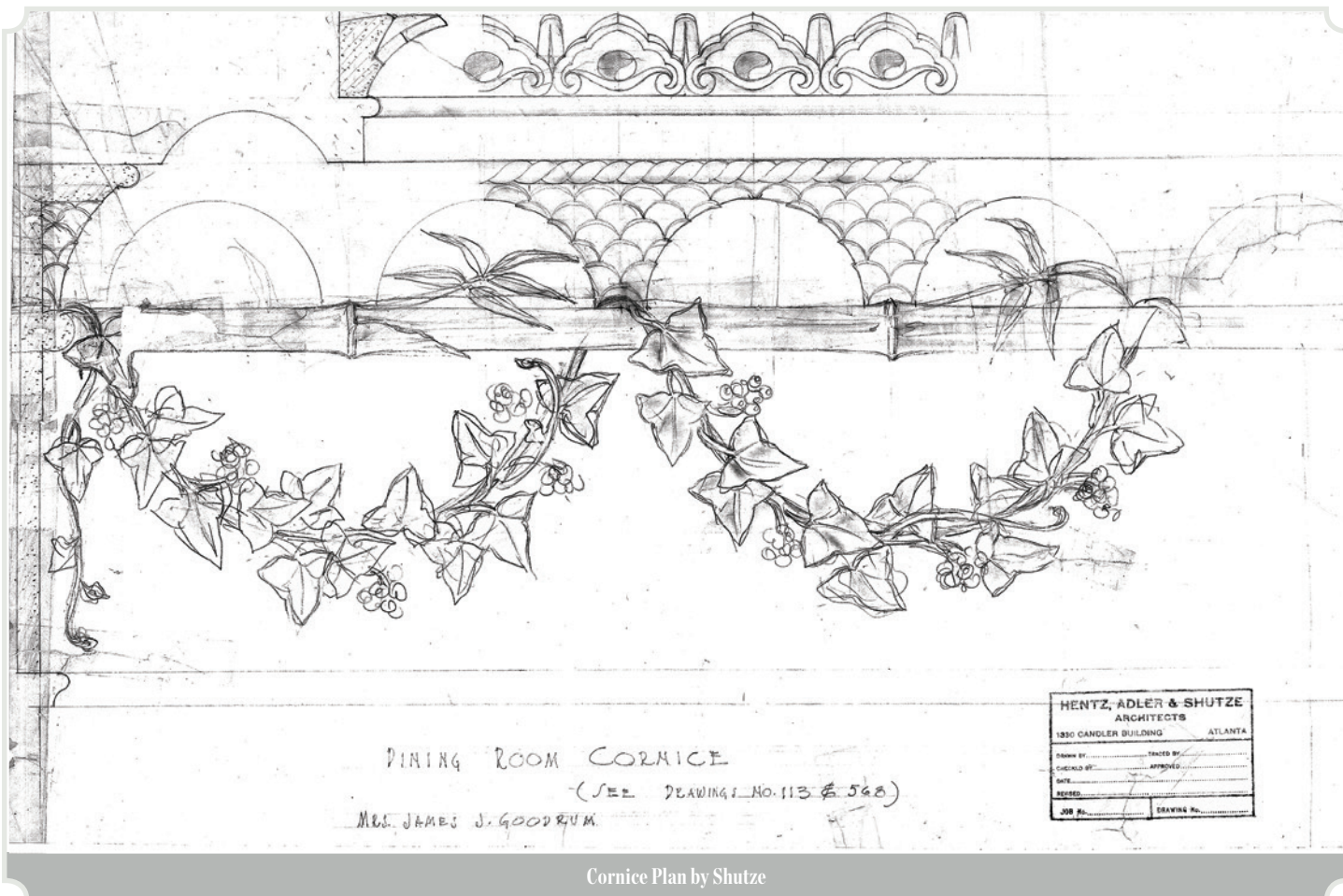
Born in 1896 to Kenyon and Louise Cox, Allyn seemed destined to follow in his parents' artistic footsteps. Upon returning from five years of study at the École des Beaux-Arts in Paris, Kenyon established himself as a prominent American painter, instructor, and art critic. Louise was one of his art students while attending the Art Students League in New York in the mid-1880s. Together these two artists nurtured three talented children: Leonard, an architect; Allyn, a mural painter; and Caroline, who found her creative stride in landscape painting later in life after the death of her husband. But it was Allyn

who showed the most promise in pursuing painting as a professional career. At the encouragement of his parents, he applied for and won the Prix de Rome in Painting in 1916, which provided him with the opportunity to study in Italy for three years—along with a much-needed stipend of \$1,000 per year, a free room, and a studio.

By the time Allyn arrived in Rome in October 1916, Phil had one year of Academy life under his belt, having won the Prix de Rome in Architecture the year prior. In Allyn's numerous letters to his family, he expressed dismay at the lack of discipline of his fellow colleagues and the apparent disinterest on the

part of the administration to provide more rigorous learning opportunities. He wrote to his father of his self-consciousness and his inability to relate to the other men at the Academy, who he surmised considered him to be 'a sheer freak.' In short, he was disillusioned and terribly homesick.

His first mention of Phil was in a letter to his brother Leonard in November 1916. Following a description of the requirements to become a Fellow of Architecture at the Academy (and the mention of Leonard's lack of qualifications in every regard) he described Shutze as 'perhaps more interesting as a person than an architect.'



Cornice Plan by Shutze

The following month he wrote his mother:

So far, I find Shutze the most interesting of the men I didn't know before I came here. He is not at all what you would think from his name and comes from Atlanta. Incidentally, he is a very clever architect, and is the only person who has sense enough to appreciate my rococo Cantigalli vase. Everyone else has pure taste and is scared by the yellow flowers and curly handles.

In Phil, Allyn found a kindred spirit, someone who appreciated the emotional and fanciful Baroque and Rococo styles over the preferred, staid, and endorsed Renaissance. Phil was more serious-minded about the opportunity the Academy afforded him and soaked up his Roman surroundings. He was also a great admirer of Kenyon's writings, particularly Kenyon's criticism of that hotbed of degenerate "Modern art" and the lamentation of the movement away from the tradition École des Beaux-Arts artistic training seeped in its reverence for Greek, Roman, and Italian Renaissance antecedents. Both Allyn and Phil believed professional artists and architects needed a thorough understanding of Classical art and architecture, achieved only through a deep

and prolonged study of its elements before having the temerity to rendering it asunder. They were summarily and straight-to-the-bone Classicists. It was their calling in life to create and promote their arts through Classical aesthetics, taste, and beauty.

Not only were they die-hard Classicists, but on the surface, it would appear they were born a generation too late with the rise of Modern art and architecture. Allyn returned home to New York in 1920 and found work as a decorative muralist, supporting himself and his new wife with domestic commissions like the foyer of One Sutton Place for Mrs. Vanderbilt and the entry hall and ballroom in the Calhoun Mansion in Atlanta, Georgia.

By 1926, Phil had established his career in Atlanta, becoming a partner in the architectural firm of Hentz, Adler & Shutze. Throughout his letters, Allyn often implored Phil to find work for him with his clients. He had reason to call on Allyn in 1929 to create May Goodrum's Asian-inspired Chinoiserie dining room murals. What Allyn created is a procession of characters illustrated in a riot of colors: pinks ranging from pale to deep wine, cool lavenders to plum, aqua to cobalt blue, and grass to emerald green all against a background of mustard gold yellow. The



Cox's murals are a riot of colors



Pale and deep pinks, cool lavenders, cobalt blue, and emerald green pop against a background of mustard-gold yellow.



Cox created the Asian-inspired murals in collaboration with his friend Shutze

range of figures, from the Thai Buddha who presides over the scene from her throne atop the fireplace to the pom-pom headed child held by a seated figure near a Dalmatian dog, beg the visitor to spend time looking closely at the details: the subtly blended modulations of lilac, lavender, and aqua brushstrokes highlighted with the faintest of pinks to create Buddha's legs, or the masterfully painted shadows of the potted orange tree that seem to move with the sunlight as it crosses the room throughout the day. To top it off, Phil designed a plaster cornice of decorative arches and bamboo to harmonize with the paintings. It's a neverending buffet of visual delights of which one never tires.

While no correspondence exists of the initial planning of the Goodrum project, throughout the years they often referred nostalgically to their collaboration on the dining room and their desire to repeat the

partnership. By 1949 there was discussion of Allyn returning to Atlanta to supervise a cleaning and restoration of the paintings, but it never came to fruition. Allyn eventually won the long-term commission for continued work on Rotunda and corridors of the Capitol and the George Washington Masonic National Memorial in Washington D.C. Phil had a successful career designing upscale homes, hospitals, banks, schools, and commercial buildings.

Over the next three decades, Allyn and Phil shared thoughts on a variety of subjects: the state of contemporary art and architecture, politics, art books and novels, antiques, gardening, trips abroad, bits of professional gossip, deaths of family, friends, and colleagues, and the ups and downs of their professional careers. In 1956, Allyn wrote:

I got to thinking the other day, and it came over me that we have known each other for forty years (1916 I went to the Academy

in Rome) è formidabile! Also that we have really done so many of the things we planned + talked about in those days, in spite of wars and a changing world. We must have very strong characters, when I think that we have both got away with not swimming with the current all these years, and not done so badly, either of us.

Throughout sixty-six years, they were each other's champions, encouraging and supporting one another through the ebb and flow of life. As Phil poignantly once wrote:

In any event you have long proved a friend and in many instances, what seemed to be crises have somehow melted away, in no small way abetted by kind words from you.

Allyn passed away in September 1982, and Phil followed three weeks later.



Thai Buddha presiding over her throne



BATTLESHIP



Sticks & Stones

BY FRANKE SMITH

As an Educator with the Watson-Brown Foundation, my work primarily involves developing and implementing lessons and activities for schoolchildren that visit our site on field trips. We have a series of goals when it comes to the type of lessons we create, but of utmost importance is that the lessons are historically accurate and fun for the students. Given that we see a lot of wily fourth graders and world-weary fifth graders, fun has a very specific twist. These kids like things that are gross. Tell a fourth grader that old General Washington's "wooden teeth" were actually made out of metal and other people's and animals' teeth, and you will have them hooked. This gleeful embrace of all things truly bizarre means that occasionally some of our programs go a little sideways from the perspective of the average, well-intentioned adult that may not hang out with kids very often. This is the story of how I came to teach students about submarine warfare during World War I by playing a game that is brainchild of Bingo and Battleship.

Last year, the state of Georgia made significant changes to the educational requirements for science and social studies classes. A handful of historical actors were left behind, while other, previously ignored parties were coaxed into the limelight. Topics were shuffled between the grade levels. Third graders were given the great responsibility of learning about various Native American peoples,

a topic once relegated to gangly fourth graders, while those fourth graders now learn about the American Revolution, the Civil War, and everything in between. As a result of these changes, curator Michelle Zupan and I needed to make appropriate grade-level adjustments to our field trip lesson plans and create new activities to fill in a few gaps in our programming lineup. As a pet project, I chose to start working up something on the sinking of the *Lusitania* and submarine warfare during World War I for our fifth graders.

As a part of their history courses, students are meant to learn about primary sources and be able to interpret them and understand their meaning. In a lot of our activities we try to incorporate primary sources whenever possible, even if only as an illustration, so the students are exposed to original documents as often as is reasonable. Primary sources related to the sinking of the *Lusitania* are bountiful, and it is quite easy, with the use of online collections, to find amazing documents and political cartoons for the students to explore. Between the Library of Congress's Chronicling America Newspaper Collection, the Imperial War Museum's online archives, the National Archives of both the U.S. and Great Britain, and various other military repositories, you can read the submarine captain, Kapitänleutnant Walter Schweiger's war diary, which outlines his perspective of the events and provides a timestamp of the different decisions that were made by his

crew when they sank the *Lusitania*. You can also read Wilson's "Notes" to Germany, the German government's responses, and editorials in Tom Watson's *Jeffersonian*, which outline the event and diplomatic fallout. The Library of Congress even has a photograph of the U-20 submarine that you can print out and show the children.

While I would happily go on and on about all of the amazing articles and images that came out of the debate about the fairness of using submarines during wartime, the truth is that many of these primary sources, with the exception of those that have images of world leaders

with fabulous mustaches or the boats and submarines, children will find quite dull. How does one add a little spice to some military-diplomatic mumbo jumbo? Turn it into a game—more specifically a bastardized version of Battleship, in which the students have to answer questions about the information found in their primary source in order to torpedo all of the enemy ships on their game card. Yup, we do it, the kids love it, and they get to take a picture wearing fake mustaches to boot.

2,00 pm.

2,35 pm.

2,5 pm.

3,10 pm.

3,25 pm.

4,15 pm.

4,20 pm.

5,08 pm.

VIII

Lusitania

Recht voraus werden 4 Schornsteine und 2 Masten eines Dampfers mit Kurs senkrecht zu uns (er steuerte von SSW kommend Galley Head an) sichtbar. Schiff wird als großer Passagierdampfer ausgemacht.

Auf 11 m gegangen und mit hoher Fahrt auf konvergierenden Kurs zum Dampfer gegangen, in der Hoffnung, daß er Kurs nach St.B. längs der irischen Küste, ändern wird. Der Dampfer dreht St.B., nimmt Kurs auf Queenstown und ermöglicht so eine Annäherung zum Schuß. Bis 3 h pm. Hohe Fahrt gelaufen, um eine vorläufige Stellung zu bekommen.

Reiner Bugschuß auf 700 m (6-Torpedo 3 m Tiefenstellung), Schneidungswinkel 90°, geschätzte Fahrt 22 sm. Schuß trifft St.B. Seite dicht hinter der Brücke.

Es erfolgt eine außerordentlich große Detonation mit einer sehr starken Sprengwolke (weit über den vorderen Schornstein hinaus). Es klappt zur Explosion des Torpedos noch eine zweite hinzugekommen sein (Kessel oder Kohle oder Pulver?) Die Aufbauten über dem Treffpunkt und die Brücke werden auseinander gerissen, es entsteht Feuer, der Qualm hüllt die hohe Brücke ein. Das Schiff stoppt sofort und bekommt sehr schnell große Schlagseite nach St.B., gleichzeitig vorn tiefer tauchend. Es hat den Anschein, als wollte es in kurzer Zeit kentern. Auf dem Schiff entsteht große Verwirrung; die Boote werden klar gemacht und zum Teil zu Wasser gelassen. Hierbei muß vielfach Kopflosigkeit geherrscht haben; manche Boote voll besetzt, rauschen von oben, kommen mit dem Bug oder mit dem Heck zuerst ins Wasser und schlagen sofort voll. An der B.B. Seite kommen wegen der Schräglage weniger Boote klar, als auf der St.B. Seite. Das Schiff bläst ab; vorn wird der Name "*Lusitania*" in goldenen Buchstaben sichtbar. Die Schornsteine waren schwarz geölt, Heckflagge nicht gesetzt. Es lief 20 sm. Da es den Anschein hat, als wenn der Dampfer sich nur noch kurze Zeit über Wasser halten kann, auf 24 m gegangen und nach See zu gelaufen. Auch hätte ich einen zweiten Torpedo in dies Gedränge vor sich rettenden Menschen nicht schießen können.

Auf 11 m gegangen und Rundblick genommen. In der Ferne achteraus, treibt eine Anzahl von Rettungsbooten; von der "*Lusitania*" ist nichts mehr zu sehen. Das Wrack auf liegen: Old Head of Kinsale Leuchtturm in 358° rw. 14 sm ab, auf 90 m Wasser. Von Queenstown 27 sm ab) $\varphi = 51^{\circ} 22' 6''$ N und $\lambda = 8^{\circ} 31' 1''$ W.

Das Land und der Leuchtturm waren sehr klar zu sehen.] Beim Rundblick, B.B. voraus ein großer Dampferbitt mit Kurs auf Eastnet Rock. Mit hoher Fahrt eine vorläufige Stellung erstrebt, um zum Heckschuß zu kommen.

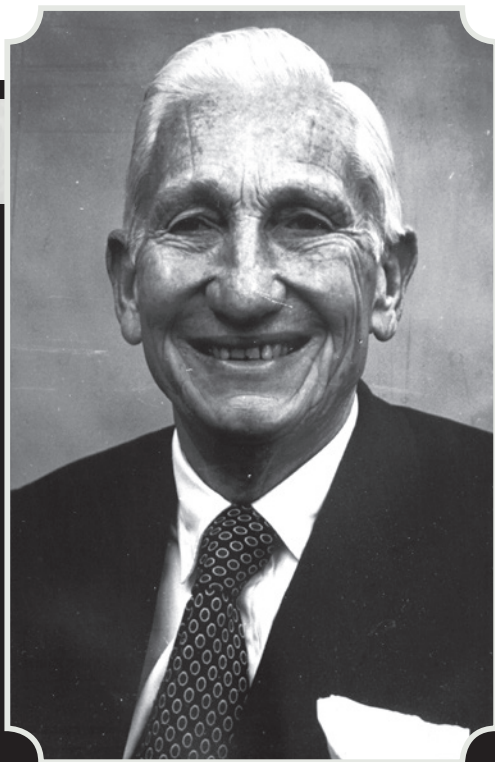
Heckschuß auf 500 m. Abstand, geschätzter Schneidungswinkel 90°. Schussbedingungen waren sehr unglücklich, Fehlschuss bei richtigem Lauf des Torpedos ausgeschlossen. Torpedo trifft nicht. Da das Rohr nach dem Schuß für längere Zeit unterschneidet, leidlich nicht festgestellt, was für ein Versager vorlag. Der Torpedo verließ das Rohr richtig, und ist entweder garnicht gelaufen, oder in falschem Winkel. Falsche Einstellungen am Rohr nicht möglich, da sich der Torpedoeffizier achterbefeand. Der Dampfer ein Frachtdampfer der Cunard-Li-



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OUR FOUNDER

Walter J. Brown was a journalist and a broadcast pioneer who built and chaired what would become Spartan Communications, Inc., one of the larger privately held TV companies in the country.

Early in his career, Brown had an office in the White House when he served on the staff of Secretary of State James F. Byrnes. Brown's enduring love for politics was eclipsed only by his respect for Jimmy Byrnes. Inspired in part by Byrnes's philanthropy—which in 1948 established the James F. Byrnes Foundation—Brown created his own private Foundation in 1970. Named for Thomas E. Watson and J.J. Brown, the men to whom Brown attributed his success, the Watson-Brown Foundation today continues to ensure that hundreds of deserving students are provided the opportunity to excel at the college of their choice.