

AGNES SCOTT

ALUMNAE MAGAZINE SPRING 1987



Allice M. Holston

George W. Woodruff

The Council for the Advancement and Support of Education has honored Agnes Scott College for having the top student recruitment marketing program in the nation. Sponsored by Time, Inc., this Grand Gold Medal award includes a \$1,000 prize. Judges reviewed overall recruitment program goals and success in meeting them. They assessed our use of campus resources and the cost-effectiveness and long-term value of the work of our consultants. Agnes Scott was selected from entries sent by all ranks of colleges and universities. A Silver Medal in the recruitment publications category honored the "Issues" series sent to prospective students.

The College's total publications program earned a Silver Medal. Another Silver Medal went to Agnes Scott and Chizuko Kojima '54X, for her article, "I Will Not Look Back," published in the Fall 1986 Alumnae Magazine. This is the first time any work from Agnes Scott has earned recognition in the "Best Articles of the Year" category, which had more than 300 entries from across the nation.

The Alumnae Magazine, last year given a silver medal for improvement, for the first time was recognized for all-around excellence in the college magazines category with a Bronze Medal. The awards will be



presented at the CASE National Assembly in Boston this summer.

Thank you for your responses to the last magazine. Our editorial board has met, and with the fall issue, we will change our style to include Ms. and Mr. routinely, and Mrs. on an individual's preference. Class News will continue to use a more familiar, less formal style.

This issue marks the passing of two men important to Agnes Scott College. The cover, a watercolor by Paul Melia, of Dayton, Ohio, combines portraits of Dr. Wallace Alston and George Woodruff with images of women whose lives Agnes Scott touched throughout those decades. In "A Word of Memory," former Dean of the Faculty C.

Benton Kline adapted his remarks given at the campus memorial service to honor Dr. Alston, president emeritus. Kay Parkerson O'Briant '70W writes of Mr. Woodruff's life and legacy in "A Lasting Mark."

Alumna Rebecca Fewell's work with children who have hearing and sight impairments is featured in a piece by University of Washington writer Katherine Roseth. My article, "I and Thou" introduces Malcolm Peel, Wallace Alston Professor of Bible and Religion, and chair of that department. We hope you enjoy it.
—Lynn Donham

Editor: Lynn Donham, **Managing Editor:** Stacey Noiles, **Editorial Assistants:** Carolyn Wynens, Ann Bennett, **Student Assistants:** Chelle Cannon '90, Jill Jordan '89, Ginger Patton '89, Shari Ramcharan '89, Nicola Poser '90, **Editorial Advisory Board:** Dr. Ayse Ilgaz Carden '66, Laura Whitner Dorsey '35, Susan Ketchin Edgerton '70, Sandra Gluck, Mary K. Owen Jarboe '68, Tish Young McCutchen '73, Mildred Love Petty '61, Lucia Howard Sizemore '65, Elizabeth Stevenson '41

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Like other content of the magazine, this article reflects the opinion of the writer and not the viewpoint of the College, its trustees or administration.

In the process of cleaning up after the holidays, I sat down to look over the Agnes Scott Alumnae Magazine Fall '86. I ended up reading it from cover to cover and now I can't throw it out for these are articles that must be shared first — with my social studies class, a committee I'm moderator of, etc. Thanks for such a thought-provoking issue.

Jean H. Crook
Montreat, N.C.

We received our first paper, the *Main Events* of Fall '86 in January 1987. We in Pakistan know little about the colleges in the U.S.A. I am particularly interested to know more about Agnes Scott College. This paper was received with great enthusiasm by us.

Q. Akbar
Defence Housing Authority
Karachi, Pakistan

Thank you for publishing the article concerning my recent promotion to general attorney.

My new position is that of assistant vice president, not vice president as the article indicated. In addition, although I am Bell Communication's second female AVP, I am the first woman, not the second, to hold this particular position in the legal department. Finally, the article noted that both my parents were formerly professors at the University of Nebraska, Lincoln. Happily, both of them are still teaching [there], my mother in the construction management department and my father in political science.

I appreciate your "setting the record straight" and thank you again for a fine publication.

Patricia J. Winter '71X
New Providence, N.J.

I feel strongly that not only does it lessen human dignity to say simply "Donham," it is unclear. For instance, in Madison we have a Judge Bartell and an Attorney Bartell who are married and sometimes turn up in the same news story. What if

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Alumnae Magazine

AGNES SCOTT

Spring 1987
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A Word of Memory

A tribute to Wallace M. Alston, Agnes Scott's third president and spiritual leader for over 20 years. *By C. Benton Kline Jr.*

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A Lasting Mark

Throughout his life, George Waldo Woodruff labored diligently to raise the mantle of education and other worthwhile projects in Georgia and the southeast. *By Kay Parkerson O'Briant*

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Strategist for Children with Special Needs: Rebecca Fewell

The former sociology major now heads one of the nation's foremost centers for the research and education of learning-disabled children. *By Katherine Roseth*

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I and Thou

Professor Malcolm Peel believes that education involves mutual giving. He learns as much from his students as they do from him. *By Lynn Donham*

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Betsy Morgan

BILLY HOWARD

"Everything went wrong that could have gone wrong, from the moment I got up. It was a comedy of errors. I couldn't even find the right place downtown for the meeting, but when I did, I discovered 50 people had already been interviewed that day. It was bumbled all the way. I knew there was no chance of getting the job."

She did get the job and went to work for the Carter Center in February 1983. Within 8 months she became office coordinator. She later transferred to the Carter Center's program office at Emory, and became office manager.

About working with President Carter, she says, "He is deeply interested in the staff and the organization. Being invited to work on someone's dream was wonderful because the dream was mine, too. And that is a Camelot kind of dream."

"There is no self-aggrandizement about President Carter or the people who work with him. He invites anyone with a problem to come to him. He is a superb listener. He hears you the first time you say anything, and readily helps. But don't bring him small problems," she says, smiling.

The center plans and sponsors world-scope conferences, which are called consultations. Each is a challenge in logistics. Morgan develops project guidelines for the center and has helped to prepare consultations on the Mid-

Betsy Morgan tackles big issues at the Carter Center

As the petite, clear-eyed blonde stood by the lake gazing at the Carter Center's Japanese garden, she recalled long lines of academicians marching in their colorful hoods. In the center of her recollection were two United States presidents—one her boss—with their wives. They were backed by thousands of important individuals from all over the world.

"It is a rare moment in life to see something like this come to fruition and know I was a part of it," says Elizabeth R. Morgan '82, remembering the 1986 dedication of the Carter Presidential Center.

Morgan is Betsy to all who know her, including

former President Jimmy Carter. She is also associate director of operations for the Carter Center. To her husband, H.H. "Buzz" Morgan III, she is not only a good wife and mother but an administrator. Says he, "I've always lived with an administrative woman, and now she's found just the place for her inherent ability."

To everyone who knows Betsy Morgan, her names are continuity and cohesion. In fact, it comes down to this: she's the glue for the Carter Center.

Morgan worked to put her husband through Georgia Tech. "I went to Georgia State while I was working to keep my mind from shriveling," she says. "Then, I saw an ad in the paper about the Agnes Scott RTC Program and investigated the possibilities.

"I was fascinated with

biology," she continues, "so in 1978, I enrolled at ASC majoring in biology. I was the only RTC student at that time in biology."

While attending the College Morgan was especially inspired by Dr. Mildred Love Petty '63, who was at the time director of the RTC Program. "She had a knack for making things possible—quietly and seemingly without effort. She was capable and understanding," Morgan says.

After graduation, she spotted another ad in the paper. This one from Emory University for a position with the Carter Center Development Office, to raise money for construction, programming and endowment. Intrigued, Morgan answered the ad. The morning of the interview was, in short, a disaster.

dle East, the environment, world health, conflict resolution, and reinforcing democracy in the Americas. Carter Center Fellows who are experts in their fields create these consultations. Morgan makes them happen. "The Carter Center is on the cutting edge of world issues," she says. "I must understand the concept and focus of each project well enough to make it fly."

Her legwork on each of these endeavors creates a workbook nearly a foot thick that outlines everything connected with the consultation. Whether it be planning meals—from menus to seating protocol—or arranging lodging for scholars, world figures and the media, Morgan handles every conceivable detail. She does not do it alone, however. "The Carter Center staff is a rare collection of people. There is a strong sense of comradeship and support that sustains each of us."

She finds her Agnes Scott education a plus in these instances. Morgan remembers Dr. Margaret Pepperdene telling her, "The most important thing that you will learn here is to think—use your brain and apply it to any situation." When the going gets tough, Morgan recalls English Professor Pat Pinka's phrase: pressure makes diamonds. — Pat Dickey

Betsy Morgan left the Carter Center this spring. —ed.

Holton's professional life blooms despite personal adversity

When Jessie Carpenter Holton '50 is asked if she has success stories, she smiles and says, "Oh, yeah. I sure do."

There was the boy who graduated from high school all but unable to read. His language skills were so poor, Holton says, he couldn't even drive a truck for his family's business.

She tutored him for two years using the multisensory approach effective for many who suffer from dyslexia. Now he's in the family business—and not as a truck driver, either.

That's just one of several triumphs that makes Holton, of Roanoke, Va., beam, for she has spent more than a dozen years working with learning-disabled and physically-handicapped children, in addition to guiding her four children, who range in age from 24 to 34.

It hasn't always been easy. Holton's husband, Van, died in 1977. She lost one child to a brain tumor. And, in 1985, she was seriously injured in an automobile accident which kept her in the hospital for months.

In the fall of that year, Holton and another Roanoke woman, Barbara Whitwell, produced a dictionary for dyslexic students with varying degrees of difficulty in

reading, writing and spelling. The book gives large-print, phonetic spellings and simplified definitions of 12,314 words taken from "Angling for Words," a well-known approach to teaching those with dyslexia.

The dictionary has been added to the "Angling for Words" series and field tests are proving it to be an effective resource, Holton says.

Holton went back to teaching in 1974. She earned her master's degree from the University of Virginia in 1975, and set up the learning disability program for Roanoke City's junior high school students. Now an educational consultant to the Virginia Division of Handicapped

Children in Roanoke, she acts as a child-advocate, mediating between families and school administrators.

Sitting on a white wicker chair on the enclosed, plant-filled porch of her new condominium, Holton described her work with enthusiasm. The enthusiasm spills over to her memories of Agnes Scott College, for there, she says, she realized that learning is a lifelong process.

But she makes one rueful admission. "While I was at Agnes Scott, I couldn't imagine being anywhere else. I really took it for granted. It wasn't until I was an adult that I realized what a gift it had been." — Joe Kennedy, staff writer, *Roanoke Times & World-News*

Jessie Carpenter Holton



DAVID O. GARCIA

The Reverend Daniel perks life into a faltering Atlanta congregation

Fresh out of seminary and only recently ordained the minister of Morningside Presbyterian Church, the Rev. Perky Daniel looked remarkably at home in her airy pastor's study.

And no wonder — at 33, she has been acting pastor of the church for the past year and a half, although she was officially ordained June 29.

Elinor Perkins Daniel '74, who was given the nickname "Perky" in high school, said the transition to her new role as senior pastor has been easy compared to her previous hectic schedule.

"The hardest thing for the past two years has been juggling a full load of graduate school and trying to minister," she said. "Now I don't have to do a week's work in one day."

Daniel, who earned a master of divinity degree at Columbia Theological Seminary in June, first became acquainted with the Morningside congregation when she was hired as an intern in June 1984. At that time she was working with church programs in Christian education and pastoral care.

Six months later, the senior pastor told her he was not happy with his assignment, Daniel said, and he left the church and



Perky Daniel

went back to his native South Carolina. She was left in charge.

"The first week he was gone, the basement flooded and all kinds of other things happened — I got broken in well," she said, laughing.

In the year and a half since, the church's 210 members have grown closer, learning to minister to themselves and others, Daniel said.

The church, founded in 1926 at a neighborhood home and moved to its present site at 1411 N. Morningside Drive, N.E., 40 years ago, has weathered some tough times in the past, according to Daniel.

In the early 1970s, the state Department of Transportation appropriated 135

homes in the Morningside area for Interstate 485, which was never built.

Many of the houses were owned by the church members, and one piece of land owned by the church was home to the minister and his family. Daniel said the resulting exodus from the area affected membership.

"At one point the presbytery said the church was declining in membership . . . and they didn't know whether [the church] was going to continue," she said.

Now, the people have moved back into the neighborhood. Membership and, perhaps more importantly, attendance have begun to increase since Daniel arrived.

Weddings at the church

have been booked into January, and on some Sundays the church, which holds 400, is so crowded that people must sit in the balcony.

The growth of Morningside may be partly due to its programs.

The congregation recently sponsored its first overseas family and actively supports the Open Door Community Center. Community groups such as Alcoholics Anonymous, Scouts and neighborhood development committees meet weekly at the church. Sunday school and youth programs have become a priority among members, and Daniel is fostering a prison ministry.

The church's strong music program also attracts

people from the community, said Daniel, who sang high soprano with the Atlanta Symphony Chorus for a year and was an assistant director of the Young Singers of Callanwolde for seven years.

"We're right here in the arts community, and we do creative worship with music, visual arts and drama, as well as the preached word," she said. "God speaks to us in a lot of different ways, through a lot of different media."

Daniel majored in music at Agnes Scott and sang with the choirs at Decatur and Peachtree Presbyterian churches before she decided to study pastoral counseling. It wasn't until she came to Morningside that she realized she wanted to preach, she said.

Being the third woman to become a senior pastor in Atlanta has not been difficult, Daniel said, but it is odd not to have role models.

"I didn't know any women who were [senior] ministers. If you were a woman, you were minister of music or a director of Christian education, or maybe hospital chaplain," she said. "The other side of it is, being a minister is being a minister, regardless of whether the role models are male or female."

Daniel has strong roots within the Presbyterian faith. She was baptized in the Northern Presbyterian Church, confirmed in the former Southern Presbyterian Church and ordained

into the recently reunited Presbyterian Church.

Although her father, a sales representative for International Harvester, and her mother, a registered dietician, moved often, Daniel, who is an only child, has spent the last 20 years in Atlanta.

She met her husband, Wallace, 13 years ago after he saw her singing in the choir at Decatur Presbyterian Church and sent her a dozen red roses. They dated five nights in a row and then were engaged, although they did not marry for another 18 months.

Daniel would like to stay at Morningside for a while, although statistics show that most new pastors are transferred from their first church after two or three years. Eventually, she would like to earn a doctorate degree and teach at a seminary.

For now, she has her hands full at Morningside, taking care of her staff of five and handling the needs of her diversified congregation. "We laugh a lot around here, even in worship," she said. "I think this is a special congregation — open, loving and energetic."

"If we have some kind of vision for the future, it's growing — both individually and collectively, both internally and externally," she said. — **Merrell G. Foote**

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the newspaper used only "Bartell?" I much admire The New York Times for using Mr. or Mrs., and Ms. is OK if necessary, in every reference — even to accused criminals. For them, it is especially welcome as it certainly makes a person appear "innocent until proved guilty" to use an appellation [rather] than simply a surname. A ladylike (or so we used to be told) place like Agnes Scott should certainly use Miss, Mrs., or Ms. on each reference.

Do please give up just simply "Donham" references entirely. Leave that for the boys at British "public" schools.

*Frances Wilson Hurst '37
Madison, Wis.*

Ms. is meaningless. Female might just as well be used. One is either Miss, Mrs. or Dr. Please give a person who respects her husband the opportunity to be Mrs.

Why should Agnes Scott let the Associated Press or The New York Times dictate our policy?

*Margaret Wright Rankin '38X
Atlanta, Ga.*

You do have a dilemma in use of names. It has been hard for me to get used to women being called simply by their lastnames, but obviously this is the going thing. I personally prefer "Mrs.," never "Ms." It seems to me that the problem with use of original [maiden] names for recognition [is that] these names must always be used. Now that I have myself all involved, I have no further solution, except to use, for example, "Dudney Lynch" with Ms. or Mrs. on sub-

sequent mentions. I would have no objection to my first name alone being used. Can the style vary according to individual preference?

*Rene Dudney Lynch '53X
Los Altos, Calif.*

Your Winter '86 issue of the Alumnae Magazine is excellent — the quality publication I have been hoping for these 47 years. And it arrived before winter had become just a distant memory.

I cast my vote for the style manual of The New York Times, my longtime favorite newspaper. The use of last names only seems somewhat rough when referring to Agnes Scott students, faculty and alumnae, whom we prefer to regard as gentle folk deserving of more dignified treatment.

*Frances Guthrie Brooks '39
Cape Elizabeth, Maine*



Please note that the deadlines for class news have been changed. News for October *Main Events* is now due on August 7, 1987. Class news for the February and June '88 issues are due on Dec. 1, 1987, and March 15, 1988, respectively.



Wallace M.

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A WORD OF MEMORY

BY C. BENTON KLINE JR.

I offer a recollection and a calling to mind — what Socrates called *anamnesis* — of Wallace McPherson Alston, a great person and a great leader, with thanksgiving for what he meant in the life of Agnes Scott College.

Probably no man, no male person that is, has ever had as close a connection with Agnes Scott as Wallace Alston. He was born in Decatur in 1906. His grandfather lived across Candler Street from the College in a house still standing. Wallace grew up in Decatur schools, in Decatur Presbyterian Church, and played on the Agnes Scott campus. At the memorial service for Dr. James Ross McCain, Dr. Alston spoke of playing baseball on the vacant lot where in 1951 the president's house was built. In 1931, he married a former Agnes Scott student, Madelaine Dunseith '28X. And when in 1948 he came to Agnes Scott as vice president, professor of philosophy and president-elect, he came not as a stranger but as one who shared a deep sense of the



College, its place and its time.

For 25 years, from 1948 to 1973, Wallace Alston *was* Agnes Scott in a very real way, for he was in intimate touch with every aspect of its being:

□ with the *students*: every one of whom he knew by name, saw in his office, entertained in his home, and whose parents he also came to know and draw into the College family. He made a habit of reading all the admissions folders and learning all the new students the summer before they came to the College. I remember the dogged efforts to reach parents of a student who was ill or to reach

a student who had gone home at the death of a parent. I remember also the trip he, Miss Scandrett and Mr. Rogers made to the Atlanta jail to gain the release of students arrested for sitting in with fellow students from Spelman College at an all-night hamburger stand in Atlanta;

□ with the *faculty and staff*: those he inherited and those he brought to the College, whose life and families, interests and concerns, joys and sorrows, hopes and fears, he shared and cared about. I remember the way he arranged for people to complete degrees, as he did for me, how he shared in the joy of the publication of a new article or book or in family additions, and how he comforted people in the sorrow of losses;

□ with *those who worked in the more menial tasks*, many of whom had been at the College for years, whose labors he honored and whose lives also he shared;

□ with *members of the Board of Trustees*, whose lives and interests he knew and kept in touch with and whose concerns about business or

politics or church he heard and commented on;

□ with the *alumnae*, those from his days and of earlier days. He took great pride in them, their accomplishments and service, and he worked to keep them in touch with the College;

□ with the *physical plant*, the buildings and grounds about which he cared deeply. I remember the annual rounds with Dean Scandrett and Business Manager P. J. Rogers to inspect every room and space in the College to set the summer renewal program of painting and repair, and his concern about "the ditches" that always seemed to be most obvious in late August: would they be covered by the time school began?;

□ with the *curriculum* and what went on in the classroom. Probably no other president of his time attended meetings of the curriculum committee so regularly and asked such penetrating questions about proposals for courses;

□ with the *distinguished visitors*, lecturers, visiting scholars, drama troupes and musicians, who were invited to the College and more often than not visited the president's home for conversation after their appearance. I remember the evenings with Robert Frost, or the current religious emphasis week speaker, and one memorable evening when President Alston quizzed Paul Tillich about his sermon-writing.

During those 25 years, Wallace Alston expressed with eloquence and integrity his vision for Agnes Scott, a vision that was a shared one. In his 1957 annual report, he asked: What constitutes a "great" college? Part of his answer was this:

To be a great college, we must keep alive *the great motives and purposes* that have been responsible for the establishment and growth of Agnes Scott to her present stature. . . . Moreover, the effort to be a great college requires *clear thinking*



"To be a great College, we must keep alive the great motives and purposes that have been responsible for the establishment and growth of Agnes Scott to her present stature."

about our present task. . . . We are convinced that our educational responsibility is to continue to offer the bachelor of arts degree to young women in a relatively small student body; to provide a rich curriculum, integrating the Christian interpretation of life with a high quality of academic work in an environment where personal relationships between members of the educational community pertain. In such a situation we are trying to offer a liberal arts training that touches life vitally and determinatively. We are convinced that, far from being visionary, vague, and unrelated to life, a liberal arts education ought to fit young people to live with themselves; it ought to contribute to marriage, to vocational success, and to good citizenship; it ought to help with the highest level of adjustment—the relationship of [a person] with God. The type of education offered at Agnes Scott is predicated upon the conviction that a mind trained to think is essential if life is to be unfettered, rich, and free.

The outreach and the impact of the College must be cumulatively vital. The ultimate test [of the validity of our effort as a Christian liberal arts college] is the intrinsic worth of Agnes Scott students, here and after college days are over, in the homes that they establish, the professional and business careers upon which they enter, the church, civic, educational, and social relationships that they maintain. I am quite willing for Agnes Scott's contribution to be measured in such terms; that it should be so measured is, at any rate, inevitable.

On retirement from Agnes Scott, the Alstons moved to Wood Hill at Norris Lake some miles away, but President Emeritus Alston never relinquished his deep ties to Decatur and to the College. He did not impose his presence, but he came when invited and kept in touch. And he continued to be for many of us the reality of Agnes Scott.

Scholar and Teacher

Wallace Alston was a scholar all his days. His formal education included a bachelor's degree from Emory University followed by the master's in philosophy. He earned the bachelor of divinity at Columbia Seminary, and in his early years of ministry, earned the Th.M. and Th.D. degrees at Union Seminary in Richmond, Va. Through the years he went often to summer sessions at schools in the United States and abroad.

But beyond his formal education, Wallace Alston was a scholar by habit. He was always reading, not just for pleasure, but to extend his learning and insight. He would tackle a particular writer—a poet or novelist—and read the works and then biographies and critical studies. He also loved history and biography, and he read widely in theology as



Age 12



Age 11



At 17 in 1923

well. Finding it difficult to read in his last months, he was studying *The Canterbury Tales* in talking book form, and some new materials arrived just after his death.

His commitment to scholarship is exemplified in these words from his 1960 report:

We believe that truth is of God and is imperious; that it transcends all attempts to codify and delimit it, all forms of partisanship, professionalism, and propagandizing zeal; and that it requires humility, honesty, courage, and patience of all who are concerned to discover it (even in approximation), understand it, and follow it where it requires them to go in their thinking. Freedom of inquiry in the college community is a *sine qua non*. . . .

Wallace Alston was also a teacher. When he came to Agnes Scott in 1948, he was professor of philosophy, taking over a small field in the



**Dr. Alston spoke
of playing baseball
on the vacant
lot where the
president's house
was built in 1951.**

psychology department and offering new and exciting courses. When he recruited me for the faculty to develop the philosophy department he wrote to me: ". . . As I explained to you, I am going to relinquish all of my philosophy teaching with the exception of a three-hour course in the spring on the Christian religion. I may not be able to keep this course indefinitely, but I would like to do a little teaching in connection with the administrative work that I will assume in July." He did not give up

that course for 15 years or more, and every year he had some of the brightest and best of Agnes Scott juniors and seniors, together with students from Emory and Georgia Tech, sitting in on his presentation of the philosophical bases of the Christian faith.

Wallace Alston not only believed but also exemplified what he wrote in his first annual report in 1952: "The best education is still that which a great teacher makes possible to a student when personalities touch vitally, when the channel of admiration conveys living truth to the mind and heart of a young man or woman."

Being an educator or teacher meant for Wallace Alston a concern for the whole person. He cared about what happened to character and personhood. Some students resented that. One, now a very distinguished professional and a community leader, said once: "You can do anything you want to stretch my mind, but don't

mess with my morals." It was not a matter of "messing with morals" but of supporting and challenging people to take responsibility for their lives and become real *persons*. That was sometimes painful. Student Government and the Honor System offered a pattern of responsible living in the community, but failures meant consequences and sometimes bitter feelings on the part of those who felt the institution to be against them. But there were rewards, also, as shy people claimed their strengths and inexperienced people gained self-confidence and many, many students learned responsibility.

Wallace Alston believed that Agnes Scott students and alumnae were especially called on to be responsible persons. On many occasions, especially at Commencement, he spoke to students of their calling to "the aristocracy of competence" and of the responsibility in life that he called "the liability of privilege."

Minister

Wallace Alston was ordained to the ministry by Atlanta Presbytery in 1931. He served as a pastor in Charleston, W. Va., as the director of young peoples' work for the Presbyterian Church, and again as a pastor at Druid Hills Church in Atlanta. From there he came to Agnes Scott, in response to what he regarded as a *call* to another form of ministry. (Not all the faculty were thrilled at the idea of a minister as president, but when they discovered what manner of minister this was, they changed their opinion.) That sense of call was very real to him, and the conviction that God had called him to the post sustained him through the pressures and pains of the presidency.

Wallace Alston was a superb *preacher*, who was in great demand and who had three volumes of his sermons published; he was a faithful *churchman*, and in 1961, the centennial year of the Presbyterian Church



His ministry in the Agnes Scott community was clearly shown in his leadership of worship.

(U.S.) he was elected moderator of the General Assembly.

Above all Wallace Alston was a *pastor*, in the Agnes Scott community and beyond. He entered into people's lives in a caring and supporting way, and the fruit of that became most evident in the weddings and baptisms at which he was asked to officiate and in the funerals he was called upon to conduct — sometimes for people whose lives he had shared 30 or more years before. His door was always open to students and faculty, yet confidences were poured out to him behind closed doors.

His ministry in the Agnes Scott community was clearly evidenced in his *leadership of worship*. He led and spoke in more than half of the required Wednesday convocations each year. Probably most remembered is the almost annual talk "About This Time of the Year," given

in late January or early February when the winter quarter was at its lowest ebb, when the weather was wretchedly dark, damp and cold, and having as its key idea the need for GUMPTION — what I think Paul Tillich meant by the courage to be.

But besides the convocations, there were his weeks of evening vespers after supper, the exam chapels, which he led with just a hymn and some scripture and simple prayer, and, for the faculty, the simple faculty prayers where he read some scripture and a piece of devotional literature from a saint or a poet, and we had prayer for students, for colleagues, for the world.

Husband, Father, Friend

Wallace and Madelaine Alston opened their home to students, to faculty, to visitors to the campus. But the home they opened was the home they maintained in an integrity of family life. Wallace Alston took time for his family. I'm sure it was never as much as they wished, but he made sure that they had him there when they needed him. I remember a meeting being terminated because it was time to go and take Mary to the Shrine circus, and I remember the reports of the long conversations with "young Wallace" as he worked through his own vocational struggles. And he and Madelaine radiated a caring love for each other.

Those of us who were privileged to work closely with Wallace Alston valued him not only for his scholarship, his commitment to education, his ministry, his articulation of what Agnes Scott was, but above all for his friendship — for the way he shared himself graciously and modestly. We give thanks for Wallace Alston because in the providence of God our lives were intertwined with his and from his strength and character and faith we have drawn for the shape and strength of our own lives.



▼

*We give thanks for
Wallace Alston. In the
providence of God,
our lives were
intertwined with his.*



Some of those whose lives he touched (l. to r.): Sharing a laugh with faculty; at home with his family; a proud grandfather to Elizabeth Leslie.

At the celebration of the 75th anniversary of Agnes Scott College, Wallace Alston offered the prayer of re-dedication of the College. That prayer conveys something of the character and faith of Wallace Alston, which he shared through the years in the life of Agnes Scott, and for which we are giving thanks as we remember him:

Almighty God, our Father, Source of our life, Inspiration of our labors, and Goal of all our hopes and purposes —

We rejoice in the knowledge that in Thee we live, and move, and have our being; that Thou hast created us for Thyself, so that our hearts are restless until they find rest in Thee; and that in Thy light we may see life clearly, and

in Thy service find our freedom and Thy purpose for us . . .

We gladly renew the vows of commitment to truth, solemnly assumed by those who have gone before us in the work of this institution. Grant to us, we pray, a full measure of devotion to excellence in scholarship, to integrity of life both in and out of the classroom, and to freedom of the mind and spirit in every aspect of our experience as a college. Grant to us the courage to be and to do what Thou dost expect of us. Forbid that we shall ever be afraid of that which is high, or distinctive, or difficult. Keep us from false pride in past achievements and from self-satisfaction and complacency in present responsibilities. Grant that we may continue to be dissatisfied with every-

thing that is tawdry or shoddy, with premature arrangements and compromises that reduce tensions but result in mediocrity.

Help us to live a contemporary life, willing to face new issues and to discover new truth, holding fast to that which is good out of the past, and faithfully conserving and interpreting to young people timeless truth and values. Grant that we may place our obligation to Thee above every other allegiance, no matter whether this appears to be popular or unpopular. May it please Thee, Our Father, to sustain and strengthen our intellectual and spiritual life so that our witness to the truth may be clear and strong. ◇



**A
LASTING
MARK**

▼

“Excellence has always been a byword in his approach to those institutions which have had his interest . . . Our debt to George Woodruff is so great that it can only be acknowledged, never repaid.”

BY KAY PARKERSON O'BRIANT '70W

George Waldo Woodruff may be remembered longer for his stunning generosity and vision than for his immense wealth. With fortunes built from The Coca-Cola Company's 100 years of success, "Mr. George" and his older brother Robert gave unprecedented millions as well as valuable leadership to education, the arts, medicine and social organizations in the city of Atlanta and the state of Georgia.

Agnes Scott was no exception. For more than 31 years, George Woodruff served as an Agnes Scott trustee. At her death in 1982, Irene Tift King Woodruff left \$1 million to the College. President Schmidt sought George Woodruff's permission to use the gift's interest income for financial aid for Return to College students. This enabled the College to publicize the availability of aid for RTCs and Mrs. Woodruff's bequest.

Their family ties to the College included Mr. George's aunt, Frances Winship Walters 'IN, and Irene Woodruff's mother, Clara Belle Rushton King 'IN.

After Woodruff's death on Feb. 4, 1987, at the age of 91, Roberto C. Goizueta, chairman and CEO of Coca-Cola observed that, "His gifts of time and money have left a lasting mark on higher education in Atlanta and the Southeast. He will be greatly missed."

Although Woodruff's support permeated Atlanta institutions, his influence and that of his brother were often hard to pinpoint, especially in earlier years. They refused to allow their gifts to be publicized or acknowledged, but their name nevertheless became synonymous with large gifts from "an anonymous donor." In 1984, Forbes Magazine estimated George Woodruff's wealth at \$200 million.

Mr. George's mark on Agnes Scott's physical campus is evident: Winship and Walters residence halls,

major laboratory equipment for Campbell Science Hall, a renovated library and air-conditioned buildings can be linked to his generosity. An active and vocal trustee, he served as vice chair from 1955-1961 and on the investment committee for many years. Before his death, Woodruff had agreed to be honorary chair of the College's centennial campaign. His longtime secretary Vela Rocker remembered, "He worked as hard for these various schools as he ever did in his business life."

Secretary to the Board of Trustees Bertie Bond remembered Mr. George's personal friends from all walks of life and his work on the board. "President Alston counted on his judgment and his wisdom. Mr. Woodruff was consulted on many other matters, not just financial ones."

Trustee Suzella Burns Newsome '57 recalled his humor. "He was unbelievably spiffy and alert. He was just so jovial, quite an amazing person. He would often joke at the treatment he got and the fuss that was all around him when he appeared."

The College's former vice president for development, Paul M. McCain, remembered Woodruff's retirement from the board in 1974. "The Student Government Association had a special dinner for him. The students invited him and Mrs. Woodruff to be their guests for a formal dinner and they had a delightful time. Usually students don't get to know a trustee as well as they might. I know Mr. Woodruff told some stories that were more appropriate for a men's club than an Agnes Scott group. But one of the girls came up to him afterward and said, 'You know, that story that you told is one of my father's favorites.' The students liked it so well that they began having other dinners to honor people."

As C. Benton Kline, former dean of the faculty at Agnes Scott, said, "[George Woodruff] stood for the right things in academic life. And that wasn't his principal point of

interest or expertise. But he always voted for the right thing for the College."

Specifically, Kline recalled a 1956 conflict over a commencement address to be given by theologian Nels Ferré. Some people close to the College protested that Ferré, a professor of philosophical theology at Vanderbilt, held beliefs that were theologically unsound.

Opposition came from some members of the board and some local Presbyterians, said Kline. Did the College have the right to invite speakers whose beliefs dissent from those of its leadership?

The board, with Woodruff as acting chairman, stated, "We believe such a policy of academic freedom is consistent with the position of Agnes Scott as a Christian college and essential to the adequate liberal arts training of our students. We reaffirm our opposition to the view that students, in their Christian academic training, must be protected from reading or hearing points of view not in accord with the particular theological position of members of the Board and Administration and of the [Presbyterian] church [with] which Agnes Scott College has long associated."

"In this crisis, the board moved ahead instead of retreating," said Kline. "That was attributed as much to Dr. Alston, as [it was] to the board. But it was people like Mr. Woodruff, Mr. Gaines and Hal Smith who were willing to go ahead and buck the crowd for what they thought was right."

Born Aug. 27, 1895, George Woodruff was the third of Emily and Ernest Woodruff's four children. He grew up in Atlanta and attended public schools, graduating from Tech High School. With an interest in anything mechanical, especially new inventions like the automobile and motorcycle, George went on to attend Georgia Tech and Massachusetts Institute of Technology. But World War I interrupted his studies and he never returned. Dur-

ing the war he did manual labor and drafting in civilian services in Savannah. Later, on his motorcycle and sidecar, he ferried medical supplies and doctors around Emory's campus and back and forth from Fort McPherson.

In 1919, Ernest Woodruff was president of Trust Company Bank and led a consortium to purchase the Coca-Cola Co. Afterwards George worked for several years in jobs related to Coke interests or other companies his father ran. After working from 1920-1926 as local sales manager for White Motor Co., he moved to Birmingham in 1926 to join Continental Gin. In 1930 he became its president, by 1934 he was chairman of the board. Cotton was still king in the South, and Continental Gin was more powerful than Coca-Cola at that time. He joined the Coca-Cola board of directors in 1936.

For a man born to wealth, Woodruff had a reputation for thriftiness. He would often leave his office in the Trust Company Building to lunch in the employee dining room. Each time, he used his ID card to get his 40 percent employee discount.

A lifelong Georgia Tech football fan, he held a block of season tickets that he shared with friends and associates. He went to home games, even through last fall, when he brought his nurse and had to move to a box seat.

Woodruff was also an avid golfer, belonging to clubs in Atlanta, Augusta and Highlands, N.C. Ben Gilmer remembers that Woodruff always played to win, and was usually willing to have a small wager on the side.

He delighted in his family, and remained close to brother Robert, his neighbor on Tuxedo Road. They shared breakfast together often, friends noted. Another friend remembered George one Christmas playing hide-and-seek with his grandsons and their new walkie-talkies.

And in 1985, when five educational institutions threw him a 90th



The 19-year-old Tech student had an interest in anything mechanical.



George Woodruff sits on the bed in which he was born, and later slept in for much of his life.



*“He stood for the
right things in
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And that wasn’t
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But he always voted
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birthday luncheon in the Emory PE Center named for him, a Ramblin' Wreck delivered him to the door. Gag gifts could not be resisted. At the height of the old Coke-new Coke furor, students presented him a Coke hat with a can of each and two very long straws — so he wouldn't have to decide.

President Ruth Schmidt led off the congratulations from hosts Agnes Scott, Emory, Georgia Tech, Mercer and Westminster Schools. "I did not have an opportunity to know you, Mr. Woodruff, when you were active on our board, but I am grateful that I do have the privilege of knowing you now as a caring and charming person, who has never lost interest in Agnes Scott — always inquiring about enrollment, attending meetings of the investment committee, and most recently, visiting campus to inspect the renovation projects well underway for our centennial in 1989."

Boisfeuillet Jones, Robert W. Woodruff Foundation president, believes few individuals will ever match the impact of the Woodruff brothers on Atlanta. Unlike other major national philanthropists, the Woodruffs concentrated their gifts on institutions and organizations in Atlanta and Georgia. "There will be other people who do things and who have results in Atlanta," he said. "But it's getting too big and too diverse to think in terms of individuals having the same kind of impact."

In future years, visitors to Atlanta may feel that the Woodruff name is second only to Peachtree in its frequency on the city's landscape. Buildings in honor of Irene and George Woodruff include Emory's graduate residence hall, physical education center and a wing of the Egleston Hospital for Children. Georgia Tech has honored him with a residence hall and school of mechanical engineering, and Mercer University has a Woodruff House.

Agnes Scott will soon dedicate the Irene and George Woodruff Quadrangle in the center of campus.

In his busy lifetime, Woodruff held directorships in Atlantic Steel Co., several Coca-Cola subsidiaries, Trust Company of Georgia, and West Point Pepperell Inc. In addition to Agnes Scott, he served as a trustee to Emory University, The Georgia Tech Foundation, the Atlanta Metropolitan YMCA, Walter F. George School of Law, Mercer University, Rabun Gap Nacoochee School, West Point Pepperell Foundation, the F.D.R. Warm Springs Memorial Commission, and the Emily and Ernest Woodruff Foundation (set up to distribute their assets after their deaths).

Perhaps the best testament to Woodruff's enduring worth is contained in the words of a toast in his honor. Its author has been forgotten, but the sentiment still rings true: "Excellence has always been a byword in his approach to those institutions which have had his interest. His outlook has also consistently been wise, positive, and constructive. In a word, our debt to George Woodruff is so great that it can only be acknowledged, never repaid." ♦

Kay Parkerson O'Briant, a freelance writer living in Atlanta, graduated from Agnes Scott in 1974.



Hosts figured out a perfect solution to the old Coke, new Coke dilemma for Mr. Woodruff at his 90th birthday party.



Irene King Woodruff



▼
At 90, George Woodruff stands before a portrait of himself as a 5-year-old, part of an exhibit for his birthday gala in 1985.

STRATEGIST FOR CHILDREN WITH SPECIAL NEEDS: REBECCA FEWELL

A

child is born deaf, or blind, or mentally retarded. The bewildered, grieving family begins telephoning the world of experts, a state agency or local university. They ask: What does the future hold? How can we manage daily life with this child? Frequently, the caller is referred to one of the nation's foremost centers for research and education of special needs children: the Experimental Education Unit of the Child Development and Mental Retardation Center at the University of Washington in Seattle, and its central figure, Dr. Rebecca Fewell '58.



BY KATHERINE ROSETH



JOSEPH FREEMAN

Dr. Rebecca Fewell '58 does groundbreaking work with special-needs children at the University of Washington in Seattle.

Her office is hidden behind massive pink concrete blocks in the university's hospital and health science complex. By contrast the Experimental Education Unit's low-slung buildings suggest a pre-school more than a medical research facility. The Pacific Northwest asserts itself here — Douglas firs, rhododendrons, a bevy of wild Canadian geese on the lawn. Behind, sailboats pass along the Montlake Cut waterway connecting Puget Sound and private docks on Lake Washington. Out front, a school bus unloads a troop of noisy preschoolers, many with the distinctive bone structure of Down syndrome.

Inside, the really pleasant areas are for children — the courtyard play area and the cheerful classrooms. Dr. Fewell and her secretary work out of two cluttered, windowless cubicles off a linoleum and brick-lined corridor. They are unimposing accommodations for the professor of education recruited by the University of Washington in 1979 to direct the projects of its internationally recognized facility. Then she was chair of the department of special education at George Peabody University in Nashville, Tenn. She had a well-established reputation for her pioneering work with deaf and blind children.

Now the principal investigator on a dozen grants, Dr. Fewell solicits and manages more than \$1 million a year in federal and private research funds. Fewell also directs the work of 15 to 18 graduate students. She leads a hectic life scheduled with national and international conferences and



Teachers usually succeed using a playful, relaxed approach much like Fewell's interaction here with Kristoffer Vierra.

an impressive array of publications to her credit. Between travels she divides her time shepherding grant proposals through the funding process, consulting with her staff writers and editors, and reviewing current programs with graduate student project managers. Still, she will take a telephone call from a stricken family member — one who is determined to reach her from Minneapolis or Beaufort, S.C. These contacts can develop into long-term friendships, celebrated by the smiles of parents and children in photographs on her bulletin board.

Off the telephone now and ready for her one o'clock appointment, she is gracious, welcoming. No skirted suit or white lab coat of the powerhouse academic here. Fewell wears a bright blue shirtwaist dress with a peach kerchief at her throat. She's petite, feminine, pretty — the 4th-grade teacher a child falls in love with, as they probably did in Nashville when she taught in public schools in the early '60s.

Her roots are unmistakably southern, but she has no drawl. There's no time to speak slowly. Animated by her subject, Fewell describes her first encounters with disabled children at the Shriner's Hospital in Decatur, Ga. A sociology major at Agnes Scott then, she tackled one of the community service projects encouraged by the College. As she read to children bound in wheelchairs and braces, she realized how much they were like able-bodied children — how much they wanted to laugh and talk and be with people. That idea trailed her through her professional life as a criterion for judging behaviorist or humanist therapies. Regardless of the theoretical model, she says, whatever invites the child into the human community is good.

"I can teach a child to hold her own spoon," she explains, "using a behaviorist approach. I hold the spoon and give her 10 bites. I measure the help she needs each time, and gradually withdraw my support. Eventually, she can manage the spoon herself — which is good, because it will make her more independent and seem more human to us.



JOSEPH FREEMAN

“If I want to teach a child to communicate,” says Rebecca Fewell, “I have to motivate her, I have to make her want to solve a problem.”

“But if I want to teach that child to communicate, I have to motivate her, I have to make her want to solve a problem.” Fewell turns around to take a tiny wind-up toy from her bookshelf. Describing a deaf and nearly blind child as an example, she explains:

“First, I’ll show the child that I enjoy the toy, myself.” She winds up the car and lets it rattle across the desk. “Then I’ll leave it out and wait to see if she’s interested. I’ll wind it up again and let it go. Then she may play with it, but she can’t get it to work. I show her a third time, and while she’s watching I take the key and put it in my pocket. I may say ‘keeey, keeey,’ to associate it with a sound, in case she has some hearing. But to get to that key and to play with the car, she has to go through me. She must communicate. That’s what I want, human communication.”

Themes of humanist versus behaviorist theories pepper the discussion, suggesting a major dichotomy in the field. Fewell is the practical educator: do what works. But to

know what works for a given child, she weighs all the variables and complexities that affect him or her—not only the severity of the child’s handicap, but the strengths and expectations of the family.

“If the parents believe in very strict discipline and think the only way to teach a child is to put him in a chair, pull him up to the table, and drill him for 20 minutes, then I have to find a strategy that will lend itself to that,” she explains. Usually parents learn as they go, especially when they observe a teacher’s success using a playful, relaxed approach. However, the child is in the family to stay, and Fewell believes the treatment program must build on their values or it will likely fail.

Her research on family interactions contributes much knowledge to the field of special education. She introduced the family perspective into her work with deaf and blind children in the mid ’60s and early ’70s. An epidemic of rubella swept the country from 1963 to 1965, leaving behind an estimated 20,000 deaf and blind children. The government established regional research

centers for the deaf and blind. One opened at Peabody College, where Fewell was finishing a master’s degree in learning disabilities to return to the classroom as a special education teacher.

“It was a case of being in a certain place at a certain time,” she says. “My work with learning disabilities did not give me an adequate background working with children who were both deaf and blind. But at the time I was one of the few there who was willing to try to work with these challenging children. So I began an evaluation and treatment center for these children and their families.”

The overwhelming nature of a deaf and blind child’s disability may have prompted Fewell to reach out to all sources of family and community support.

“We would have families come and spend at least a week with us, while we assessed the child and developed a treatment program. Sometimes we’d get the parents away from the child for an evening and take them out on the town, to get to know them as people.

“I always tried to find out the family’s real resources,” Dr. Fewell explains. “Where does the mother turn for help? Is it the maternal grandmother? Bring her in.” Then when the time comes to do something difficult—say, take away the bottle from a child who should have been off a bottle four years ago—the important people around the parents will agree that they’re doing the right thing, even through the child’s screams and tantrums.

The family, Fewell admits, is a network of complex relations that may itself pose problems, but it

brings in a richness and strength, too. "Seldom do educators realize the impact of belief systems in the birth of an impaired child," she observes. Even religious convictions that seem counterproductive at first ("God is punishing me") can work to the child's good.

Fewell describes a fundamentalist Christian family she once worked with who insisted their child's handicap was God's will. They resisted all suggestions for therapy, and after some frustration, Fewell tried a new message: God gave you this child because you would work harder than any other family to help her reach her full potential. "It worked!" she remembers. "That family still calls me . . . and I think it's because I did not deny their beliefs."

Fewell's vision combines respect for people's richness and resilience with her awareness of technology's potential to solve problems on a mass scale. A current project uses computers to design therapeutic and educational programs for rural families or those in places without local facilities. "Right after a child is diagnosed, it's typical for the family to want to move to Seattle, to be in our program. That's generally not realistic." The parents' desperate need to connect can still be satisfied through the project's computerized treatment program.



An avid cyclist, Rebecca Fewell sometimes logs up to 100 miles per day during summer outings with the Cascade Bicycling Club in Seattle.

It works a little like a correspondence course. The child's physician or nurse practitioner evaluates her at home and sends the results to Seattle. The project staff enters data concerning the child's condition and the family's lifestyle and environment into the computer. The center uses the computer to create a therapy program focused on the details of daily life.

For example, the child practices large motor skills exercises at bathtime or language skills on a trip to the grocery store. When a parent gets confused or frustrated, help is a telephone call away.

"Right now we have 60 children in the project, but with enough staff and equipment we could stay in touch with any number. It's a matter of sharing the rich resources of a

university with those who feel they are really removed from it. I have families in the rural South who feel they have the greatest program in the world, and we've never seen their children!" Fewell smiles. "They feel connected."

Her own two children are grown. Her sons, ages 24 and 27, live and work in Nashville, Tenn. Now single, Fewell makes it East to a vacation home in Hilton Head, S.C., whenever she can. Despite logging up to 200,000 miles a year with work-related traveling, she doesn't stay sedentary at home either. For relaxation, she belongs to the Cascade Bicycling Club in Seattle. She sometimes cycles more than 100 miles on a balmy summer day.



An animated Fewell works with student Akemi Ito. She hopes to delve into cross-cultural studies in special education in the future.

Although she lives some 3,000 miles from Decatur, Fewell finds that Agnes Scott is never far from her. About a year ago, a man called from South Carolina and demanded to speak with no one but her. "I have a problem," he told her. "My grandson has been born in Italy and has Down syndrome. My daughter doesn't know what to do—they have some resources there, but not enough. She's 34 years old and has a Ph.D., so I know she'll be able to carry out anything you recommend. Shall we bring him to the States and have you take a look at him?"

The doctor consented and the family stayed with her while the child was evaluated. The baby's

mother happened to see an Agnes Scott Magazine in Fewell's home. She told the doctor that her mother, Mary Elizabeth Ward Danielson, graduated from the College in 1943. Dr. Fewell has since talked with the baby's grandmother by telephone and hopes to visit when she returns to South Carolina.

In the future, Fewell would like to delve into cross-cultural studies in special education, particularly with Japan. In some Asian societies, she notes, the birth of a handicapped child is a major family disgrace. Instead of seeking support in strong family ties, parents may choose to suppress the bad news and stay isolated, with dire consequences to the child's development.

Cross-cultural studies are not the only thing on Fewell's mind. Her success with grants has her curious to be on the other side of the fence, perhaps as a policymaker. "I'd like to see more flexibility in the range of treatment available to families," she notes. Working as part of a policy group would present new opportunities to put ideas into action, especially at the federal level. "That's where they make the decisions regarding who will be served and how." Fewell believes that the public commitment to special education will continue, despite massive federal budget deficits. "The challenge is to make it all come together in a creative, exciting way," she says.

On the way out of the Experimental Educational Unit, an example of such creativity exists. In the middle of one of the corridors, carved into the red brick wall at eye-level is a flock of bas-relief birds taking off up to the ceiling. It's a surge of effort, aspiration, and beauty, superimposed over the hard reality of brick. Within these walls lies faith in human possibility, even for those denied the full range of human gifts. ♦

Katherine Roseth works as a public information officer at the University of Washington in Seattle.

His quiet, strong voice could belong to a doctor soothing a patient, calming a child, gaining the trust of a family. Beneath his slightly gray hair, his heavy brows and wire-rimmed glasses couch dark brown eyes which steadily survey his students. Mack Peel's voice and manner create a deceptive stillness in his mid-morning seminar on peacemaking. He and his half-dozen students probe for understanding of the history of the church and war: the Crusades, the Holocaust, and Hiroshima.

They dig deeply into the expected fare — basic readings in an anthology by the Cambridge Women's Peace Collective, the Mennonite Statements on Peace 1915-1966, Roland Bainton's *Christian Attitudes Toward War and Peace*, the Presbyterian *Peacemaking: The Believer's Calling*, as well as the Catholic Bishops' famous pastoral letter of 1983.

But there the safe distance ends. Slides and films propel the students and their teacher into the war experience: "Causes and Effects of the First World War," Hitler's "Triumph of Will," film clips of Hiroshima and Nagasaki ruins, "Faces of War" in Nicaragua and El Salvador.

They study the church as villain, victor, victim; and scrutinize attempts to bring peace by proclamation, protest, pacifism. The students' final exam will be the same as for all of us — to wrestle with history and belief, and to make a choice.

For Malcolm L. Peel this is no academic exercise. He has designed the course to be more than just study for students. "I want them to understand what was at stake in the 1940s as they consider the church's response to the war," he says. "The way to expand my horizons and to challenge things which are unexamined in my own life is to teach a course about them, to be 'a co-learner' with my students."

New to Agnes Scott last fall, Dr. Peel came as the first full-time

By Lynn Dunham

I AND THOU

"Dag Hammerskjöld,
who was for years the Secretary
General

of the United Nations,
wrote in his diary:

*People who are worried about
the world issues,
about the global problems,
very easily forget
the smaller issues.*

*If you are not willing to be good
in the smaller circle
of your family and friends,
you can't do anything
for humanity as such.*

*Without that intimacy,
you live in a world of abstractions,
in which your solitism,
your hunger for power,
your destructive tendencies,
mim their only more powerful
opponent:
love.*

*It is better to be good
with all one's heart
to one person
than to sacrifice
oneself
for the whole of humanity"*

*Taken from Jesus, Hope Drawing
Near by Joseph G. Donders,
published by Orbis.*

Wallace M. Alston Professor of Bible and Religion and chair of the Department of Bible and Religion. He brings 20 years of teaching experience, respected expertise in a range of biblical studies, and strong student and peer evaluations. Formerly chair of the Department of Philosophy and Religion at Coe College in Cedar Rapids, Iowa, Peel was named most outstanding teacher there. Once, on a two-year leave from Coe, he raised \$2 million in endowment to support faculty research at the Herbert Hoover Presidential Library in West Branch, Iowa.

An ordained Presbyterian minister, his thorough, creative approach to teaching twice has earned him recognition from the Outstanding Americans Foundation as Outstanding Educator in America. In his last three years at Coe, Peel taught 14 different courses, including eight new ones. Grants and fellowships from the Guggenheim, Fulbright, Mellon and Lilly foundations have enabled Peel to publish 4 monographs, 13 articles, 4 translations, 30 book reviews and to create a pioneering closed-circuit television series on the New Testament for the Presbyterian Church, U.S.A.

The third of three sons born to Frank and Ella Peel in Jeffersonville, Ind., Peel was 4 years old when World War II unfolded. "I became closely identified with my father's career and the military purposes of the U.S. My mother used to dress me in a junior-sized Army uniform, and I sang songs on behalf of war bonds sales," he remembers. Like most boys of the '40s, he played games to kill "Krauts" and "Japs." His father completed a 33-year career as a colonel in the Army Quartermaster Corps — serving through two world wars and in the Civilian Conservation Corps.

But World War II was not fun and games. While helping to cut a new supply route through the Indian jungles after the Japanese had

captured the Burma Road, Frank Peel contracted an unknown tropical disease that shadowed the rest of his life with suffering.

"That suffering had something to do with my interest in religion," says his son. "How could God allow the righteous to suffer?" While Peel's two older brothers opted for Air Force or Army careers, he entered Indiana University, and then Louisville Presbyterian Seminary.

"As a youth I had a rather decisive experience, and I felt I had a very

He spent Saturdays at Hanover College's library to prepare the Sunday sermon. He met Ruth Ann there one Saturday, and had "a memorable conversation." Although he was then dating someone else, he came back the next fall to find Ruth Ann after the other relationship had ended.

"She began going with me on some Sunday outings to serve the Smyrna Monroe Church," remembers the professor. "I thought any woman who could put up with me

have a great love for the church."

As a teacher, Peel says he believes that "the unexamined faith is not worth holding." As a scholar, he labors in his home study under a wall banner, "For God, for country, and for Yale."

A graduate institute in Judaism exposed Peel to writings of Jewish philosopher Martin Buber, who would shape and inspire his life. Beginning with *I and Thou*, the book that established Buber as an eminent dialogical philosopher, Peel



Malcolm, Ruth Ann and Nicole Peel share a ranch home near Decatur. Son Drew is away at college.

clear call to the Christian ministry. That was like a beacon that guided me through all my undergraduate years and even on through seminary.

"I still generally endorsed the military effort and trusted in my government to know what was right." In seminary, he considered military chaplaincy, but when he finished there, a fellowship made graduate studies at Yale possible.

While at Louisville, he also met his wife, Ruth Ann Nash of Cincinnati, Ohio. They first saw each other in Hanover, Ind., where he traveled each weekend to work as a student pastor in a small church.

through a sermon, dinner with a farm family, visiting all afternoon, youth work in the evening, and still love me, must be the right woman!" They married when he graduated from seminary in 1960, and moved to Yale where he earned his Ph.D. in biblical theology and New Testament.

Although Peel started his doctorate intending to preach and minister, he realized over the next six years that his education might be best used in the classroom. "But I have never indulged in the luxury of the ivory tower as the bastion from which I can throw bricks at the institutional church," he stresses. "I

read all of Buber's works he could find.

Buber saw life lived in terms of relationships. "He said the most important things occur in the context of relationships, which develop on three levels. The first level is between individuals and nature, the second between individuals and the spiritual — as one might find the spiritual in the work of a painter, musician or poet. The third and highest form of relationship occurs between human beings, and Peel credits Buber for teaching him "the importance of affirming each person, as well as the spontaneity of genuine relationships."

"We all live most of the time relating to other human beings as objects, simply in order to get things done," Peel admits. "But if our relationships occur only on that level, we never become fully human."

In contrast to Buber, Peel found Ludwig Feuerbach's *The Essence of Christianity* another key influence. "It may sound strange to express appreciation for the great-granddaddy of atheists of the Western World," he says with a smile, "but he made me think through my beliefs and better understand why I held them."

Clearly, Peel hopes to influence his students the same way. "I want to give my students the tools to study and understand religion and the Bible. Most of them have been brought up in the faith community of their parents, and they have not had the chance to step back and examine these views in light of literary or historical criticism, the truth claims of other religions, or the questions of the nonreligious. Academic study offers this, and it can strengthen faith."

Among Peel's tools: dialogic questioning, reading a variety of scholars' works and using the methods of literary criticism, commentaries, concordances, atlases and archaeological works. Sometimes he refers students to ancient, nonbiblical texts, to show them the historical settings in which the Scriptures arose.

"This approach builds the student's confidence in her capacity to interpret and understand religious texts and questions," Peel believes. Students want to know the Bible's nature, he says, how it can be authoritative for faith and life, and how to read it intelligently and responsibly. "But the existential questions of faith keep popping up," he adds, "and they are not to be denied."

Peel points to the Gospels as an example. "There are multiple portraits of Jesus which reflect the theological views of each of the gospel writers and the communities

On I and Thou:

Between you and it there is mutual giving: you say Thou to it and give yourself to it, it says Thou to you and gives itself to you. You cannot make yourself understood with others concerning it, you are alone with it. But it teaches you to meet others, and to hold your ground when you meet them. Through the graciousness of its comings and the solemn sadness of its goings it leads you away to the Thou in which the parallel lines of relations meet. It does not help to sustain you in life, it only helps you to glimpse eternity.

Martin Buber

Here the Thou appeared to the man out of the darkness and he responded with his life. Here the word has from time to time become life, and this life is teaching. This life may have fulfilled the law or broken it; both are continually necessary, that the spirit may not die on earth. This life is presented, then, to those who come later, to teach them not what is and what must be, but how life is lived in the spirit, face to face with the Thou.

Martin Buber

in which they wrote. One cannot say they contain absolutely no history and all theologizing. But, on the other hand, we must be aware that the gospels are not biographies, or a neutral type of literature."

Computer programs now can help students see similarities and differences in the gospels. "Not only can you make vivid the literary relationships and dependency of Matthew and Luke on Mark, but the student also can develop a feel for redaction, or editorial analysis," he explains with enthusiasm. "Those gospel writers who used parts of Mark had certain theological interests. By looking at what they added or omitted from the Marcan material, students gain insight into the gospel writers' key concerns and emphases."

Computers are also helping Peel and textual scholars to reconstruct manuscripts from fragments of ancient books. For some years Peel has worked on manuscripts found in Upper Egypt written in Coptic, a language created by second-century Christian missionaries to translate the Bible into the vernacular of Nile Valley peasants. "Either due to the work of hungry worms or mishandling by people who did not appreciate the fragility of the ancient manuscripts, the beginning of many lines of text were lost," he says. Often, only the last two or three letters of some words remained. Peel and other researchers entered all Coptic word stocks into computer storage. Then they programmed an IBM 1130 computer to flip all the words, alphabetizing them from the last letter backwards, and then to flip them back again. The result: a reverse index of the Coptic language. The index, and the context of the fragment, enable the researcher to make a much more intelligent decision about reconstructing the original text.

"We also made pioneering efforts to found a national center in Iowa for research in biblical and related ancient literatures," he explains. "We started entering Greek and

Hebrew texts from ancient manuscripts into computer language and then into the computer itself. Once we accumulated a number of texts, we could begin to reconstruct, as textual critics do, the most [probable] original form of the text." Textual criticism has produced a Bible that is 98 percent like the original texts lost or destroyed in the first century.

taught that the creator god "was 'mistaken and ignorant,'" explains Peel. They believed that the highest and true god was a perfect being who remained removed from the world and totally unknown until revealed. But the Christians affirmed one God, the creator, as the father of Jesus, a good and wise God.

The Gnostics also taught that

of Sylvanus," a 35-page piece of "wisdom literature" from the late second to early third century.

Peel says coming to Agnes Scott brings a new challenge: to become more familiar with perspectives offered by feminist theologians. "It's balancing our understanding of religion and religious concerns, and sharpening issues of justice and fairness," he explains. His new reading includes pieces by Letty Russell from Yale, Phyllis Trible of Union Theological Seminary in N.Y., and Elizabeth Schüssler Fiorenza. "In addition, my new colleague Beth Mackie ('69) and I are making some changes in the curriculum to present a full, well-balanced set of courses for the study of religion. So far, results have been good. We added six new Bible and Religion majors this year." Some of the changes also reflect Peel's new interests in studies of ancient Egypt and of Islamic faith



PAUL OBREGON

A serious academician, who can be quite a comedian at home.

"The process has taken the lifetimes of innumerable people," he points out. "But a computer can compare dozens of manuscripts in an instant, and we are revolutionizing textual criticism." The project was later moved from Coe to Harvard University and expanded.

Most of Peel's scholarly reputation has been earned for translation and commentary on Coptic manuscripts of the Nag Hammadi Library, one of which someone smuggled out of Egypt years ago under the false bottom of a suitcase. Working directly from the ancient papyrus, Peel made the first English translation of "The Treatise of the Resurrection." Such texts reflect first-hand the debates with the early Church's major opponent, the Gnostics.

The Apostles' Creed and other key statements of the early Christian Church grew in part from conflicts with Gnostic opponents, who believed in two gods. The Gnostics



PAUL OBREGON

From Buber he learned "the importance of affirming each person."

Jesus had been merely a spiritual being whose spirit hovered over the crucifixion, laughing at the Romans as they nailed his abandoned body to the cross. The early Church testified that Jesus had been born, had suffered, and truly had died. The manuscripts show the debates and resolutions. Peel's latest book, nearly complete, deals with the "Teachings

and tradition.

As the writings and thought of other scholars have influenced him, he hopes his own work will be used by future generations. "I'm very hopeful that I've made lasting contributions to human knowledge, and I hope I shall add strength and quality to the institutions I've

served. I hope that my life will add to the glory of the God who gave me birth and sustains my life."

On campus, Mack Peel dresses neatly and conservatively in a pressed shirt and tie, sweater or jacket. At home on Norman Drive in suburban Stone Mountain, Ga., he relaxes in a rambling ranch home he shares with Ruth Ann, and their two children. Ruth Ann, who holds degrees from Hanover College, Southern Connecticut State College and the University of Iowa, works in special education. Daughter Noel attends Georgia State University now, but will return to Coe College next year as a senior. Their son Drew, a sophomore at Davidson College, will spend his junior year in Scotland.

They enjoy their children — affectionate teasing and warm bantering sparkle through their conversation on this Sunday afternoon. Peel, who seems rational, methodical, even tenacious in academic committees and the classroom, enjoys a reputation as somewhat of a ham and comedian among friends. With enough cajoling from Ruth Ann and Noel, his easy smile breaks into laughter.

His wife and daughter delight in recounting his antics in the annual parish version of "The Gong Show," for which he served as "Master of Mayhem."

Peel explained, "I would line up all these talentless people to do variety acts at the church. As master of mayhem, I had quite an array of costumes I would wear. Everything from a Mexican bullfighter's outfit with the brocade and tight pants, to a South Sea Islander's outfit, to a doctor's uniform."

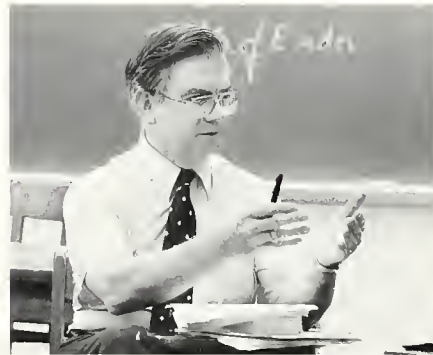
But his family also has their store of surprises. For his 40th birthday party, they threw a party for him on his return from a fishing trip in Canada. Small plastic night crawlers gleamed through the ice in the punch, crowned with a fishing cap.

Fishing has long been a passion of Peel, who takes seriously the line

from the Koran: Every hour spent in fishing Allah does not deduct from those allotted for a human lifetime.

But one fishing trip was less than blessed. The week after he was ordained in a small church in Jeffersonville, Ind., some of the elders invited him to fish in a private lake nearby. New to the area, Peel lacked a license and started to decline. His parishioners convinced him no license was needed, and he joined them on the trip. After a while, the local ranger drove up in his jeep, and demanded to see everyone's license. The local newspaper published the account of Peel's arrest within week of his ordination.

Peel grew up near the woods in a summer resort area in Indiana. An



PAUL OBREGON

A scholar who learns with his students.

Eagle Scout as a boy, he later led a scout troop when Drew was young. He got used to waking up with his tent around his head, after his scouts cut the ropes during the night.

In the silent wait for trout to strike on a balmy spring afternoon, Peel ponders questions he finds still unanswered. Why do the innocent suffer? "My father went through hell for the last 10 years of his life. They never found the cause. I can remember times when he cried in his bed like a child from the pain, a man 50 years old. As a boy, I didn't understand. I prayed that God would let me have his pain so that he could have relief. I've never stopped asking the meaning of such agony."

And why is there evil in human life, he wonders, when believers profess a good and loving God who is omnipotent? Though Peel feels satisfied with a partial understanding of moral evil—"the damage we do each other"—he says that natural evil still troubles him.

"I guess I will also be puzzled until the time comes, about whether there is something beyond our lives now," he explains. "I believe in the resurrection of Jesus, and as a Christian I hope that I shall somehow be a part of that victory over death." But Peel says he stops short of offering details with the conviction of the old Scottish general who is said to have been buried in his best uniform, seated upside down on his horse. "He was convinced at the final trumpet that the world would be turned upside down, and he wanted to be ready to ride!" laughs Peel. "Now we see in a mirror darkly, and we cannot penetrate it."

Yet in the midst of the darkness, he is finding a foothold on some issues. For Peel, the Vietnam war raised questions about war and justice which have continued to simmer. "Given the complexity of the issues, I do not see it as a sign of weakness to still be searching for a satisfactory stance regarding war," he says earnestly. "The more I have read and thought about the nuclear holocaust scenario, the more I believe that we are looking at the religious and ethical issue of our time."

He believes we can no longer think in terms of a "just war," because the use of nuclear weapons would be an immoral act he could not condone. "I am a tamed hawk, but I am not ready to be a complete pacifist. When there is no force or power to maintain order—civil order, international order—there is chaos."

Yet he is very troubled by plans to use nuclear weapons to do that. "One can easily now lose control over that power." ♦

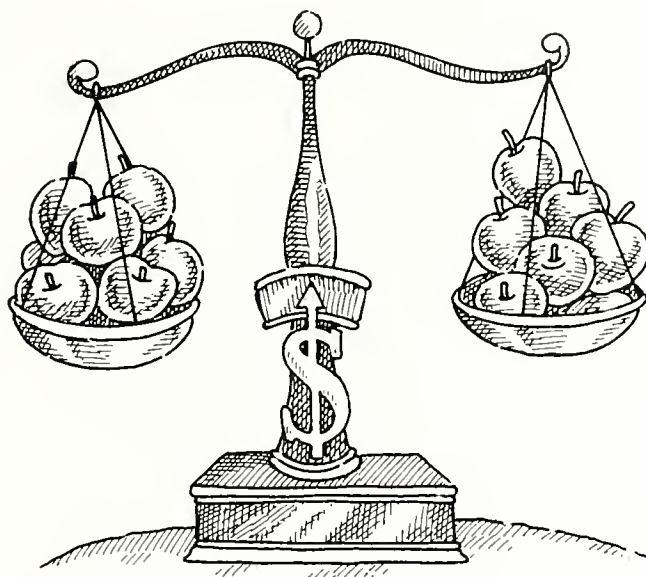
Study links tuition increases to dwindling aid

On Feb. 20 President Ruth Schmidt sent a letter to the classes of 1988-90 and their parents concerning tuition increases for the 1987-88 school year. Comprehensive fees for the coming year will be \$11,750, or 6.5 percent more than last year, which compares favorably with other women's colleges. Bryn Mawr College in Pennsylvania costs \$15,625 a year to attend, while Virginia's Randolph Macon Women's College costs \$12,700. The following article is excerpted with permission from *Higher Education & National Affairs*, the newsletter of the American Council on Education.

Tuitions at independent colleges and universities are rising faster than inflation partly because of the high cost of replacing declining federal grant aid, said the National Institute of Independent Colleges and Universities (NIICU) in a report released in February. NIICU is the research arm of the National Association of Independent Colleges and Universities.

NIICU said the cost of providing education has increased because of the high cost of goods and services purchased by colleges, colleges' efforts to increase the quality of academic instruction and student services, and the dramatic increase in student aid offered by independent colleges and universities to replace declining federal aid.

"Secretary [William] Bennett is wrong when he says that federal student aid allows colleges to raise tuition," said a summary accompanying the report, "The Truth About



Costs in the Independent Sector of Higher Education." In, fact "tuitions increased slowly in the 1970s when federal aid rose quickly, and rose swiftly in the 1980s when federal aid was curtailed," the report said. "If there is any casual relationship between tuition increases and federal spending on student financial assistance, it is that tuitions have increased when the federal commitment to student aid has lagged behind inflation," NIICU said.

"Independent colleges, along with students and their families, already are shouldering the major responsibility for meeting college expenses, and would be hard-pressed to bear additional financial burdens," NIICU concluded. "Until the partners in funding higher education — the federal and state governments, corporations, foundations, and alumni — assume a more balanced share of the necessary funding, tuitions will necessarily continue to increase."

Between 1981-82 and 1985-86, the amount of money independent institu-

tions spent on student financial aid tripled, from \$904 million to almost \$3 billion. The report attributes at least half of the increase to attempts to replace federal grants lost because of budget cuts.

In addition, the prices of goods and services purchased by colleges are rising faster than inflation, NIICU says. Independent colleges and universities also are offering more quality than ever before, which is reflected in higher tuitions. Institutions have borne the costs of advanced scientific equipment for laboratories, computer systems for classrooms and administrative services, and library holdings and information technology "to offer undergraduate, as well as graduate scholars the best chance to succeed," NIICU said in its report.

Further, independent campuses depend more heavily on tuition than public schools do. "On average, tuitions account for 46 percent of the revenues available to independent colleges, and only 16 percent at public

colleges," according to the report. "When costs go up at independent colleges, tuition is the major source of revenue to meet increasing costs."

One of the primary ways independent institutions try to hold down tuition increases is by raising revenues from private donors in the form of gifts and endowment income. But although institutions try hard to increase revenues from these sources, "most independent colleges have little or no endowments and spend all gifts they receive to meet current expenses," NIICU says.

"Independent colleges and universities are facing intense competition from state-supported institutions as they attempt to increase private giving," says NIICU. "Less than 30 years ago, three quarters (73 percent) of all corporate gifts to higher education were given to independent colleges and universities. By 1984-85, for the first time in American history, less than half of all corporate giving" went to these campuses, the report said.

Finally, the costs of attending independent institutions are borne primarily by students and their families, who together pay almost two-thirds of the price of tuition. "Federal grants support 5 percent of the total tuition paid by students in the independent sector, income from College Work-Study jobs contributes 2 percent, and federal student loans allow students to borrow 12 percent of the tuition charges," according to NIICU. In addition, state student aid supports 5 percent of tuition at independent campuses, and institutional student aid covers 10 percent.

Making decisions about morality

Alumna Isabel W. Rogers '45X gave this year's Founder's Day lecture, "Making Decisions." Professor of Applied Christianity at the Presbyterian School of Christian Education in Richmond, Va., Rogers addressed the ethical and sexual dilemmas facing young adults. How will the legacy of the "free love" '60s filter into a panic-ridden '80s, with society's fear of AIDS and other sexually-transmitted diseases?



Isabel Rogers

"The old rules just don't work anymore," Rogers said. "The matters about which we have to decide are unprecedented.

"Today's youth are the heirs of the freedom of the 1960s and they will not be forced into the rigidity of the 1950s." She urged the College to strive for open dialogue on these dilemmas. "There is no better place that I can think of for discussion of these matters than a college campus," she said.

"Never that I know of has society been in greater need of moral discourse. It is our responsibility to make that possible — helping each other to make moral choices."

Dr. Rogers — or Izzie, as she prefers to be called, — proved to be a popular figure on campus. Her Founder's Day speech on Feb. 18 capped off three days of lectures and discussion on "Theology and Sexuality," "Militant Morality," "Crisis in Sexuality — Ethical Issues" and other topics.

She noted that visiting Agnes Scott proved to be "a tremendously stimulating time for me as we've been dealing with some very tough moral issues."

Rogers is no stranger to

those. Her involvement with the Presbyterian Church U.S.A. includes stints on the Task Force on Abortion, and the Task Force on Homosexuality, as well as the Council on Church and Society. She has been nominated as moderator for the denomination's 1987 General Assembly. In 1986 the YWCA honored her as a fulltime volunteer with the Richmond Battered Women and Rape Victims Shelter.

Her three-day lecture series was sponsored by The Thomas F. Staley Foundation, a fund established to support programs that examine aspects of society that test one's faith.

To many, Erskine Love personified the American dream

Agnes Scott Trustee J. Erskine Love Jr. died at his home in Atlanta on Feb. 21. He was 58 years old. "Erskine Love's untimely death leaves a very large hole in the community, for he was a pillar of the church, a fund-raising volunteer of extraordinary success, and an outstanding citizen and person in every area of his life," said President Ruth Schmidt.

A graduate of Georgia Tech, Love was president and owner of Printpack Inc., a company specializing in flexible packaging for food products.

Said Agnes Scott Chairman of the Board Larry Gellerstedt Jr. of Love in 1985, "He represents what America is all about. He started his company from scratch and built it personally."

Love graduated from Tech at age 20. Eight years later, in 1957, he founded Printpack. "I borrowed everything I could borrow," he recalled in a 1985 article in *Business Atlanta* magazine, which named him Atlanta 100 Entrepreneur of the Year. (The Atlanta 100 are the city's top-grossing, privately-held companies.) "I had an automobile, insurance and some equity in my house and I hocked it all; I laid it all on the line."

He managed to raise \$100,000 from bank loans and family investments to start the business. With a handful of employees, he began producing cellophane bags in rented office space in Sandy Springs, Ga. In 1963



J. Erskine Love Jr.

Printpack built headquarters in southwest Atlanta that now include some 250,000 square feet of plant and office space. The company has eight manufacturing facilities, 16 sales offices and about 1,200 employees throughout the country.

"Printpack is one of the leaders in the industry," said Edward Weary in *Business Atlanta*. Weary is director of technology and data for the Flexible Packaging Association, a trade organization based in Washington, D.C. "It's up to date in technology and forward-looking in its products." The company produces packaging for snack foods such as potato chips and candy, as well as cold-cuts, and hot dogs — just about any type of disposable packaging for food. Love once noted that the two-career household generated a boom in packaged foods since "convenience is [now] a necessity and a fact of life."

He was known by business associates as a man who liked to remember each employee's name and who still made calls on major clients. As hard as he worked in business, Erskine Love was well-noted for his civic involvement, too. Said Wilton Looney, chairman and CEO of Genuine Parts Co. in 1985, "Erskine does

more than the average owner of a business who would make token allowances for civic work or simply have somebody else do it. [He] gets involved himself [and] doesn't see it as his duty. He enjoys it."

Since 1977 Love had been a member of the College's board of trustees, serving on the investment, audit, development and nominations committees. He was chair of the audit committee from 1982-1986. His stepmother, the late Marguerite Jones Love, was a member of the class of 1934. In addition to Agnes Scott, he was director and past president of the United Way, president of the Atlanta Area Council, Boy Scouts of America, and a trustee of The Westminster Schools in Atlanta. He was in the midst of chairing Georgia Tech's Centennial Campaign when he died.

A member of Trinity Presbyterian Church for over 30 years, Love served in virtually every lay capacity there, according to Dr. Allison Williams, that church's pastor. He was also a member and former chairman of the board of Columbia Theological Seminary in Decatur.

Generous with his time and commitments to these institutions, Love told Business Atlanta in 1985, "I do what I enjoy doing. Some people aren't motivated to get into that arena, and that's OK for them. But I'd like to feel at some point in time that I've done more than run a flexible packing business."

He is survived by his wife, Gay McLawhorn Love, five sons, one daughter and three grandchildren.

College bridges gap with dual-degree architecture program

Often liberal arts graduates pursuing professional studies find they have to take technical courses to "catch up" with their degree programs. Terry McGehee, chair of the art department, found St. Louis' Washington University's dual degree program in architecture a good solution.

The so-called 3 + 4 program meshes three years of liberal arts with four years of architectural study, culminating in a master's degree in architecture from Washington University. The student spends three years at Agnes Scott, then "transfers" in her fourth year to Washington University to concentrate in architecture. What she takes during that year will contribute toward her Agnes Scott degree, which she receives upon completion of her first year at the university. Assuming that her grades are in good standing and that she has fulfilled Washington's requirements, she will be automatically admitted to the graduate program the following year, thus eliminating an additional year of study.

"We found that students with our degree had to do more preparatory work to get into schools of architecture. They needed specific architectural design work," says McGehee.

Architecture is a rigorous and competitive field, McGehee points out. She sees this program as an admissions tool that will "bridge the gap that exists between fine arts and a profession." Dean Ellen Wood Hall '67 agrees. "The more avenues of opportunities open for students, both in college and

beyond, the better our chances are of recruiting students," she says. According to McGehee, only 2 or 3 percent of fine arts graduates in the country support themselves by making and selling their art. The rest go into related fields or on to graduate study.

Besides the curriculum requirements, applicants must submit a portfolio of slides, an essay describing their reasons for choosing the program and letters of recommendation from Agnes Scott faculty. Elizabeth Pleasant '88 has already applied to the program and is awaiting results.

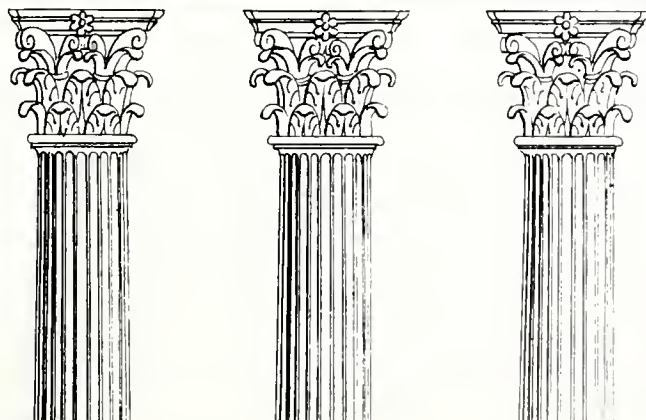
McGehee, who received a master's of fine arts from Washington University, learned of the program through her alumnae magazine two years ago. She suggested it to the curriculum committee, which was then working on the new curriculum. The committee is so enthusiastic about dual degree programs that they are seeking

other suitable ones, says Dean Hall.

The College now maintains dual degree programs with Georgia Tech in engineering, information and computer science, industrial management, management science and biotechnology. These five-year programs award bachelor's degrees from both institutions.

What's more, says Dean Hall, dual degree students receive priority over other applicants. "That's the beauty of a dual degree," she says.

McGehee is exploring a dual master's program with Tech similar to the one at Washington University. Hall commends the art professor's initiative. "Professor McGehee knew that department chairs are supposed to be aware of the quality of graduate programs available to students," she says. "This helps Agnes Scott be part of the national perspective that we all consider to be so important."



Students raise banner of protest in Forsyth

Even someone hibernating in a bear cave for the winter has probably heard of the brotherhood march in Forsyth County, Ga. on Jan. 24. News media from all over the country — and the world — swarmed into the small county north of metropolitan Atlanta, the site of one of the largest protest marches since the 1960s.

More than 45 Agnes Scott students joined the march on a frigid Saturday morning. Charna Hollingsworth '87 and Dara Davis '88 organized the students, some of whom drove themselves or found alternate means of transportation.

Tanya Savage '89, chosen to speak on the Forsyth County Courthouse steps, gave clear reasons for going. "It's almost an obligation," she said. "Every generation has had to fight for their

freedom just so I could have mine. For me not to have gone would have been like saying to my children, 'You're not worth the effort.' "

The march responded to an earlier attempt by blacks and whites to "walk for brotherhood" in honor of Martin

"I don't think I'm naive enough to think it wiped out all their ugly thoughts, but it gave them something to think about."

— Geraldine Crandall

Luther King Jr. on Jan. 17. The 90-odd marchers, violently harassed by 400 white counterdemonstrators were forced to disband.

Black residents left Forsyth County in 1912 when white residents forced them out

after the rape of a white woman and the lynching of her accused assailant.

But on Jan. 24, more than 20,000 marchers — a third of them white — gathered in Forsyth County. National and local political leaders came too, along with 2,000 National Guardsmen and 1,000 state and local police.

Carolyn McFarlin, secretary to the president, and Global Awareness Director John Studstill drove the College van with some students to the march. Both staff members had participated in civil rights demonstrations in the '60s. The overwhelming difference, noted McFarlin, was that the militia was protecting the demonstrators, rather than hurting them. She said they offered "a human wall of protection."

Geraldine Crandall, an RTC student participating in her first civil rights march, said, "You have such mixed emotions about them. Here's

this extremely powerful show of force, yet it's so sad that you have to call out 2,000 National Guardsmen to protect for people something that is their's in the first place."

John Studstill believes the march should be placed in a broader perspective. "It's very important for people to put this into context and see this not as Forsyth County being any worse than anyplace else, but rather [to see] the sense of frustration on the part of blacks and other minorities who see very little actual progress."

Most of Agnes Scott's marchers found little to fear, even those closest to the most hateful epithets and jeering.

Ultimately, most felt it a positive experience. Said Tanya Savage, "It was an experience every young person in America should have. It makes you see a community larger than yourself."

Come join us for a great time during the week of June 14-19 at Alumnae College.



Live in residence halls, attend classes, renew old friendships and make new ones in a stimulating learning environment. Agnes Scott faculty will teach the classes.

- Linda Lentz Hubert '62, associate professor of English, will teach "Three Georgia Writers: Carson McCullers, Flannery O'Conner, Alice Walker;"
- Ronald Byrnside, Charles A. Dana Professor of Music, explores "American Popular Song as Social Comment;"
- Wallace M. Alston Professor of Bible and Religion Malcolm Peel will offer "Gods,

Pharaohs and Mummies: A Study of Ancient Egyptian Life and Religions;" and Alice Cunningham, William Rand Kenan Jr. Professor of Chemistry, will discuss "Topics in Conversational Chemistry."

Alumnae will receive a brochure with complete information and a registration form in the mail. Others interested may call the Office of Alumnae Affairs at 404/371-6323 or write: Office of Alumnae Affairs, Agnes Scott College, Decatur, Ga., 30030.

In the recent 1985-86 President's Report the following alumnae and friends were omitted or misplaced in giving clubs. They are generous people who not only support the College through their contributions, but also by participating in the corporate matching gift program. We deeply regret this oversight and hope everyone listed will accept our sincere apology.

Tower Circle

Ruby Rosser Davis '43
Helen Virginia Smith Woodward '43
Vivian Conner Parker '62
Sharon Lucille Jones Cole '72
Mr. Madison F. Cole Jr.
Mr. Ovid R. Davis
Mr. Kenneth J. Hartwein
Mr. J. E. Parker
Mr. Thomas E. Stonecypher
Dr. Albert C. Titus
Mr. W. Leroy Williams
Dr. William D. Woodward

Colonnade Club

Frances Cornelia Steele Garrett '37
Barbara E. Wilber Gerland '43
Susanna May Byrd Wells '55
Marcia Louise Tobey Swanson '60
Elizabeth Withers Kennedy '62
Christie Theriot Woodfin '68
Mr. J. E. Faulkner Jr.
Mr. Franklin M. Garrett
Mr. Louis A. Gerland Jr.
Mr. James R. Kennedy
Mr. John W. McIntyre
Mr. Robert H. Ramsey
Mr. Richard M. Schubert
Mr. Brian C. Swanson
Mr. James R. Wells
Mr. Richard H. Woodfin

Century Club

Mary Lyon Hull Gibbes '36
Martha Ray Lasseter Storey '44
Betty Jane Foster Deadwyler '51
Marion Greene Poythress '61
Mildred Love Petty '61
Ann Tear Gallant '68
Carol B. Blessing Ray '69
Lynn Wilson McGee '77
Janet Marie Bradley Fryzel '79
Helen Ruth Anderson Arrington '81
Jennifer Louise Giles Evans '81

Marjory Sivewright Morford '82
Mr. Thomas S. Arrington
Mr. Eugene E. Brooks
Mr. Robert Keith Chambliss
Mr. Joe Davis Deadwyler
Mr. Vaughn R. Evans
Mr. Edward S. Fryzel
Mr. Phillip Gallant
Mr. Frank H. Gibbes Jr.
Mr. John Hollerorth
Mr. Vernon E. Jackson
Mr. Boyd G. Lyon
Mr. Joseph McDonald
Mr. David L. McGee
Mr. F. M. Mitchell
Mr. John Mark Morford
Mr. Thomas E. Morris
Mr. Jack Moses
Mr. Robert C. Petty
Mr. Joseph E. Poythress
Mr. J. Billie Ray Jr.
Mr. Angus J. Shingler
Mr. Wallace A. Storey
Mr. Phillip S. Vogel
Mr. Wendell K. Whipple

The following scholarship funds were inadvertently omitted from the President's Report. We apologize for any inconvenience this may have caused.

JOY WERLEIN WATERS SCHOLARSHIP FUND of \$2,956.
EUGENIA MANDEVILLE WATKINS SCHOLARSHIP FUND of \$6,250 was established in 1915 as a memorial to this 1898 graduate of the Institute by her father and Agnes Scott trustee, L.C. Mandeville, of Carrollton, Ga., and her husband, Homer Watkins, of Atlanta.
WILLIAM GLASSELL WEEKS MEMORIAL SCHOLARSHIP FUND of \$26,000 was established in 1963 by his wife, Lilly B. Weeks, of New Iberia, La. Their four daughters are alumnae: Violet (Mrs. Maynard M.) Miller '29, Margaret Weeks '31, Olive (Mrs. Henry C.) Collins '32 and Lilly (Mrs. Lee D.) McLean '36.
LULU SMITH WESTCOTT SCHOLARSHIP FUND of \$36,481 was established in 1935 by her husband, G. Lamar Westcott, of Dalton, Ga., in honor of this 1919 graduate of the College. Mr. Westcott served actively as a trustee for more than 30 years. Preference is given to students interested in missionary work.

LLEWELLYN WILBURN SCHOLARSHIP FUND of \$2,190.
JOSIAH JAMES WILLARD SCHOLARSHIP FUND of \$5,000 was established in 1919 as memorial to this Presbyterian business leader by his son Samuel L. Willard of Baltimore, Md. Preference is given to daughters of Presbyterian pastors of small churches.
IRENE KING WOODRUFF SCHOLARSHIP FUND of \$977,621 was established in 1983 with a bequest from this friend of the College and wife of George W. Woodruff, Trustee Emeritus. Her mother, Clara Belle Rushton King was an alumna of the Institute. The income is to be used for women in the Return to College Program.

NELL HODGSON WOODRUFF SCHOLARSHIP FUND of \$1,000.
HELEN BALDWIN WOODWARD SCHOLARSHIP FUND of \$25,365 was established in 1963 by her daughter Marian Woodward (Mrs. John K.) Otley of Atlanta. Preference is given to students of outstanding intellectual ability and character.
ANNA IRWIN YOUNG SCHOLARSHIP FUND of \$13,531 was established in 1942 by Susan Young (Mrs. John J.) Egan, an alumna of the Institute, in memory of her sister, an 1895 graduate who served as professor of mathematics for 22 years. Preference is given to students from other countries.
MASON PRESSLY YOUNG SCHOLARSHIP FUND of \$26,250 was established in 1979 by the Blake P. Garrett Sr. family of Fountain Inn, S.C., in memory of this long-time Presbyterian medical missionary to China and father of two alumnae: Louise Young Garrett '38 and Josephine Young (Mrs. Francis) Sullivan '44 of Greer, S.C.
ELIZABETH GOULD ZENN MEMORIAL SCHOLARSHIP FUND of \$5,650 was established in 1982 by her family and friends as a memorial for her 35 years as professor and chair of the Department of Classical Languages and Literatures.
LUCRETIA ROBBINS ZENOR SCHOLARSHIP FUND of \$2,453.

Learning never ends

Some of life's greatest adventures begin at 60. That's the motto of Elderhostel, a program Agnes Scott will host this summer from June 14-20. Elderhostel allows people over 60 to live on a college campus for a week or more and take up to three non-credit courses in the liberal arts and sciences.

At Agnes Scott, students will study **Ancient Theatre Production** with Assistant Professor of Classical Languages and Literature Sally MacEwen, **Selected Public Policies** with Sally Davenport, assistant professor of political science, and take a **Survey of Jazz Styles** with Music Department Chair Ted Mathews.

The \$205 fee covers tuition, room and board, as well as the use of campus facilities and extracurricular activities. Those interested should contact Mollie Merrick '57, director of campus events and conferences, at 404/371-6394.



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AGNES SCOTT

ALUMNAE MAGAZINE FALL 1987



The Role of a Lifetime By Marsha Norman

A light breeze played with my skirt as I walked across campus on my way home. Above the athletic field and lumpy brick sidewalk hung a clear blue sky, a tranquil beginning for fall.

I glanced toward the amphitheatre and noticed rope hanging from a tree. Curious, I left the sidewalk and headed across the field to look closer. Stone "pilings" seemed to stick up from the amphitheatre. Maybe they are storing construction supplies down there, I thought, and kept on walking.

At the rim of the amphitheatre, I looked down and began to laugh. I had just been drawn to part of an art exhibit — "Inside/Outside" — inside and outside Dana Fine Arts Building. Had I started my walk at Dana, markers would have guided me to the sculpture by artist Jeff Mather, with the phrase "When you're on land, you smell the sea. When you're at sea, you smell the land."

As Atlanta Constitution art critic Catherine Fox wrote, Mather's "Snug Harbour" is "one of his best [works] to date. With a minimum of means and the cunning of a stage designer, he transforms the college's outdoor amphitheater into a reverie of a harbor. . . . The objects he uses are few. A series of mesh boxes are banded by black frames hanging on hooks from a rope. The rope (attached to poles at either end with sailor's knots, of course) slopes down over the central aisle into the amphitheatre and between a series of monumental, slanting "piers," gray columns recycled from his last piece and arranged in a row of V-shapes on the theater floor. Ropes strung together like nets are attached to trees to the right and in back of the mysterious cargo."

Mather's work was a surprise if you were expecting building supplies.



I've had other surprises this fall. One evening I saw the Dixie Darlings rehearsing with Professor Marilyn Darling on the porch of Rebekah. The gymnasium and infirmary are being converted into the Wallace M. Alston Campus Center, and any wooden floor space is in demand for rehearsals.

Another morning I came to work to find the old gazebo being moved to the quadrangle. In the weeks that followed, the roof was restored and the lower parts rebuilt to duplicate its original appearance.

And of course, I continue to be surprised to meet more and more alumnae and to learn what they are doing. Atlanta will host the 1988 Democratic National Convention, and Agnes Scott will certainly be touched by the political pitch next summer.

We would like to use the occasion to feature alumnae of whatever political persuasion who have been active politically. If you or an alumna you know has been active politically — as an elected official or as a volunteer — we would like to know about it. Call us at 404/371-6315 or write to us at Alumnae Magazine, Buttrick Hall, Agnes Scott College, Decatur GA 30030.

In our centerfold, we have a surprise for you. The kickoff of our Centennial Campaign, "Keeping the Promise." Numerous alumnae and friends have been at work laying the foundation for this campaign, and faculty and administrators have exciting plans for the College that depend on the new support only a campaign can generate. We will be telling you about Agnes Scott's academic plans as the campaign progresses. We will also be planning material for magazines during the Centennial Celebration year. We welcome your ideas and suggestions. — **Lynn Donham.**

Editor: Lynn Donham, **Managing Editor:** Stacey Noiles, **Art Director:** P. Michael Melia, **Editorial Assistant:** Liliana Perez '87, **Student Assistant:** Laura Sizemore, **Editorial Advisory Board:** Katherine Akin Brewer '76, Dr. Ayse Ilgaz Carden '66, Susan Ketchin Edgerton '70, Karen Green '86, Ina Jones Hughes '63, Mary K. Owen Jarboe '68, Tish Young McCutchen '73, Lucia Howard Sizemore '65, Elizabeth Stevenson '41

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Like other content of the magazine, this article reflects the opinion of the writer and not the viewpoint of the College, its trustees or administration.

In your spring issue, I am not nearly as interested in the two pages devoted to letters about the use of Mrs. and Ms. as I am in the short one-half page article on page 34 about ASC students (only 45 however) raising the banner of protest in Forsyth [County, Ga.] Hallelujah! At last Agnes Scott does something about the race issue. I also think it should have been mentioned (without naming the donor) that at least one alumna (maybe me) gave the College \$1,000 as a reward for this protest.

Name Withheld

In the article "Making Decisions About Morality" in the spring issue, there was no mention of morality based on Judeo-Christian principles. Dr. Isabel Rogers said that "today's youth . . . will not be forced into the rigidity of the 1950s." With the results of adultery, fornication, and sodomy being uncontrolled VD, herpes, and now AIDS, perhaps the "rigidity" or morality of the 50s wouldn't be such a bad idea.

Today's youth have been taught in various sex education and health courses to believe that anything goes. It's an if-it-feels-good-do-it mentality. The humanist would have us believe that we evolved, and therefore are only higher animal forms. The Christian knows that we are made in the image of God, and do not have to behave instinctively.

God has given us a pattern to follow of sex within the marriage bonds. When we follow His principles, we will reap fulfillment. When we deviate from that, we are seeing what happens.

Caro McDonald Smith '58
Marietta, GA

Agnes Scott
Alumnae Magazine

AGNES SCOTT

Fall 1987
Volume 65 Number 2

The Role of a Lifetime



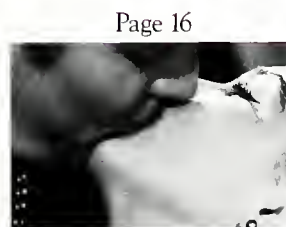
The play's the thing! Writer Marsha Norman artfully instructs how to write your own life.

Playing Your Cards Right



While some women may feel the decks are stacked against them in terms of power, others know better.

Love Carefully



As AIDS continues to take its toll, college officials struggle to steer students out of harm's way.

Page 4
Lifestyles

Page 22
Finale

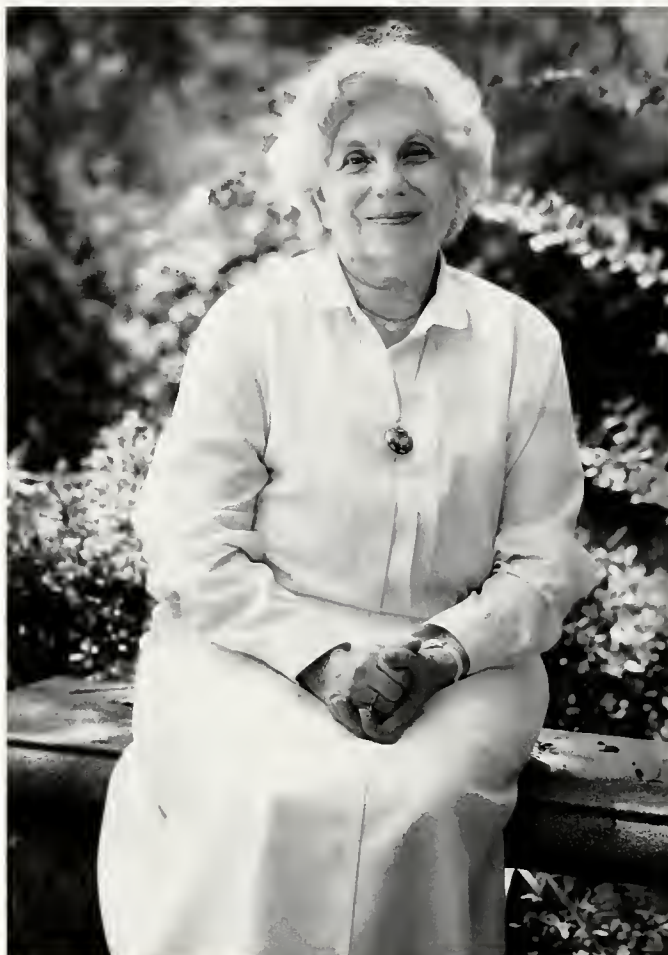
Dorothy Joyner's circle of friends encloses many

It may seem a contradiction to say that one can stay put *and* travel widely, but Dorothy Travis Joyner '41 has done exactly that. Born in Atlanta, she has lived away from its metropolitan area for only two years. She majored in Greek and Spanish — a narrow area as career planning goes. Yet her liberal arts background opened the doors to two jobs, she says, "at a time when one was grateful to get any job at all," and has brought to her a lifetime of intellectual and spiritual pleasure.

Married to Georgia Tech graduate Hugh Joyner for 39 years, Dot and Hugh Joyner have launched day-long acquaintances and lifelong friendships in a circle of ASC alumnae throughout the country.

Mrs. Joyner is known to be available for any task where a "work horse effort" is needed. Named an Outstanding Alumna for Service to the College, she was thrilled when after accepting her award husband Hugh was named a Friend of the College for his years of "gluing chairs, hanging curtains, painting signs for Alumnae Weekend activities, and countless trips to the airport."

Her official roles comprise a formidable list: vice president of the Decatur Alumnae Club, longtime class secretary, class reun-



MARYANNE MITCHELL

Dorothy Travis Joyner

ion planning committee member, Alumnae Association Club Chair and House Chair. And though she has also shared her time and talents with several community organizations, Dot Joyner has invested herself consistently in Agnes Scott.

"It's been a way of making little installments on a big debt," she explains. The College nurtured her love of learning, and brought special kinds of friendships into her life. "You find instant communication with liberal arts people. It transcends

age. I feel it with young alumnae as well as with those who graduated long before me. I owe nearly all of my close friendships to that College. And when you think of it that way, I owe more than I have paid."

She is philosophical about alumnae involvement in the campus. "When you graduate," she says, "you usually are frantic to get a job. It's about 15 years before you go back to your roots."

Her own involvement began when a friend in-

vited her to a Decatur Club activity. She discovered that it was like "going home." Looking back on her longstanding record of service, which she insists was "just picky little things — nothing creative or distinguished," Mrs. Joyner feels that working for the College "is the most selfish thing I've ever done in my life, because I've enjoyed it so much."

Despite the rounds of new voices on the phone, new faces and names that her alumnae work brought over the years, Mrs. Joyner says she was the "class mouse." When she learned that she was receiving the Service to the College Award, she began to fret over making an acceptance speech. She confided to classmate and longtime friend Elizabeth Stevenson '41 that public speaking terrified her — a fear that Elizabeth, despite many distinguished years of teaching at Emory University, shared.

At Alumnae Weekend, as they awaited the announcement of Mrs. Joyner's name, the two friends once again shared their jitters. "Suppose one of us drops dead at the podium!" said one.

"Suppose *both* of us drop dead at the podium!" said the other. "What do you think they'll do?"

"Well," said Elizabeth, undoubtedly drawing on her ingrained sense of Agnes Scott tradition, "they'll write it up." — Jane A. Zanca '83

New York had to wait for Carolyn Forman Piel

When asked why she chose a career in medicine, Carolyn Forman Piel '40 says, "So I could get to New York!" Eventually she did, but not for long. Most of her days as a doctor have been spent high atop a hill in San Francisco's University of California Medical Center, overlooking that city's gingerbread Victorian homes and elegant cathedrals.

On the second floor of the 400 Parnassus Building, large white arrows guide visitors past lilliputian water fountains, a gallery of children's drawings, and a brightly decorated playroom to the Children's Renal Center. Here Dr. Piel prepares lectures, conducts research and sees patients in her effort to treat children's kidney disease.

Science first drew her interest when she took a biology class at Agnes Scott. After graduating Phi Beta Kappa, she went on to Emory University and received a master's of science in 1943. She attended medical school at the University of Alabama in Tuscaloosa for 18 months. "We were in the War then," she remembers. "Men in class were in uniform." She was one of two women.

Completing her medical degree in the Midwest (the best Eastern schools would

not accept women) at Washington University in St. Louis, she was all set to go to New York for her internship when she ran into one of her former professors from the University of Alabama. When he heard she was going to New York, he told her, "You don't want to go there."

"So he picked up the phone and called the supervisor at Philadelphia General Hospital," she says. "And that's where I went." Her trip to Philadelphia would greatly influence both her professional and personal life.

As an intern, she joined one of the hospital's pathologists in early kidney research. She then began

residency at Philadelphia Children's Hospital. "I chose pediatrics because I like children," she says. "It was very difficult to get a good internship in internal medicine." She stayed there two years and met her husband, Dr. John Piel, also in pediatrics at the hospital.

Carolyn Forman's trip to New York finally came in 1949, when she received a fellowship in pediatric nephrology at Cornell Medical School. Two years later, before her marriage, she was invited to teach at Stanford Medical School. John Piel was working at a prominent medical practice in San Francisco and enjoyed the West Coast.

Dr. Carolyn Forman Piel



"Here I was going West," recalls the doctor, "and I hadn't intended this at all. I wanted to stay in New York." She taught at Stanford until 1959. When the university decided to move its medical school out of the city, she went into private practice for a year. "My husband had a cancer from which he recovered, but at that time we didn't know what would happen. Teaching salaries were so low, I decided I'd better go into practice." After her husband became well, she returned to academic medicine at the University of California Medical Center.

Since 1973, she has been an examiner for the American Board of Pediatrics, traveling across the country to conduct oral exams. She has been a member of the Board since 1980 and was elected its first woman president in 1986.

Dr. Piel and her husband have reared four children, ages 24 to 33. As their family began to grow, the Piel family moved from their first San Francisco home, a furnished apartment, to a grand home on a nearby hill. "It was huge and had no furniture," she says. "When the children were little, they used to roller skate in these large rooms on the first floor. Then 30 years later, when we finally had time to furnish [the house], we sold it and moved back to our original neighborhood." — Lisa Harrington



Evelyn Baty Christman

From Mortar Board to chair of the board for Evelyn Christman

Sometimes the clearest insights about a person come from their friends. So it is with Evelyn Baty Christman '40. Says her friend and former classmate Eleanor Hutchens, "Evelyn always rises to the top—like cream."

One of this year's Outstanding Alumnae for Service to the Community, Ms. Christman has risen to the top—"and naturally so," continues Dr. Hutchens. "Evelyn was the one everybody admired; the one who never said a word against anyone; the chief mind in the midst of every organization she joined."

Ms. Christman's resume reflects a similar rise. First on the list is chair of the board and chief executive officer of Landis Construc-

tion Company. It is a position Ms. Christman says she "fell into" when her first husband, Fred Landis, died in 1976. She also says she "fell into" teaching after graduating from Agnes Scott with high honors and as a member of both Phi Beta Kappa and Mortar Board. Her teaching career officially lasted nine years.

As a member of New Orleans' Business Task Force on Education in 1980, Ms. Christman was the only woman among 40 chief executives. She served as vice-chair to this group, which was appointed to improve public schools in the city.

Not only does Ms. Christman serve on a multitude of committees, she consistently leads each organization she serves. She was president of the Greater New Orleans Federation of Churches,

chair of the Council of Presbytery of South Louisiana, and chair of the board of trustees for Xavier University. The list goes on and on.

Ms. Christman's favorite organization, and perhaps the one she has served the longest is the League of Women Voters. Her interest began in an "American Parties and Politics" class at Agnes Scott. When she discovered that Jefferson Parish had no League of Women Voters, she started one. In 1952 she served as its president. When she moved to New Orleans, she soon became president of their league, and in 1975 she headed the state organization.

Ms. Christman credits Agnes Scott as the "strongest influence in my life. Everything I do is an outgrowth of my years there." The present CEO attended Agnes Scott only after receiving a \$700 full-tuition, room and board scholarship.

She remembers her College class as "the Depression" class and cites the tremendous influence of then-president James Ross McCain. "Our generation was a transition generation in more ways than one," she says. "In our time there was no such thing as women's rights. But at Agnes Scott we were taught to be independent, responsible and resourceful." To those who know her, Evelyn Baty Christman personifies these traits. — Linda Florence '89

Jeanne Roberts earns respect as a leading Shakespeare scholar

The award to Jeanne Addison Roberts '46 for Distinguished Career brought no surprise to her classmates or to those who admired her as a senior in college. She was a member of Mortar Board and Phi Beta Kappa, vice-president of her class, as well as an honors student.

With a master's from the University of Pennsylvania in 1947, she taught a year at Mary Washington College and started on a doctorate at the University of Virginia. She served as English department chair at Fairfax Hall Junior College, married and had two children, taught at the American University Association Language Center in Bangkok from 1952-56, and at the Beirut College for Women until 1960. Eleven years after graduation, Jeanne Roberts already had a career of considerable distinction.

She returned to the States in 1960 to teach at American University in Washington, D.C. In eight years, she had earned the rank of full professor. Along the way, she completed her doctorate with the dissertation, "A History of the Criticism of 'The Merry Wives of Windsor.'" The play remains a major scholarly interest. Considered an expert outside academe as well, she is often consulted by New York's Metropolitan Opera when they

perform Verdi's "Falstaff," based on the roguish character found both in "Merry Wives" and "Henry IV."

Her reputation as a Shakespearean scholar was sealed this year with her election as president of the Shakespeare Association of America.

Her reknown goes beyond the classics. Memye Curtis Tucker '56 adds that Jeanne Roberts is admired not only as a scholar but as a person who shares and continues to grow. Many Agnes Scott English majors who now teach can remember key words of encouragement or an endorsement from Dr. Roberts that made a difference in their careers. Friends know her as one who has used her influence or power to enrich other people's lives.

One example is the Summer Institute on Teaching Shakespeare, which she designed, administered and taught at the Folger Library in Washington. With support from the National Endowment for the Humanities, she recruited leading scholars to teach in this program that educates high school teachers about recent Shakespearean scholarship.

Scholarship aside, Jeanne Roberts also finds great pleasure as a grandmother. She says the best decision of her life was to marry Markley Roberts, the son of Agnes Scott alumna Frances Charlotte Markley Roberts '21. — **Dabney Adams Hart '48**

Public health pioneer Betty Whitehead honored for service

When Betty Gordon Willis Whitehead '37 entered medical school at the University of Virginia at 20, her male classmates seemed "like having 50 brothers." Little else has fazed her since. In April she was honored by Agnes Scott as an Outstanding Alumna for Community Service.

Her mother, who had been unable to realize her own dream of a medical career, encouraged Dr. Whitehead's medical ambitions early on. After earning her medical degree, Betty Willis married Dr. Cary Whitehead, and together they served the Chatham, Va., area for 14 years.

In 1962 the couple and their five children moved to Alaska "to practice medicine and seek a simpler way of life." Soon after, her husband drowned in a boating accident. She and her children moved back to Virginia, where she became physician and infirmary administrator for Sweet Briar College.

While at Sweet Briar, she became impressed that people living in what she calls "a good state-of-being" tended not to become sick. Conversely, those in a bad situation or depressed states seemed vulnerable to all sorts of illnesses. Curious about the mental-emotional aspects of health, Dr.

Whitehead returned to college at age 56 — this time earning a master's degree in public health from the Univ. of North Carolina at Chapel Hill.

"I went back to school in 1973 to find out what I had missed the first time," she says. "Education is wasted on the young. Going back to school in later years gives one the benefit of time and experience that help you to put things together and understand."

After graduating in 1974, the doctor joined the city and county of Danville/Pittsylvania, Va., to develop their mental health services department. By the time she retired, Dr. Whitehead had become executive director, supervising 65 employees in the alcohol and drug, mental retardation, mental health and prevention divisions. Her colleagues view her as "an effective health professional, a most capable administrator, a tough but

beloved supervisor, and an advocate for those least apt to speak on their own behalf."

Dr. Whitehead's main interest is promoting health. She often felt that in treating disease she just "administered bandages, not treated the underlying maladies." The current professional trend toward prevention pleases her.

Dr. Whitehead sees a liberal arts education as the preparation every medical student should have. And while she gives high marks to her education, she values the friendships she made at the College most.

In retirement, Dr. Whitehead finds time to clean out old files and travel. "There is a lot of peasant in me," she says. Fond of doing things with her hands, she enjoys pulling weeds at her log house near Chatham, baking bread and knitting.

— **Donna Evans Brown '68**



Dr. Betty Gordon Willis Whitehead



Illustration by Brenda Losey

I want to begin by making a few announcements. Some of the last, thank God, announcements you will ever have to listen to.

1) These have not necessarily been the best years of your life.

2) You do not have to remember everything you have read here. Just the titles will be enough . . . and

3) What they will think of you in twenty years will not depend directly on what they've thought of you here.

That's really all I have to say. Those of you who wish to sleep or write poems on the back of your program, may do so at this time.

For the speech, like the rest of your future, is inevitable now. And a commencement speech, sadly enough, must observe certain rules.

I learned these rules from the dean of Fordham College in New York City, where I gave my first com-

ment address a few years ago. He said that graduates were a very diverse group and that any attempt to interest all of them in anything would fail miserably. Then he said that no intelligent person could be certain there would be a future, so there wasn't much point in my looking into it in a speech.

Lastly, he said that though most colleges were not specifically religious institutions, and that their students held widely divergent religious convictions, I should nevertheless refrain from saying anything truly hateful about God.

So since I can't talk about God, the future, or something interesting to all of you — like how much you're going to contribute to the alumni association next year — I'm going to talk about writing a play. Not how I

write a play, but how everybody does. How *you* are writing a play as you casually live what you think of as your life.

You may not feel as if you are writing a play, but I promise you, you are. Someday, when you are dead, someone will come across a picture of you in a scrapbook, point and ask, "Who is this?" And someone who remembers you, will gasp and whisper, "That's Aunt June."

All she ever wanted to do, she said, was marry Uncle Rudy and raise a brood of children. But after one week, one week after the wedding, she walked out of his house,

that she had been afraid to confess. Maybe a week with Uncle Rudy had made the Wax Museum look like fun. Or maybe Uncle Rudy was so lively, that she had to admit the waxworks were more her speed.

Whatever it was, Aunt June wanted *something*, and she changed her life to get it. That's what a play is. It's one person wanting something. When you go to see a play, you find out why they want it, you find out what or who stands in their way, and you find out what happened when they got it, or how they felt about it when they didn't.

Now, in case you haven't guessed, *you* are Aunt June. In your life, or as we're talking about it today, in the play of your life, there has to be something that you, as the central character, want. Not something silly like making a lot of money or being

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LIFETIME

BY MARSHA NORMAN '69X

took the bus to Washington, D.C., and spent her life doing we never knew what because we never went there, but working, we guess, at the Wax Museum.

Now, that may not be a play you'd pay \$40 to go see, but it is a play. Aunt June, for some reason, changed her plan.

If someone were actually to write down this play, they would have to figure out what happened in the week Aunt June was married. They would have to look for a single moment, when we could see her decide to leave. Maybe the Wax Museum was a dream of hers from childhood

happy. But something you can do that will satisfy you, something that will explain what you were doing here, something that will say who you were. It may be a particular line of work, or it may be some achievement — winning a prize, earning a certain position. It could be a personal quality, like being fair, or helpful. It might be something as simple as 'I want a house by the beach.'

It doesn't have to be complicated. It just has to be clear. It has to be sayable in one sentence. And it has to be personal. Everybody wants to make a lot of money and be happy. Everybody wants to have a loving family and be healthy. Everybody wants to be respected and given a chance to grow. So, if you're out there thinking of what it is that you want, it can't be anything vague like

love, all right? It has to be precise. Maybe you want to have your picture on the cover of Time Magazine. Maybe you want to set one of your feet down on the moon. Maybe you want to write the great American novel or solve the problem of the homeless in America. Any of those will do. But you're the author, so you decide. Just remember. Precise and personal.

Now, the first scene in your play will tell us what you want. If you don't want anything, then that's pretty much what you're going to get. And when somebody asks who you are in the scrapbook, the answer is going to be "I don't know."

I am sure a great many of you can already say what you want. And your graduation today represents a step you have taken toward getting it. Good. That's the next scene in the play. What you did to try to get what you want. If the main character simply dreams or hopes, the audience isn't going to get very involved.

Remember, in writing a play, you want the audience rooting for the main character. If the main character does nothing, or stands in her own way, then the audience will go to sleep 'til intermission, at which point they will leave. And you don't want people leaving your play, your life, I mean. You need them.

Now, along the way in the play, you need some history. You need to explain where this desire of yours came from, what it was that made you want this particular thing. The audience doesn't like dreams that come from nowhere. If you work at it, you should be able to remember a moment, or an incident that set you on this path you are traveling.

The strength of that moment is what enables you to go on walking this path. Maybe it's a painful moment, maybe it was an example someone set. But something started you moving. The audience needs to know what that was.

Now, toward the middle of the first act, the conflict has to start

building. You can't have a play without conflict, just as you can't have a life without conflict. I promise you, whatever it is you want, something is going to stand in your way. We have to know what that is. It might be you. It might be your family. It might be some force in the world. Whatever it is, it won't be a surprise. You can sit here right here, right now, and tell us what, if anything, can stop you from getting what you want. You don't know yet whether it will stop you, but you do already know what it is.

When you tell the audience what could stop you, you must tell them what you have to use against it. How strong are you? How long are you willing to fight? What resources do you have? What friends do you have? But most importantly, how badly do you want it?

The audience watches now, as near the end of the first act, the conflict erupts. You are really up against it. Everything seems to be against you. Your faith in yourself wavers, or maybe your friends forsake you, or maybe you realize you had no idea how strong the enemy really was. At any rate, you the writer send them off to intermission wondering how on earth you are going to get yourself out of this. What is going to happen?

As I am talking, you are probably deciding, individually, where you are in your play, where you are in your life. Have you walked on stage yet? Have you faced the conflict yet? Have you lost a few battles or won a few battles? Where are you in your story?

This is a good moment to remind you that whatever else happens, you must remain the central character in your story. And you must remain active. You can't write plays about victims. Nobody wants to watch for two hours while things just happen to somebody. You cannot write a play about a passive central character. Well, I guess you can, but nobody's going to come see it.

If you find that, from time to time,

you lose interest in your life, it's putting you to sleep, that even you would like to walk out of it, you probably have the passive central character problem. If you're bored, it's probably because you haven't done anything lately.

Incidentally, I've forgotten to say that the audience for this play of your life is not the ticket-buying public. It's you. Oh sure, your family will watch it, and your friends will see it from time to time, but you are the one who's stuck there watching your life, full time, day and night. You, the audience, are the only one who's ultimately going to care what happens to you, the main character. And you, the author, are the only one who can make it something worth watching, something worth being in.

Aristotle wasn't perhaps thinking quite this way when he talked about the unities, but then he wasn't giving a commencement address. And, as a matter of record, he didn't write any plays. I am giving a commencement address and I have written plays. And I say, you are the author, and you are the central character, and you are the audience. If you want to have a good time on stage in your life, all you have to do is write well and follow the script.

Now, it's time for the second act. I don't know how old you are at this point in the play, it's hard to say. Thirty, maybe? Forty, fifty, sixty. The audience comes back, and they're all dying to know what's going to happen to you. They've been to the bathroom and had their orange drink. They sit back down and dare you to finish your life.

This is a good time to let the audience like the character for a moment. It's true in the theatre, and I think for the most part true in life, that if the audience doesn't like the character, they're not going to care what happens to her.

So, what's likeable about you? Anything? Everything? Maybe you're kind to animals or maybe you know more words to more songs than any-

body else you know. It helps if you're funny, but if you're not, well, at least you can laugh when other people are funny.

It is important to show the audience that you're likeable. That doesn't mean you try to make them like you. No, they'll hate you if you do that. Just allow them to see what's good in you. Just let it come out, your sweetness or your silliness or your devotion to your mother or your passion for chocolate, or whatever.

If you know any magic tricks, do them. If you know how to dance, dance. If you can sing, sing. Whatever you can do to make your life, your play, pleasant, do that. It won't kill you to be liked. It might even help. If you don't have any likeable qualities, then the thing for you to do is admit it. We'll like you for that, I know.

As the play progresses, we see more and more clearly what is at stake for you. We know what will happen if you don't get what you want. We know what it means in your life.

Sometimes, in the course of seeing what is at stake, you discover that everything is at stake, and you begin to think that you're going to lose everything, because what you want is just not reasonable. It was not, as they taught you in psychology class, an achievable goal. Well, that's a pretty big problem in a play. The character could never have gotten what she wanted because it wasn't ever possible.

There are some things, even in this land of opportunity, that some of us just can't have. I can't win the Nobel Prize in physics. I can't be a veterinarian. I can't be a man. Fortunately, I don't want any of those things. But if I did, I would have to do a considerable rewrite of my play.

Rewrites are possible. You can pitch a play in the wastebasket and start over. And there are times when you should. Maybe that's what today will mean. That you're starting to rewrite your play, that you're wanting

something new, another chance. If so, I salute you. Rewrites are hard. Harder than writing for the first time, because you can never quite forget what it was you originally wanted. As a fellow writer, I encourage you to use what you used to want, to strengthen your resolve to get what you want now. We all make mistakes, even about what we want. All that mistakes cost us is time and energy. But we have time and energy to spend. The play isn't finished 'til the curtain comes down. Any changes you want to make along the way are fine. It doesn't all have to add up until the end.

Which ending we are getting to now. You'll remember that I said a play has to start with the character wanting something, and end with the character getting it or not. But I will tell you what I know about endings.

First of all, don't count on a surprise ending to thrill the audience. Surprises are only fun in mysteries. You want your life to be a play, not a mystery.

The ending of a play, of a life, should come naturally and easily from everything that's gone before it. What happens to the character, happens because of who the character is. We are no longer writing plays where the gods come in and save people, or destroy them either. The audience just doesn't believe it. The audience likes to see justice, see the character get what she deserves. That makes the audience feel good. It makes them feel that order is restored in the world.

Now, we all know, that people don't always get what they deserve. There is tragedy in the world, there is injustice. There are awful accidents and unpredictable events which affect our lives. But you can't write those things. You should simply pray to the one whose name we are not mentioning that those things don't happen to you. Or for the strength to deal with them if they do.

The ending you should be think-

ing about, the ending you should have in mind as you write every day, is what should happen if justice is to be served. You must think, as author, what will happen to me if I get just what I deserve. That's the kind of ending most plays have. There is more justice than we'd all like to think, in the theatre and in life.

One last thing. You're going to need a title. It can be a working title, based on what you think the subject of your life is now. And you can change that title later, if you want. But if you find you're changing the title of your life a lot, then you will probably have to admit you don't know what it's about.

I like short titles. *Getting Out*, *'Night*, *Mother*. But *Cat on a Hot Tin Roof* sold a lot of tickets, so a long title is not necessarily a bad idea. Knowing what we know about Tennessee Williams now, *Cat on a Hot Tin Roof* seems quite accurate for his life, I think. Actually, that title could describe all our lives from time to time. Perhaps that is why this play is so well-loved.

So what are you going to call this play that has you at the center of it? *Making It Big?* *Doing It Right?* *Taking My Time?* *Fooling Around?* *Getting More Sleep?* Who knows? Only you know that.

And we're back to where we started. I said it was an old writing maxim that you should write what you know. So, you have your degree now, or you will at the end of this ceremony. There are no more assigned topics, no more term papers. You're free to write whatever you want.

Write your Life. If you do it well, I promise you, a great many people, some people you love, some people you don't even know, will see it, and stand, and applaud you. ♦

Marsha Norman won a Pulitzer Prize for her play, "Night Mother," in 1983. This article is taken from her commencement address at Agnes Scott in May.

better the power of money and what money can do," she said.

Educational institutions have a built-in support system in their graduates, she said. As alumnae accumulate influence, the institution can expect to gain. Women's control over money is steadily growing, in corporations and foundations and over the family checkbook.

"We are seeing indirect effects of women being in more control of their lives," said Lucia Howard Sizemore '65, director of alumnae affairs. "We have had several record-breaking years in alumnae gifts to the College. It may be that as women are earning more, [they are] more in control of their lives, and are giving more to their own institutions."

As women's economic power increases, so increases their fund-raising abilities with major corporations and foundations, organizations with

"the big bucks," said Ms. Cox.

"It's a confidence situation. As women see themselves on a peer level with people they're asking for money, they will be better fundraisers."

The acceptability of women's aspirations to power, especially economic power, is a new one, noted Betty Smulian, chair of the board of Trimble House Corp., which manufactures outdoor lighting fixtures.

Traditionally, it was considered unladylike to discuss money, she said. "It was OK to take money from Daddy, OK to take it from husband, but not OK to think of money as something to achieve on your own as a career goal or a reward." Money was not a nice word, she said, "especially in mixed company."

"Women are coming to realize the value of economic power — that

there is power in money and it's not a crime to recognize and aspire to it, and to realize what money can accomplish in a positive sense."

Ms. Smulian serves on the Committee of 200, a group of women who own businesses with gross sales over \$5 million annually or who run companies with assets of \$20 million or more.

"This is a fantastic group of achieving women," Ms. Smulian said. "They serve on important boards. They are catalysts for projects to improve their states and cities. They are lobbyists for many concerns. And they are listened to, not only because of their considerable talents, but also because of their economic clout. They are the button-pushers and they get involved." Most American women, especially Southern women, have yet to reach this stature, however.



ROB BRINSON

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A “second peg,” she said, is age, and a third is wealth.

Instead, women need to use their talents and positions — from wife to Supreme Court justice — to do the best they can for themselves and the community, said Ms. Cramer.

But to do so, they must overcome their own insecurities, or pull away from the stakes.

“It is very uphill work being insecure, and profoundly exhausting,” says a character in “The Tightrope Walker,” a murder mystery by writer Dorothy Gilman, best known for her Mrs. Polifax series about a middle-aged widow who becomes a CIA spy.

Women who feel insecure and embarrassed about power should focus on goals instead, speakers at the seminar said.

“I didn’t think of the power in any of the jobs I’ve had,” said Marjorie Fine Knowles, dean of the college of law at Georgia State University. “I thought of what I could get done. That’s an aspect of women’s socialization that I wish were spread more widely among men.”

Even Frankie Coxe, a successful and influential woman by anyone’s standards, said she prefers not to talk about power. “I prefer to think of goals, challenges.”

After poring through self-help books from “Power!” to “Success!” to “Dress for Success,” and even “The Art of Deception” and “Eat for Success,” Dr. Siegel gave up on her blue blazer, closed pumps, Rolex watch and burgundy brief case — the “power uniform” — and turned instead to a book called “In Search of Excellence.”

“It points out that good leaders, successful leaders, powerful leaders, are not those who dress for success, not those who do all the things in the art of deception. It’s those who truly are feeling good about themselves, feel good about others, see their role as freeing, not restricting,” she said. “[Those] who think of themselves as being authentically themselves.”



Once women decide to spend their energy on pursuits more constructive than treading the waters of their own insecurities, they must decide how to channel their efforts. Change will happen anyway, noted Ann Cramer. But women need to know not only how to change things, but how to affect the change that’s naturally going to occur.

Women have to make sure they use their energies, power, or influence in ways that benefit themselves, their communities, and all of society. The burden of touting many causes has historically fallen to women. Network newswomen point out that only when those organizations hired female reporters were stories about battered women, child abuse, and the inequalities of the divorce laws treated as serious national issues on the nightly news.

For example, one speaker took part in a Chamber of Commerce project on “The Community in the Year 2000.” It fell to the three women among 80 committee members to discuss the arts, children, education, health and human services, while the men focused on transportation, development, and economics.

So in considering their uses of energy, women should not forget the continuing battle to wipe out discrimination, noted Dean Knowles. She expressed frustration with law students who fail to see the need to work for change, until they are shut out of major firms or denied promotions because quotas for women have already been filled. “I thought we learned a long time ago that as long as we kept it an individual problem it never got solved,” she said.

As women combine their talents and resources to work on community and gender problems, they may find their individual problems easier to solve. Women’s institutions, already doing great things for women, can

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do even more as their graduates support them to a greater degree.

“Prisms of Power” was the idea of Lowrie Alexander Fraser ’57, then chair of the Alumnae Board’s continuing education committee and a member of the Atlanta Women’s Network. “Doing the symposium appealed to us because we felt Agnes Scott had always provided women with an opportunity to find their own abilities,” noted Lucia Sizemore.

She cites other examples: Mary Duckworth Gellerstedt ’46, first woman president of the Atlanta Symphony Board of Directors — not the auxiliary — and a member of “forty seven” other boards; Susie Goodman Elson ’59, president of the National Mental Health Association; and Dr. Carolyn Piel, ’49, the first woman president of the American Pediatrics Board.

Whether they are in the boardrooms or the nurseries, managing employees or their own children, drawing six-figure salaries or volunteering in a church soup kitchen, women can exert tremendous power. But once women gain power, they share the same dilemma as men.

“What is our power for?” asked the Rev. Nancy Hastings Sehested, who had the courage and the conviction to become a Southern Baptist minister at a time when few women can.

“It is power to say ‘no’ to those who build separations, and ‘yes’ to those who build communities. It is power to call people and institutions to break down barriers that divide people, whether they are barriers of race or sex or clout or intelligence or economics. It is the power to heal pain and brokenness. It is the power to facilitate change. It is the power to play midwife, assisting people to give birth to their full humanity. And somewhere we’ve got to build a community where people are transformed from old oppressive ways, where the old ways pass away and all things become new.” ♦

Gayle White is a writer for The Atlanta Journal.



SPRINGER/BETTMAN FILM ARCHIVE

*Sexual issues have
brought controversy to
nearly every generation.
Because of the threat of
AIDS, students' choices may
now involve deadly risks.
On campuses nationwide,
there's a new message:*

LOVE

CAREFULLY

In Africa, where AIDS has reached epidemic proportions, an idiom is making its way into the vernacular that translates into English as "love carefully."

U.S. college administrators find themselves grappling with ways to get students to listen to—and heed—this message.

Agnes Scott began last February with a series of lectures on sexuality. For three days Dr. Isabel Rogers '45X, recently elected moderator of the General Assembly of the Presbyterian Church and a professor of applied Christianity at the Presbyterian School of Christian Education, spoke with students individually and collectively on sexual ethics and morality.

"What I liked about Izzie's presentation is that she didn't tell us what to do or what to believe," said one

student later. Instead Dr. Rogers hoped her lectures would "help build in young people the kind of maturity [where] you don't have to tell them what to do."

According to College Chaplain Miriam Dunson, the idea for the series came about after faculty, staff and students discussed issues of importance to students. "One of the first topics that emerged was: 'How do you make ethical decisions?'" said the chaplain. But it soon became clear that the greatest concern to students was how to make ethical decisions about sex and sexuality.

Dr. Rogers' task was to allow students to create a context within which to think about these issues and make their own decisions, explained the Rev. Dunson. "There's a need for

a community like this to engage in moral discourse," she says, "not to pull back or polarize, but to engage in conversation."

Dr. Rogers had lots to say about sexuality and a person's response to it. "On the one hand, we say we want to be free, we want to enjoy sex as simply a natural part of life," she notes. "On the other hand, for us [sex is] not natural. We are preoccupied with it, titillated by it. It's something mysterious and evil and sort of forbidden to us."

Within a theological context, sexuality becomes as complex as the whole spectrum of human relationships, she says. She quotes British theologian Norman Bittinger as saying: "Sexuality is not only part of God's creation; it is perhaps the central clue to what God is up to in the world."

BY STACEY NOILES

Lessons on casual sex

Young women in the '80s seemed to learn a lesson from their predecessors of the previous decades. Casual sex might be fun for a while, but in the long run it alienates — making the body a “pleasure machine,” in Dr. Rogers' words, with no real connection or feeling for each sexual partner. But what constitutes casual?

Among female college students there is more often an ambivalence about sex. At a single-sex institution like Agnes Scott, differing ideas about sex and morality can clash loudly in such a close setting.

Some young women are adamant about abstaining from sex until

way than I am now. A lot of that is maturity — being able to accept other people's ideas as well as my own — being secure in what I feel is right and what I don't feel is right.”

Social scientist Mirra Komarovsky studied college sexual norms as part of her book, “Women in College.” Her study followed 232 students at a northeastern women's college from freshman to senior year. Of these students, 51 percent were still virgins their sophomore year, 40 percent had had one or more lovers and 9 percent gave no conclusive information.

One student characterized the sexual ethic at her college as this: “It is generally assumed that women [here] will have some sexual experi-

explain their failure by chastity [which was the norm], and are apt to experience some sense of inadequacy or rejection.” Often they attempt to deflect these feelings back to women. Still, the women Ms. Komarovsky interviewed were more likely to reject casual sex and attempt to build friendly relationships with men before engaging in sex.

Male students exert one type of pressure, but sometimes peer pressure played a role as well. “Most people won't jump on someone whose reasons are religious,” remarked a student in “Women in College.” “But if a woman expressed just a moral compunction, then other women will most likely argue and attempt to convince her that sexual relations with a boyfriend are not immoral.

“The variation of sexual norms confront(s) the individual with moral choices,” Ms. Komarovsky writes. “Those fully integrated into a group of like-minded friends enjoyed the security of . . . a consensus.” However, notes the author, this did not always solve problems if a person had friends outside the peer group with different attitudes. “For some,” she says, “this confusion created a tormenting problem of choice. Even the degree of sanctioned communication about sex varied enough to generate stress.”

During a discussion with a group of students from this campus, one Agnes Scott student echoed that sentiment. “When I came here, I expected it to be a lot more closemouthed than it is about sex. You walk down the hallway, you can hear people talk — talk loudly. Not necessarily about their [experiences] but about the sexual issue in general. Nobody's concerned about whether you hear or not. It's a funny issue, I guess, and a lot of people laugh and they like to talk about it.” Her discomfort was clearly evident as she continued to explain her disapproval. “I'm from a small southern town. If sexual things go on, they stick out of the rug. In high school, we had maybe one or two girls who were known to be sexually active.”

marriage. Others, realizing that women are getting married later in life, may prefer not to wait until the ultimate commitment. Deciding whether or not to have sex is not like choosing a party dress. It takes lots of reflection and thought about what life may hold further down the line. “I don't have premarital sex and I haven't made the decision that I'm going to wait until I get married,” says one Agnes Scott junior.

She thinks people should make their own choice based on their maturity and what they think is right for them. “When I get around people perhaps they might feel guilty because they have sex when they find out I don't. But I think what bothers me most is people of whatever kind condemning the other. I know in high school, I was a lot more that

ence in their four years of college. Ideally, what is desired is a relationship based on friendship and love, though not necessarily involving a commitment to marriage. One-night stands and sleeping around are disapproved [of], as are the sleazy teasers who are out to collect men.”

“By and large, having a boyfriend bestows prestige,” says another interviewee. “When you are sleeping with someone, it does give you a slight edge. You are somehow considered a little tougher, a little better.”

Most students Ms. Komarovsky interviewed expressed annoyance about the pressure for casual sex. Most young men, spurred on by the promise of “easier” sex and a relaxed social climate, are confused when women don't share their attitudes. “They cannot as easily as in the past

SPRINGER/BETTMAN FILM ARCHIVE



Silent screen stars Greta Garbo and John Gilbert in “The Flesh and the Devil.” (1927) The film predates the Motion Picture Production Code by 7 years. Steamy clinches like this would become all but extinct under the code.



Instead, witty, sophisticated comedy such as that honed to an art by Tracy and Hepburn in the '30s and '40s became the norm. As for melodrama, all bad guys (and girls) got their comeuppance in the end.

Other students may feel that their more experienced peers are the best source of information regarding sex. Mary Lu Christiansen, a certified nurse-practitioner who attends to students at the College's health clinic, admits it is sometimes an uphill battle for them to gain students' trust. "Maybe one of the fears is that everybody is going to assume that you're sexually active [if you ask about sex]," she says. "The value judgments that their parents and teachers instill might make them assume that anyone over college age won't understand."

"I'm close to my mother," says one Agnes Scott student. "But her attitudes and belief systems are so different from mine. She was reared in a small town in Mississippi. Pre-marital sex, my mother?" the student asks rhetorically.

Says another, "My parents have a different attitude about my brothers having sex than about me having sex. They realize when they say it that it sounds stupid, but it's still there. [Parents] are not teaching sons that they need to be responsible. It's still the woman's burden. Women are whores if they sleep around, men are masculine." For more than a few, parents can be a source of misinformation regarding sex. Some stories are funny, others painfully dramatize how little people continue to know about sex.

"My grandmother told my mother that she came out of the Sears catalog," said one student, laughing.

Another related how her mother explained menstruation. "She told me, 'You release this egg and the reason it hurts is that it's coming down this little tube and it's so tight that when it gets down the tube, if there's not a sperm right there — waiting for it — the egg bursts open and blood comes out.'"

Such tales cry out for the need for education. At Agnes Scott, students are free to ask for as much information as they desire. "I don't think young women can make an intelligent, rational choice unless they have all the information available," says Mary Lu Christiansen. "Our number one responsibility is education."

Some students are very knowledgeable about sex when they arrive at college, others know little. "I think we have a very normal population here. Both ends of the spectrum and everything in between," says Ms. Christiansen. Higher education

allows — even encourages — the individual to seek information on her own. But some people might ask: can we afford to wait until a person gets to college to line up their p's and q's about sex?

Part of the problem is that the country can't quite agree when and if sex should be discussed in public school systems. "Human sexuality is a moral issue in every society," Harvard Psychology Professor Jerome Kagan told Time magazine. "But while some societies have a consensus on sex, ours doesn't."

Although surveys show that about 80 percent of Americans favor sex education in public schools, Mary Lee Tatum, a sex-education consultant, said in the same article, "Under 15 percent of U.S. children get really good sex education. We are only beginning to institute adequate programs."

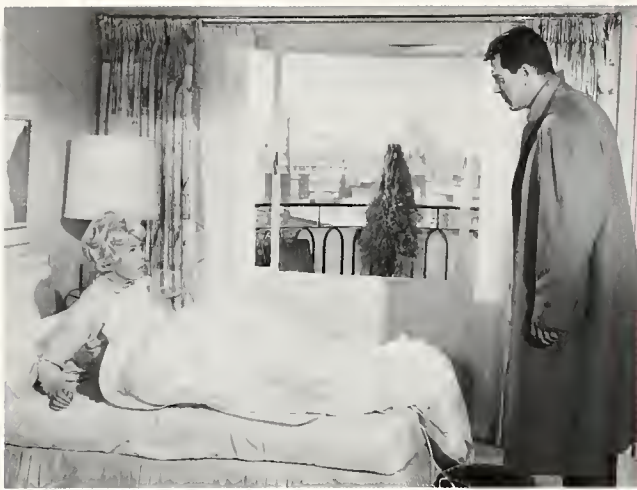
Because of the threat of AIDS, Surgeon General C. Everett Koop controversially proposed teaching about the disease "at the lowest grade possible" in an ongoing sex-education curriculum. He later clarified that grade as three. His proposal came from a now-infamous 36-page report on AIDS requested by the Reagan Administration and released last year. "We warn our children early about the dangerous consequences of playing with matches or crossing the street before checking for traffic," he said upon the report's release. "We have no less a responsibility to guide them in avoiding behaviors that may expose them to AIDS."

CONTINUED



Life magazine wrote in 1940, "U.S. producers, knowing that things banned by the Code can help sell tickets, have been subtly getting around the Code for years." This still of "From Here to Eternity" (1953) attests to that.





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 For perennial good-girl Doris Day, sex was forever a sticky subject. Here, in a scene from "Pillow Talk (1959)," an irate Rock Hudson barges into her bedroom. The epitome of 1950s virility, Hudson died of AIDS in '85.

attention to the insight that sexuality is crucial to God's design that creatures not dwell in isolation and loneliness but in communion and community."

Becoming fearful to tread

While some may argue that the pendulum is swinging the other way in terms of casual sex, another more chilling and odious signal to the end of sex for sex's sake is Acquired Immune Deficiency Syndrome. AIDS has made sexual freedom the intimate equivalent of a minefield in the '80s—one misstep could end a life.

Unfortunately, administrators realize that the last group to grasp the significance of that fact are college students. Said one UCLA student in Time magazine, "I've been in situations where it's fun and you're at the point where you're so aroused, you're not going to want to stop. You're not thinking five years down the line, you're thinking now." An Agnes Scott junior concurred. Would the threat of AIDS make her think twice before having sex with someone she doesn't know too well? "I think the physical want for sex overrides that," she says. "It could happen to you, but you think you're careful."

The denial and feelings of immortality of youth are what college health officials are attempting to fight on their campuses. Some schools, such as Berkeley, Dartmouth and Rutgers, have passed out safe-sex

Most opponents believe that sex education as taught now is not used to guide students in "avoiding behaviors." What is now considered "value-free" instruction includes information on homosexuality or other alternative lifestyles that rub many parents the wrong way. Secretary of Education William Bennett derisively calls this type of sex-education the "feel-good philosophy"—whatever feels good, do it.

"Sexual behavior is a matter of character and personality we cannot be value-neutral about," Bennett told the National School Boards Association in January. "Neutrality only confuses children, and may lead them to conclusions we wish them to avoid. Sex education courses should teach children sexual restraint as a standard to uphold and follow."

As one grows older, neutrality can turn to ambivalence, which for adults can be just as confusing. Dr. Rogers believes that Christian theology sees sexual sin not only in terms of specific acts, but in terms of how people feel about themselves and their bodies.

"We tend to think of sexual sin as things we do," she says. "But Christian theology, while quite aware that sin expresses itself in acts, sees it as so much deeper than that.

"Sin is the condition of alienation," she explains. Sexual sin can be seen as alienation from oneself. "It's making my body, which is sexual, into an object that's apart from

me. I can use it as a pleasure machine and sex becomes recreational. Or, I can see my body as a threat to the rationality and spirituality that is me and so I repress my body and feel guilty about it.

"Either way," Dr. Rogers concludes, "I'm making my body something different from the real me. This is sin as alienation from the bodily wholeness that God has created." The sexual explicitness and freedom that occurred in the '60s and '70s challenged prior assumptions about human sexuality and its relationship to God. In an article published in The Christian Century, Dr. James B. Nelson, writes, "While the recent sexual revolution often seemed more intent on self-fulfillment through unfettered pleasure than on the quest for intimacy, it did prompt new theological reflection on the spiritual significance of sexual hunger.

"Theology has been giving new



By the late '60s the Production Code had vanished, a victim of the emerging permissiveness of the decade. In 1969, audiences were titillated by Ann Bancroft's seduction of Dustin Hoffman in "The Graduate."



kits to students. At Columbia University the graphic, clinical language of its 30-page pamphlet on safe sex gets the facts across clearly, with "no room for confusion," according to Time magazine.

At Agnes Scott, the health center has pamphlets prominently displayed for students' perusal on topics from AIDS and other sexually-transmitted diseases (STDs) to birth control methods. Shortly before the last term ended, Dr. William Budell, staff physician at Emory University Student Health Center, was invited to speak to the College community about the threat of AIDS. "AIDS and sexually transmitted diseases continue to touch the lives of an ever increasing number of young adults," wrote Director of Student Health Pat Murray in a College-wide memo. "We as a college community must openly and honestly deal with these issues. With this in mind, I encourage you to attend this program."

Health services officials here hope to do even more next year to educate students about the dangers of AIDS and other STDs. "Part of our role as health practitioners is to be their advocate and help them in any part of the health process [including education]," says Mary Lu Christiansen.

Dr. Budell's presentation was met with very straightforward and incisive questions from students about AIDS, for which a cure has not yet been found. "It's not sex that causes AIDS," he told his audience. "It's having sex with someone who has the virus."

The HIV (human immunodeficiency virus) seeks out T-4 lymphocytes — the center of the body's immune defense system. The T-4 coordinates the immune activities of white-blood, antibody producing cells and the like. The T-4's destruction leaves the body unable to cope with very common and otherwise non-lethal infections, according to Dr. Budell. The T-4 is the achilles heel of the human immune system.

The only effective way for people

not to become infected with the virus, which is known to be transmitted only through bodily fluids like blood and semen, is through abstinence or safe sex. Since no one foresees mass abstinence in the near future, colleges hope to educate their students on the importance of choosing sexual partners wisely.

That is proving to be no easy task. "It's hard enough for health educators to teach this age group to teach each other about using contraception," says Jeffrey M. Gould, a member of the American College Health Association's AIDS Task Force, in a recent Chronicle of Higher Education article. "If it's impossible to talk about contraception, how much more impossible to

"A majority of people will find some time in their life the deep intimacy of sexual intercourse, so love carefully is the word for that. Not just because of fear of AIDS — though that's real and valid, but mainly because of the way God has created us.

"I believe God intends for us to use [sexual] union not for fleeting contact . . . but for the kind of union in which you give yourselves to each other in long-term, intimate sharing. The deepest physical intimacy is only part of that larger sharing of all levels of life, that sharing of responsibility and continuing caring over a long lifetime," she says.

Ironically, the spread of AIDS is forcing people to reexamine how



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Films like "Love Story" (1970) broke down the last barrier in films. The frank use of four-letter words in Erich Segal's collegiate tear-jerker was novel for its time. Underneath it all, however, the movie was strictly 1940s melodrama.

SPRINGERBETTMAN FILM ARCHIVE

talk about past sexual history?" he asks. Says another health educator in the same article, "We know from working with college students that while they're very bright and very intelligent, they don't know how to translate what they learn about AIDS into the way they live."

"Their ignorance may come in assessing their own risk," says Agnes Scott's Pat Murray. "This is not just a gay men's disease."

Love carefully. "That's a message that is hard to hear in our times," Isabel Rogers told the young women she faced here at Agnes Scott, many just contemplating the intricacies of sex and intimacy for the first time. "It points to a complete reversal of the sexual liberation of the 1960s.

they should become more responsible — to themselves and to their partners. Monogamous relationships are coming back into vogue as AIDS insidiously weaves itself into the fabric of an already knotty sexual landscape. What most health care officials hope is that the process of self-examination does not take too long. Their main concern is that young people start to understand that the very things that make burgeoning adulthood vital and exciting — openness to alternatives and experimentation — may signal the beginning of the end for a new generation of young adults. ◇

Gala inaugurates Centennial Campaign festivities

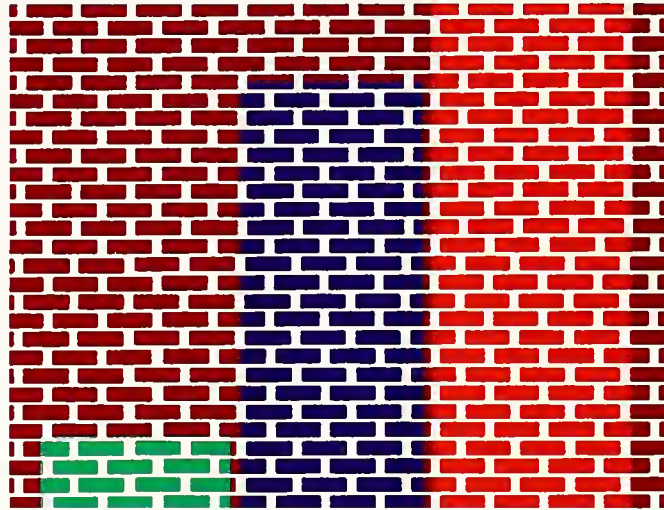
In the weeks leading up to the Centennial Campaign kickoff, the excitement was almost palpable. The kickoff to Agnes Scott's largest fund-raising campaign began with a gala dinner on Sept. 22 at Atlanta's Commerce Club.

The campaign goal is \$35 million. Of this amount, the administration has earmarked \$17.9 million toward the academic program and endowment, \$15 million for campus improvements and \$2.1 million for annual operating funds.

Board of Trustees Chairperson L. L. Gellerstedt, Jr. admits the amount is "ambitious" when the size of Agnes Scott is compared to that of Emory and Georgia Tech and their campaign goals. "But there isn't any question in my mind that we'll make it," he says.

Agnes Scott already boasts one of the largest endowments per pupil in the country. So why the additional funds? "Unlike other small liberal arts institutions who will most likely struggle through 1990 just to maintain the status quo, Agnes Scott is in a principal position — partly because of our endowment and partly because of our heritage as a quality institution — to continue its distinctive role as a college for women in its next century," says President Ruth Schmidt.

The administration hopes that a seven-point academic plan with an emphasis on fine arts, writing, international awareness, physical activities, transmission and formation of values, science education, women's studies, and writing will insure the



\$2.1M Annual
Fund

\$15M Campus
Improvements

\$17.9M Academic
Endowment

College's distinction. The plan was developed and unanimously endorsed by the faculty last year.

"Our ability to become an even more outstanding institution hinges on raising the money to underwrite these programs," says President Schmidt. "We also want to continue to meet 100 percent of student's financial aid needs in an era in which reductions in federal aid pose a threat." A \$3 million scholarship goal included in campaign planning would make this possible.

Sometime in early 1988, the dust will begin to settle as contractors finish the last of the major campus improvements. The new physical activities building will be completed and two existing buildings, the Bucher Scott Gymnasium and Walters Infirmary will be transformed into the Wallace M. Alston Campus Center. Already finished are the track and field, renovations of Agnes Scott, Inman, Rebekah Scott

and Walters Halls and Evans Dining Hall, and the newly landscaped George and Irene Woodruff Quadrangle, dedicated September 26.

College officials borrowed more than \$18 million to finance these improvements. "We believed it was financially astute to borrow the money rather than waiting to raise funds and allowing buildings to deteriorate further," says the president. "We wanted to offer fine residence halls and facilities to students. Before the renovations, some residence halls were a negative factor in recruiting students, rather than the positive one they are now."

The campaign will move through three stages. The first will concentrate on major gifts, the cornerstone being a \$14 million bequest to the College by George W. Woodruff. Any amount above \$50,000 is considered a major gift.

Primary gifts, in the \$10-49,000 range, follow. And mass canvassing by direct

mail and other means will begin during the summer or fall of 1988. Gifts to the College can come in various forms, including stocks, bonds or gifts-in-kind. Pledges made to the campaign can be paid over a five-year period.

Officials hope that there will be productive fallout from the extensive research and effort being put into the Centennial campaign. "We'd like to establish permanent and solid corporate and foundation support," says Rickard B. Scott, vice president for development and public affairs. "Most important, by such mass canvassing [of alumnae and friends], the College can uncover a whole new network and dimension of volunteers and financial support.

"We can tap the talents and resources of lots of people out there just waiting to be asked," he adds.

The campaign's theme is "keeping the promise." That promise was set down by Agnes Scott's first chair of the board of trustees, Dr. Frank Henry Gaines, during the first year of the institution. He envisioned Agnes Scott possessing "a liberal curriculum fully abreast of the best institutions of this country."

"Our task is to fulfill the promise to women who will live most of their lives in the 21st century," says President Schmidt. "Agnes Scott must provide an education that is appropriate to their needs — just as it has for women of the 19th and 20th centuries."

A successful Centennial campaign will achieve those goals and help insure that Agnes Scott remains a vital and productive institution for years to come.

Fall Annual Fund drive gets underway

The Office of Development plans a big year, says Mary Ann Reeves, the new director of development.

An October phonathon for the Annual Fund will begin the fall calendar and Parent's Day will be November 7.

"Parents are invited to come to Agnes Scott to see what's happening on campus and what their daughters are

doing. They'll have a chance to see new buildings and other changes," says Ms. Reeves.

Campus improvements are part of the Centennial campus being readied for the College's big birthday in 1989. The Annual Fund provides for the day-to-day College operations and although last year was a record one for the fund, it still fell short of the goal. "Obviously, we had hoped for a higher percentage of alumnae giving than 39 percent," says Dr.

Rickard Scott, vice president for development and public affairs. This year the development office hopes to raise \$450,000 from alumnae with 45 percent participation.

"Our number one goal is to add an Annual Fund director," says Ms. Reeves. This person would educate alumnae, friends and parents about the fund — what it is, why it's important. "The Annual Fund is ongoing and important every year," she says. "We want people to be aware of that.

"Any gifts to the Fund will also be credited to the Annual Fund component of the Centennial Campaign," she adds.

In addition to monetary goals, Ms. Reeves says she hopes to start a newsletter on taxes and financial planning for interested individuals. She also wants to create an investment planning seminar for women in the spring, perhaps in conjunction with the Alumnae Association.

The scramble is on in renovated Evans Dining Hall

Cafeteria style is out. "Modified scrambled" is in. For those who like their eggs over easy without having to wait behind someone who prefers theirs with a side of bacon, the remodeled dining hall will be just the ticket.

Modified scrambled serving areas are designed "so that if you only want a soup and salad, you can go directly to that area, bypass the rest and walk out," explains Vice President for Business and Finance Gerald O. Whittington. Cafeteria style slows the line because diners must walk by every single menu item offered to get what they want.

Mr. Whittington expects initial confusion as students learn where to turn for what, but he believes that in the long run, they'll like it much better. "There were always complaints about slowness around peak times," he says. And "the nature and variety of offerings will be greatly enhanced."



Not only the serving area was spruced up. In the kitchen, gleaming new ranges, freezers and holding bins replace old equipment in place since the 1950s. The vaulted ceiling was lowered and the long pendulum light fixtures — prone to catching dust that could fall in food — were supplanted by brighter fluorescent lighting. A sleek fire-suppression system over the grill area completes the picture.

The facelift also includes

new windows and flooring in the main dining hall. Seating by the windows will be partitioned to provide meeting areas or quiet mealtime conversation. Both the main room and the faculty/staff dining room have new paint. Architects created a presidential dining room from a former cloakroom situated at the front of the building.

The project was delayed a year or two, according to Mr. Whittington, "because there wasn't the time to do it during

the summer, and we couldn't do it when the students were here." Summer conferences on campus often intervened, but this year the City of Decatur allowed College personnel to use the kitchen facilities at Decatur High School to serve meals to conference participants in Rebekah Hall dining Room.

Jack Bailey and Associates served as architects for the \$600,000 renovation, and Joseph Comacho consulted on the kitchen design.

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