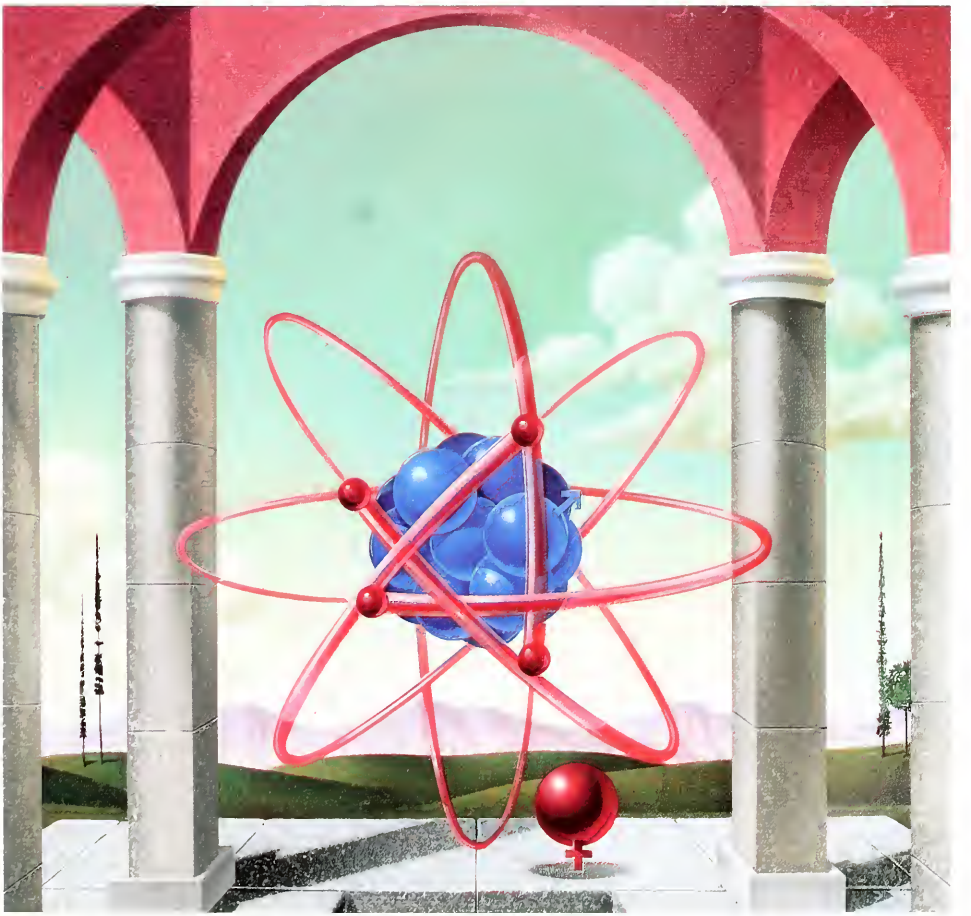
AGNES SCOTT



A campus often reflects the currents of the rest of the world. Agnes Scott seems no different. Our cover story on the sciences explains the shortage of women and minorities in scientific and technological fields, and what Agnes Scott intends to do about it. Key parts of the Centennial Campaign will make those plans possible.

Alumna Margaret Beain '82, profiled on Page 16, is just one example of what Agnes Scott women achieve when they do enter the sciences. Ms. Beain is a payload specialist with NASA's shuttle program.

On another track, the coming presidential election has spawned endless rhetoric about leadership and how badly the country needs it. The article on Page 22 portrays the less visible leadership of the trustees of the College. Unpaid, and often recognized by the campus at large, they grapple with long-term issues facing the institution.

Last fall President Ruth Schmidt proclaimed this the "Year of Diversity" on campus. This focus, and a presidentially appointed Committee on Diversity, has prompted discussion and consideration of the meaning of community, education, diversity and belonging. The article on Page 26 by Managing Editor Stacey Noiles looks at the experiences of black students on predominately white campuses. She talked with administrators, students, faculty and black alumnae in the course of her research.

The College is working on its racial relations. The annual Staley Lecture Series this year focused on racism, led by the Rev. Rebecca Reyes, the first Hispanic woman to be ordained a Presbyterian minister. In one panel discussion, black staff and students told some of their experiences with racism on campus. These experiences tended to echo the view of Robert E. Pollack, dean of Columbia College: "If you don't have a friend of another race in college, it becomes less likely that you will at any point after that."

I can see some changes. I am white. My daughter Jennifer, now 5, has long had friends of other races in our East Lake neighborhood. Yet not long ago she came to me distressed after playing next door with a friend who is black. My neighbors had company, half a dozen adults my daughter did not know. "I don't know anyone's name," she cried. "Just ask Anna to introduce you," I said. "I did," Jennifer protested, "But they all look alike."

After stopping to consider the vantage point of a waist-high 5-year-old, I realized that in skin color, hair style, eye color and height, this family did "all look alike" to her — *because she didn't know them as individuals.*

As a small community, Agnes Scott offers us the chance to know one another as individuals. In knowing each other, we face our differences. We can accept and celebrate them.

At the end of the Apostle Paul's hallmark chapter on love in I Corinthians, he wrote: "Now, we see through a glass darkly, but then — face to face." That sounds true for me in race relations, too.

Knowing is not without conflict — the kind of give-and-take growing that happens in families all the time. As I am known in relationships, I find myself changed. When families — or communities — really work, it seems that everyone struggles and learns and changes. There is integration; and we all become whole.—**Lynn Donham**

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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.

TURNABOUT

It was a bit of a jar to read in an Agnes Scott publication a letter that takes a swipe at evolution and humanism (Caro McDonald Smith '58, Fall 1987 Magazine).

I had fondly supposed that anyone with an Agnes Scott education, or, for that matter, with a liberal arts background obtained anywhere, would have a more accurate perception of the preeminent position both evolution and humanism hold in the long history of man's effort to arrive at truth.

What would Miss MacDougall [Biology, 1919-1952] think of such rejection of the structure that supports the science of biology? What would Miss Jackson [History, 1923-1952] think of the implied denigration of great thinkers down through the centuries like Confucius, Buddha, Protagoras, Epicurus, Erasmus, and Thoreau?

To coin a phrase, they would probably turn over in their graves.

Helen Ridley Hartley '29
Boca Raton, Fla.

What a delightful surprise to find myself in the centerfold—actually at the center of the centerfold! Our class of 1939 had the privilege of a pivot point to look back to the beginning and to look forward to the Centennial. I feel awed with a sense of history!

Many thanks for the honor.

Mamie Lee Finger '39
Knoxville, Tenn.

I very much enjoyed reading the article on my career that appeared in the spring issue of the Agnes Scott Alumnae Magazine. The article represented my work well and conveys the strong feelings I have regarding the future that is possible for children with special needs when their family members and professionals work together.

Often I reflect on my education at Agnes Scott and am eternally grateful for the opportunity to study there. Faculty members at Agnes Scott were wonderful models as well as teachers, and it was from many of them that I acquired my zeal for learning and teaching.

Rebecca R. Fewell '58
Seattle, WA

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Agnes Scott Alumnae Magazine

AGNES SCOTT

Spring 1988
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Howard's mountain retreat parlays into home design firm

Sell the house. Get the kids in the car. Leave the Big City and that high-pressure job. Build your dream house overlooking a lake in the North Georgia mountains.

How often have you been tempted to cash in the chips and do just that?

Johnny and Natalie Stratton Howard '53 did. No regrets.

The Howards' head-for-the-hills saga started in 1966. "I had been working for the Hotpoint division of General Electric for 20 years," Mr. Howard said. "It was a real high pressure job. One day I told Natalie that if she wanted to see me live past 40, we were going to have to get out of this mess."

Meanwhile, Mrs. Howard, who has a chemistry degree from Agnes Scott, had a mess of her own, running a household consisting of their three young children Brad, Scott and Cindy, and working part time doing tracings for an Atlanta architect.

Her part-time tracing job, and study of drawing and design books, expanded to drawing house plans for friends in the Howards' College Park neighborhood. Before long Mrs. Howard also was drawing custom house plans for the "airplane people" who lived near Hartsfield International Airport. Her part-time job was fast becoming a full-time business.

But the Howards knew that the time had come to leave Atlanta and follow their dream to live in a less hectic environment north of the city. So they sold their nice house in the suburbs, Mr. Howard turned in his resignation, and in December 1966 they moved to North Georgia and into their dream house?

Not yet.

Finding someone in the remote North Georgia mountains to build a house isn't quite as simple as picking up the Yellow Pages. At least that's not how the unorthodox Howards approached the challenge.

"I was driving down the road along Lake Burton, and I saw this old man building a boat dock," said Mr. Howard. "I got out of the car and asked him if he knew anything about building a house. He said yes, so I asked him if he would help me build ours. His name was Ed Silber and he was 83 years old.

"At first he said he would work for free and told me 'I'd do anything just to get away from Miss Carrie [his wife],' but I couldn't let him do that," laughed Mr. Howard.

"So I paid him $2 an hour and became his apprentice," Mr. Howard said. "I found another man who did rock work and had him lay the foundation, and he [Silber] taught me all about framing a house."

ATLANTA JOURNAL/CONSTITUTION

They began work on the 1,800 square-foot, two-story house in February '67, and finished 3 months later. But it wasn't exactly equipped with all the modern conveniences.

"We had to go down to Wood's Store to get water for drinking and cooking," Mrs. Howard said. "They didn't charge us for it, that's the way people just help each other out up here."

Fortunately this major inconvenience was short-lived.

"We had a spring on the property, and I found out from some of the locals how to build a reservoir to hold water for the house," Mr. Howard said.

But the family didn't live happily ever after in their new house.

Mrs. Howard drew a plan for a bigger dream house that they thought would look perfect on a one-acre knoll adjacent to their property overlooking the lake.

In March 1970 they sold their "old" dream house along with 35 acres to a retired Atlanta physician and bought the acre home-site next to their remaining 9 acres.

The Howards' lake-view residence is a two-story gray-stained, cypress siding country home with dormer windows, front porch and an adjoining two-car garage.

Inside, Mrs. Howard designed a marvelous, open floor plan.

The Howards' beautiful home has a special claim to fame, too. It was used in the movie "The Four Seasons" starring Alan Alda and Carole Burnett, filmed in March of '80.

"At one time, we had 80 people from the film crew up here for about 10 days," Mrs. Howard said.

"Because our house is rustic, I let them nail overhead lighting into our exposed beams for filming inside the house," she said. "Of course, you couldn't have done that in a more finished house, but in our house it just gave the wooden beams a more distressed look."

> "We had to go down to Wood's Store to get water for drinking and cooking. They didn't charge us for it, that's the way people just help each other out up here."

But, quite bluntly, how do the Howards manage the mortgage payments on such a mountain estate?

Natalie Howards' home plans business was meanwhile growing by leaps and bounds. In fact, it was becoming a little overwhelming for Mrs. Howard to handle, so Mr. Howard (who had been helping her all along) decided to make it official and became her business partner.

In 1973, the Howards incorporated the mail-order home plan business, Custom Home Plans Inc.

Mrs. Howard said that she seldom draws custom home plans any more—"Maybe three or four a year."

While it's not unique for a residential designer to offer a wide range of floor plan sizes in their home plans books, Mrs. Howard said that she tries to offer special touches such as French doors and split floor plans for even her smaller (under 1,300-square-foot) home plans.

Mrs. Howard, whose plans book features country homes, was also aware that people want tips on how to create the country look indoors and out.

So in 1973, Mrs. Howard published a companion to her home plans book, "Country Features by Natalie." It's a collection of architectural ideas and finishing tips picturing actual rooms of the Howards' home along with detailed sketches and notes on how a particular look was obtained.

Although Mrs. Howard admits the details and treatments may not be quite authentic to a particular time period, she contends that her point was to capture the essence of the simpler homestyles of long ago.

"It's much easier to find reproduction country architectural accents now," Mrs. Howard said. "To make a homemade door, my book recommends buying 8-inch metal T-hinges and spray-painting them black, because at the time that was the easiest way to get that old look. Now, it's no problem to find iron door hinges."

Mrs. Howards' book even includes finishing tips for stains and paints that can add to the rustic look and at the same time preserve and protect woodwork. Sources of old-time light fixtures and other architectural details are also given, along with a bibliography of helpful publications on early American life.

There's an obvious question for Mrs. Howard: How could a homemaker with three children find time and strength to follow her dream?

The talented and often philosophical Mrs. Howard replied with a smile and a look at her husband: "Having a wonderful, supporting husband helped a lot. The children were also very young when I was getting started. And I never set any limits on myself."

—Mark Stith

This article is reprinted with permission from the Atlanta Journal and Constitution.

Daughter's healing leads to church vocation for Weida

ANN McGRIFFIN

The woman who later became president of the First Church of Christ, Scientist, caught her first glimpse of a Christian Scientist during freshman year at Agnes Scott.

"I was looking out the window and saw this girl going across the courtyard," Jean K. Williams Weida '40X recalls. "A fellow student was standing next to me and she said, 'There she goes.' I asked what she meant, and she said, 'She's a Christian Scientist' and I asked, 'What's that?'

"So it's amazing when I think about it that I ended up here when I didn't know anything about it."

Here is the massive 21-story world headquarters of the Christian Science Church in Boston, where Jean Weida ended her one-year term as president in June. Appointed by the church's board of directors, "the post is honorary and conferred upon a church member in recognition of outstanding and dedicated service," according to Nathan Talbot, a spokesman for the church. Duties vary from year to year, but include chairing the church's annual meeting and representing the denomination in public and interfaith functions. Mrs. Weida represented the church when Boston's King's Chapel celebrated its 350th anniversary.

Most people eschew the lengthy official title and refer to the edifice over which Jean Weida presided as the Mother Church. It anchors the 109-year-old denomination founded by Mary Baker Eddy, which includes 3,000 congregations in some 50 countries.

Jean Weida grew up in Hickory, N.C., "a little place between Charlotte and Asheville," never dreaming that her affiliation with the church would take her all over the world.

"I grew up Presbyterian," she says of her inauspicious start. "My grandfather was a Presbyterian minister. My other grandfather was a doctor." When Mrs. Weida's only child was 3, she became gravely ill. Her daughter recovered, despite the dire prognosis. "I knew the healing had come through prayer, even though she was operated on," says Mrs. Weida. "The surgeon told me he knew there was a power much greater than us responsible for this."

For a year, Mrs. Weida prayed and probed her faith. One day someone gave her a copy of the Christian Science textbook, "Science and Health with Key to the Scriptures," by Mary Baker Eddy. "I started reading and read all night long—never went to bed, and I knew from the very beginning that that was what I

had been praying for."

Although she still attended Presbyterian services, eventually her curiosity propelled her to investigate Christian Science and she's been a member of the church ever since.

At first a practitioner, or one who "helps and heals people through prayer," she began in 1980 to lecture throughout the U.S. In 1982 Mrs. Weida moved to Boston to become a manager of practitioners and nursing at the Mother Church. In 1984 she joined a panel of three who conducted practitioner workshops in some 30 countries, including Brazil, New Zealand, Holland and Spain, and most of the U.S. In 1986 she became president of the Mother Church.

All of this—without the benefit of completing her college education. "My sister and I went to summer school in New York after my freshman year and then decided to stay," she says. She has had a "kind of spasmodic education," enrolling at New York's Parson's School of Design to study art, as well as New York University. To her it proves an important point. "I think it shows people that you don't have to be a college graduate to be of service," she says. Her Presbyterian background, she says, is what steered her to Agnes Scott.

A friendly woman with an easy smile, Mrs. Weida shows a visitor around the church's impressive headquarters. In the early fall, the surface of the long reflecting pond, the visual centerpiece of the complex designed by architect I.M. Pei, shimmers from the season's gentle breezes. A perfectly tended flower bed provides a bounty of autumnal colors. The sight is breathtaking and one that Jean Weida will not see on a day-to-day basis anymore.

After her husband's death last year, she moved from her Boston apartment to Duxbury, Mass., a picturesque town off Cape Cod Bay. She has finished her three-year commitment to the church and will now concentrate on being a full-time practitioner, occasionally doing special assignments for the church.

"We finished our workshops after three years," she says. "We covered the world. It was a wonderful opportunity." During this time Mrs. Weida came to know Virginia Tumblin Guffin '39. "It was Virginia who told me that Elizabeth (Punkin') Espy Hooks '37 was the one I saw walking across campus all those years ago. They were the only Christian Scientists in the College at that time. Much to my delight, Punkin' and Virginia both attended the Atlanta workshop this past spring. That's what you might call coming full circle."

—Stacey Noiles

Coulling brings Lee's girls to life in new novel

When she was a girl in China, Mary Price Coulling '49 heard the howls of street mobs and watched the night sky redden from the glare of a burning city.

It was those memories, she said, that made her feel a kinship with four young women of an earlier terrible time.

"I came to really feel a kind of empathy there and part of that is that in my own childhood I had to flee," Mrs. Coulling, author of a new biography of the daughters of Confederate Gen. Robert E. Lee, said. "It's something that, whatever age you are, makes a tremendous impression."

Mrs. Coulling was born in China, the daughter of a medical missionary.

Her book, "The Lee Girls," is the first about the four daughters of Lee and his wife, Mary Custis, the great-granddaughter of Martha Washington.

Mrs. Coulling was 10 when her family fled Tsingtao, China, in the mid-1930s when the Chinese destroyed and abandoned it in the face of the advancing Japanese army.

The Lees fled a burning Richmond as Union troops closed in.

The Lee daughters entered Mrs. Coulling's life 30 years ago, when she worked at Washington and Lee University and went to the library in search of filler material for university publications.

"Up in the attic, where they had the rare books, I discovered some unpublished, handwritten letters of two of General Lee's daughters, written while they were at Virginia Female Institute, now Stuart Hall, in Staunton," Mrs. Coulling said.

"The letters were sitting in a plain manila envelope on top of a file cabinet with no identification or anything. I was just charmed by them," she recalled.

Mrs. Coulling put the Lee girls aside to marry a young Washington and Lee English professor, Dr. Sidney M. B. Coulling, and to rear their three children. But in 1963, Mrs. Coulling returned to the letters.

"Everything stopped about them at the death of Lee and of Mrs. Lee three years later," said Mrs. Coulling. "I discovered that two of them lived into the 20th century, but nobody knew anything about them."

"It was not until 1981 that I thought I had enough material and my children were old enough that I could finally sit down and start working on the book," Mrs. Coulling said.

—Gail Nardi

This article is excerpted from the Richmond Times-Dispatch and is used with permission.

After 50 years of time to work, Saxon decides to let it go

She helped to educate Savannahians for a half century and to build the community's modern public school system during an age of racial controversy and change that threatened to pull it down.

She's presided over the school system with unassailable dignity and authority, even making the hotheads sit still and listen.

Saxon Pope Bargeron '32 sat in her living room and reflected as her tenure as school board president came to a close. Nearby hung a painting of a mother guiding a child down a pathway.

"This to me is what education is all about," said Mrs. Bargeron, smiling. Education begins, she believes, with the basics: love of children and love of knowledge.

"I always loved books," she said. "Nothing makes me happier than to have a book, reading. I found school challenging. When I was little," she chuckled, "I said I was going to get all the degrees there were."

She went on to get all the "degrees" there are in Chatham County's public education system. She rose from elementary school teacher to principal, enough of an accomplishment for most in a lifetime's work.

People thought she was

PETER B. SCHUMACHER, SAVANNAH MORNING NEWS

able enough to help other principals run their schools and she became an assistant superintendent. She continued to rise to become the first woman superintendent, and then the first woman school board president. Her second and last term as president expired last year.

Mrs. Bargeron remembers an interview more than 30 years ago when she, then a teacher, was being considered for a principal's job by then-Schools Superintendent William Early.

"The superintendent asked me, 'Can you develop a hide like an alligator? Because you will need one,'" she laughed.

Through her work, she's demonstrated her tough "hide" and established a place for herself in positions that were traditionally dominated by men.

Much of her work was conducted at the elementary school level, which "in those days" was the place where women had the best chance of gaining upward mobility, she said.

She calls the elementary principal position the "most delightful job in American education." But years ago, when asked to leave her teaching post to become a principal, she hesitated.

"I had family and children and I didn't want to be that involved," she said. "But in those days, you tried to go where they asked you to go."

Her family—husband Eugene and two children—were "wonderfully supportive" of her career, she said.

"I had the ability to work and when I went home at night I could take it off like a coat and do my housework and get the children to study," she said.

Probably the most traumatic times for the school system during her career were the transition to massive integration in the classroom and the change from an appointive school board to an elective one, she said. The changes in the late 1960s and early 1970s were "hard for the school system and the community to adjust to," she said.

> The superintendent asked me, "Can you develop a hide like an alligator? Because you will need one."

Voters participating in the referendum for the change to an elective school board were "split down the middle on the issue," she said. "It takes time for the community to adjust and it takes a number of school boards for things to settle down. I think that is finally happening."

Shortly after the integration process began, Mrs Bargeron said, a feeling developed that some students can't learn well. Course offerings consequently were "watered down," she said.

She has welcomed and promoted reform in recent years that has brought tougher curriculum requirements for local students.

Five years after retiring as an employee of the local system, Mrs. Bargeron resumed direct involvement in public school matters by successfully running for school board president.

While Mrs. Bargeron was president in 1984, Chatham County's board was named one of 17 "Distinguished School Boards" in the nation. The U.S. Department of Education and then-Education Secretary Terrel H. Bell honored the board for its "outstanding efforts to achieve excellence in education."

But there have been troubled times, too.

Being controversial at times "goes with the turf when you are dealing with children in the community and parents and board members with differing opinions," Mrs. Bargeron said.

"Everytime you make a decision," she said, "you please somebody and displease somebody else."

Last year Mrs. Bargeron and the other school board members approved a long-range plan to desegregate the system while building new schools, closing old schools and renovating other facilities. The plan came a step closer to implementation last week. After negotiating a year, the school board, the NAACP and the U.S. Justice Department reached an agreement on the plan and are seeking its approval in federal court.

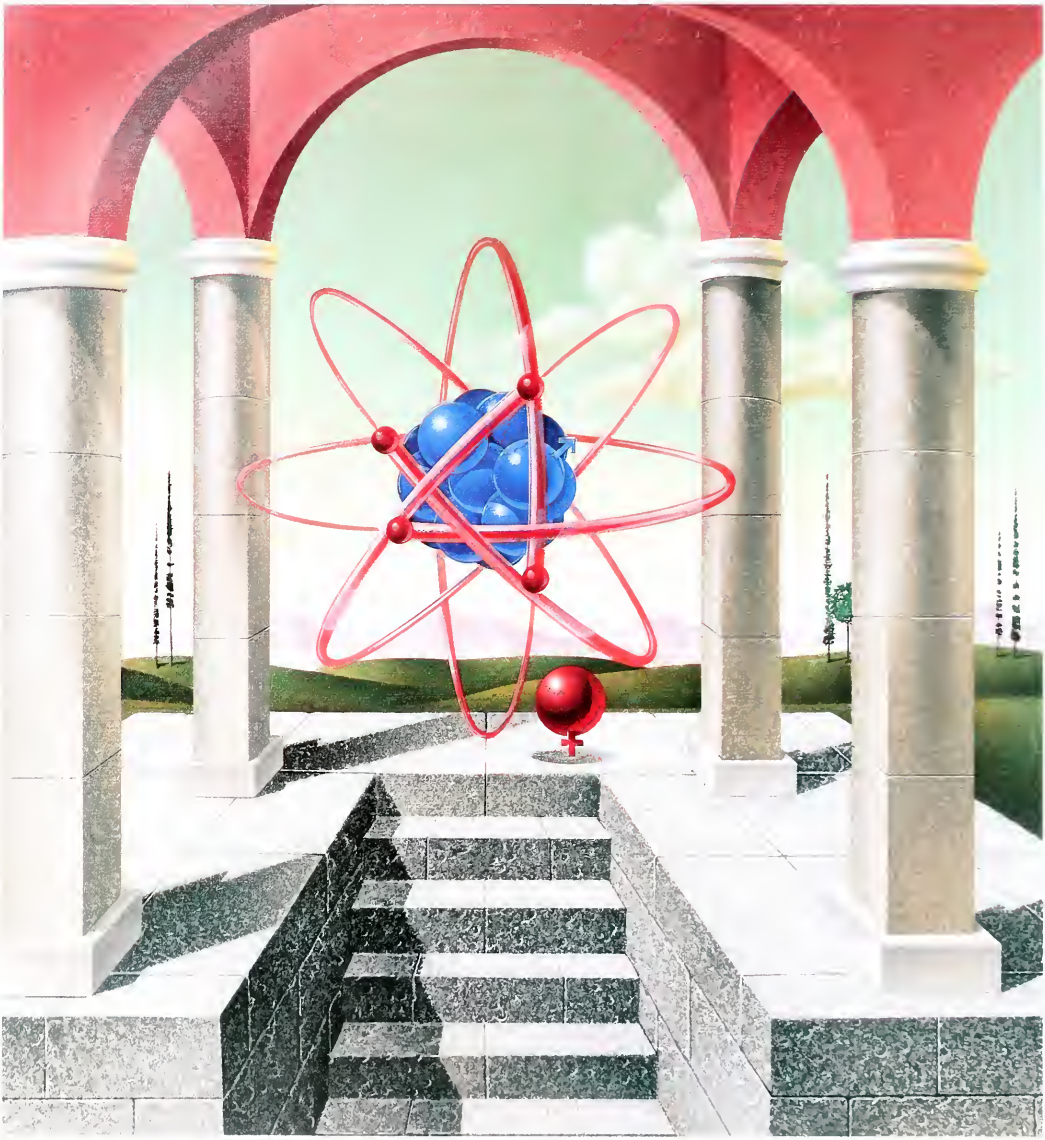
Mrs. Bargeron said she's glad voters will have a chance to decide in a referendum whether to finance the multi-million dollar project with a bond issue. With the community's support, she said, "this holiday season could signal the beginning of a true educational renaissance for Savannah and Chatham County."

Mrs. Bargeron thought long and hard before deciding not to seek re-election.

"There's a time to work and a time to let it go," she said. "I'll miss it, but I think I made the right decision."

—Deborah Anderson

This article is excerpted with permission from the Savannah Morning News.



LURING SCHOLARS INTO SCIENCE

There is a double whammy occurring on American college campuses, which could have dire consequences for the high-tech United States. Statistics show that fewer students are choosing science and engineering careers. What's more, the entire college-age population is shrinking.

According to experts like Betty Vetter, executive director of the Commission on Professionals in Science and Technology, this could create a shortage of qualified scientists and result in the loss of America's competitive edge in technology.

"It is highly unlikely that we will ever have a complete shortage of scientists because we will do what America always does," Ms. Vetter says. "If there is no one qualified for the job, we will hire the next best qualified.

"However, we won't have the best we can get," she adds thoughtfully.

Many authorities believe women and minorities—currently underrepresented in the sciences—will be needed to fill in the ranks. Ellen Wood Hall '67, dean of the College,

BY AMY STONE

says, "There is so much potential in that pool. They will be the solution to a crisis."

Even though many hope that these groups will flood scientific fields in the future, now women and minorities make up a very small percentage of the entire scientific community. For example, women received only 14 percent of the doctorates awarded in mathematics and computer science in 1985, according to a report published by the Commission on Professionals in Science. L. Nan Snow, manager of the National Physical Science Consortium at Lawrence Livermore Laboratories, bluntly states, "There is a chronic dearth of women and minorities in the physical sciences."

And figures from the National Research Council show that after 15 years of steady growth, the enrollment of women in science and engineering programs has started to level off and in some cases decline.

> What do all these statistics mean?... You probably will never have a problem finding a physician or an investment banker, but you'll need to lower your expectations of the world of high technology.

In engineering, for example, freshman enrollment of women grew from 3 percent in 1972 to 17 percent in 1983. That share fell in 1984 to 16.5 percent, and remained at that level through 1985. Studies in progress show a further decline in 1986, Ms. Vetter says. Elizabeth S. Ivey, chair of the physics department at Smith College in Massachusetts, agreed with these figures, also quoting 1983 as the peak year for female engineering majors.

And to top it off, Ms. Vetter estimates that colleges are expected to lose a quarter of their enrollments by 1992. So, not only is the slice of scientific pie growing smaller, the entire pie is shrinking.

Dr. E. Jo Baker, the associate vice president for academic affairs at the Georgia Institute of Technology, gives her summation of a future with fewer scientists but more scientific demand, "It's frightening."

Why don't students flock to the worlds of lasers and organic compounds? Dr. Baker seems to think the problem is money. "Business and computers are gobbling up students because there's fast money there," she says. "Also, it's hard to tell a graduate student that she won't make as much money with her Ph.D. as an engineer with a bachelor's degree."

Medicine may also be taking qualified applicants away from the hard sciences, as demographics from the 1987 Medical College Admission Test (MCAT) show. The numbers of white women and male and female minorities taking the test rose significantly above 1986 levels.

In some fields, including computer science, medicine, business administration and law, the proportion of women enrolled and graduating at every level continues to increase," says Ms. Vetter, who is compiling this year's edition of Professional Women and Minorities—A Manpower Data Resource Service.

What do all of these statistics mean? When viewed together they mean that you probably will never have a problem finding a physician or an investment banker, but you'll need to lower your expectations of the world of high-technology. For instance; expect a slowed space program, energy demands exceeding the available technology and frantic pharmaceutical companies trying to keep up production with fewer chemists.

Agnes Scott faculty have specified the following seven points that they hope will make the College the center for women's science education in the South. The funding for this endeavor will come from the Centennial Campaign, where $3.1 million has been allocated for women's science education.

■ Acquisition of improved modern instrumentation and equipment.

The laboratories at Agnes Scott are already first-rate, thanks to a remodeling of Campbell Hall completed in 1982. But College officials know that science quickly changes, and one of the best ways to prepare young scientists for the real world is to provide them with up-to-date scientific equipment.

Even simple things, like pipettes — instruments used to draw up liquids — change. Not too long ago, a rubber bulb at the end of a graduated glass tube pulled up the desired amount of liquid. Now with the use of small machines, one can draw precise amounts into the glass tube using suction. These machines cost around $200 each, but are more precise and sterile than rubber bulbs.

■ Establishment of full scholarships for well-prepared science students with high potential.

According to Chemistry's Dr. Alice Cunningham, this will serve a two-fold purpose. One, it will encourage young women to consider studying science in college, and two, it will bring in a pool of

Marsha Lakes Matyas, project director at the American Association for the Advancement of Science, says colleges and universities must intervene to draw more women into scientific careers.

"For long-term effects, we will have to work from elementary

talented, bright students to Agnes Scott.

Dr. Betty Edwards Gray, a scholarship student who graduated in 1935, majored in history and French at Agnes Scott, and went on to receive her Ph.D. in biological sciences from Emory.

An unmanned satellite carried some of her plants to space in 1965. She showed that growth speeds up in a zero-gravity environment, and consequently, stress causes a response in an organism.

■ Addition of support personnel to relieve faculty of non-teaching/research duties.

Administrators are adamant about the meaning of support personnel. Secretaries, clerks, and laboratory directors are support personnel. Teaching assistants are not. "Part of the intellectual process of a small environment comes from having professors monitor all of a student's work," President Ruth Schmidt has said. "You will not get this in a large school." She also noted that sometimes students will go to a large school with a well-recognized name and "may never see the professors that made such a name for the school."

■ Increased effort toward public relations and recruitment of strong science students.

Getting the message across that Agnes Scott has a good science program, and encouraging young women to look closely at it is a primary goal. Competition among schools is stiff, and aggressive recruitment and marketing may be the key to attracting top scholars.

President Schmidt has expressed interest in seeing the student body grow by 100 on-campus students. She sees recruiting future scientists as a way to achieve this goal.

■ Expanded programs in undergraduate research in sciences and collaboration with nearby academic institutions.

In a study, the U.S. Office of Technology Assessment found that students make decisions about science careers even after they enter college. An expanded undergraduate research program, and enhanced opportunities with neighboring institutions might encourage young women to pursue scientific careers after they enter Agnes Scott.

Agnes Scott already has a dual-degree program with Georgia Tech, in which a student earns an undesignated liberal arts degree from Agnes Scott and a bachelor of science degree from Georgia Tech. The dual-degree program takes five years to complete, with the first three years taken at Agnes Scott, and the last two at Georgia Tech.

The College is also working on a venture with Georgia State University. Agnes Scott is one of the few small institutions in the nation with an observatory and a 30-inch telescope. Soon, the large telescope will be housed in Georgia State's observatory at Hard Labor Creek State Park, away from the bright light of the city. The smaller telescopes will stay on campus, and students can use both observatories.

■ Enhancement of existing courses and development of new quantitative skills and analytical thinking.

The only constant about science is change. As discoveries and new ideas emerge, Agnes Scott will incorporate them into the curriculum. Dean Ellen Hall has noted, "As science changes, and more discoveries are made among different fields, we will need to stay abreast. We will have to educate our students to deal with fields that haven't been invented yet."

■ Development of non-technical courses directed toward examination of social issues in modern science and technology.

Dr. Cunningham has proposed new classes examining the social issues of science. "Frontiers of Modern Science and Technology" and "The Human Dimension of Science and Technology" explore such topics as the history of science, and personal and social perspectives of the benefits and dilemmas related to scientific and technological advances.

Carolyn Crawford Thorsen, '55 who received a master's degree in engineering from Georgia Tech, agrees that it is time to reevaluate social issues in science. Executive director of the Southeastern Consortium of Minorities in Engineering, she notes that if "technology is going to govern our lives, we must be responsible and knowledgeable, and we must take charge."—AS

school to high school to encourage women to enter scientific areas," she notes in an article published in the Chronicle of Higher Education.

Some schools have a head start. Indiana's Purdue University and the University of Michigan have programs that have helped increase their female enrollments in science and engineering by exposing high school students to role models in science. At Purdue, the female engineering enrollment is 21 percent, compared to about 16 percent nationally.

At Smith College, Elizabeth Ivey has held a workshop every summer since 1983 for high school guidance counselors and science and math teachers. The purpose is to enable them to help their female students pursue careers in engineering and science. "We want to teach people to be pro-active, not reactive when

dealing with girls in their schools—to really talk them into staying with science and math," she says.

Georgia Tech sponsors a program called Futurescape, where junior high and middle school girls come to campus to interact with women, both students and professionals. Its objective is to encourage girls to take more math and science classes so they will be prepared if they choose a scientific career. "We are trying everything we know to draw women to Georgia Tech," Dr. Baker said.

Agnes Scott is also implementing programs to reach more women and minorities. Dr. Alice Cunningham, the William Rand Kenan Jr. Professor of Chemistry and chair of the department, reports that students are not well prepared for undergraduate level science courses. She notes that high school girls in the South repeatedly test lower than boys in math/science aptitude and ability measurements in national studies. Nationally women score lowest on every item of science testing except in the category of problem-solving approaches and decision-making. Dr. Cunningham perceives a real need for better science education for women at the middle and secondary school level.

She proposes that Agnes Scott develop an outreach program for middle and secondary school teachers. The program would include on-campus workshops in strategies for overcoming math/quantitative skills anxiety in young women, a resource center for developing new curricular

and computer materials for teaching, and summer research opportunities for teachers. "They must learn what is happening in the sciences before they can transfer new methods and knowledge to the classroom," she says.

Like Smith, Agnes Scott's secret weapon is that it is a women's college.

Organizations such as the Women's College Coalition and academic researchers across the country document that women's colleges have a higher rate of students who go on to receive doctorates in both the physical and life sciences than women from coed colleges and universities.

"The most striking difference between sexes occurs because of women's colleges, the most highly productive institutions of women doctoral scientists," says Elizabeth Tidball, a professor of physiology at George Washington University Medical School, in the the Journal of Higher Education.

A 1982 report by the Association of American Colleges found that women at coed schools are less likely to be called on in class than men, more likely to be interrupted while speaking, may be subjected to sexist humor from male professors and students, and are not encouraged in fields like math or science.

Mary Patterson, president of Bryn Mawr College, told to Ms. Magazine, "The students' models are the trustees, the administrators and the faculty. It is not a particularly healthy model if you never had a female scientist or department chair."

Role models seem to work. An article in Newsweek stated that 81 percent of 5,000 women's college graduates surveyed went on to graduate school—far more than women from coed institutions.

Agnes Scott has always been successful in educating women in the sciences; about 20 percent of its students over a 10 year period have majored in scientific disciplines, about even with or ahead of national trends.

However Carolyn Crawford Thorsen '55 believes that the world in which we live has changed enough that the liberal arts education should change as well. "It used to be that to be an educated person in society you needed to know such things as Latin, Greek and philosophy," says the executive director of the Southeastern Consortium of Minorities in Engineering. "Today you need to know a bit more about technology."

Since the College has no graduate programs, professors can only prepare students for the rigors of graduate study. Georgia Tech's Dr. Baker says, "The students we receive from Agnes Scott are academically very well-prepared. However, sometimes it is a shock for them, coming from an environment that offers more personal attention to one that emphasizes independence."

It used to be that to be an educated person you needed to know such things as Latin, Greek and Philosophy. Today you need to know a bit more about technology.

Ms. Vetter said there may be two reasons why women's colleges turn out more scientists than the national averages. "One, many women's colleges are more selective, so they have a brighter student population. Also, it's societal. When you put men and women together, men automatically take the lead and women usually let them. At a women's college, women get the opportunity to take the lead."

So what happens after a woman or minority majors in science, receives that hard-won Ph.D. and enters the work force? Other obstacles loom. According to the Chronicle of Higher Education, women with doctorates have a harder time finding jobs than similarly qualified men, and they have a harder time gaining tenure and earn less than their male colleagues.

Ms. Snow, at Lawrence Livermore Laboratories says, "Even though women make up 14 percent of the membership of the American Chemical Society, only 4.1 percent of the chemistry tenured faculty in Ph.D. granting institutions are women."

So it appears that the pool of talent that may save America from a shortage of scientists must first be lured into science, despite its present obstacles.

Many universities are aggressively recruiting women and minorities, and even government institutions like Lawrence Livermore Laboratories under the Department of Energy are forming commissions to examine what changes must be made to get—and keep—these groups in science. Congress has been sufficiently alarmed to create a task force examining the status of women and minorities in the federal government as well as federally assisted research programs that deal with science and technology. The task force will make its report to Congress in 1989.

Dr. Baker thinks the private sector must offer incentives. "Companies must be willing to fund basic research and pay scientists," she says. "Since the payoffs may be years, they need to be concerned about the long run.

"Many of us are working hard to prevent a shortage of scientists," she adds. "It's hard to imagine science not being there to extend our knowledge." ◇

Amy Stone is a science and medical writer at Emory University.

PAYLOAD PAYOFFS

BY DAVID ELLISON

DESPITE SHUTTLE PROGRAM STRUGGLES, MARGARET BEAIN FINDS CHALLENGES AND EXCITEMENT AT NASA

Crewmembers are in their respective positions inside the space shuttle on the launching pad at Florida's Kennedy Space Center. In the shuttle's cargo bay lies millions of dollars worth of satellites and scientific experiments—payloads. The countdown is in its final minutes.

In a room at Johnson Space Center in Houston, Texas, sit payload system engineers.

Since 1984 Margaret Carpenter Beain '82 has been a part of this team in payload operations. She realizes that payload operations is virtually unknown to the average citizen, but she is not the type of person who demands attention. In a subtle, professional way, Margaret Beain dedicates her talents and knowledge to help the shuttle crew and the customers, whose cargo sits in the shuttle, pioneer in space.

Her intelligence and initiative have thrust her into this arena of sophisticated support staff. Colleagues in payload operations attest to her qualifications.

Jim Clements, a payload operations engineer, says it was Ms. Beain's "high degree of initiative, independence and competence" that convinced him to talk her into coming to work with him. "She is highly motivated and extremely sharp. She fits very well in this environment."

The environment radiates smarts. Physicists, engineers, and astronauts stroll along sidewalks that wind through the stiff St. Augustine grass. About 100 white, rectangular buildings populate the 1,620-acre site, amid ponds dotting the landscape. Ms. Beain aptly compares the space center to a college campus.

College campuses were still fresh in her mind when she started working at Johnson Space Center just two months after graduating from Agnes Scott with a degree in math and physics. From 1982 to 1984, the now 27-year-old prepared computer software that calculated the shuttle's orbit. Contracted by the government, she first worked for McDonnell Douglas Technical Services Co. Since 1984 she has worked for Rockwell International, the contractholder for payloads.

She works out of a small office at the center. "I actually take my instruction from a NASA boss. Rockwell's office checks the paperwork mostly," she explains.

She admits pride in being part of the space program. At the same time, she concedes that working at NASA definitely wasn't her lifelong desire. "I was just pretty much looking for a job," she says. While she considered her work "just another job" during her first year, life at the space center began to overwhelm her. "I guess after a while you start seeing things. And it's like, 'Wow, this is really neat. This is the space program. I am working with astronauts.'"

When Ms. Beain came to payload operations, the space shuttle program was at its peak. There were five flights in 1984 and nine in 1985. But before Ms. Beain could take part, she had to return to the classroom. Trained to operate payloads and experiments from her position in payload operations, she also took a preliminary astronaut training course. It was pretty exciting, she says. "We go through a kind of baseline astronaut training. We get to sit in the simulators and play astronaut for a couple of hours at a time."

After training, a close-knit group of about 10 payload system engineers become involved with cargo from the moment a corporation signs its contract with NASA. Two to three years before the flight, the engineer works out the mechanical and electrical problems to operate a particular piece.

The payload group, mission control workers and astronauts conduct simulated flights during the final weeks leading up to the launch. Training specialists develop a series of problems and malfunctions that might happen during flight. "It's just one thing after another," Ms. Beain says. "Just when you think you got something figured out, they will throw something else at you. It's eight hours of the worst possible things that could happen."

The people who work with the flights practice operating experiments as well as deploying and retrieving payloads. Margaret Beain says the simulations are just as intense as the flight itself, but she also views them as tension relievers. "I think you have to look at them as a game. It's us against the training people."

But they are beneficial. Her response time quickened. "During a flight, you will see [a familiar procedure], something will click and you will say, 'Oh yeah, I remember that.'"

Normally payload system engineers are assigned to a flight within a year after coming into the program. However her call came sooner because of the number of flights in 1984 and 1985. Vividly recalling her apprehension after learning she had been assigned to work a payload flight, Ms. Beain says, "I was scared to death. I think my biggest fear was that I would say something stupid, make a wrong decision [and] really screw up somebody." As flight time approached, she received support from her colleagues that helped her gain confidence. "It wasn't too bad—different. I was kind of excited," she says now.

The two flights Beain worked on in 1985 contained Spacelabs with scientific experiments. No major problems there. The biggest one was on Spacelab 3. The monkey and rat cages were poorly designed and the

JOE RUBINO

food and animal droppings didn't go into the filters, but instead traveled from the payload bay to the passenger compartment.

"As long as that stuff stayed out [in the payload bay], those guys didn't care. As soon as it started coming up to the main part of the orbiter, the pilot said, 'This has got to stop. You have got to do something about this,'" she recounts with a laugh. Unfortunately, there was nothing they could do.

Ms. Beain's duties include making sure astronauts stick to payload deployment schedules. If there are any problems, she works with mission control to correct them. All decisions about payload operations are made and transmitted to the spacelab or shuttle crew from payload operations at mission control.

Ms. Beain sends computer commands to the shuttle informing the crew of certain adjustments to the payload cargo after orbit. She also conducts experiments from the ground.

While she works diligently with the space shuttle crew, she simultaneouly informs the cargo owners of every detail about their precious equipment. In some cases owners

tell them what needs to be done to successfully deploy a payload. "Our biggest responsibility is to see that [the customer] gets what he needs. And if something happens where he can't, then we work around that to find a way where he can get as much as possible."

In some cases customers give payload operations full control over the cargo. Other times payload has a small role. Margaret Beain prefers to have complete control over cargo. It

MORRIS RICHARDSON II

makes the job more interesting and allows her to make more decisions and monitor more situations, she says. She strives for perfection on each mission, but admits perfection sometimes makes for a boring flight.

The most rewarding part of her job is working with scientific experiments that develop favorable results for customers. Usually she receives letters from companies telling her of the experiment results. "That is satisfying because you see a result. We helped these guys get this data," she says.

The most horrifying experience on her job came Jan. 28, 1986, when the Space Shuttle Challenger exploded and killed the seven crew members aboard. Although she wasn't working the Challenger flight, Ms. Beain vividly recalls the mood that prevailed at the space center after the disaster. "That was strange," she says solemnly. "We sat around here for about three or four days [doing nothing] because no one really knew what this was going to mean. Are they going to lay off everybody? Is this going to be the end of the space shuttle program?" she remembers.

The aftermath of the shuttle explosion lingered for several months. However it gave officials time to realize there were just too many flights in a year. "They would just stretch to the breaking point. It was pretty bad. You can run like that for a couple of months, but after a while something has got to give," says Ms. Beain.

With the exception of the Challenger, Ms. Beain maintains that space shuttle flights are performed without any major problems. "Before Challenger, I think the illusion that people had—that flying the shuttle was just like driving a truck—was somewhat true. Things went pretty smoothly."

The shuttles have not flown in the aftermath of the Challenger, but Ms. Beain still works with payload customers for a flight to be launched in 1989. She is also upgrading the mission control computer software for payload operations so that she and colleagues will have more data available for future flights. She remains a few years away from completing the project, but a "baseline kind of system," ready for the shuttle flight in June will serve until then.

A native of Baltimore, Margaret Beain moved to the Houston-area with her husband, Ander Beain, 27. The couple met while she was at Agnes Scott and he was at Georgia Tech. Two weeks after graduation they married. About a month later, they left Georgia in search of jobs in Texas. Ander Beain, who was raised in Florida, now works as an engineer for Monsanto Chemical Co.

After work the Beains come home to their quiet subdivision in the nearby town of Friendswood, Texas, to relax and enjoy dinner. Then it's off into their two-car garage for their favorite hobby, woodworking. They spend countless hours working with a table saw, a planer, a lathe and several pieces of lumber. Together they make bookshelves, stereo stands and desks for themselves and for their small business that caters mostly to friends.

"It's really a way to vent some energy," Margaret Beain explains as she works on a wooden letter opener. "He does the design part. I do a lot of the finishing work because he doesn't like to do the sanding and the finishing."

> "The biggest thing about this job is when you travel and talk to friends. They say, 'Wow, you work for mission control. Wow, you work for NASA.' "

Without hesitation, Ander Beain quips, "10-4!" Woodwork is inexpensive and it saves money on their furniture purchases, he says. "I think our budgetary nature started taking over. We looked in stores and said, 'Look how much that's going to cost,' " he says. He points to an entertainment center in the living room and a wooden deck on the patio as examples of their work. Besides saving money, woodworking is good therapy. "When you come home from a hard day, you can turn a perfect piece of wood into dust," he says.

"You can make noise and throw

MORRIS RICHARDSON II

things around," his wife adds. There *are* times when they prefer a little peace and quiet. Ms. Beain plays classical music on her piano and enjoys doing lawn work and checking up on her vegetable garden.

When the couple sits down for a one-on-one conversation, one of their favorite topics is life at the space center. Ander Beain often admits that he is fascinated with his wife's job. "I grew up in Florida far away from where they did a lot of space work. I always [thought it was] kind of neat."

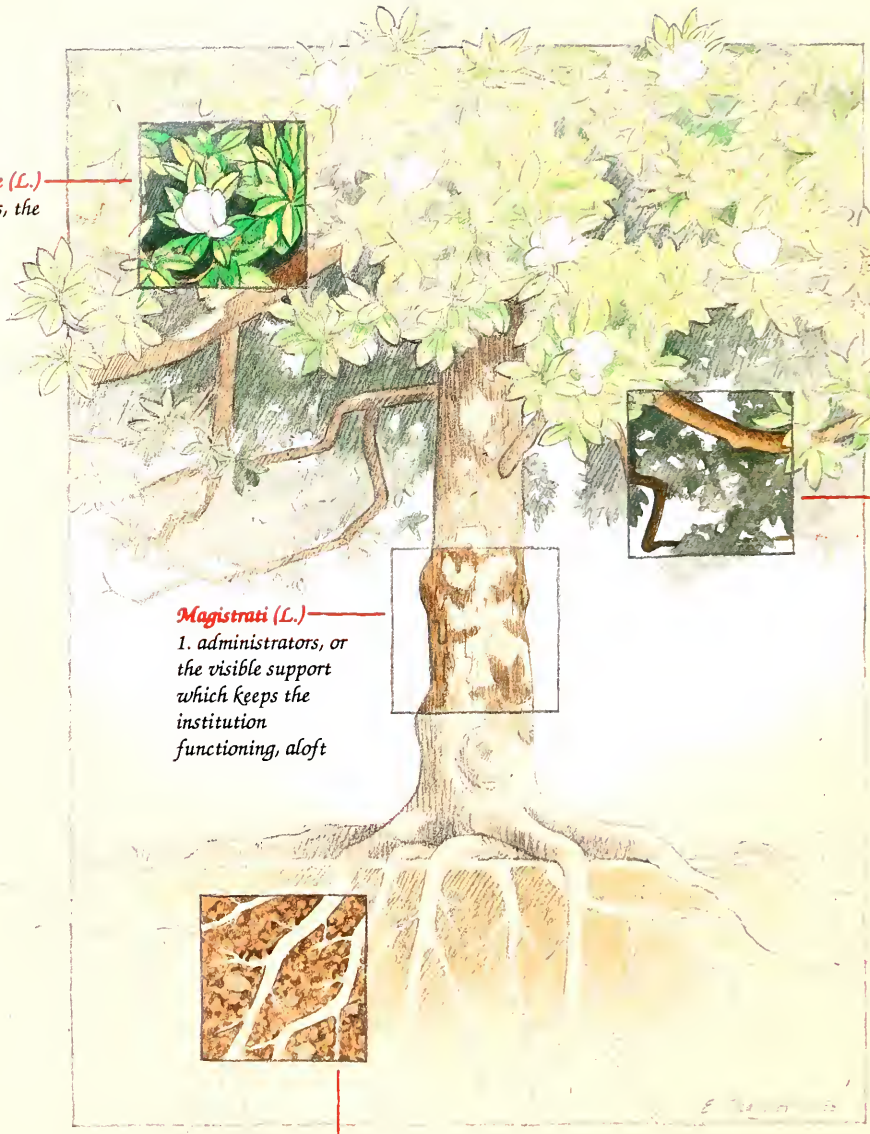
He was surprised to hear of his wife entertaining the notion of becoming an astronaut. "You've got to be kidding me. You've been in that mockup. You would spend seven days in that little, tiny cabin on that ship?" he asked.

"I think it would be kind of neat," Margaret Beain replies, but allows that she has a physical limitation of poor eyesight and doesn't have the dedication to attend school 5 more years to obtain a Ph.D.

Ms. Beain says she actually would like to stay in payload operations for the next few years. She knows there are opportunities at Johnson Space Center, but realizes that jobs outside are limited for a person with payload experience. She could consider working in the private industry, building satellites or doing computer programming, she says, but the thought of whether she would be satisfied working outside lurks in the back of her mind.

"That's something I never think about," she says of leaving the center. "It would be hard to give this up. The biggest thing about this job is when you travel and talk to friends. They say, 'Wow, you work for mission control. Wow, you work for NASA.'" ◇

David Ellison is a writer for The Houston Post.



Discupulae (L.)
1. Students, the fruit of an institution

Doctores (L.)
1. faculty, or the branches of teaching that extend to each student

Magistrati (L.)
1. administrators, or the visible support which keeps the institution functioning, aloft

Praesides (L.)
1. trustees, or the unseen foundation of an institution

Subtle Strength

Working unseen, College Trustees draw support and resources

By Sheryl A. Roehl

In the early days, the Rev. Frank H. Gaines, president of the Decatur Female Seminary, would summon the five original trustees for a meeting at his manse on short notice. Whenever an issue arose that demanded their quick attention, the board of trustees, which held no regular meetings, assembled.

The practice continued until 1900, when biannual meetings were established. The trustees governing what would become Agnes Scott College met if a new building was to be built, books, equipment or property were to be purchased, or a principal or teacher was to be hired.

In 1889, the trustees met to discuss the employment of Miss Nanette Hopkins of Staunton, Va., as principal, according to "Lest We Forget," Dr. Walter Edward McNair's history of the College. For several years after they hired her, the trustees continually discussed hiring a man to replace her. But eventually the matter was dropped and the trustees annually reelected Miss Hopkins to her post.

Around the turn of the century, Agnes Scott struggled financially, though it continued to expand its curriculum and gradually become a liberal arts college for women. A major turning point for the College came during 1908-9. With no endowment and only land, buildings and equipment as assets, Agnes Scott's future appeared bleak. Time and again, the College's founder, Col. George Washington Scott had rescued the institution, but this time it appeared he could no longer underwrite the deficits. As a result enrollment was unstable. "The collapse of the enterprise seemed imminent," President Gaines later wrote. "Something had to be done."

In desperation, the trustees turned to the General Education board of New York, an organization founded by John D. Rockefeller to aid educational institutions. For the next 30 years the organization provided numerous grants to the College.

"There would have been no Agnes Scott without Col. Scott, Dr. Gaines, and Miss Hopkins," wrote Dr. McNair. "It is also not too much to say that without the active support and interest of the General Education Board, Agnes Scott would never have become a recognized and distinguished college."

Not only did the General Education Board provide much-needed financial support, but it also challenged the College's trustees to raise matching funds. Agnes Scott's first financial campaign was born.

Today, nearly 100 years after the College was founded and 80 years after its first fundraising effort began, the Centennial Campaign is underway. It's the College's first major fundraising drive in 25 years, aimed at raising $35 million by September 1989, Agnes Scott's 100th anniversary. Says Dr. Rickard Scott, the College's vice president for development and public affairs, "The importance of the board of trustees cannot be overestimated in a campaign of this size. Their dedication and support, together with the alumnae, will make the Centennial Campaign a success."

Agnes Scott has always been blessed with superior leadership in its board of trustees, presidents, faculty, alumnae and students. The ambitious goals of the Centennial Campaign clearly show that the vision of the original trustees has been carried on by the College's current leaders. Yet some aspects of the board have changed over the years.

They meet more often — three times a year, in spring, fall, and winter, compared to the first board's hurriedly arranged, impromptu meetings in the College's early years. There are more standing committees — eight now, compared to the six in 1897. Their numbers are greater — 32 versus just five trustees before the turn of the century. The makeup of the College's board of trustees has changed as well.

"The board has always had well-known business leaders and lawyers from the city of Atlanta, prominent heads of banks and Coca-Cola, noted Presbyterian ministers," says Mary Alverta "Bertie" Bond '53, executive secretary to the board.

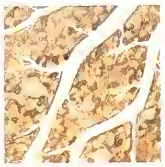
"Now there are many more women on the board than when I came in the early '60s. President Perry [1973-82] was instrumental in bringing more women on the board. All of the women, except one, are alumnae of the College and many of them have established professional careers and that is certainly different than it has been in the past."

Unlike a public college or university's governing body, the College's board is self-perpetuating. The board's nominating committee provides it with nominees for vacant seats. In the past, trustees served for life or until retirement. Recently, the trustees voted to rotate members off the board after serving two four-year terms. "We wanted to have more new faces," explains the board's chairperson, L.L. Gellerstedt Jr.

"We also wanted to increase the number of women on the board. We have so many graduates; there are so many capable women out there who ought to be given a chance to serve. Twenty years ago, the board was 80 percent men. Now the board has just slightly more women. I also

think that, in light of that decision, the more people exposed to membership on the board, the better off Agnes Scott will be over the years."

Two years ago, the trustees appointed the first female, non-alumna to serve, the Rev. Joanna Adams, pastor of North Decatur Presbyterian Church. "I think my appointment shows that Larry and the other board members are very committed to the empowerment of women so they can claim their rightful place in our society," says the



Rev. Adams [see sidebar].

The board's chairperson sees more changes ahead for the College's governing body. "I think that the next chair of the board ought to be an Agnes Scott graduate," says Mr. Gellerstedt. Susan Phillips '67, former chair of the U.S. Commmodity Future Trading Commission in Washington, is only the second woman to serve as the body's vice chairperson.

When trustees were asked why they agreed to serve on the board, they voiced a strong dedication to Agnes Scott, based on their experience as a student or knowing the rich college experience of spouses, daughters or close relatives who are alumnae.

"Agnes Scott meant so much to me as a student" says Trustee Ann Register Jones '46, who echoed the sentiments of many fellow alumnae trustees, "I want to do anything I can do to help continue the College's tradition of excellence — the extremely high caliber of students and faculty.

"I feel strongly about what the College is contributing," continues Mrs. Jones, who serves on the board's student affairs and buildings and grounds committees. "I continue to believe in the purpose of Agnes Scott and that it's doing a superior job of educating young women in the liberal arts. And I want to be a part of that."

A Georgia Tech alumnus, L.L. Gellerstedt Jr. followed a long tradition when he married an Agnes Scott graduate more than four decades ago. "I used to take the trolley car out to Agnes Scott to see [Mary]," he recalls. Their daughter Gayle Gellerstedt Daniel '71, was

named Outstanding Young Person of Atlanta in 1985 and was moderator at last year's "Prism of Power" symposium at the College. "In many ways, I said I would be chairperson of the board because I'm married to an Agnes Scott graduate," notes Mr. Gellerstedt, who has served in that capacity since 1979.

The board's Articles of Incorporation invest the group as "the exclusive and ultimate source of authority in all matters pertaining to the College, its government and conduct." A private college's trustees have greater independence, more authority over the college's operation, and more responsibility.

"We're here to support the president," says Ann Jones, "and to work in partnership with the administration to accomplish the College's goals. In addition to being partners, the board sets the official policy of

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Asked her thoughts about her role as the first female non-alumna to serve on the Agnes Scott Board of Trustees, the Rev. Joanna Adams grins and says, "It's a funny status, but I feel fine about it.

"As I listen to the women on the board and hear their college memories, I'm sure that it's very much a part of their commitment to the College. But it's a personal history that I simply don't share. Although I have a great deal of affection and admiration for Agnes Scott, it's from a different perspective, which I hope has some validity and will be helpful now and in the future."

Adams, appointed in 1986, is one of a long line of Presbyterian ministers to serve on the board.

"There's been a tradition of Presbyterian ministers serving on the Board of Trustees because of Agnes Scott's shared history with the Presbyterian Church," says the Rev. Adams. "But all the Presbyterian ministers [on the board] have been men. The significance of my appointment was that I was a woman who was also a Presbyterian minister."

Growing up in Meridian, Miss., she dreamed of one day becoming a minister. "But in those days, girls didn't grow up to be ministers any more than they grew up to be astronauts," she says. "Back then, if you were a woman, you could be two things: nurses or teachers. So I decided to be a teacher."

Although many of Meridian's "finest, smartest girls" wanted to go to Agnes Scott, the Rev. Adams chose to attend Emory University, because all the men in her family had gone there. She graduated in 1966 with a bachelor of arts degree and married a classmate, Alfred B. Adams III, now an Atlanta attorney.

During the '60s, the Rev. Adams taught at Grady High School. But she later gave up teaching for a full-time mothering and homemaking, rearing two children, Elizabeth, now 19, and Sam, 17.

Her life's dream resurfaced during the '70s and she returned to school, this time attending Columbia Seminary. At Columbia, the reverend distinguished herself by winning the Florrie Wilkes Sanders Theology Prize and the Alumni/ae Fellowship Award.

After completing her master's

degree in 1979, she became a community minister and later associate pastor at Atlanta's Central Presbyterian Church. Shortly after, she became vitally concerned with the plight of Atlanta's growing homeless population, co-founding and then serving as chairperson of the Atlanta Area Task Force on Homelessness.

Recently she helped found Beyond Shelter Inc., which plans to open a day shelter for homeless women and children in DeKalb County early this year.

"Through my work with the homeless, I've come to realize the infinite importance of where we put our weight in this world, whether our lives are bent on the things that have to do with mercy, justice, love and compassion," she says, "or whether we believe we were put in the world to be entertained, to make money and look out only for ourselves.

"We have a responsibility to one another and to our earth," she adds. "There's nothing I believe in more deeply than the Prayer of St. Francis—it is in giving that we receive."

Last year, the Rev. Adams was honored with the Emory University Medal for her service to the community. She was "the hub of the effort to awaken public awareness to the plight of homeless people," according to the proclamation.

"You were more than an advocate," the proclamation continued, "you organized the ministry and worked tirelessly as servant to the homeless. Your dedicated idealism validates the best in liberal education."

Indeed, Joanna Adams firmly believes in the power of a liberal arts education to transform and uplift societal values and individual ethics.

"I believe that teaching a responsible social ethic and transforming that social ethic away from a closed-minded social ethic or survival economics is partly the function of a liberal arts college like Agnes Scott," she says. "It's not that Agnes Scott, because it is a Christian and Presbyterian institution, is trying to make everyone adhere to Christian-Judeo values, but [because] it understands there is a higher good to which we must use our life and service."—SAR

the College."

Trustees such as Betty Henderson

Cameron '43 of Wilmington, N.C., note that Ruth Schmidt, the first woman to serve as the College's president, is improving the College's renown. "The president is very well-known nationally, and I think that has helped the College quite a bit," she said.

The board is also forging ahead on other fronts, including increasing the international and racial diversity of the student body. "I think we have a fairly diverse student body, though I'm sorry to say we don't have one black faculty member," says Mr. Gellerstedt.

"Despite our Christian heritage, we're open to any faculty members, any students, because we figure that we are searching for the truth. Exposure to different opinions, whether political or religious, helps us develop our own thoughts. We have no apology for our ties to the Presbyterian Church and we're not for everyone, but we're taking a positive approach to try to increase the diversity."

Another project is to develop a covenant relationship with the Presbyterian Church. "We first started as part of the Decatur Presbyterian Church," says Mr. Gellerstedt. "Those seeds were planted, but we hope to nourish them. We don't receive any money from the church or any restrictions, but we hope to

create a written covenant because we're extremely proud of where we came from. At the same time we want diversity at Agnes Scott," he continues. "We want to make a statement about our past."

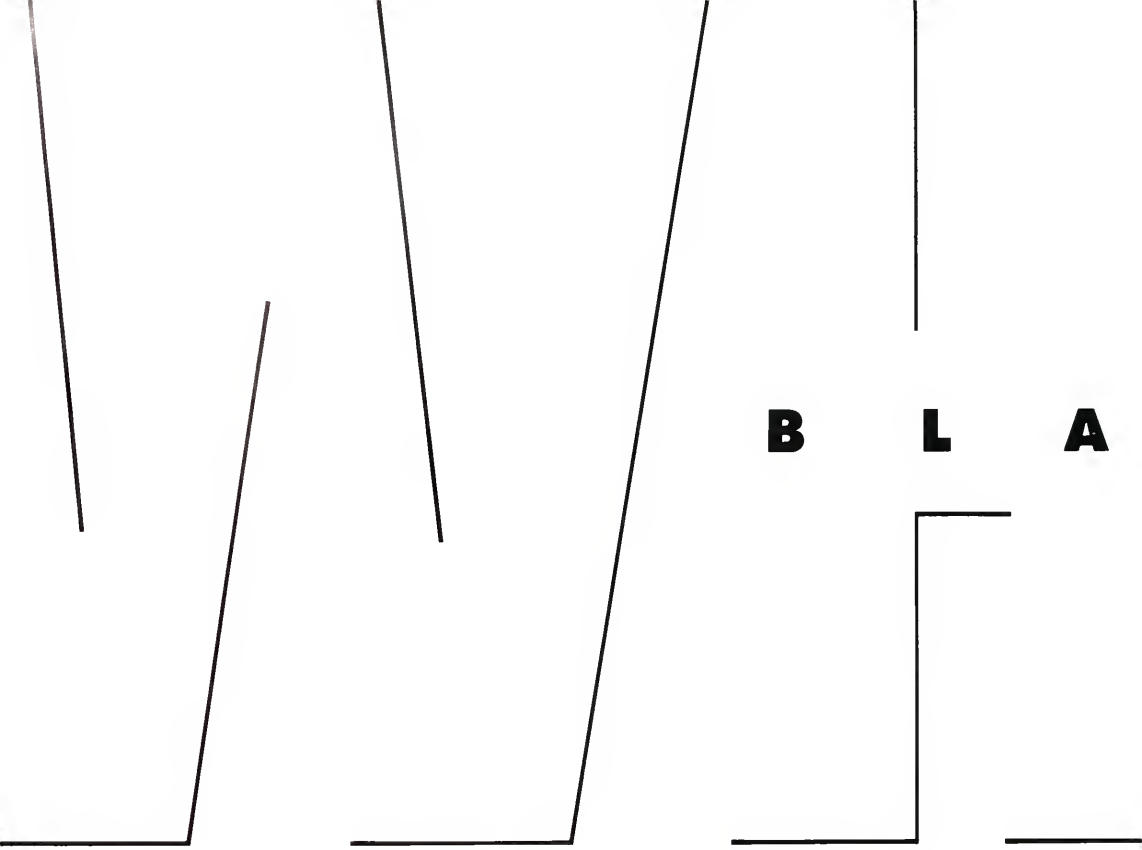
Over the years, Agnes Scott's mission to provide for the "moral and intellectual training and education" of young women, as the College's 1889 charter stated, has remained constant.

"In nearly 100 years, the College has had 14,000 students," says Dorothy Halloran Addison '43. "In another century, we will have graduated 12,000 to 14,000 more. It doesn't sound like a lot but it makes a tremendous difference in the Southeast, the whole country. Just about everywhere, we have graduates who are dedicated teachers, raising families, entering the professions. In every area they choose to serve, Agnes Scott graduates have an impact."

While freshmen no longer arrive by train for their first semesters at Agnes Scott and their boyfriends no longer take the trolley car to Decatur to visit their favorite Scottie, as Larry Gellerstedt did in the 1940s, some aspects of academic life at Agnes Scott have remained the same.

"From the beginning, the purpose of the College was to educate women in the liberal arts," says Mr. Gellerstedt. "Agnes Scott was a place where women could excel in the liberal arts taught in a Christian atmosphere. One hundred years later, that's exactly the same." ◊

Sheryl Roehl is a former reporter for The Atlanta Journal/Constitution.



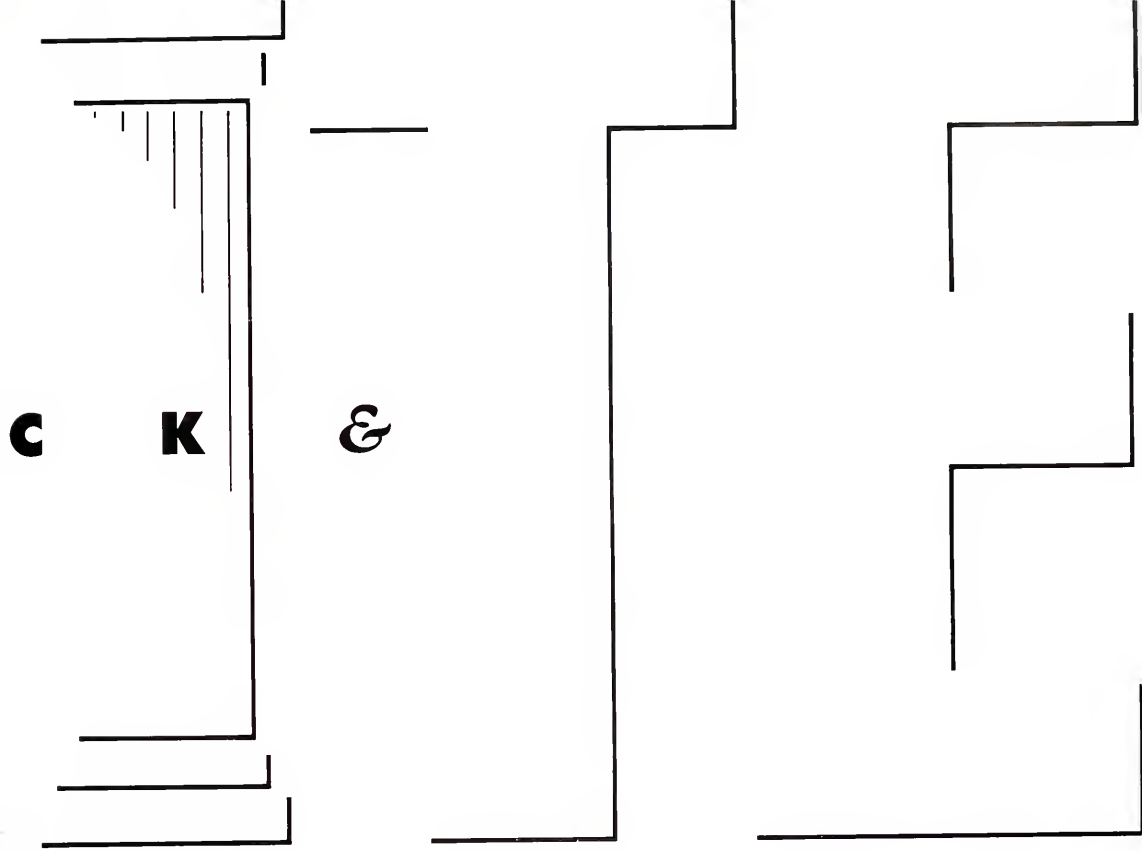
BLACK AND WHITE DOES NOT EQUAL GRAY

BY STACEY NOILES

For a black family, mine was not atypical. Both my parents worked hard, neither went to college. They had high aspirations for me. Education was a valued commodity. If I had a nickel for every time my father would tell me, "Kids don't appreciate the opportunities they have today—I wish I'd had this chance when I was growing up . . ."

When it came time to choose a college, I narrowed down my choices to three—all of them in New England. One, a large urban university, another a small, co-ed liberal arts college in Hartford, Conn., and the third a women's college in Western Massachusetts. When I told my mother I was leaning toward Smith College, I remember her urging me to go there. She knew it was a good college. My bookish mother frequently ran across the name while reading.

So I went to Smith College with a little nudging from my mother and with a heady sense of infatuation (I had already seen its beautiful campus). And although I found some of the most enlightened people there I have ever known, I soon found out that liberal arts is not all one learns



in college—especially if you are black. My syllabus included valuable lessons in human nature, lessons I still use to navigate almost seven years after my graduation.

I can remember thumbing through dusty yearbooks at college, left over from decades before, and trying to find a single black face. There weren't many. Maybe one every four years or so, sometimes none. But Smith was the rule, not the exception.

As far as blacks are concerned, Southern schools have an even more recent track record. As Agnes Scott turns the pages of its history in the months leading up to Centennial, black faces will be noticeably few. Of the College's approximately 9,000 living graduates, 45 have been black. The College admitted its first black student in 1965, graduated its first black student in 1971.

The '70s were giddy years for blacks and higher education. The portals were thrown open during the decade of equal opportunity. Black students won a number of concessions during clashes with college and university administrations, including black studies programs and more black faculty and staff. But now, many colleges have dropped or altered special programs and some blacks feel that higher education is renegging on its commitment to minorities.

Admissions officers at selective institutions claim to find it increasingly difficult to attract "competitive" black students. Columbia University's assistant director of admissions admitted to The New York Times that they no longer recruit as many black students in the inner city schools sur-

campus. "I know of one school where 10 years ago we used to take the top 20," she says. "Now we are lucky if the top five are competitive."

For some young blacks, higher education doesn't offer a viable option. "College is no guarantee of success," says one young man in The Chronicle of Higher Education. "A lot of blacks graduated from college and they are standing in the unemployment lines just like everybody else."

"The number of black 18- to 24-year-olds with high school degrees increased from 2.7 million in 1980 to 2.8 million in 1985," reports The Chronicle. Colleges are losing young blacks to vocational schools and the military at an alarming rate.

Director of Admissions Ruth Vedvik feels good regarding Agnes Scott's track record at attracting black students. "It's one of the areas we've really done a good job in so far. I don't think we've done as good a job on campus, which hurts us in recruiting," she admits. "I'd like to see continued emphasis on improving life for blacks here on campus."

Seven percent of the student population at Agnes Scott is black, she says. "A lot of fine schools would be delighted to have one to two percent of blacks in their student body," she adds.

Of course one to two percent at Rice or Tulane is a lot more bodies than the 30 or so black students at Agnes Scott, but Ms. Vedvik believes that is stressing the wrong point. "We probably work a lot harder to recruit one student—black, white or whatever," she says.

Because of its smaller size, Agnes Scott can take advantage of the personal touch. Jenifer Cooper '86, the College's minority admissions counselor, visits predominately-black high schools in the metropolitan Atlanta area, and the states of Georgia, Alabama and South Carolina. Agnes Scott participates in a college fair held for black students and sponsored by the National Scholarship Service and Fund for Negro Students or NSSFNS, for short.

"We have several events especially for black students during recruitment weekends," says Ms. Vedvik. "We discuss issues they should address when looking at a predominately-white college." The admissions officer does not try to sugarcoat the facts. She brings in alumnae and present students to speak with black prospective students. "We try to stress that they will grow from the experience in ways that they wouldn't if they attended a predominately-black institution," notes Ms. Vedvik.

Many blacks would argue that they are more likely to grow more resilient. Glo Eva Ross-Beliard is a Return to College student who is no stranger to the struggle for equal opportunity. She was jailed 16 times before the age of 18 because of her participation in civil rights demonstrations. However, she believes that "the challenge to young blacks at this time is probably even greater in terms of things that are hidden, hidden ideas or hidden actions."

Of the black students I spoke with here at Agnes Scott, all were happy with the education they are receiving. But for many of them, attending a predominately-white school is like taking a dose of medicine. It may not taste good going down, but the result will be worth it. They tell tales of social lives that are often negligible or nonexistent and of rocky relations with white students and professors.

"One girl told everybody she had to make me shut up because I was a loud freshman," says one Agnes Scott student, now a junior. "She never heard me, I never went out of my room. I told her she was a liar and she immediately clammed up. She was going on the impression that all black people are loud."

Black students say their dates are treated differently when they come on campus. "When a white man comes on campus girls don't even think about it twice," says one. "They help them find whoever they're trying to find. A black man comes on campus and the police are called to get them and escort them off. They have to prove that they're legitimate and that's just not the type of treatment you want to have."

Karen Green '86, director of student activities and housing, concurs. "We are frightening away the few black men brave enough to come over here," she says.

The responsibility to assimilate usually rests squarely on the shoulders of black students. Often expected to be an arbiter of all things black, they are frustrated by white students who utter insensitive comments or ask probing questions. A black student will often find herself solo after lab partners are chosen for science courses and sitting alone at the lunch table. Social situations can get unnervingly uncomfortable. One Agnes Scott freshman who attended a small, predominately-white prep school, relates how funny she feels at rush parties. She has discovered that in college, unlike her high school, "there is pressure being around a lot of white students when you're the only black."

Ironically, the more pressure blacks feel to make the first move with white students, the more they tend to turn to each other. This in turn can make white students resentful and sometimes hostile. In her study, "The Plight of Black Students on White Campuses," the University of Wisconsin's Dr. Carolyn Dejoie wrote, "Black students have been criticized for 'segregating' themselves. However, sharing com-

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Perhaps it is growing older and realizing the way of the world. Or maybe the racial climate in this country really *has* changed as close observers have been telling us all along. But all of the black alumnae interviewed for this article were pleased with their Agnes Scott education. The issue of race is something they chose not to dwell on in their remembrances of Agnes Scott. Rather, they chose to remember the close friendships they made—and their academic training.

"I really appreciated the rigorous course of study," says Belita Strafford Walker '72, one of Agnes Scott's earliest black graduates. "At the time, it was a challenge." She is now a clinical social worker in practice with her husband in Columbus, Ga. She encouraged her sister-in-law, Princeanna Walker, a junior, to attend Agnes Scott.

Ms. Walker had the unenviable position of being the only black residential student on campus the first two years of her stay here. She believes that being an only child helped a lot, as well as pioneering before. "I had been a trailblazer in high school," she notes. "I was among the first group of students to integrate Columbus High School. Of course, there were a whole lot more of me there than at Scott."

She concedes that she "missed the presence of other blacks on campus to share things that would have been particular to me."

Her social life was always an effort she says, but a hometown friend at Emory University eased the burden somewhat.

Vernita Bowden Lockhart '76, a native Atlantan, also went off campus to socialize, but having lots of friends at the predominately-black Atlanta University Center helped. She was one of two blacks in her class, both of whom lived in Walters.

She recalls one racial incident in her dorm freshman year. Her floor gave a birthday party to which she was invited. When she arrived, a white student told her the party was for whites only and she'd have to leave. "It took everyone by surprise," she says. "I must have had a very hurt look on my face, then she laughed and said, 'Oh Vernita, I'm just kidding.' Today I wish I had said something to give her something to think about."

Still, she recalls the College fondly and contributes every year. "The reason is that they gave me something," she explains. "They really helped me. My parents couldn't have afforded to send me to Scott. There were three of us in college at the same time."

Kecia Cunningham, who graduated last year, spent her first two years at Wellesley College in Massachusetts. "I didn't identify with a lot of things the women who went to Wellesley were doing," she says of her decision to come to Agnes Scott. "I spent a lot of time trying to make money to buy clothes and other things to fit in. I was peddling as fast as I could, but couldn't keep up. I lost sight of me.

"Agnes Scott had always had a very soft spot in my heart. They stood out because of the personal touch." After deciding to leave Wellesley, she "never thought about going anyplace else.

"I really love the College and have no problem recommending it to my sister or any incoming freshman, black or white."

She also sees problems with the social situation of black students at predominately-white institutions. "Blacks on campus are left to their own devices as to meeting other black men and women," she says.

"I can remember going to frat parties being the only black in the entire room and feeling very uncomfortable. It was nothing to go to a frat party and not be talked to all night. I eventually stopped putting myself through that torment."

It is difficult for blacks to attend predominately-white colleges, these women agreed. Some survive their four years, others don't. Kecia Cunningham put it succinctly: "You have to be sure of your identity as a black person to make it worthwhile."—**SN**

Kecia Cunningham

rounding the University's Harlem mon experiences, empathy and understanding is the bonding element that sustains [them] through the turmoil of unequal opportunity in white-dominated higher education."

During their college years many blacks find themselves fighting to be seen and heard by their white peers. A white student at Vanderbilt and a founder of the school's Racial Environment Project acknowledged, "There is no encouragement among the whites...to become friends with [blacks]. It's not hateful; it's kind of an indifference."

Says Robert E. Pollack, dean of Columbia College, "If you don't have a friend of another race in college, it becomes less likely that you will at any point after that."

The classroom and residence hall each present their own set of problems.

Students report challenging faculty members who still teach material about blacks that is dated or stereotypical. In some classes the contributions of blacks are ignored altogether. The black students I talked with at Agnes Scott expressed dismay that professors don't often understand their cultural perspective and will see their ideas as somehow wrong or missing the point. "The black experience is much different," says Ms. Ross-Beliard. "When you have a different perspective it doesn't mean that that perspective is incorrect, it means that it's just different."

"I had a student tell me about a professor who told the class that blacks had never contributed anything to the civilized world," said Jenifer Cooper, almost shaking with anger. "Why should a black student have to put up with that?"

Often students still find themselves butting heads with administrators who do not—or refuse to—understand their special needs. "For a long time there wasn't enough support from the university," says a Harvard Radcliffe junior in Ebony magazine. "It was the school's attempt to say 'Well, now that you've brought whatever has made you special to the campus, forget about it—everybody's the same.' But while things are fairly harmonious racially, you still want to preserve what you have in common."

Increasing racial disharmony on their campuses and low retention rates for black students are snapping educators out of their complacency. Last year officials from 27 selective liberal arts colleges, Bowdoin, Davidson, Grinnell, Pomona, Smith and Wellesley, among them, met to discuss these issues. Jenifer Cooper and Dean of Students Gué Pardue Hudson '68 were there also. "After Swarthmore," Dean Hudson admits, "I wondered, Are we being inclusive? Are we doing enough?'"

Perhaps not. The buzzword that crops up frequently in conversations with black students here at Agnes Scott and elsewhere is alienation. As Ralph Ellison's protagonist says in "Invisible Man," "... People refuse to see me.... When they approach me they see only my surroundings, themselves, or figments of their imagination—indeed, everything and anything except me."

Discussing her years at Agnes Scott a junior echoes this sentiment. "I feel invisible. I don't feel as invisible as I did the two years before, and the reason is that I have raised hell. And it wasn't to gain attention, but I have jolted people and said, Look, you're going to see me, damn it.' And they've seen me."

The student thinks that when white students plan social events, black students are not considered. "We don't cross their minds," she says bluntly. But if a social event fulfills the needs of many, why pander to a few? "We have fees just like the rest to pay for our enjoyment, our social functions, our political functions. We pay the same amount of money as white students and should get the same amount of repayment from that," she says adamantly.

"There are many religously involved black women on campus," she explains. "When I looked at the list of churches that the Christian Association was offering to take us to, they were all white churches. Every demonimation you could think of, but all white. I brought that to their attention, but it hasn't changed, even though they weren't aware that they had overlooked the black students in that way."

"Most black students at majority-white institutions must deal with a double dose of disassociation," says Gué Hudson.

Regardless of the wealth or status of her family, a black student has different cultural perceptions and expectations than her white counterpart. She knows a lot about the rules of the game as greater society plays it, but very rarely does society tailor itself to her needs. To be cultural on white terms, she's expected to be well-versed in Bach, Beethoven and Balanchine, not John Coltrane, Charlie "Bird" Parker and Katherine Dunham. Not only are her white colleagues unfamiliar with black literature or culture, but often they dismiss it as irrelevant.

Students coming from lower economic classes may find the schism even wider. They may waffle back and forth between accepted modes of behavior and dress. Says Princeton University's assistant dean for recruitment in The New York Times, "There is no question students from economically disadvantaged backgrounds have an awkward adjustment at a place like Princeton, and then you add to that a minority background. There probably aren't as many people as you like who understand the situation. And

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It's easy to be misunderstood, regardless of the side you're on." Professor of Sociology John Tumblin's reference was to the touchy and often volatile issue of minority hiring in the faculty ranks. And if his words sound as if battle lines have been drawn, in some respects they have. At Agnes Scott and other colleges across the country, faculty have been given a mandate: to find black scholars and bring them to their campuses.

For faculty hiring committees, the issue is more complex. Blacks earned 820 of the 31,770 doctoral degrees awarded in 1986. That number represents 26.5 percent fewer than in 1977. Over half of the degrees were in education. A closer look at the statistics signifies an even more ominous trend. While the number of Ph.D.s awarded to black women has risen over 15 percent since 1977, those awarded to black males decreased by half. Add to this the difficulties of luring black scholars to small college campuses in towns with few or no blacks and the picture looks bleak.

Those colleges that have been successful in boosting black faculty on their campuses say talking about the need is not enough. Aggressive, often unorthodox, action is necessary to achieve racial balance, these administrators agree. "When you're at an institution that does not have a long history or a sizable black population, the traditional methods don't take you far enough," Jan Kettlewell, Miami University's dean of education and allied professions, told The Chronicle of Higher Education.

How does that picture translate for a school such as Agnes Scott? With a black student population of seven percent, Agnes Scott has no black or minority professors. Its small academic departments usually require jack-of-all-trade professors, or generalists, as they are commonly known, to fill one spot, but the rest are usually specialists.

Like other aspects of the economy, the situation becomes one of supply and demand. The upside is that the few—and prized—black Ph.D.s in mathematics will probably make a higher starting salary than their white counterparts. But the expectation of paying a black more can often serve to lock them out as well.

"In a sense we're caught in a bind," says John Tumblin. "The consensus is that the faculty is not working hard enough to get a black on campus, yet with a limited budget, the department knows what it wants in the way of specialists. The department has a responsibility for spending money as efficiently as possible."

He thinks the faculty should press for an endowed chair in black studies. "Then with enough money for a chair, we can advertise for a black scholar who'll teach across several disciplines." None of the departments currently involved in a faculty search held out any hope of finding a black candidate. Either their areas of specialty, such as European history, were not popular among black doctoral candidates, or they had not been successful in luring black candidates in the past. "I'm a little anxious about what we will find in terms of a generalist who is also black," says theatre's Dudley Sanders, whose department is currently conducting a search.

But scarcity is not the only obstacle to luring black scholars. Hardly ever uttered publicly, but sometimes believed privately, is the notion that hiring blacks will somehow lower academic standards. "In the late 1970's we saw a temporary increase in the number of blacks getting Ph.D.s, an increase in the number of positions available," said William B. Harvey, a senior member of the Research Group for Human Development and Educational Policy at the State University of New York at Stony Brook, in The New York Times. "[We] still saw a declining number of blacks on faculties. Clearly universities are not interested in blacks with the requisite credentials."

Some schools like the University of Massachusetts, Ohio's Miami University and Kennesaw College in Georgia have been extremely successful in their efforts to recruit and retain black faculty. One common denominator, they say, is commitment from the top. "The school's chancellor must set the tone," said Robert Corrigan, chancellor of the University of Massachusetts at Boston, in The New York Times. "Once blacks know the institution is receptive to them, they come."

Administrators have a tough job challenging misleading and damaging perceptions, but, said Dr. Ed Rugg, interim vice president for academic affairs at Kennesaw, "If you assume that it's difficult or next to impossible to attract blacks then there's probably a self-fulfilling prophecy at work there."

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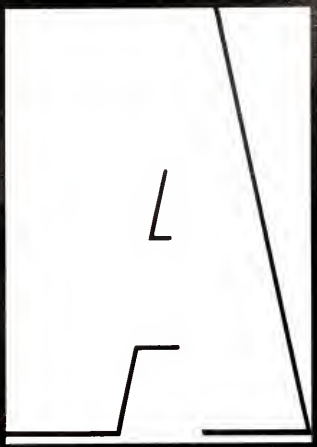


Local Success Story

Kennesaw College would seem to have everything going against it as an appealing environment for blacks. It is located in the northern reaches of Cobb County, which has one of the lowest percentages of black inhabitants in the five-county Atlanta metro area. It is part of the University System of Georgia, a sprawling, commuter campus of some 8,000 students. Yet Kennesaw has 21 black faculty members, up from six just three or four years ago. They represent 10 percent of the faculty.

"We started with a commitment that went beyond simple notions of body counts," said Dr. Rugg. "Black colleagues working closely with whites demonstrates the effectiveness of an integrated community, not just in terms of satisfying a quota by some external agency."

For Kennesaw the process did not happen overnight. The college began its effort by going directly to the black community. College President Betty Siegel spoke at black churches and community groups. Soon ministers and community leaders, impressed by Kennesaw's sincerity, began to talk up the college to their constituents. "The confidence we built over the course of the first couple of years helped in our recruiting efforts," said Dr. Rugg. "That extra effort told people we were serious." It has paid off in increased black representation among students, staff and faculty. Several black churches demonstrated their faith in Kennesaw by contributing scholarship funds to the school.

To Dr. Rugg, equal opportunity and equal access don't always mean the same thing. "Sometimes we operate on the assumption that if we throw out the net, everyone will have the same opportunity to get into it. But that's often not true and one has to be more creative at times."

Lest anyone believe that all these scholars are in black-related disciplines, Dr. Rugg notes that Kennesaw has no Afro-American studies department. "We didn't earmark them for black studies," he said, "rather we weave that different perspective into the curriculum." Kennesaw's black faculty runs across the board of academic disciplines, from history and political science to psychology, music and languages. "Virtually every department has a black colleague, some have more," he noted, a rather envious position for any institution to be in.

The One That Got Away

Ironically, Agnes Scott's only full-time black professor, a sabbatical replacement in the English department, now teaches at Kennesaw. Carolyn Denard spent a year at the College in 1984-85. "I expressed a desire to stay, my relationship with students and faculty was good," she now says. "On the teaching side, it seemed that student enrollment at the time couldn't justify an additional faculty member. And the position they did have open, was not in my area." Dr. Denard's concentration is in American literature, the department was then looking for a British specialist.

"I did everything but back-flips to keep her here," said Pat Pinka, then-English department chair. "She was a very good teacher.

"Bible and religion, economics and English all recommended her for the position of associate dean of the College," she noted, but it later went to Dr. David Behan, professor of philosophy.

While she was at Agnes Scott Carolyn Denard saw her presence as an asset to both black and white students. "I think that's a point that's often forgotten," she said. "Cultural education on the other side can create the kind of well-rounded person that [liberal arts institutions] strive for.

"I've had students at Kennesaw tell me, I didn't like blacks before I took your class," she explained. "So it's more than retention, it's exposing people to all kinds of cultural opportunities they haven't had."

As for black students at Agnes Scott she noted, "I got a real sense from them that they wanted someone there—somebody that you could talk to without explaining a lot of things."

College Dean Ellen Wood Hall '67 hopes that there soon will be someone following in Carolyn Denard's footsteps, although she doesn't harbor any misconceptions about the difficulties of attracting a black professor to a campus that currently has none. That person will serve as mentor, role model, token, and magnet at the same time. It's often an extraordinary burden, even for the most committed teachers. But, she said adamantly, "There *will* be someone who will be willing to take the risk and become the first, the second and third, I hope."—SN

when you go home, that feeling doesn't go away."

"Sometimes I feel like I am going through a time warp," says a Yale student in the same article. "It's two different worlds. At times I have felt like I don't really belong anywhere."

Dean Hudson belives that "it takes a very strong woman to deal with so much confusion at such a young age and crucial state of development." After the Swarthmore Conference, she and Jenifer Cooper met with faculty, staff and student groups around campus to make others aware of the difficulties minorities face on white college campuses.

"The conference made me realize how much more needed to be done on our campus and nationally to ensure that more minority students are recruited and graduated from selective liberal arts colleges," says Dean Hudson. "It is clear that we are just beginning to realize how we have failed to support many of the needs of these students," she adds.

"There are some things we have done that I'm proud of," she admits. First and foremost is a stronger presence of black administrative staff. From the Office of Development to Director of Student Activities students are seeing more blacks faces in the college's offices. "By having a minority woman, Karen Green, as director of student activities," says Dean Hudson, "we have significantly reduced racially-based roommate problems.

"Students for Black Awareness (SBA) has taken a more pronounced role on campus — with more visibility than in the past," she continues. Their officers went on the Student Government Retreat last year for the first time.

The dean is also proud of the campus' celebration of Black History Month during February. This year's Founder's Day speaker was former Congresswoman Shirley Chisholm.

President Ruth Schmidt opened this academic year by unofficially making it "the year of community diversity." She appointed a group charged with "developing and recommending educational activities and programs, formal and informal, that will sensitize all persons in the community to the richness of understanding other persons' lives." This year's Staley Lecture Series featured a panel on racism that offered provocative discussion. It was moderated by the Rev. Rebecca Reyes, the first hispanic woman ordained a Presbyterian minister.

The president has also asked the faculty to look more closely at recruiting minority faculty (see sidebar). However, the struggle among colleges to secure black faculty is every bit as tense as their struggle to attract highly qualified students. Although minorities accounted for 20 percent of the nation's college age population in 1983, they received only 8 percent of the 31,190 earned doctorates that year. Of that group, blacks, Puerto Ricans, Mexican Americans and native Americans together made up a scant 4.4 percent. The number of blacks earning their master's was 6.5 percent in 1979, down to 5.8 percent in 1981. Educators see little hope of these statistics improving.

And as Brent Staples wrote in The New York Times, "The fewer black faculty members and administrators there are, the fewer role models and recruiters exist to attract the next generation of blacks to college campuses."

"You don't have to be a genius to see what all this declining access adds up to," says a professor of political science at the University of Chicago. "People are being permanently locked out of opportunities."

Agnes Scott administrators are hopeful. The College has an excellent chance of attracting qualified minority faculty and administrators due to its close proximity to a city associated with booming opportunities for blacks.

After allowing the concerns of minority students to fall prey to "benign neglect," to their credit many colleges and universities are starting to pay attention to these issues again. "Schools with long-term plans are seeing that if they want to maintain enrollment, they have to look toward minority communities," says Ruth Vedvik. "We have a chief executive here who is very committed to minority issues," she continues, "but the rest of society has a real job in getting these kids through school and preparing them for college."

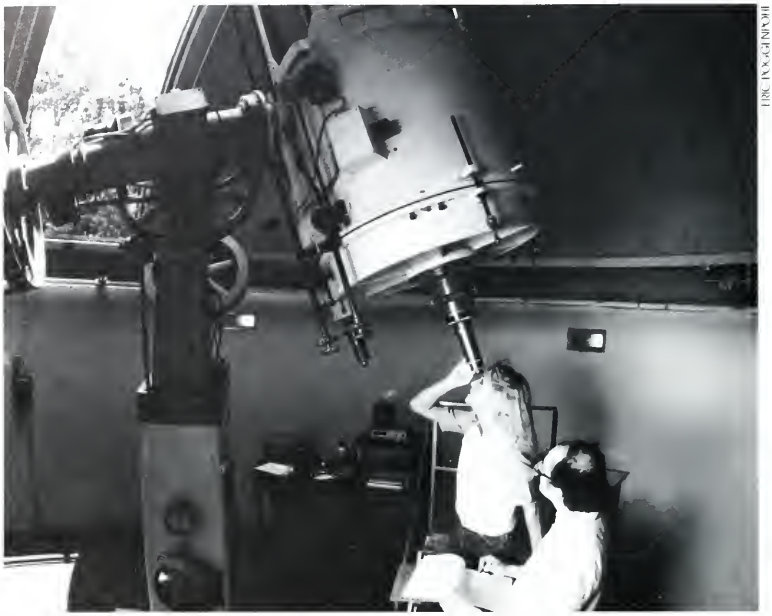
Statistics show that by 2025, nearly 40 percent of the country's 18- to 24-year-olds will be minority group members, according to a report by the Education Commission of the States and the State Higher Education Executive Officers. "Focus on Minorities: Trends in Higher Education Participation and Success" concludes that "minorities cannot achieve full participation without access to institutions, but access is not enough.

"Successful completion of a demanding, high-quality undergraduate curriculum is the key to minority success. This is why states must, and have, put such a great emphasis on collaborative work with the schools to improve academic preparation," the report states.

As for Agnes Scott, Dean Hudson remains optimistic, "There are people in important positions committed to making this a reality," she says. "And I think we'll continue to progress." ◇

Stacey Noiles is managing editor of this magazine.

Prospects shine brightly for the Beck telescope



BRADLEY OBSERVATORY, 1981

Alberto Sadun is already smiling over the pending move of Agnes Scott's Beck telescope. "For three years there has not been a single astronomy major," the assistant professor of astronomy says. "This year I have six because the rumor went around that the telescope will be moving."

It is rumor no more. In October the board of trustees approved relocating the 30-inch telescope to a site at Hard Labor Creek State Park—less than an hour's drive from the College. Agnes Scott would be in partnership with Georgia State University, which would own and operate the new observatory. The move will cost the College approximately $25,000. Georgia State will furnish the building, some instrumentation and build a road leading to the site.

For astronomers and other folks, Atlanta's growing population makes stargazing an increasingly difficult diversion. The more people, the more streetlights, billboards and so on. Consequently, light pollution litters the nighttime sky. "We can see 20 or 30 stars from here," explains Professor Sadun. "From downtown Atlanta you can see two or three at most."

At Hard Labor Creek, one of the darkest sites in the Southeast, according to the professor, one can see as many as 6,000 stars. What's more, there's only the dimmest chance that lights will gain on their parade. "The new observing site is in the middle of a state park adjacent to a national forest. By the time we celebrate Agnes Scott's second centennial, we fully expect the telescope to be there and operating efficiently," notes Professor Sadun.

"The difference is really going to be incredible," he continues. "Between the dark skies of the new site and the new instrumentation, it will increase the sensitivity by a factor of 1,000. [The Beck] will rival any telescope in the East."

Photographic exposures that take 60 minutes in Decatur can be done in 4 seconds at the new site. Sophomore Amy Lovell told the Profile, "It's difficult to do research when you have to take an hour-long exposure. You have to babysit the telescope and cover the photographic plate when planes fly over, develop and then let them dry. Compared to that, having an image of the object in four seconds is wonderful."

Alberto Sadun concurs, "We will be able to do things that represent high quality research."

Students will only have to spend a few days at the observatory, then return to Agnes Scott to analyze the data. Dr. Sadun sees publishable results from this. "People all over the country will suddenly be taking an interest in what goes on in this corner of the world," he says.

Bradley Observatory will still house the department's labs and lecture rooms and several smaller scopes. Dr. Sadun, also the observatory's director, is looking for a smaller, powerful telescope to replace the Beck. A smaller one will work just as well, he believes, if designed with light pollution in mind.

But, he stresses, "you can't see dim objects from here. Period. No matter what. Ten years from now only bright planets and the very brightest of nebulas will be visible."

PROSE PROPOSITIONS

As part of the Centennial Celebration, the College plans to publish a short, illustrated history of its first 100 years. If you have experience in writing or editing such a book or know someone who does, please send name, address and resume or background information to: Carolyn Wynens, Director of the Centennial Celebration, Agnes Scott College, Decatur, Ga., 30030.

College mourns Dr. George Hayes

Professor of English Emeritus George Passmore Hayes died Oct. 22. Linda Lentz Hubert '62, a professor of English at Agnes Scott, was one of his pupils. She chose the occasion of Sophomore Parents Weekend in 1976 to reflect on him. This article is excerpted from her speech.

There is nothing more exhilarating than the process of watching the births of our own imaginative and intellectual capacities, nothing more stimulating than our own small epiphanies, our very personal confrontations with the wonders of the human mind.

Professor George Hayes was the ideal impetus for this delight. "The art of teaching is the art of assisting discovery," wrote Mark Van Doren, surely thinking of George Passmore Hayes as he wrote. The study of his private hours expanded and included us, the students in his classroom. We discovered literature in his company: nothing came packaged neatly or very systematically: a student's class notes were probably no more orderly than the vigorous crayon underlinings in Dr. Hayes' books seemed to be. But those underlinings were deceptive in their apparent sloppiness; intricate indexes bound his studious notations together. The student, in her seemingly disjointed notes, might if she were lucky, capture a sense of the life—the true and vital ordering in the class. Her brain would inevitably leave class reeling, struggling desperately to keep pace with the emotions.

A Phi Beta Kappa graduate of Swarthmore College, George Hayes received his doctorate from Harvard, studying under the famous scholar, George Lyman Kittredge. For several years, he taught at Roberts College in Istanbul, Turkey, his only teaching job before coming to Agnes Scott to head the Department of English in 1927. He retired at 70 in 1967, receiving then many tributes of the love and honor in which he was held. His retirement was, of course, duly noted in the Agnes Scott Profile. I am interested in the publication of an interview that apparently took place in a small dusty room under the Presser stage. The interview was not given in Dr. Hayes' own office—a self-expressive, slightly larger, probably dustier room in the bowels of Presser—sophomores were using his office and its plethora of books for study, and he wouldn't have them disturbed. In that interview Dr. Hayes observed that sophomores were always his favorite class to teach. He liked them best, he explained, because "they can be impressed, because they work hard, because they will stick their necks out in class." The sophomores who used that office to prepare for their test should have done well: the atmosphere of the Hayes *sanctum* had to be well charged.

I will always have vivid memories of an afternoon some years ago. Dr. Hayes, who was then still in his little house on McLean Street, had books by and about Stendhal spread all over the dining table and his study table as well. His face was animated with enthusiasm for the great author; his brain was alive with plans to teach Stendhal to the groups of women still coming to him for literary leadership.

In the course of his career, Professor Hayes did little of the practical and sometimes professionally profitable publishing of articles in learned journals. He approved of research, but for him teaching was being both student and teacher and was all-consuming. Over the years, however, he wrote a number of short pieces for various occasions at Agnes Scott, and in one of these he speaks of the quest for identity or individuality, which is another way of defining the process of study, the discovery of its joy.

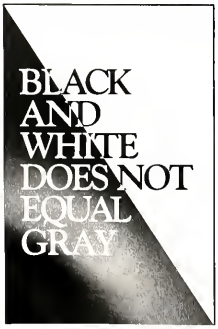
> *With you, going the same journey, are we teachers. We are like the quarterback who throws passes at the . . . [right] end running full speed toward his goal. Yet basically we and you are not pedagogues and pupils: we are fellow beings whose spirits interlock with yours as together we search, without us and within, for beauty, holiness and truth. What we find comes to us like new found land. In fact it is more: it is a new heaven and a new earth, not the same old hell. It is also a glorious secret in the breast that makes the heart dance, the step light, and keeps one youthful beyond the days of youth.*

That zeal for study characterized Professor Hayes all his life—and sustained a remarkable and youthful spirit with an immense capacity for learning and teaching.

—**Linda Lentz Hubert**

Agnes Scott College
Decatur, Georgia 30030

What are black students learning on white campuses?



AGNES SCOTT

ALUMNAE MAGAZINE FALL 1988

Liberal Arts, Fine Arts — A Pas de Deux

This summer, twenty Agnes Scott faculty members went back to school. In a seminar partially funded by a grant from the National Endowment for the Humanities, faculty from disciplines across the board again hit the books. Their study created a springboard to explore how values are taught in our society. Professors waded through stacks of assigned reading during evenings and weekends, then listened to scholarly presentations and discussed the topics during the day. Serious reading here — the Old Testament, Aristotle, John Locke, Simone de Beauvior, and other leading voices of Western values. In reading and discussion, they pondered how these texts conveyed certain values, and how these values affected modern values and self-perceptions. They asked: What marks an educated person? What values, knowledge, and sensibilities should a graduate possess? How are those qualities developed? In essence, how do we teach?

Implicit in our faculty's deliberations was its belief that education is more than transmitting knowledge; it must challenge students to use their knowledge and ability wisely.

I listened to similar discussions recently on the other side of the country, at the national meeting in Anaheim, Calif., of the Council for the Advancement and Support of Education, of which Agnes Scott is a member. Advancement professionals must understand and articulate their institution's needs and strengths, as well as education's broader issues.

Agnes Scott has again been honored for doing this well. In the 1987 CASE Recognition Program, we received top national honors for the design of our recruitment and campaign materials. The videos produced for both recruitment and fund raising won silver medals, as did the fund-raising communications program. The Alumnae Magazine placed in the top ten College Magazines for the second year, and picked up a bronze medal for periodical resources management. The College received nine medals, in competition with colleges and universities of all sizes.

In this issue the Lifestyle section features four alumnae who have been recognized by the Alumnae Association as outstanding examples of liberal arts graduates. The second part of a series on Agnes Scott's trustees looks at the challenging role they play, given the pressures facing higher education today. Our board is more involved than ever before, and they are already working to assure that equally dedicated trustees follow them.

In "State of the Arts," writer Michael Mason surveys the improvements underway in the College's arts programs, made possible by a grant from the Kresge Foundation. To claim the $300,000 grant, however, the College must raise another $836,232 by June 1, 1989.

Writer Jeannie Franco Hallem found that Professor Alice Cunningham takes her work seriously. The William Rand Kenan Professor of Chemistry is a premier educator and leader among her colleagues. She just can't let things alone if she can see ways to improve them.

Our centerfold brings you a photographic tour of the new campus life and physical activities facilities. We hope all of you will visit during the Centennial Year, which begins in September, and tour our historic and new places in person. — **Lynn Donham**

Editor: Lynn Donham, **Managing Editor**: Stacey Noiles, **Art Director**: P. Michael Melta, **Editorial Assistant**: Angelie John
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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.

TURNABOUT

Thank you for sending me the Spring Agnes Scott Alumnae Magazine. If you are eager to know how your constituents feel about "Luring Scholars into Science" (Page 11), why don't you ask some of them who have been lured? Bettina Bush Jackson, Ph.D., in bacteriology and biochemistry.

Bettina B. Jackson '29X
Robbinsville, N.C.

As the current president of the Christian Association, I am concerned about the religious outlets offered to all Agnes Scott students. When I assumed office, one of my main goals was to provide all members of the Agnes Scott community [with] a sense of belonging to CA. I realize that in some cases I am fighting an uphill battle because the Christian Association as a whole has not in the past attempted to include those who do not match the conservative, white stereotype.

In your last issue of the Alumnae Magazine a black student was quoted as saying, "There are many religiously involved black women on campus. When I looked at the list of churches that the Christian Association was offering to take us to, they were all white churches." She further remarks that no change has taken place, even though they weren't aware that they had overlooked the black students in this way.

I assure every black student on this campus that I, even though I may be the only member of the Christian Association who is, am keenly aware of this injustice. In fact, while I served as vice-president during my junior year, I tried to change this. My warning apparently went unheeded. This will not happen again, and I desire that the black students at Agnes Scott will join me to correct this wrongdoing.

The call of Christianity is to love one's neighbor, not to exclude her. I apologize on behalf of the Christian Association for this grave error.

Dolly Purvis '89
Decatur Ga.

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Agnes Scott
Alumnae Magazine

AGNES SCOTT

Fall 1988
Volume 66 Number 2

Super fund-raiser Gellerstedt takes on ASC's big challenge

Name a major Atlanta volunteer organization and chances are that Mary Duckworth Gellerstedt '46 has not only been a member, but served as chair as well. The recipient of the Centennial Award for Leadership to Agnes Scott and the Community says, "My first thought when I learned about the award was that everyone who knew me as an Agnes Scott student would think this was absolutely impossible."

Upon reflection, she notes, "I don't think there's anyone who has appreciated what Agnes Scott did for them more than I have, or is more aware of the confidence Agnes Scott gave them to assume a role in leadership."

The Gellerstedt family principle is: "You have to pay your civic rent."

Mary and Lawrence Gellerstedt made their first installment with United Cerebral Palsy. Some friends purchased a home that was converted to a school for cerebral palsy victims. Mrs. Gellerstedt provided the only relief for teachers by volunteering as a teacher's assistant once a week. Their children were measured as stand-ins so that small desks could be made for the pupils.

At Piedmont Hospital, Mrs. Gellerstedt started volunteering as a 'Pink Lady' at the admissions desk. Soon after, she was assistant treasurer for the Auxiliary Board of Directors and then became a vice president. Patient flower delivery fell within her domain. One Christmas Eve she recalls worrying about getting patients their flowers. Her husband told her, "No problem. You and I will do it."

"This is the way we've worked together on everything," she says. "We're a team." Both received Volunteer of the Year awards in 1986.

Her work with the hospital culminated as president of the Piedmont Hospital Auxiliary. "It was a wonderful job," she says. "The hospital was well-organized and I gained a deep feeling of satisfaction from helping. There is no greater satisfaction in the world than helping people who are in trouble feel a little more secure or a little more able to face what they must face.

"Lawrence and I have been fortunate to be involved in a time of rapid growth in Atlanta," she allows. Once apprehensive about fund-raising, Mrs. Gellerstedt has become quite successful at it. She helped raise $360,000 for Piedmont as this year's honorary chair of the Piedmont Ball.

Under her leadership as fund chair for the Atlanta Symphony Orchestra Associates, the group raised $1.25 million for two consecutive years. She is only the second woman to serve as president of the symphony's board of directors. "I love music," she says. "But I'm not an educated musician. Practical people are needed to take care of the symphony orchestra, too."

As president, she was in charge of a $12 million annual budget, and under her leadership, the symphony has completed the last two years in the black — with a surplus. "Not many symphony orchestras can boast that," she says. This year the Atlanta community raised more than $1 million so that the orchestra and chorus could tour major music halls in Europe this summer. The Gellerstedts went with them on the tour.

After various terms in Agnes Scott's alumnae association — including one as president — Mrs. Gellerstedt has accepted her greatest challenge from the College. She and her husband serve as co-chairs of Agnes Scott's $35 million Centennial Campaign. "I had been involved with fund-raising enough that I thought it would be interesting to be part of a big centennial campaign that would be conducted professionally," Mrs. Gellerstedt explains.

"The centennial drive is an opportunity to renovate the old and bring in the new," she continues. "We will be able to do exciting things at the College. The funds raised will [keep] Agnes Scott the outstanding women's college in the entire South."

The woman who has made a full-time career of volunteerism says, "I can't conceive of not giving of yourself to other people. You grow each time you have a new experience, and gain the satisfaction of watching something develop that you have been a part of." — **Laurie K. McBraver '83**

Ellen Smith's first rule of law: Sometimes it's ok to break the rules

When Ellen Virginia Hines Smith '61 announced her plans to go to law school, her family was horrified. It was 1961, and girls just didn't go to law school.

"My brother was a third-year law student at the time, and he stayed up all night trying to talk me out of it," Ms. Smith recalls.

When that didn't work, he laid down some basic rules for her as the only girl in her law school class: she would not ask questions or volunteer information in class; she would not speak to classmates unless spoken to; and in all situations she would keep in her place.

"The first two weeks were awful," Ms. Smith says. "I went from being with all girls to being with only men. I ate alone for two weeks, and I had never eaten alone in my life."

She and her male colleagues at the University of South Carolina School of Law soon adjusted to each other, and she happily settled into being "one of the boys, but not quite."

Since graduating second in her class in 1964, Ellen Smith has found herself repeatedly cast as "one of the boys, but not quite." In 1970 she became a civil court judge and Spartanburg County's first female judge. She soon moved to Spartanburg's civil and criminal courts, first as an associate judge, and then in 1973 as chief judge.

She now serves as a Spartanburg city councilwoman — the first — and is executive director for Piedmont Legal Services, Inc.

She attributes much of her success to the love and support of her husband, D. Lesesne Smith III, a real estate broker, and her parents.

"Daddy didn't think much of women lawyers, but he thought I was wonderful — no matter what I did. And Mother was always excited about everything I ever did," Ms. Smith says.

Although Ms. Smith is serving her second term on the city council, she does not view her position as a stepping stone to higher political office.

"I've turned down chances to run for the legislature," she says. "I don't want to go to Columbia. I want to do just what I'm doing."

Much of what she's doing is in the area of poverty law, which provides her both with an intriguing intellectual challenge and the opportunity to do good.

"It's a very complicated subject," she explains. "More than anyone else, poor people are regulated by federal and state law; meanwhile you have someone with a fifth-grade education trying to figure it all out. It's a great opportunity to help people who need help the most."

The pioneering attorney has made tremendous impact on indigent legal services in South Carolina since she started out in 1976 as the only lawyer in Spartanburg's legal aid office. Now called Piedmont Legal Services, the office has grown to twenty-one employees and two branches that serve low-income clients in seven counties.

But Ellen Smith's interests go beyond poverty law. She is chair emeritus, board of directors for the Ellen Virginia Hines Smith Girls' Home; a steering committee member for the Central Business District Master Plan; board member, Spartanburg Development Corp., and president of the Spartanburg Symphony Guild.

In the past, Ms. Smith has also led various other projects, from a little theatre group to the Mayor's Task Force on Crime and Juvenile Delinquency. She was recently named an Outstanding Alumna for Service to the Community.

Hers is a hectic, but satisfying life, she says. In 1984 she was diagnosed with lung cancer. The doctors gave her a five percent chance of survival. Faced with death, Ellen Hines Smith realized that, "I was living where I wanted, with the people I wanted, doing what I wanted to do. Isn't that what everyone wants?"

After two years of radiation treatment and chemotherapy, her doctors say she is cured. Recently she had her last appointment with the oncologist.

Although content, several dreams still call to her. After years of competition, she has yet to win a trophy at the Coon Dog Day celebration in Saluda, N.C., where the Smiths own a lakefront home. The prize requires building elaborate floats, and one particularly ambitious year, Ms. Smith painted herself silver and dressed like the Statue of Liberty while brandishing a replica of a coon dog over her head. She lost. Undaunted, she'll enter again next year.— **Lisa Crowe**

Lisa Crowe is a freelance writer.

A class ring whets Westcott's appetite for philanthropy

I pray every day that I will grow old gracefully," says Lulu Smith Westcott. As the 90-year-old begins another of her hectic days, her friends see no signs of slowing down. Her weeks are crowded with club meetings, church activities and volunteer work in the north Georgia town of Dalton. Her schedule has been this full since her return to Dalton after her graduation from Agnes Scott in 1919.

Good friend Fannie B. Harris Jones '37, says that after Lulu Smith arrived at the College, "She wrote home to the five or six girls still in high school [and] considering Agnes Scott [to] warn them, 'Take harder courses, learn to study harder, this is a hard place.' It didn't discourage those girls," Mrs. Jones says. "They came on and we've had another 30 Daltonians (including herself) that have come since."

Senior year Lulu Smith was student government vice president, senior class vice president, president of Rebekah Scott Hall and a member of HOASC, the Honorary Organization/Order of Agnes Scott College — predecessor to Mortar Board.

Mrs. Westcott's financial support for Agnes Scott began early. To contribute to the endowment fund her senior year, she gave up her school ring, yearbook, and spring break to donate the money she saved. The spring break part was especially difficult as she had her soon-to-be-husband, George Lamar Westcott, waiting at home.

"After four wonderful years, I received my AB at noon and two hours later in the same chapel I was married," she says. The faculty sat in their full regalia while Dr. Frank Gaines, Agnes Scott's first president, and her hometown minister both presided. "They must have done a good job," Mrs. Westcott concludes, "we had 62-1/2 happy years together." Her classmates decorated

the chapel with Dorothy Perkins roses, which then bloomed on campus, and every year thereafter Lulu Westcott has received Dorothy Perkins roses on her double anniversary.

After her impressive beginnings in philanthropy in college, Mrs. Westcott turned her sights to Dalton. "She is our shining light," Mrs. Jones says of her friend. "In 1945, when the newspaper started recognizing the citizen of the year, she was the first person they named." As Mrs. Westcott explains, "My husband and I [strongly believed] that if one makes one's living in the community, they owe the community a debt, and we both got involved."

George Westcott, an industrialist, banker, philanthropist and civic leader, served as trustee for several colleges, including Agnes Scott.

Mrs. Westcott helped start the first library in Dalton's Whitfield County. She readily dismisses her extensive organizing and fund-raising efforts for the local library. "We just needed a library and a bookmobile," she says. Her work with the Whitfield County Library became a model for the rest of the state. In 1945, she helped to successfully integrate the Dalton Public Library.

Not shy about fund-raising, Mrs. Westcott reveals a surefire method. She first got her husband to volunteer an amount and then used that amount as leverage when approaching others. A local once noted: "Lulu, when I see you coming my way, my hand automatically reaches for my wallet." She finds her practiced appeal in asking for donations usually works. "If a thousand dollars is too much," she tells potential givers, "put yourself in a more comfortable bracket — but not too comfortable."

She has always enjoyed student recruitment. "Lulu doesn't go to a mall to shop — we have a nice mall in Dalton," Mrs. Jones explains. "But the only time she goes out there is when they send college representatives up for college fairs and she can help with recruitment. She just recently wrote a letter about a student for next fall."

"And she's coming, too," Mrs. Westcott retorts.

Lulu Westcott considers her greatest gift to the College not her financial support, but lending her husband's services for 34 years as a trustee. "Whenever they made him a trustee or a chairman of a committee they got two for the price of one," says Mrs. Jones. "She was right with him, both in financial support and continued interest."

Mrs. Westcott's life has been full and she concedes that it helped to be married "to a wonderful man who supported me in everything I undertook as I supported him."

After his death in 1982, Mrs. Westcott continued their philanthropic projects. "There's no telling how many young people the Westcotts have helped send to college, Mrs. Jones relates. "They were just an outstanding couple and the fact that she carried on widowed at eighty-five and is still going strong is pretty remarkable." —**Kay Parkerson O'Briant '70W**

Outstanding career brings Rebecca Fewell accolades

For nine years, Dr. Rebecca Fewell '58 has done groundbreaking work with special-needs children at the University of Washington in Seattle (see *Agnes Scott Magazine*, Spring 1987). In September she will move to New Orleans' Tulane University to become the Karen Gore Professor of Special Education. It is the nation's only endowed chair in this field.

For her impressive work in special education, the Alumnae Association named Dr. Fewell an Outstanding Alumna for Distinguished Career. Sibley Robertson Veal '61X spoke at the April annual meeting about Dr. Fewell and her accomplishments.

First and foremost, Rebecca Fewell is a teacher. Starting her career as a teacher of normally developing children, she went on to teach deaf-blind children and in 1972 completed her Ph.D. at George Peabody College in Nashville, Tenn.

She joined the Peabody faculty and began teaching graduate studies. For Rebecca Fewell, each new student represents a challenge — an opportunity to identify the student's strengths and needs, to help the student move beyond his or her current understanding of the educational and developmental problems of children, and to try new ideas. The enthusiasm and dedication she generates about working with handicapped children and their families has challenged hundreds of graduate students to expand their own horizons and to share with others the excitement of learning that Dr. Fewell has shared with them.

University professors have many other responsibilities besides teaching, and Dr. Fewell has an impressive list of contributions to the university and to her field. She has published over a hundred articles and book chapters, three books, and two tests for children. She edits a major journal in her field and is on the editorial board of five other journals.

Perhaps her most distinctive contribution to the field of special education has been in grant monies. At the University of Washington, Dr. Fewell received over four million dollars in grants to support teacher preparation programs and student scholarship; to develop computer programs to serve children and families in rural and isolated areas; to provide technical assistance to early-intervention programs; to study the experience of fathers, siblings, and grandparents of handicapped children; to develop education programs for high-risk infants and abused children; and to pursue her long-term special interest in the life and development of the deaf-blind children she first served.

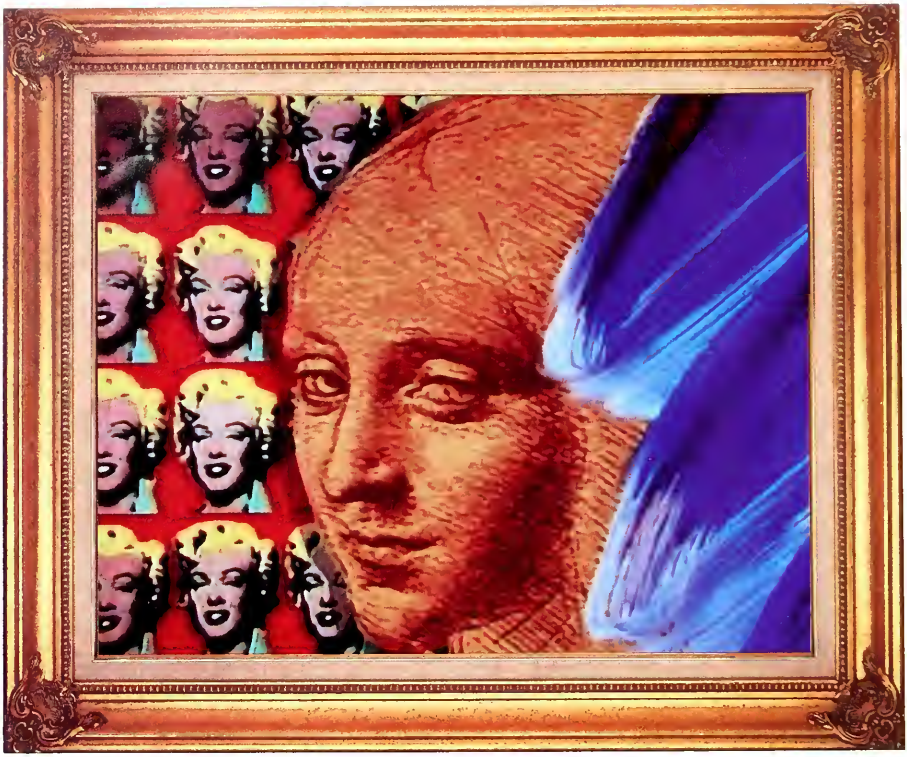
Despite the extensive administrative responsibilities of her job, Dr. Fewell has made time to speak at conferences and consult with programs throughout the world, traveling over 250,000 miles each year.

ANN YOUNGLING

We have dutifully catalogued Rebecca's accomplishments, but there is one achievement that does not appear on her vita.

I was a freshman here in 1957, languishing on the second floor of Rebekah Scott Hall. Rebecca Fewell was a senior then. As some of you may recall, in those days — before the earth cooled — freshmen could date during fall quarter only if they doubled with an upper classwoman. I had known Rebecca Fewell for years and she mercifully rescued me from my dateless misery. She set me up with a blind date. Less than two years later, I married him, and it was a very happy union.

So our honoree is a proven educator *and* matchmaker. We congratulate her on her distinguished career and on her challenging new appointment. — **Sibley Veal '61X**



VISUAL ARTS

New technology
has created a number of
opportunities that
fine-arts professors would
like to explore.

Computer-generated art created by
Casey Adams on the Aurora graphics system.

STATE OF THE ARTS

BY MICHAEL MASON

There was a time when summer settled over Agnes Scott College like a clear fog, numbing but comforting — and quiet. Not this year.

On bright, hot afternoons, Presser Hall is being noisily disemboweled. Dodging plaster chips and one another's epithets, construction workers scurry back and forth through the building's huge double doors on South McDonough Street, carting in tools and carting out debris. Mammoth boxes of fixtures, insulation, and wiring lie stacked about the corridors like presents from under a Titan's Christmas tree.

In Gaines Auditorium, a radio chirps the latest Top 40, somehow incongruous in a room that has heard some of the nation's finest classical performers. In the hallway outside, oddly choreographed footprints pattern the thick layer of dust on the floor.

Even as hammers and saws transform Presser (as they will the Dana Fine Arts Building), the College's less noisy, but equally effective fundraising work shifts into high gear. Both augur changes that go far deeper than new flooring and better insulation: they restore the heart of the College's curricula.

Since its start in 1987, Agnes Scott's Centennial Campaign, chaired by Larry and Mary Gellerstedt '46, has raised $31.5 million of its $35 million goal. A recent prize: a $300,000 grant from the Kresge Foundation, a "brick and mortar" gift targeted for improvements to the College's fine-arts facilities. In order to claim the grant, Agnes Scott must raise $836,232 by June 1, 1989.

In all, the College plans to spend nearly $1.4 million on improvements to its fine-arts departments — a startling reaffirmation of traditional values in an era in which the liberal arts have been given the cold shoulder by students more occupied with the bottom line than the broadened mind.

A recent study by the Carnegie Foundation found that increasing

Continued

MUSIC/THEATRE

Professors are
eyeing a system of simultaneous piano instruction.

numbers of students are targeting fields less enlightening than profitable: business, engineering, computer science, health care. The foundation estimates that the average starting salary for an engineering graduate is about $30,000, while starting salaries for liberal arts grads average only $21,000. With most baccalaureate degrees costing about $40,000 these days, students view starting salaries seriously, often eyeing large repayments on loans that financed their education.

Until recently, women's colleges had been especially hard hit by the turn away from liberal arts. In the late sixties and seventies, nearly two-thirds of the nation's 298 women's colleges either closed or went coed. According to the Women's College Coalition in New York, fewer than 100 survived intact — but today they are beginning to reap the fruits of persistence. By all accounts, both the liberal arts education and women's colleges are climbing back into vogue.

A WCC survey conducted last fall showed a 6.6 percent increase in enrollment at the nation's women's colleges. According to Time Magazine, a 1985 poll found that graduates of women's colleges outperformed the female graduates of coed institutions. Nearly half of the former went on to obtain graduate degrees, while only a third of coeds did so. Wage scales also favored women's college grads, and they outnumbered coed alumnae by more than 2 to 1 in Who's Who In America — a statistic that has held true for nearly 50 years.

Furthermore, a number of top-level businesses have decried the shortsightedness of a technical degree. Time Inc.'s own chief executive officer, Richard Munro, recently told a group of career counselors that in hiring, "I would personally opt for the liberal arts graduate every time. Almost all of the CEOs I know are liberal arts graduates. We still think that liberal arts institutions are putting out the best product."

All of which is a roundabout way of saying that in terms of future viability, the refurbishment of Agnes Scott's fine-arts departments — essential to a liberal-arts education — anticipates an already visible return to traditional educational values — values Agnes Scott never set aside. The improvements are not just desirable, but absolutely necessary if the College is to deliver the sort of education that students will need in the future.

"These days prospective students quite frequently express an interest in fine-arts curricula," says Dean of the College Ellen Hall. "Reading through the admissions folders, I'm seeing a great deal of arts experience. We have to be in a position to offer women that choice."

Soon Agnes Scott will be providing choices undreamt of by alumnae past. Proposed improvements to the college's fine-arts programs — music, theatre, dance, and visual arts — range far and wide, and what once was wishful thinking is fast becoming a campus reality.

Proposed improvements break down roughly into three categories: physical renovations, new equipment, and personnel.

The first of these nears completion already, due in large part to the extraordinary efforts of the development office and the generosity of alumnae. Dana and Presser were in sore need of repair. Music Department Chair and Associate Professor of Music Ted Mathews, for instance, ruefully recalls the time a leaking

roof damaged a concert grand piano.

No more. At a projected cost of $320,000, Presser this summer received not just a new roof, but new flooring, rest rooms, windows, paint, doors, mirrors, wall paneling, chalkboards, seats — even new locks on the doors. Gaines Auditorium benefits in particular with a hardwood orchestra pit, improved lighting systems, and an expanded sound system.

"The concert hall has been acoustically still, not a great place to play or listen [in]," Dr. Mathews explains. "But this is becoming a flexible, decent facility."

"Stage lighting will be vastly improved," adds Vice President for Business and Finance Gerald O. Whittington, "and able to handle the most complex productions that the College will likely have."

The pitch of the balcony will improve as well. The previously awkward tilt made viewing from some seats virtually impossible, Mr. Whittington says.

The 25-year-old Dana Fine Arts Building will gleam with new carpet, paint, roofing, theatre seating, and refurbished studios and galleries. Total projected cost: $500,000. By themselves, the electrical systems needed to support new equipment will run about $150,000. The system will be energy and cost efficient.

In the Alston Campus Center, the dance studio has new floors, wall-to-wall mirrors, and huge windows. It is, says dance instructor Marylin Darling, "quite lovely."

With most physical improvements firmly on track, the College has turned its attention to dated and damaged equipment. Until recently, for instance, many of the College's older pianos had "fallen into a dramatic state of decay," as Dr. Mathews puts it.

The Centennial Campaign has changed that. Mathews' department now boasts a new Steinway grand piano and a smaller practice piano, which together cost about $25,000. Next year the music department plans to purchase seven more practice pianos — for another $25,000 — and professors have their collective eye on a piano class system by which groups of students could be given simultaneous instruction . The system involves a "master" piano hooked to several "slave" instruments. Such a set-up costs as much as $15,000.

Like kids at Christmas, music professors (and those of other fine-arts departments, as well) talk excitedly of other items they hope to have in hand before too long: handbells ($4,500), a double harpsichord ($13,000, built by renowned Boston craftswoman Lynette Tsiang), and a variety of orchestral instruments — percussion (especially a tympani), a xylophone, gongs, and chimes — all totaling $6,600.

"Currently we borrow, 'steal', or rent these," smiles Dr. Mathews. "Sometimes we coerce our friends into loaning them."

Technology beckons in spite of the expense. One of the greatest needs: compact disc players. The department has two, and almost no CDs.

"We really need to get away from vinyl," says Dr. Mathews. "Listening to some of the records we have is not an enriching experience. But a lot of it is basic repertoire, so we have to play them for students. It's just that it's abused material."

Compact disc players are finding greater acceptance in most colleges (as they are in homes) because the

Continued

D A N C E

The dance studio has new floors, mirrors and huge windows.

SCULPTURE

Four sculptures
are commissioned for the Arts Synergy festival.

disc medium never wears out and provides better sound reproduction. The player reads musical information encoded on a plastic "record" by means of a small light beam. This entails no friction, and so CDs theoretically last forever if cared for properly.

According to Mathews, not all of the department's basic teaching repertoire is available on CD, but most of the gaps should be filled in over the next few years as manufacturers catch up with popular demand.

New technology, in fact, has created a number of teaching opportunities that the college's fine-arts professors would like to explore — together — with a proposed Arts Technology Center.

"We're trying to keep up with the '80s and meet the needs of students in the '90s," says Associate Professor of Art Terry McGehee, chair of the college's visual arts department. "We're getting students who have had experience with computer graphics, for instance, in high school, and we need to be able to integrate that into our current curriculum."

As currently configured, the center would house a darkroom, enlarged slide room, music recording and audio lab, a theatrical lighting lab, a film production and editing facility, and a computer graphics lab. The price tag: $171,000. Of that, nearly $60,000 is slated for the film facility alone.

It's expensive, but necessary. Technology has become an integral part of modern education, even in the fine arts. Professor McGehee's department, for instance, needs the computers to teach graphic design; many businesses have turned away from hand design. The same computers can be used by theatre students for set design and by dance students for choreography.

And the darkroom is long overdue. "We've never had space large enough to teach classes in darkroom development," Professor McGehee notes, "although students have been asking for it for years."

Equally exhaustive are additions to the theatre program. In addition to physical improvements to Dana's Winter Theater — reconditioned seats, new carpeting and curtains, and $60,000 worth of improved lighting — the proposed Arts Technology Center will permit students to test plots they've drawn on paper before actually hanging lights. And at a cost of $17,650, the costume shop will add a washer and dryer, sewing machines, steam irons, cutting tables, and ironing boards. Department Chair and Assistant Professor of Theatre Becky Prophet even is contemplating an infrared sound system for the hearing impaired for Winter Theater.

As a result of their access to modern technology, says Dr. Prophet, "students will be able to major in theatre but concentrate more effectively in certain areas — acting and directing, design and technical work, or theatre history." (The film lab will fall under the jurisdiction of the theatre department.)

But the best equipment avails students naught without instruction to match. Agnes Scott's academic plan calls for expanded arts personnel — a gallery director, a costume designer, a choreographer and various music specialists are one priority. Such personnel will free professors to concentrate on teaching and to pursue long-term educational goals.

Perhaps most important of all: the Centennial Campaign has enabled Agnes Scott to embark on a visiting

artist program that will touch all of the school's arts disciplines. "It's necessary to the growth of students to have someone who doesn't just come in, dance or whatever, and leave the next day," says Calvert Johnson, associate professor of music. "We're going to have people in residency either for a semester or a chunk of a semester."

Of course, artists have visited the Agnes Scott campus frequently in theatre and dance productions. Tom Pazik, artistic director of the Atlanta Ballet, has worked on campus with ASC's Studio Dance Theatre, for instance. In the future, Marylin Darling hopes to attract the likes of Peggy Lyman, former lead dancer for Martha Graham, and Clay Taliaferro, the former lead dancer Jose Limón's company. She feels they are needed in part to broaden the company's scope. "Adding to our repertoire," says Professor Darling, "is necessary to establish credibility."

Some $50,000 per year for the next three is the goal for the visiting-artists program if the money is raised during the Campaign. The first year will kick off next spring with an interdisciplinary festival titled Arts Synergy. A celebration of Agnes Scott's centennial, this week-long arts festival will showcase the swift changes occuring in the College's fine-arts community.

The festival's lynchpin will be composer Thea Musgrave, from whom the College has commissioned a musical piece about women and their changing societal roles, called "Echoes Through Time." Due for completion in November, the piece will premiere in a performance conducted by the composer, who will be teaching on campus next spring.

So, too, will director Linda Brovsky, who will stage Ms. Musgrave's composition. Composer Christa Cooper will be writing an accompanying libretto, and the visual-arts department has plans to commission a series of sculptures on the "Echoes Through Time" theme. The theatre department will contribute staging and area designers to the performance.

PHOTOGRAPHY & VIDEO

Existing darkrooms
will be enlarged to allow for instruction.

Renovations, equipment, and new personnel are all expensive, and it's easy to see why the Centennial Campaign's $1.4 million goal has come to mean so much to the fine-arts departments at Agnes Scott. Or, as Professor Becky Prophet puts it: "[We possess much] joy — and tingling spines — with the hope of the future for the arts here, with the empowerment of these programs."

"The arts professors have become very involved in seeking out funds for arts projects," says Dean Hall. "You have to remember that the climate in higher education is entirely different these days. There's much more room for their participation than before."

And so it's not uncommon these days to find Professors Prophet or McGehee or Johnson meeting with foundations, donors and alumnae groups, enthusiastically spreading a vision of the College as a "focal point," as Cal Johnson puts it, for regional arts endeavors.

"The arts traditionally have been a commentary on society and what happens in society," explains Dean Hall. "They train us in non-verbal communication of those issues. By and large, that way of thinking has a lot to do with how people live their lives."

Michael Mason is a free-lance writer living in Atlanta. He has written for Time *and* Fortune.

NEW LIFE

It stood as a cornerstone on the southeast quadrant of the quadrangle — first a library, then a gathering place for students. The first campus mixer was held there. Students were allowed to puff in its rooms before they could smoke in their own. When its given name — the Murphey Candler Building — became too ponderous to utter, it became simply, "The Hub."

Ah, if the walls could talk and tell of the many happy memories made there. But as time passed, age and decay took their toll and the walls of the Hub ached and groaned to reveal their own secrets — of how costly it would be to renovate and how dangerous it would be to keep it in use. And so, the Hub was leveled and a new student center created. But all that is new is not all new . . . the old Bucher Scott gym and the Walters Infirmary became the new Wallace M. Alston Campus Center.

The former gym and infirmary became the Wallace M. Alston Campus Center.

Inside, sparkling practice rooms with new floors and colorful barre make dancing a pleasure.

The lower level holds a new snack bar, lounges and a room big enough for dances.

The terrace outside the snack bar is a stone's throw from the amphitheatre.

The Robert W. Woodruff Physical Activities Building, brightly decorated for its dedication last spring.

The Mary West Thatcher Chapel provides an intimate setting for worship.

PHOTOS BY BILL DENISON AND COTTEN ALSTON

NEW PLACES

"Since [the old gymnasium] was built, methods of teaching physical education have changed, and the arrangements are out of date. This swimming pool is a joke among the girls, and we are ashamed to take visitors to see the building." President Ruth Schmidt might have said this, but she didn't. Dr. James Ross McCain, Agnes Scott's second president, penned these words in the early '20s to urge College trustees to build the Bucher Scott Gymnasium.

History does repeat itself. The College later found itself in a similar predicament and broke ground on the Robert W. Woodruff Physical Activities Building, which was dedicated this spring. It features up-to-date facilities such as a regulation-size basketball court and an eight-lane, 25-meter pool. Programs for stress reduction and wellness — two decidedly 20th-century concepts — will also find a home there.

outside the
stone's throw
phitheatre.

V. Woodruff
Activities
brightly
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The College intends to boost intercollegiate play with new facilities.

At 8 lanes wide and 25-meters long, the new pool is as wide as the old one was long. Below: the track and field.

Shining racquetball courts, in the campus center, are fast becoming popular.

Weight training rooms on the gym's lower floor are sure to be visited often.

Taking a poke at the many building dedications of the last few years, students belatedly so honored the rebuilt gazebo.

Agnes Scott College's Centennial Campus is in full bloom.

THE NAVIGATORS

Years ago, those honored to be trustees might have planned on giving a generous donation and three or four afternoon board meetings a year. The "real" decisions were probably made by executive committees of three or four members.

Today institutions such as Agnes Scott are calling on their trustees for unprecedented leadership and support, as well as expert judgment. Their increased responsibilities and involvements mean more personal liability for trustees, a fact reflected by soaring insurance rates nationwide.

In return, trustees reap no recompense and little recognition, merely the personal satisfaction of guiding worthwhile institutions. To be most effective, a board must not only chart the course for an institution, but navigate the foggy channel between their rightful role of policy-making and the administration's day-to-day management.

Even more difficult, some trustees come to the board without great knowledge of Agnes Scott. Even alumnae board members quickly realize that their role demands a markedly different perspective than life as a student twenty years ago.

"When I first came on the board, it operated more like a corporate board of directors," observes Vice Chair Susan M. Phillips '67 (see sidebar). "It was not as involved in taking on projects. But I think there has been a concerted effort on the part of President Schmidt and [Board Chair] Larry Gellerstedt to increase involvement — particularly alumnae involvement — on the board."

"We've moved to a participatory model," agrees Ruth Schmidt. "In general, board members are giving more time, feeling more responsible, and recognizing that [board membership] extracts a heavier responsibility in this day and age."

"Effective boards are involved with the institution, informed about its affairs, and have a . . . sense of purpose that transcends trustees' individual viewpoints," writes Barbara E. Taylor, director of the Institute for Trustee Leadership at the Association of Governing Boards of Universities and Colleges. The AGB teaches trustees and administrations how to work effectively together. The association provides a quarterly magazine, orientation brochures and reams of other publications, and conducts workshops to teach trustees how to meet the leadership needs of their institutions.

Communication is a continuing issue for boards such as Agnes Scott's with 32 members meeting three times each year.

Like the balance of power on which the United States was founded, the board's relationship with the administration and the faculty relies on constant creative tension. Board members must learn enough about the institution to make significant decisions about its future, while realizing that curriculum is the realm of the faculty, and daily operations belong to the administration.

Since appointing Ruth Schmidt in 1982 as Agnes Scott's fifth president, the board and the president have worked to forge a strong partnership. One who has witnessed then and now is Trustee Lamar Oglesby, vice president of Kidder, Peabody and Company, an Atlanta investment and securities firm.

"When [the president] first came to the College, she was operating in a different environment with a whole new set of rules down here in magnolia land," Mr. Oglesby says wryly. After the initial period of adjustment common to new administrations, he now thinks the machine is well-oiled and humming. "The board and the president have a very strong working relationship, and we're heading in the same direction."

One example of that partnership is the President's Advisory Committee, a four-member group that meets monthly. As a small group, trustees Betty Scott Noble, Anne Jones, Horace Sibley and Franklin Skinner provide a sounding board to the president on policy matters. "This is a small group that I can look to for advice and regular feedback on matters that may not be ready to bring before the full board," she says. Adds Ms. Noble, the granddaughter of founder Col. George Washington Scott, "It's a good tool for communication. It's a small group so we can have good, open communication."

By Sheryl Roehl and Lynn Donham

The new wayfarers: keeping abreast of the times, trustees now use more hands-on involvement in charting the future for their institutions. The second of a two-part look at ASC's board.

JERRY BURNS

The quantity and clarity of communication is a continuing issue for a board such as Agnes Scott's, which has 32 members meeting three times a year. With some members living outside of Atlanta, it's apparent why in the past, "The executive committee did virtually everything, and the board rubber-stamped its decisions," says President Schmidt. "We're now moving in a direction where the full board meetings are where the real action is."

Now discussion and recommendations come not only from the ten-member executive committee, which is headed by Mr. Gellerstedt, but from the board's standing committees as well. Each trustee serves on at least one committee.

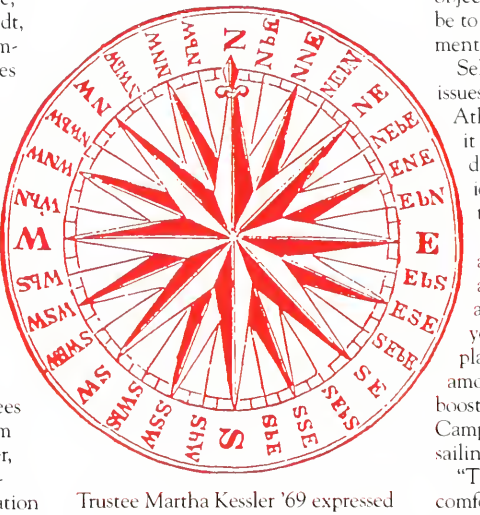
"I feel good about the level at which we've gotten the committees to function," says the president. "We have active committees that are doing good work, becoming experts in their areas, and taking greater responsibility. In turn, their work feeds back into the full board, so it doesn't have to have in-depth discussion on every issue."

For example, the Academic Affairs Committee, which oversees the College's educational program and is chaired by Samuel Spencer, was the first place the board considered the faculty's recommendation to move the large Beck telescope to a dark site at Hard Labor Creek State Park. Georgia State University and Agnes Scott together will operate an observatory there.

After considering the factors — diminishing visibility in Decatur, cost, continued use of the College's Bradley Observatory, and sentiment for keeping the telescope here — the committee recommended the move. The board concurred.

Although the committees may pare down the full board's policy debates, actual power rests only with the full body. Unlike corporate boards, where directors sometimes hold power in relation to proxies or stock, trustees have no power as individuals. Only full board or executive committee decisions count.

It was up to the trustees to make the final decision on the College's goals for the Centennial Campaign. They targeted massive building renovation and revitalized academic programs. These were based on recommendations from faculty, alumnae and administrators. The faculty shaped a board-backed, seven-point academic plan to strengthen the College during the next decades.



Trustee Martha Kessler '69 expressed pride in the faculty's program development. "This is a big step for the faculty. Because they were a part of the process, they're more aware of accountability of the money it takes for these programs." They also began to realize that even $17.9 million can't make everyone's dreams come true: there are always choices to be made. "We in educa-tion no longer have the time and the money to sit in our ivory towers and meander aimlessly. We need to me-ander with vision. It takes money to make our dreams come true," says Ms. Kessler.

Because of a change in the board's bylaws a few years back, trustees will no longer be eligible for re-election for a third term until at least a year has passed.

Tenures begun after the change are the first to be affected by the regulation. "Five years from now, when the first group will be rotating off the board, we will have more openings" than perhaps in the College's history, says the president. "From now until then, [the nominating] committee will have the important responsibility of cultivating and identifying potential new trustees. One of the chief objectives in the next few years will be to develop an ongoing arrangement for a strong board."

Selecting leadership raises new issues. Should the board have more Atlantans and meet more often? Is it important to keep geographic diversity? What qualities will identify someone as a potential trustee?

Together, the board, the administration and the faculty are moving Agnes Scott toward an even stronger next hundred years. A revitalized physical plant, good working relationships among its constituencies, and the boost of a successful Centennial Campaign should mean smoother sailing through the next decades.

"The facilities are capable of comfortably accommodating 650 to 700 students," says Trustee Harriet King '64. College officials hope that the renovations and renewal of the last six years will bring greater numbers of bright young women to Agnes Scott.

Adds Ms. King, "When there's motivation and a shared vision, excitement breeds excitement."

Sheryl Roehl is an editor at Management Science America, a computer-software firm. She wrote "Subtle Strength" in the last issue. Lynn Donham is the College's director of publications and editor of this magazine.

PHILLIPS' FUTURE IS A COMMODITY CALLED AGNES SCOTT

When Susan M. Phillips '67 received a call in 1981 from the White House personnel office asking her to interview for a seat on the Commodity Futures Trading Commission (CFTC), she reacted like most anyone else —.she was thrilled.

"Bar anybody, when you get a call from the White House, it makes a difference," says Ms. Phillips, currently vice chair of the board of trustees.

Nominated for the position by President Reagan and appointed by the U.S. Senate, she served eighteen months on the five-member commission. Reagan named her chair in 1983.

After six years, she resigned from the commission and returned to the academic world. More than a year ago, she accepted the position of vice president of finance for the University of Iowa.

"I do believe that there should be turnover periodically in appointed positions," she says, explaining why she made the job change. "I had been at the CFTC a while and [had] done what I could. I didn't want to wait much longer; otherwise, I would feel like I should stay during the remainder of the Reagan Administration. I felt that stepping down when I did would give whoever was appointed [chair] a chance to come in and do something."

As CFTC chair, Phillips oversaw regulation of financial and commodity futures trading at the nation's eleven major commodity exchanges. The independent federal regulatory agency helps prevent price manipulation and determines whether trading activity creates artificial commodities prices and price volatility.

As an undergraduate mathematics major in the mid-'60s, Ms. Phillips planned to be a high school teacher, but her student teaching experience, fraught with discipline problems and a first-hand view of red-tape, persuaded her otherwise. After working as a research assistant for the John Hancock Mutual Life Insurance Co. in Boston, she pursued her master's degree at Louisiana State University. "But I decided that I hadn't used much of my theoretical math so I decided to take some finance courses. You could say I literally stumbled into the business world."

In 1973 she received her doctorate from Louisiana State University for a dissertation on "The Portability Concept: Development, Growth and Future Direction." Five years later, she testified before Congress, where she argued against a private pension portability proposal that allowed employees to take pension plans with them when changing jobs.

In 1973, she became an assistant professor of finance at Louisiana State. The following year she took a similar position at the University of Iowa. At the Brookings Institute in Washington, D.C., she was an economic policy fellow and later served as directorate of economic and policy research for the Securities and Exchange Commission from 1976 to 1978.

In 1981, she saw the publication of her book, "The SEC and the Public Interest," which analyzed the benefits and indirect costs of SEC regulatory programs. In addition, she has a long list of published writings to her credit, including articles on the CFTC's view of financial futures, pension regulations, and a comparison of options and futures in portfolio risk management.

Before accepting the seat on the commission, she served as associate vice president of finance and university services for the University of Iowa for nearly three years. Now back at the university, she wrestles with an annual budget of more than $400 million.

"I like being in a Midwestern environment," says Ms. Phillips, who was born in Richmond, Va., and grew up near Fort Walton Beach, Fla. "It's a good university and a nice town. The people are straightforward and relaxed. It's not a big hassle to get around or commute, like in a bigger town. It's a small town but it has the cultural advantages of a big city because of the university."

Her membership on the Agnes Scott board of trustees dates to1983. Although she says she is honored to be only the second woman to be vice chair of the body, Ms. Phillips is quick to add that she isn't likely to attain the distinction of the first woman to serve as the board's chair.

"I'm pleased to be vice chair, and I've certainly enjoyed working with the board. We've made a lot of positive strides," she says, noting that her recent job change and move from northwest Washington to Iowa has made more frequent trips to the College difficult. "But it's important that the chair be based in Atlanta, though I think it's fine if the vice chair lives outside of Atlanta."

As for her outside interests, Ms. Phillips is proud to say she is a regular spectator at the Hawkeye's women's and men's football and basketball games.

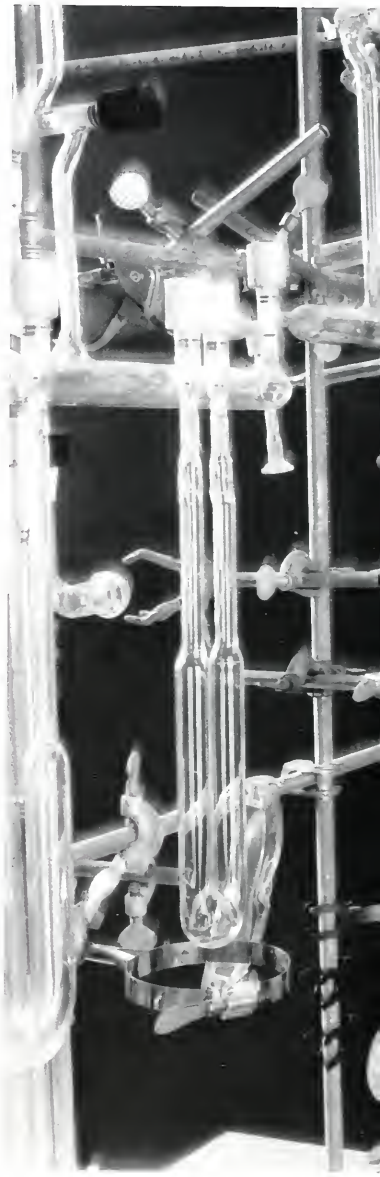
Her sixty- to seventy-hour work weeks leave little leisure time. "My jobs have chewed up a good bit of my life," Ms. Phillips says. "But I enjoy my work. I don't resent the time I've devoted to my career."

— SAR

THE HEART OF THINGS

While one side of Alice Cunningham is the homebody who enjoys watching public television, playing with her 2-year-old nephew, and fishing at Lake Burton, the other side is an academician, whose analytical mind is planning, organizing and launching projects. Her home environment reflects her ability to get to the heart of things. It's durable and solid, like her.

BY
JEANIE FRANCO HALLEM



JERRY BURNS

Walk into Alice Cunningham's ranch-style, brick home in Decatur and you'll discover a chemistry professor's love of earth tones and textures. A paneled den is punctuated by sturdy recliners and easy chairs upholstered in gold and brown corduroy. On one wall hangs a seascape by Atlanta artist Tom Cato. "See how it changes as the sun gets higher in the sky?" she asks, smiling with pride. As the late-morning sun enters the room, the grays of the painting take on a golden patina.

A frame containing three triangles of color dominates another wall. On each canvas are elongated geometric shapes in oranges and golds. "It's the artist's representation of molecular structure," explains Dr. Cunningham, who heads Agnes Scott's chemistry department. The artist is Leland Staven, associate professor of art at Agnes Scott

She wears little make-up, just lipstick. Stretched out on the tweed couch, she's dressed in navy warm-up pants and a blue-and-white sweatshirt emblazoned "Emory Invitational High School." Away from academia, she's clearly relaxed. "This shirt's from my judging days," she explains, referring to her stint as a judge for Emory University's annual high school swim meets.

A cap of salt-and-pepper hair frames her round face, accentuating thin lips and blue-blue eyes that light up whenever she gets excited — which is often. "I'm a very emotional person," she says. "People would be surprised to know I cry very easily."

Few are surprised to know that Alice Cunningham makes things happen. As chemistry department chair, she wasn't satisfied with Agnes Scott's outdated lab equipment, so she wrote time-consuming grant proposals requesting funding. Her payoff: chemistry labs equipped with state-of-the-art technology.

When she found chemistry students entering college with no lab experience, Dr. Cunningham took a look at their high school teachers. What she found disturbed her: most are either unprepared to teach a lab science or can't keep up with changing technology. They often work in schools with no lab facilities and no funding for supplies.

"A high percentage of people teaching chemistry weren't trained in chemistry," she reports. "Often they've had only freshman chemistry. It's pitiful to see students come in who are impaired by what they're not getting."

With the help of the State of Georgia Department of Education, Dr. Cunningham organized an on-campus staff development program that trains secondary school teachers. The pilot program, which ran July 25 to August 12, offered teaching methods and lab experiments designed to improve the quality of Georgia's chemistry teachers.

According to Dr. Cunningham, the initial program, "Color, Calories and Current," included lab observables like color changes, heat of reaction and current transformation. "We'll repeat the course for the next two summers," she explains, "and hope to use the best of this group to educate others." She wants them to spread their new skills like ripples in a pond.

To create the program, Dr. Cunningham brought half a dozen high school teachers to campus, asked what they needed, and invited them to help design the program. Then she delivered.

"She took an idea and made something out of it," notes Associate Dean of the College Harry Wistrand. "She's not afraid to think big and usually manages to accomplish it. Alice didn't limit her vision to the chemistry department; she tried to build all the sciences." Not only that, she's generous, says Dean Wistrand, a biology professor. "If we needed something for the biology department — if we were developing a course in molecular genetics, for example — she'd offer any resources that chemistry had."

This desire to help extends to her teaching and advising. "She spends a lot of time with chemistry students at the freshman level, scheduling conferences when they have trouble understanding a concept," says the dean. "She also works closely with chemistry majors who seem to live at the department."

Another colleague, Assistant Professor of Chemistry Leigh Bottomley, praises Dr. Cunningham's insight. "Alice understands a student's hesitancy about math problems. She knows intuitively how to get them to learn." According to Dr. Bottomley, Dr. Cunningham has an interdisciplinary approach to science. "She wants women to know about polymer science, macro-molecules, biotechnology, splicing and cloning genes. She's trying to make chemistry students more well-rounded."

Dean of the College Ellen Wood Hall '67 agrees. "She's a true educator — not just someone standing in front of a class spouting a lecture. She thinks about the future of her students and how to find the best path for them in unimagined fields in the 21st century." Dean Hall, who admires her energy, thoroughness and ideas, calls Dr. Cunningham a "premiere professor on this campus" and a "role model for young women."

And her students? "She's tough," says one. "She makes us think and develop our own answers." Another calls her "easygoing" with high expectations. "She'll do whatever she has to in order to get across a principle," says Tanya Savage '89. "It saddens her when we can't understand a concept. She'll come in early or stay late and do whatever it takes." But since she gives 100 percent, Dr. Cunningham expects everyone else to do the same, report students and colleagues. "She expects too much," says Ms. Savage.

Alice Cunningham went to China with a group of chemists as part of the China-U.S. Scientific Exchange. China had just received a 200-million-dollar loan from the World Bank to upgrade the country's technological resources.

The Chinese will use profits from the exchange to send students to the U.S.

Her group lectured and consulted with their counterparts at the Fuzhou Research Instititute during a three-week stay.

"She thinks we should be doing chemistry over dinner."

Academic excellence is Dr. Cunningham's priority. "In a small school you know when students don't use their strengths," says the department head, her fingers moving like bird wings with her words. "But the more efficient teachers can motivate them.

"If a student fails a test, then says, 'Oh, I worked so hard; it's not fair.' I say, 'You're a grown woman. That represents your accomplishment, not your effort.'"

The workplace and higher education reflect the changes in our values, Dr. Cunningham thinks. "Instead of the norm being perfection, the norm is mediocrity." That's just not good enough. "There's a malignancy in our society. We don't see a goal; we see comparisons. Whether it's our salary that should be greater or our grades that should be higher, we use the language of comparison rather than superlatives."

This striving for excellence is noticed by her colleagues. "She's never satisfied with the status quo," says Dean Wistrand. "She says things can always be better. When we reach a new level of high standards, she still wants more."

However, the dean says her impatience is also her strength. "I'm not impatient," Dr. Cunningham counters. "I'm a very patient person and a good listener, but I get frustrated about the acquisition of materials. The administration doesn't see the need until it's too late. They're not proactive, but reactive."

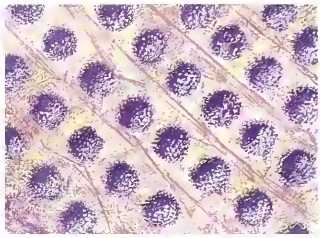
Dean Wistrand sees this desire for excellence in every facet of her work: curriculum, research, equipment, and teaching. "This reaching out to high schools will lead to better science students for us in the long run," he says.

Dr. Cunningham's guidance also extends to firm support of the chemistry department. "She has a vision of what a department could be," says chemistry Professor Leon Venable. She's good to younger department members and understands their needs. "Her help isn't just verbal," he says. "She goes out of her way to help us find funding to get labs set up [and] then makes sure we keep our national accreditation."

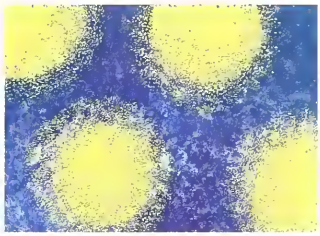
At one point, the chemistry department fell below national standards because it lacked half an instructor. (The requirement is four faculty members.) "Alice went to the administration and had to fight to get us a full-time person on staff," Dr. Venable recalls.

Chemistry's mostly young faculty spend most of their time learning the ropes and preparing lectures. "We don't think about ordering supplies or getting funds," says Dr. Venable. "But she does. You can go to her with any problem and she'll help you."

Pictured: a series of scientific concepts painted by Eloise Lindsay '89 this summer at the request of Alice Cunningham.



Above: the interaction of light and matter.
Below: free atoms in space.



"It struck me as a way to probe the way students view these things," says Dr. Cunningham of her idea. The professor says she will use the works to illustrate how students conceptualize — and sometimes misconstrue — scientific principles.

Dr. Cunningham empathizes with them. "I would like to rid them of their paranoia over getting tenure and reassure them of their value. Young [faculty members] today don't feel the sense of support I felt. They're much more nervous about their future. I was fortunate, because at that time they were handing out tenure like candy," she laughs, her nose wrinkling.

Today the powers-that-be are more selective. "You must show some kind of vitality in the discipline," she says. "It may show up as research, but it doesn't have to be in the number of papers published. I don't care if you turn out ten papers a year," she insists. "You won't stay here if you don't teach well."

According to Dr. Cunningham, the chemistry department's goal is to translate science and technology to students, as well as to the public. How? One method is to revamp today's chemistry texts, she says. "Chemistry is a new frontier; the technology's changing so fast [that] there's no time to rewrite the textbook. It's hard for us to get out of the practice of using a cloned text. We need one that is unified and restructured."

She proposes reorganizing the chemistry text so it is more meaningful than a "historical collage of what we know." She has already begun writing a new text, but doesn't know when it will be completed. "There's a great national concern with this issue, but few have the time to make changes." A noisy lawn mower interrupts her thoughts. She looks outside the second-floor window of Campbell Science Hall and becomes wistful: "It's too pretty to be inside today. I'd love to go fishing or play some golf."

Later, in Campbell Hall, Dr. Cunningham walks across the hall and tells her secretary she'll return shortly. Then she tours the department with me, visiting chemistry labs outfitted with high-tech equipment and protective hoods that draw chemical vapors outside. Such safety precautions are relatively recent, she says, pointing to row upon row of fume hoods. "They never had those when we were doing research," she recalls. A door she opens is labeled "Caution: Radioactive." She reassures me that "we use only low levels of radioisotopes here as an analytical tool. It's not an extensive radioisotope lab like you'd find at Tech."

Almost every piece of sophisticated equipment in these labs has been funded through Alice Cunningham's energies. It is after 4:30 p.m. and students still remain in the lab, conducting experiments and monitoring their progress. To meet the demand for scientific personnel in 1990, "we have to increase the number of women and minority scientists," Dr. Cunningham asserts.

Unfortunately, the field is developing and changing so quickly, it's difficult to keep up. Besides, she

laughs, many scientists are "uniquely inarticulate."

Her theory: scientists play a distinctive role. They analyze and then use personal sense and judgment to arrive at a conclusion. "That response is so different from a knee-jerk, emotional reaction," she says, her eyes sparkling. "A lab scientist must be objective. Even so, three different scientists can come up with three different answers. There's always a margin of error."

Such analysis may work in a laboratory, but in the real world other factors play a part. That's why preparing high school and college students is so important. "We try to make the best choices possible to recruit girls with a high potential for intellectual and personal development," says Dr. Cunningham. "You hope you can take them and make them go out as young women who've enhanced their capabilities. That's a real metamorphosis. It's what makes a women's college so exciting!"

She describes the Agnes Scott woman as someone who knows herself and who has achieved personal and social adjustment. Witness the success of the Return to College program, composed of women "who've already grown up," she says. "We tend to attract higher-than-average students, and the higher caliber student will choose chemistry and physics. She's not afraid to pursue a field that's male-dominated."

Alice Cunningham certainly wasn't. She grew up in a rural household, one of four children. "It was during World War II and sugar was rationed, so we didn't have cakes very often," she recalls. Despite the austere times, people were important, no matter what their station or education. Everyone had something to contribute.

"We respected our neighbor, even though he had only a third-grade education," Dr. Cunningham remembers, drinking her morning coffee from a handmade cup. At that time, her family ate three meals together daily. These became learning opportunities for Dr. Cunningham and her sisters. "My Dad brought home *Reader's Digest* each month and we were tested on our vocabulary through 'Word Power.' We did it until we could beat him at it," she laughs.

Vacations were usually to the Ozarks over a "dirt road in a '41 Chevy. Once a year Mother took us to Memphis for some cultural event like figure skating or ballet or an ice show." Traces of her mother warm Alice Cunningham's home: a green marble egg set in a brass turtle base and flowered match holders. Her mother was another source of inspiration. At forty-two, she took over the family insurance company when her husband became a judge.

Asked about any personal misgivings in a traditionally male-oriented field, Dr. Cunningham scoffs: "It never entered my mind, even if I were the only woman. I grew up in a gender-free environment." Her father made only one pronouncement regarding sex and careers: Walnut Ridge, Ark., wasn't ready for a woman lawyer.

That was okay with Alice Cunningham, because she really wanted to be a doctor. Having always loved the sciences, she majored in chemistry at the University of Arkansas. After a stint in research, followed by three years teaching high school in Gainesville, Ga., and Atlanta, she entered the University of Arkansas medical school. A month of memory work convinced her that she was "on the wrong side of the desk again. I knew I'd rather be up there teaching."

Again she got what she wanted. Today Alice Cunningham holds the William Rand Kenan Jr. Professor of Chemistry Chair at Agnes Scott. She also chairs the prestigious Committee On Professional Training of the American Chemical Society. With ACS she frequently travels to Washington to decide the criteria for an undergraduate degree in chemistry. Her curriculum vitae fills six pages of honors, professional organizations, workshops, seminars and publications.

Alice Cunningham is the third person to occupy the Kenan chair. "When I was named to it I didn't really feel I deserved it," she reveals. But now, she says, nodding, "I know I've worked for it."

As for education's future, she predicts a "sifting down" of small colleges caused by noncompetitive salaries, inadequate facilities and obsolete equipment. "A lot of schools will lose their faculty," she says. She has few worries about Agnes Scott, where 20 percent of graduates major in math and science and 6.8 percent major in chemistry. "Our women are extraordinary. To have had a hand in their development is rewarding."

Her students return the compliment. Despite the grind of labs, lectures and long hours, premed student Tanya Savage thinks Alice Cunningham is pretty special. "She defines what a professor should be on every level. In high school the teachers pound the material into your head and keep pounding. In college some professors think you should get it yourself. We need more professors like Dr. Cunningham. She cares."

When Alice Cunningham's father died, she found his diary and turned the pages, searching for bits of his past and clues to his feelings. One entry revealed what he really thought of his second oldest daughter. It said: "Doc is fearless."

Jeanie Franco Hallem has written for McCall's *and* Family Circle *among others. She is presently Creative Writing artist-in-residence for Fulton County (Ga.) public schools.*

CENTENNIAL

AGNES SCO

SEPT. 16

10:25 a.m.
Dedication of Chapel and Organ
Mary West Thatcher Chapel,
Wallace M. Alston Campus Center

SEPT. 18

3:00 p.m.
Chapel Organ Concert
Calvert Johnson, College Organist,
Associate Professor of Music
Mary West Thatcher Chapel,
Wallace M. Alston Campus Center

SEPT. 21

10:25 a.m.
Honors Convocation
Speaker—Dr. Patricia Graham,
Dean, Harvard University
Graduate School of Education
Gaines Auditorium, Presser Hall

SEPT. 22

8:15 p.m.
Centennial Student Production
"May We Forget: A Lighthearted
Look at Agnes Scott's History"
Gaines Auditorium, Presser Hall

SEPT. 23

8:30 a.m.
Alumnae Board Meeting
10:45 a.m.
Opening Celebration
Convocation
Gaines Auditorium, Presser Hall
Speaker— **Rosalynn Carter,**
Distinguished Centennial Lecturer
Followed by lunch on the
George W. and Irene K. Woodruff
Quadrangle

SEPT. 23
(continued)

5:15 p.m.
Buffet Reception
Alumnae Association honors the
Class of '89
The Alumnae Garden
6:45 p.m.
Alumnae Leadership Conference
Opening Session
8:15 p.m.
Speaker—**Joyce Carol Oates,**
Writer
Gaines Auditorium, Presser Hall

SEPT. 24

9:00 - 10:00 a.m.
Alumnae Leadership Conference—
Campus Update
10:30 a.m.
Senior Investiture
Speaker—Dr. Arthur L. Bowling, Jr.,
Associate Professor and Chair,
Department of Physics and
Astronomy
Gaines Auditorium, Presser Hall
11:30 a.m.
Brunch for seniors, parents, faculty
Rebekah Reception Room,
Rebekah Scott Hall
12:00 p.m.
Alumnae Leadership Luncheon
honoring former Alumnae
Association Presidents
2:00 - 4:00 p.m.
Alumnae Leadership
Workshops
4:00 p.m.
Alumnae Leadership Conference
Plenary Session

SEPT. 24
(continued)

7:00 p.m.
Party for campus community
& alumnae
George W. and Irene K. Woodruff
Quadrangle
8:15 p.m.
The Capitol Steps—political satire
Gaines Auditorium, Presser Hall

SEPT. 25

9:30 a.m.
Brunch for alumnae, seniors and
their parents
The Alumnae Garden
11:00 a.m.**
Community Worship Service
Dr. Isabel Rogers,
Professor of Applied Christianity,
Presbyterian School of Christian
Education
Gaines Auditorium, Presser Hall

OCT. 11

8:15 p.m.
Guarneri String Quartet
Gaines Auditorium, Presser Hall

OCT. 12

10:25 a.m.
Distinguished Alumnae Lecture
Bertha Merrill Holt '38
State Representative,
General Assembly of
North Carolina
Gaines Auditorium, Presser Hall

OCT. 13

8:15 p.m.
Agnes Scott Blackfriars Theatre
Production
"Out of Our Father's House"

CELEBRATION
TCOLLEGE





OCT. 21, 22,23	Alumnae Trip to Ramesses II Exhibit in Charlotte, N.C.	NOV. 12	8:15 p.m. DeKalb County Constitution Celebration—Drama Gaines Auditorium, Presser Hall	DEC. 6	7:00-9:00 p.m **Opening Party** for the Agnes Scott Exhibit Atlanta Historical Society R.S.V.P. (404) 371-6430
OCT. 23	3:00 p.m. Flute and Harpsichord Recital Carol Lyn Butcher, flute Calvert Johnson, harpsichord Maclean Auditorium, Presser Hall	NOV. 16	10:25 a.m. **Distinguished Alumnae Lecture** **Dr. Carolyn Forman Piel '40** Gaines Auditorium, Presser Hall	DEC. 7-MAY 20, 1989	**Agnes Scott College Exhibit** **Atlanta Historical Society**
OCT. 25, 27,28,29	Black Cat	NOV. 17	8:15 p.m. Piano Recital Jay Fuller Associate Professor of Music Gaines Auditorium, Presser Hall	To reserve theatre tickets, call 371-6248. For tickets to other events, call 371-6430.	
NOV. 1	8:15 p.m Student Music Recital Lauri White, Molly McCray Maclean Auditorium, Presser Hall	NOV. 20	6:00 p.m. Community Orchestra Concert Gaines Auditorium, Presser Hall	Dalton Gallery hours are Monday through Friday, 9 a.m. to 9 p.m., Saturday and Sunday 1 to 5 p.m.	
NOV. 3	8:15 p.m. **Alabama Shakespeare Festival** "Hamlet" Gaines Auditorium, Presser Hall	DEC. 1	8:15 p.m **Canadian Brass** Gaines Auditorium, Presser Hall	The Atlanta Historical Society is open Monday-Saturday from 9 a.m. - 5:30 p.m. and Sunday from 12 - 5 p.m.	
NOV. 9	10:25 a.m. Convocation—'88 Election and Civil Rights Gaines Auditorium, Presser Hall	DEC. 2	10:25 a.m. Studio Dance Theatre Children's Christmas Concert Gaines Auditorium, Presser Hall	Please arrive early for events to be directed to available parking. Handicappped access is available.	
NOV. 10	8:15 p.m. DeKalb County Constitution Celebration—Panel Discussion Gaines Auditorium, Presser Hall	DEC. 4	2:30 p.m Agnes Scott College Glee Club Annual Christmas Concert Gaines Auditorium, Presser Hall	Events or speakers subject to change due to circumstances beyond the College's control. For general information concerning the activities, call the Centennial Celebration office, (404) 371-6326.	
				**NOTE: All alumnae who are ordained ministers are invited to march in the procession at the opening weekend of the Centennial Celebration. The worship service will be held at 11 a.m. on Sunday, Sept. 25, in Gaines Auditorium. Please contact Bertie Bond or Carolyn Wynens at 371-6000 for further information.	

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Can an old gym find new life on campus?

AGNES SCOTT

ALUMNAE MAGAZINE WINTER 1988

Bo Ball mines stories from his Appalachian childhood

He strode back and forth before my French literature class, reciting passages from Montaigne with lusty abandon. An Oxford-educated Canadian in his sixties, Professor Winston-Smith (not his real name) had managed to preserve ample white hair and royal arrogance. With a monocle, powdered wig and court dress, he could have been any King Louis who lived to adulthood.

In his yearlong course at the university, he gave us a love of French lit and a strong fear of his person. His verbiage challenged a rapier, his criticism could be crushing.

He held some of his most decided opinions about women. Their best work, he crudely contended, was done on their backs. Each Wednesday evening, he held a salon in his home for his male students; women were prohibited.

In class, Professor Winston-Smith seemed perpetually surprised when any of us women made an astute comment, as if females could only fail to plumb the depths of meaning in French literature which was, after all, written by men. After the final exam, he compromised by treating all the students to dinner at the city's finest hotel.

Nevertheless, traveling with him through medieval literature, into the Renaissance and beyond, made the literature come alive, even for those of us who kept the dictionary at hand as we read. His delight in beauty, reverence for the classical roots of the Renaissance, and fierce defense of intellectual freedom entranced us.

He made the Renaissance so alive to me that one day it hit me that it was over — in a personal sense. As much as I admired Pascal or Descartes, no one could be like them anymore. In that age, some men had learned virtually all there was to know.

Since the Renaissance, you can't know everything anymore, our professor confirmed. "We must choose what to know and to study. Everyone has only a piece of the whole."

He was right, I'd been born too late. I couldn't read all the books, take all the courses, know all the subjects. I really had to choose. So I became a writer, for me the next best move.

The seminar on teaching values that many Agnes Scott faculty members attended this past summer reminded me of this experience.

The faculty members became aware again of the choices they had made, and the choices confronting their students. Each of them had a piece of the whole. Several of them talked about the awe they felt in the company of their colleagues, who represented disciplines about which they knew so little. Suddenly they were students again.

In Agnes Scott's centennial year, it's good to remember what it's like to be a student. For one hundred years, this college has been committed to educating women — to giving them the freedom of inquiry and the intellectual challenge that was denied to women in Professor Winston-Smith's class years ago. Our faculty want to use their power as professors to convey values that enable and encourage their students.

After the seminar, art history professor Donna Sadler remarked that she "loved being kept awake at night by thoughts. When we teach, we lose that feeling of being on the receiving end. I was struck by how much I missed it."

That renewed awareness offers Professor Sadler and her colleagues in the seminar fresh insight into their teaching. And in coming years, Agnes Scott's students will be richer for their experience. — **Lynn Donham**

Editor: Lynn Donham, **Managing Editor**: Stacey Noiles, **Art Director**: P. Michael Mehta, **Editorial Assistant**: Angelie John, **Student Assistants:** Allena Bowen '90, Michelle Cook '91, Amy Goodloe '89, Louisa Parker '89, **Editorial Advisory Board**: George Brown, Ayse Ilgaz Carden '66, Susan Ketchin Edgerton '70, Karen Green '86, Steven Guthrie, Elizabeth Hallman Snitzer '85, Mary K. Owen Jarboe '68, Tish Young McCutchen '73, Becky Prophet, Dudley Sanders, Edmund Sheehey, Lucia Howard Sizemore '65, Elizabeth Stevenson '41

About the artwork: These illustrations and photographs were provided by the artists represented by Alexander/Pollard. The cover is an archival photo that was hand-colored by Julie Mueller-Brown. David Guggenheim, a New Zealander now living in Atlanta, photographed Dr. Bo Ball. Lindy Burnett illustrated the holiday articles and the article, "Questions of Value." Elizabeth Traynor, well known for her hand-colored scratch board illustrations, did the paper sculpture for the article, "Getting it Write."

It is hard to believe that anyone associated with an Agnes Scott College publication could be so uneducated as to refer to an ordained Presbyterian minister as "the reverend" (Spring 1988, page 24). This is, at best, ignorantly tacky; at worst, contemptuously insulting. The College owes Mrs. Adams an apology.

Mary Shewmaker '28
Memphis, Tenn.

EDITOR'S NOTE: *I am sorry this caused you such distress. I have double checked the references we use in the office* — The Chicago Manual of Style, The Associated Press Stylebook, Strunk & White's Elements of Style, *and* Webster's Dictionary. *I cannot find any caution against the use of this phrase or any indication that it carries a negative connotation.*

I was interested to read the article about Dr. Alice Cunningham (Fall 1988, page 20). I have many memories, having taken a course with her during my freshman year at ASC.

I was particularly interested in her encouraging comments about the prospect of tenure for young faculty members. Many students who were at ASC during the 1978-1979 academic year were extremely dismayed when Dr. Alan White of the chemistry department, whom I regard as one of the best teachers I have had in my academic career, was denied tenure at Agnes Scott.

It is hoped that the supportive attitude displayed by Dr. Cunningham will help to attract and retain other inspirational faculty members in the future.

Dr. Anita P. Barbee '82
Louisville, Ky.

Correction: The second drawing on page 24 of the Fall magazine was incorrectly captioned. Pictured is electricity flowing through the atomic structure of a metal conductor, not free atoms in space, as stated.

Cover photo courtesy of the Bettman Archives

Agnes Scott Alumnae Magazine

AGNES SCOTT

Winter 1988
Volume 66, Number 3

Love of theater obvious in Van Duyn roles

Acting is like exercise for Katrine Van Duyn '72. It isn't unusual for her to leave the stage and suddenly ache and feel exhausted. The "workout" is hard, she says, but it's an exhilarating feeling.

"Energy is important. You have to be mentally and physically fit to be an actress or actor," says Ms. Van Duyn, who received a degree in theater from Agnes Scott.

"It takes lots of discipline to be able to refresh yourself, wipe the slate clean and do the same show the next night. You have to approach each show with freshness and relaxation — and that takes energy."

Since moving to Washington, D.C., in 1981, Ms. Van Duyn has performed with several of the capital city's professional theaters, building a line of acting credits that continue to boost her into the spotlight. She has performed with the Horizon's Women's Theater, Arena Stage and the Studio Theater.

Her most exciting moment came last year on opening night of "The Merchant of Venice" at Washington's Folger Shakespeare Theater when she performed the role of Portia, heroine of the play.

"I was the understudy for Kelly McGillis (*Witness, Top Gun*). Kelly got sick suddenly, and I had to go on," Ms. Van Duyn says. "I had three hours to prepare. I'd never had a run-through, and all the costumes had to be shortened four inches."

Katrine Van Duyn: An actress in the classical mode whose goal is "not to spare anything."

Ms. Van Duyn says most of those three hours were spent standing on a stool with her arms raised, waiting as the seamstresses altered the many beaded cloaks, mantles and gowns her role required. "The costumes weighed a ton, too," she says. "But it was all like a storybook tale come true. I'd wanted to work at the Folger for a long, long time."

Ms. Van Duyn says she didn't have time to think about being nervous. She was prepared and felt confident in that aspect. "At that time, being nervous would have been a luxury. All I could think to myself was 'this is it.' I was so excited and so happy to be working opposite an actor like Brian Bedford. I'd gone to all the rehearsals and had memorized the lines. I knew I could do it.

"I ached all over after 'Merchant,' " she remembers. "I usually don't eat anything before a show to keep from feeling filled up, and I'm usually ravenous afterward."

Ms. Van Duyn studied Shakespeare at Northwestern University in Chicago, where she received a master's degree in theater. She said she studied with professors who offered her great insight into oral interpretation. Her training, her 5'8" height, and her curly blond hair made her an ideal classical actress, she adds.

Ms. Van Duyn's latest role was Octavia, Caesar's sister and the betrayed wife of Mark Antony, in Shakespeare's "Antony and Cleopatra." The show opened September 20 at the Folger Theater.

"I try not to spare anything for a role. I read the script several times and work hard at really acting

out the role," she says. "I love the theater and I love how the show differs every night. I like the 'real time' you have to operate in.

"You live the role from beginning to end, and that role can change every night depending on how you feel and how the cast feels. There's a difference between really acting the role and handing in a rote performance," she says.

Ms. Van Duyn juggles her acting schedule to allow for some free-lance research work for various Washington corporations. Free-lancing allows her the flexibility she needs to continue her stage career. She has done voice-overs for commercial and industrial films. She soon expects to become a member of the Actor's Guild and get an agent.

"Acting is so varied. You have to be able to answer the phone and take a role at a moment's notice," she has found.

"I love classical work, and I love contemporary work. But, I guess with my Catholic school background and then attending Agnes Scott later, I tend to fit the classical mode," Ms. Van Duyn says. "I've done Shakespeare, Chekhov, and Wilde. I act out of a sense of need — a need to express myself." — **June Dollar**

June Dollar is a writer and editor at The American University, where she is working on a master's in public communication.

Margaret Porter realizes ambitions in birthing novels

With her saucer-shaped eyes and pretty red lips, Margaret Evans Porter '80 could understudy a heroine in one of her own novels. She'd play the part well. The self-confessed Anglophile was a member of Blackfriars throughout her college career and appeared in nearly all of their productions from 1976-80.

Ms. Porter, whose first novel, "Heiress of Ardara," was published by Doubleday earlier this year, notes, "Although I was an English/Theatre major, I never once took a writing class back then. Life is funny that way."

What's funnier still is that the Macon, Ga., native didn't really consider writing for a career until a foray into marketing research made her think otherwise. She left the relative comfort of a nine-to-five job and began to write full time.

As for her novel, "I sat down to write it on day one, kept on and didn't stop until I was finished." It took less than a year to complete, but much longer than that to get published. "Almost like having a baby," the otherwise genteel writer admits. Actually, it was almost like having two babies. She sent synopses to several publishers. Within weeks, an editor at Doubleday called and asked to see the complete manuscript. That was the easy part. It took sixteen months for Doubleday to make her a final offer. By then, she had hired an agent. "I wanted to concentrate on the creative end," Ms. Porter says, "not the business end."

Novelist Margaret Evans Porter: Writing historical novels is more like "having a baby" than playing a heroine.

In the meantime, Ms. Porter wrote a companion novel to "Heiress of Ardara." She describes both books as love stories set in nineteenth-century Ireland.

She is currently working on what she terms a mainstream historical novel. The history, not the love story, takes front stage. A research jaunt took her to England and Wales this fall and she hopes to write full time this winter.

The 29-year-old writer already has an impressive list of credentials. She was named an Outstanding Young Woman of America and in 1987 was nominated to *Who's Who in U.S. Writers, Editors, and Poets.*

She holds a master's degree in journalism and mass communications from the University of Georgia and once wrote a college-level manual for mass communications researchers.

She now resides in Littleton, Colo., a city outside of Denver, with her husband, Christopher.

Her former yearning for the stage has been usurped by a writing career. "My ambitions are achieved when I'm able to sit down and write and realize that I'm able to do what I love every day," she says contently. — **Stacey Noiles**

DAWN OUT OF DARKNESS

Thoughts for the Holidays From Two Religious Traditions

FESTIVAL OF LIGHT

BY RABBI PHILIP KRANZ

December days evoke strong images in my mind, images of darkness pierced by light.

I grew up in one of the wintriest parts of the Midwest. I remember well the melancholy days after Halloween: the early nights, the dark, threatening skies, the chilly winds.

The winter holidays were a cheery respite from December gloom. In those days, people put up their home decorations on Christmas Eve day. Some families used the same lighting display year after year, while others varied their design. I tried to determine the most beautiful.

Each year an electric-light manufacturer in my hometown produced a holiday fantasy in electric lights. Lines of cars snaked through the campus-like grounds, their passengers oohing and aahing at the display. Although my family was Jewish, we queued up, also. A Chanukah display always sat among the Christmas ones.

ILLUSTRATION BY LINDY BURNETT

FESTIVAL OF LIGHT

Chanukah — the Jewish "Christmas," my Christian friends called it — is a festival of light. I welcomed its arrival as much as my neighbors welcomed Christmas. I appreciated the lights. I hated the darkness.

In my home, the Chanukah celebration began with the ritual of digging out the menorah or Chanukah candelabra from the back of the storage cupboard. My job was to clean off the wax from last year's candles. It was fun to melt it off and then to reshape the droplets into different designs. From another room came my mother's voice: "I hope that you're not playing with matches," she called. "Of course not," I replied.

Each child in religious school received a box of candles the week before Chanukah began. They came in a number of pastel shades. Since the Chanukah celebration lasts eight nights, I planned the colors for each night's kindling. Some nights had red, white and blue candles, the colors of the American flag; other nights I chose blue and white, the national colors of the state of Israel. On the last night, when the menorah was aglow with all eight candles, I often used one of each color, a dramatic send-off to the holiday that would not return for another year.

When the first night of Chanukah finally arrived, I prepared the menorah. One candle the first night, two the second night, and so on. The menorah was placed in the window, to "display the miracle of light." We recited blessings and, according to a Jewish commandment, the family remained in the room until the tiny candles burned down.

These lights were far less spectacular than those on our Christian neighbor's front porch, but they filled me with the same sense of satisfaction and joy.

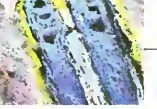
My parents told me that Christmas and Chanukah were very different holidays. And yet, the older I got, the more I realized that they had something very beautiful in common — light — light at the darkest time of the year.

Every year around December 22, the sun moves to its greatest distance from the celestial equator. The shortest daylight of the year occurs. Ancient cultures feared the winter solstice. They believed that the sun might leave the earth for good and the world be plunged into total darkness. Life as we know it would cease to exist.

So the ancients engaged in a bit of sympathetic magic. They lit bonfires and torches, to encourage the sun to return. After the twenty-second of December the days got longer as the sun slowly returned.

Today both Chanukah and Christmas celebrations, echoing those ancient festivals, are held near the winter solstice. At the time of greatest darkness, they bring their message of light into the world.

A rabbinic legend says that when Adam saw the sun set on the first night of his creation, he was frightened, thinking that light had disappeared forever and that the sun would never be seen again. God, in His mercy, gave Adam the intuition to take two flints to rub together to kindle fire. Thereupon Adam uttered the benediction, "Blessed are You, O Lord, Creator of Light." Seeing the light, Adam was assured that darkness need not prevail.



WRITTEN BY RABBI PHILIP KRANZ

Chanukah celebrates events of the years 168-165 B.C. Jews living in Judea suffered under the rule of a Greco-Syrian king who thought himself a god and attempted to force his subjects to worship him. Some yielded to his pressure; others took a firm stand on behalf of their faith. Although small in number, they took up arms against an enemy much greater than themselves.

The zealous fled to the hills of Judea and from there carried on guerrilla warfare against the king's installations, pulling down pagan altars, engaging the king's detachments in battle and, in the end, defeating them. This underground resistance movement became the first time in history that a people went to war simply in the cause of religious freedom.

From that time on, Jews celebrated Chanukah for eight days, later adopting the custom of lighting one candle on the first night and increasing until, on the last night, eight were kindled.

In Jewish tradition, light became a symbol of spiritual alertness and dedication. It was light that God used to kindle the souls of human beings. Scripture teaches that the "spirit of man is the lamp of the Lord."

The Episcopal Cathedral in my hometown produced a Boar's Head Ceremony each year between Christmas and New Year's Day. It is a remnant from "Merry Olde England" and a reminder of Christmases past. The most beautiful part of the celebration is the conclusion. A small boy, in medieval English dress, walks up the aisle of the cathedral with a lantern, a tiny light flickering within, symbolizing the message of Christmas and the light he is taking into a dark world.

Chanukah and Christmas, as festivals of light, remind us that human beings cannot yield to despair. Religious faith has the power to assure us that out of darkness and shadow, Adam created light. His light was a reminder of the greater light, which emerges with dawn.

The pupils of a nineteenth-century Eastern European rabbi approached their teacher with a complaint about the prevalence of darkness in the world. How, they asked, could the darkness be driven away.

The rabbi suggested they take brooms and sweep the darkness from a cellar. But the bewildered students swept to no avail. The rabbi then advised his followers to take sticks and to beat vigorously at the darkness. When this, too, failed, he counseled them to go down again into the cellar and shout curses against the darkness.

When this too failed, he said, "My students, let each of you meet the challenge of darkness by lighting a candle." The disciples descended to the cellar and kindled their lights. They looked, and behold! the darkness was gone.

I am grateful for the light that good and decent men and women create to bring brightness to December's dark nights. In Chanukah and Christmas, the holidays of light for two great religions, we have a powerful symbol of the goodness this world might yet know. Because I am a hostage of hope, I look each year for that light. ◆

Philip Kranz is rabbi at Temple Sinai in Atlanta and is an instructor in Bible and Religion at Agnes Scott.

THE AMBIGUITY OF CHRISTMAS

Many of us have treasured images of Christmas: songs about silver bells and snow and chestnuts. Red and green lights strung across Main Street. Parties and school plays. Choral concerts. Wreaths of holly and candles. Trees covered with lights and icicles. Cookies and cakes and special dishes. Christmas cards exchanged with friends from another time and place.

Christmas is indeed a time of beautiful music and colorful decorations and favorite foods, a celebration of memories and children, friends and family.

Yet Christmas can also be a difficult, overwhelming time. Too much to do, too little time, so many expectations, so many people. At Christmas we miss loved ones no longer with us. Rates of suicide and depression increase. Memories and dreams haunt as well as comfort amid unrelenting commercial and social pressure to get into the holiday spirit.

Christmas is a holy time, the celebration of the birth of Jesus of Nazareth, the "son of God" whom Christians worship.

Although some Christmas activities, such as hymns, nativity scenes, Handel's "Messiah," and collections of money and toys for "Empty Stocking" funds, can be found in both religious and secular contexts, specifically religious activities may be reduced to the Christmas Eve or Christmas morning worship services.

For most the season is a time to celebrate and reinforce social, family and business networks with festive food and drink and the exchange of gifts. When days are shortest we need a bit of fortifying for the winter chill. Christmas — the memorial to Jesus' birth — came partly to counter mid-winter Roman celebrations.

What is the appropriate spirit of the season?

To reflect on the meaning of Christmas, one turns to the life and death of Jesus. We celebrate the birth because of his life and death. Who, then, is this Jesus and what about him makes him worthy of so special a place in history?

Mark, the gospel that most scholars believe to be the earliest account of Jesus' life, contains no birth narrative.

The Gospel of John talks more about the incarnation, God becoming human, than about the birth itself. The gospels of Luke and Matthew vary greatly in the details of their accounts.

Luke creates a sense of joy and wonder with angels and shepherds and a stable. Matthew describes wise men from the East following a star to see the new king, bringing gold and frankincense and myrrh.

Both accounts say that even at his birth political and social structures are challenged. In the Lukan account, the baby with the shepherds points toward God's ultimate concerns for society's outsiders — racial outcasts, sinners, women, the poor, lepers. In Matthew, the baby Jesus is such a political threat that to kill him, the Roman ruler puts to death all young children of Bethlehem. Jesus' family, through God's intervention, escapes to Egypt.

Trees and Santa have their place at Christmas; they serve good and useful purposes. The gospel traditions reveal more clearly the

WRITTEN BY BETH MACKIE '69

significance of Christmas as it relates to human existence in recounting the life of Jesus Christ.

Christ saw individuals. He didn't simply deal with problems or diseases. Jesus saw the man who collected taxes, the woman who insisted that Jesus heal her daughter, the man possessed by "demons." Jesus enabled them to live their lives more fully by removing specific physical and mental obstacles. Jesus changed lives as well as bodies.

Christians often see only the problem: homelessness, poverty, corrupt political systems, suffering and sickness.

While we may help relieve the problem, we don't want to see the people. To see the people is to see Christ in them, and to see Christ means not only to share ourselves but to risk being asked to change ourselves and our world.

It is easier to make pronouncements about principles than to see the people around us and how our decisions, our actions, our attitudes affect their lives. To really see the people around us and around the world is to envision and long for a different world. Above all, Christianity believes that Christ's life in human form changed the world. The meaning of human existence shifted because Christ lived and died.

Paul talks of the Christian life in the spirit as one of love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, self-control (Galatians 5:22-23). It is a world in which Christians are less concerned with power in social, economic, political, cultural, familial, racial, and educational hierarchies, and more concerned with assisting others to develop lives of love and purpose.

Change lies at the core of even secular Christmas celebration. We enter into a different time and place even when that time and place come from Santa and the North Pole. We change priorities in order to get our shopping and wrapping and baking done.

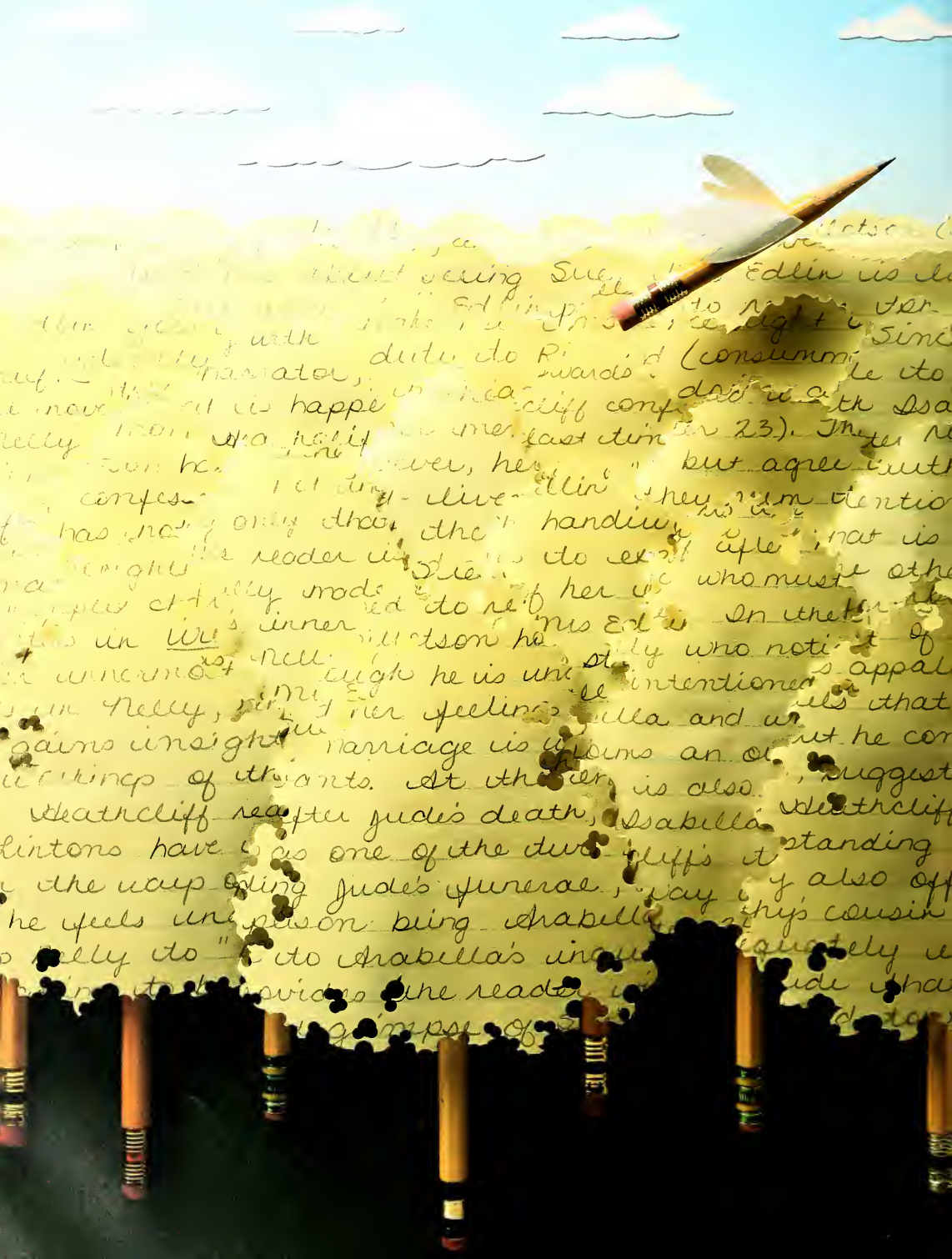
But at this season, to enter the sacred time and place of Jesus is to look at the world around us — to appreciate the love and joy of living in the world and to look at those for whom Christmas is not a time of joy.

Christmas calls for change: recognizing the light of love, extending that love and concern in ways that fundamentally make for a better world, and giving people control over their lives by breaking the barriers of sickness or isolation or domination or poverty that keep them from developing into the unique persons of worth and value that they were created by God to be.

Christians look to the future, confident that nothing in heaven or earth can separate people from God's continuing love as they live and change and celebrate.

It is the reverence for life which comes from reverence for Christ that is the most wondrous aspect of Christmas and which may again give angels reason to sing joyfully: "Glory to God in the highest, and on earth, peace, goodwill to all persons . . . ." ◆

Beth Mackie is assistant professor of Bible and religion at Agnes Scott and a member of the class of '69.



Getting It Write

Writing can create a cluttered landscape to those who enter. ASC's writing workshop seeks to ease the difficulty of putting pen to paper.

BY SUSAN MEDLOCK

William Faulkner entered the classroom — late — perched on the edge of the teacher's desk and looked intently from student to student. There they sat, a class of University of Mississippi writing students eager to learn from the venerable author. "So, you want to be writers?" Faulker asked gruffly, breaking the silence at last. Heads bobbed, pencils came to attention, weight shifted in the wooden seats. "Then, damn it, start writing." And he stalked out. End of lecture.

Is the lesson that terse? Do writers learn only by writing? On another Southern campus four decades later, a genial English professor echoes Faulkner's advice: "The only way to learn to write is to write often."

Christine Cozzens should know. A published writer, she has taught writing at Harvard, Wheaton and Emory. She recently joined Agnes Scott as assistant professor of English and director of the College's newly-established writing workshop. Her mission at Agnes Scott includes helping students learn to write, helping students who write well teach others, and collaborating with other professors in the inclusion of writing across the curriculum.

Can anyone learn to write? Is it enough, by damn, just to start writing?

"You learn to write by writing; you learn to think by writing," says Dr. Cozzens. "Anyone who wants to put the time into it can make tremendous progress," she adds. "But writing is time-consuming, and you must learn how to be nurtured by criticism rather than beaten down by it.

"It helps if the critic is tactful," she adds, smiling.

What defines good writing? "Clear, succinct, understandable, jargon-free [prose]," says Dean Ellen Wood Hall '67. Dr. Cozzens adds, "Writing that communicates is good writing. You don't have to agree with the writer, [only] be engaged by what the writer has said."

To help students learn the skills necessary to be good writers, a brand-new subdiscipline — teaching writing — has been developed within the English curriculum, which College officials hope will be endowed by the Centennial Campaign. A $50,000 grant from the J.M. Tull Foundation has made possible the College's writing workshop, directed by Dr. Cozzens and staffed by qualified peer tutors.

Agnes Scott students are required to take English 101, the writing of critical and expository papers and the critical reading of literary works by genre. The course causes problems for students who haven't a solid background in English grammer and composition.

Dr. Cozzens and tutors work with students who have been identified as needing help. This past year, the program included 13 students. This semester, 14 are enrolled. "The writing laboratory is a tool for the campus, a resource for the community," says Dr. Linda Lentz Hubert '62, chair of the English department.

"To a certain degree, our basic sense of language has been lost to the video generation," continues Dr. Hubert. "We moved away from accurate and careful writing. Now we're moving back towards an emphasis on verbal skills."

To this end, the writing workshop aids students with specific writing problems, as well as any student seeking help with her writing. Students write on the blank screen of the computer; tutors provide instand feedback.

"Two-way communication is essential to the development of good writing," says Dr. Cozzens. "I never submit anything I've written — for publication or any other purpose — without showing it to someone first."

"Writing has always been a collaborative experience," says Dr. Hubert. Tutors' assistance doesn't violate Agnes Scott's Honor System, adds Dr. Cozzens. "Everybody knows the difference between an idea they think of and an idea they stole. Tutors don't put words in students' mouths. I think tudent and tutor always know where one's ideas end and the other's begin."

For Dr. Cozzens, honing communications skills through the writing process can be compared with viewing a painting. From two inches, a canvas is merely brush strokes; from two feet, it's a park scene. In the same way, a writer must compel her reader to do the same. "Don't just give the readers evidence," Dr. Cozzens says. "Tell them what it is."

The two-inch perspective is particularly troublesome in research papers, Dr. Cozzens says. It is relatively easy to list facts and thus create a field of dots on a canvas. It is much more difficult to put the facts together as a coherent whole.

To help her students with the process of organizing facts and ideas into a unit, she has them keep journals. "There's a lot that you write that you don't use," she says. "Sixty to seventy percent of what I ask my students to write I never see."

After assigning the first freshman English paper, for example, Dr. Cozzens tells her students to write in their journals what problems and struggles they anticipate. The process of identifying potential stumbling blocks helps diffuse anxiety.

For non-English majors, Dr. Cozzens plans — as part of her role collaborating with other disciplines — to encourage professors to urge their students to take advanced composition. Course assignments are flexible and a science major may, for example, bend the course to her interests.

"The English department can't mass-produce good writers and plug them into other fields," says Dr. Cozzens. "Disciplines need to work together to enhance the teaching of writing."

That's something William Faulkner would appreciate.

Late in his life, Faulkner was asked

The Write Kind of Students

Over the years, Agnes Scott has brought noted writers to campus: Robert Frost, Eudora Welty, Robert Penn Warren, Harry Crews, Joyce Carol Oates, Anne Rivers Siddons, Tillie Olsen.

The person who initially brought to Agnes Scott one of the most regular of famous visitors, Robert Frost, will now be remembered and honored by the endowing of a fund in her name. The Emma May Laney Endowment Fund of $500,000 is the gift of two former students who are now trustees of the College and their husbands, Tom and Dorothy Holloran Addison '43 and Daniel and Elizabeth Henderson Cameron '43.

Mrs. Cameron, student president of the Lecture Association for which Miss Laney was the advisor for years, remembers her professor as one who "stood for the highest standards of academic excellence and high integrity." Dorothy Addison says, "Her commitment to me as a student is the core of what I think education at Agnes Scott is all about. From her I learned to write well, I learned to write honestly and clearly."

Emma May Laney taught for 37 years in the Department of English, from 1919 to 1956. The Emma May Laney Fund, to be used at the President's discretion, will be for the purpose of bringing distinguished residents to campus for short or long visits, or to fund other activities which foster cultural enrichment and good writing by students, in honor of Miss Laney's own contribution to Agnes Scott.

what advice he would give young writers. "At one time I thought the most important thing was talent. I think now that the young man or the young woman must possess or teach himself, train himself, in infinite patience, which is to try and to try and to try until it comes right. He must train himself in ruthless intolerance — that is, to throw away anything that is false no matter how much he might love that page or paragraph. The most important thing is insight . . . to wonder, to mull, to muse why humans do what they do, and if you have that, then I don't think the talent makes much difference, whether you've got that or not."

Through its one hundred year history, Agnes Scott College has encouraged young women to be curious — "to wonder, to mull, and to muse." And Agnes Scott's writing program — from 1889 through the 21st century — will continue to help young women to learn the "infinite patience" of trying until the words are right. ◆

Susan Medlock is the former public information officer for Agnes Scott.

For ASC faculty, a summer seminar on teaching values became an exploration into the values of teaching.

BY LYNN DONHAM

QUESTIONS OF VALUE

"Educating someone is like creating an incredibly rich passageway," Dean of the College Ellen Hall '67 likes to say. She and twenty faculty members returned this fall with fresh empathy for their students, and new awareness of the cultural and personal values at work in education.

Fifteen professors from the humanities and five from the natural sciences spent June in an intensive seminar on teaching values. Partially funded by the National Endowment for the Humanities, the seminar brought five experts to campus as consultants to the faculty's studies. Their readings ranged from Aristotle to Simone de Beauvoir. In each work they probed values.

"A humanities faculty is one of the chief purveyors of the values of a culture," explains Dean Hall. "In the texts we study and teach are enshrined the best images of what it is to be human. Sometimes the images are of failed, even evil, humanity.

ILLUSTRATION BY LINDY BURNETT

Other images show us humanity at its best. We must convey these images as models of what life can be, for ourselves and for our students."

Dean Hall directed planning for the seminar, assisted by Sally MacEwen, assistant professor of classical languages and literatures. The seminar targeted four values: justice, freedom, community and tolerance. At issue were more than abstract values themselves, but how to balance their sometimes conflicting demands.

"The trick is figuring out what you do in individual situations. Like playing tennis, there are some rules," says Callaway Professor of Philosophy Richard Parry, principal author of the NEH funding proposal. "But no rules tell you what to do to hit the ball on this volley or that. This requires skills and sensibilities." He calls these skills and sensibilities virtues.

To develop such virtues, he believes, "We must set forth for our students fundamental choices about what their lives will be like. We believe that some of the best answers are found in traditional places, such as the first five books of the Bible, Aristotle, and elsewhere."

Adds Dean Hall, "Everybody comes into the classroom with a personal stance, a world view that permeates everything that person says." Both students and teachers hold assumptions. "We must understand the other person's point of view and why he or she holds it."

The texts used this past summer offered the group an opportunity to talk across the divisions of academic disciplines. "In the time of Aristotle, until the Renaissance, all knowledge was one body," Dean Hall explains. "After the Renaissance, knowledge began to be projected through prisms called disciplines, like a million different colors."

In recent years, academia and business have moved to re-integrate their arrays of specialties. Down the

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The seminar's greatest benefit may have been to encourage faculty "to embrace diversity and to agree that there usually is more than one point of view."

road, she suggests, new disciplines may arise from new combinations of studies.

The first consultant, Dr. Walter Brueggeman, professor of Old Testament at Columbia Presbyterian Theological Seminary, set the seminar's tone when he declared, "A liberal arts education is an arena where there is time and space to talk about these voices in our society. There are very few of those places left."

Three other consultants followed Dr. Brueggeman:

—Herman Sinaiko, professor of humanities, University of Chicago, taught Aristotle's *Nicomachean Ethics* and *Antigone*.

—Professor Jean Bethke Elshtain, University of Massachusetts, presented John Stuart Mills' *On Liberty*,

—Martha Noel Evans, associate professor of French and coordinator of women's studies, Mary Baldwin College, taught Simone de Beauvoir's *She Came to Stay*.

For the first two days each week, faculty whose disciplines included the texts made presentations and led discussions to prepare their colleagues for the consultant's visit.

Participants got together outside of class as well. Softball games, dinners, and trips to local music spots gave them a respite from the more solitary academic terms.

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Four battered tables, holding scattered Bibles and coffee mugs, nearly spanned the length of Alston Center's main lounge as the professors settled into their seats.

The first week, Walter Brueggeman, theologian and eminent Old Testament scholar, taught. In his book, *The Prophetic Imagination*, Dr. Brueggeman has written that prophetic teaching and preaching provide energy and refreshing images by which to steer one's life and make sense of one's calling.

His powerful, patriarchal teaching style suited this promise. A sharp nose punctuated his hawklike face, topped by a shining bald head with only a skirt of gray hair. He used his rich, deep voice dramatically, thundering when he chose. His nearly irresistible momentum carried his listeners. Moving fluidly between literary analysis, historical context and daily life, he offered deep insights, his views sprinkled with mitered wit.

"All texts require interpretation that can include radical innovation as part of the covenant. This keeps the law from becoming flat and irrelevant. The Old Testament is profoundly open to adjustment and circumstances," he said.

As his audience sipped coffee, he ran through the literary and structural skeleton of Deuteronomy, "the center of the Old Testament, where theological lines converge."

The book's core, chapters 12-26, probably date from the 13th century B.C., although they may have been lost for several centuries. Many scholars believe these are the texts found in the Temple in 621 B.C., as told in II Kings. These scriptures moved Israel's young King Josiah to repent, and he reorganized the Israelite community to renew the covenant. Scholars believe the rest of the book was likely written by reformers of Josiah's time, who adopted the form of "speeches of Moses" to add credence to their message.

Covenants often defined non-family relationships; they played a key role throughout the Old Testa-

ment and antiquity. Dr. Brueggeman described the Old Testament covenant between God and the Hebrews as one designed to protect the poor and the powerless in that society. The first covenant between God and Abraham, in Genesis 15 and 17, became the model for later bonds with Noah and King David. But after the exodus from Egypt, the covenant grew to govern the social, religious and political fabric of the community. It relied on religious faith and gratitude to impose ethical standards for a just and peaceful community.

Chapters 6-11 recount the Hebrews' Exodus from Egypt and wilderness wandering, before they enter "the Promised Land." These chapters remind the Hebrews of who they are and what God has done for them. Recounting these narratives is important in the Old Testament's faith tradition.

"You get obedience by telling stories," preached Dr. Brueggeman. "The problem with the contemporary church is that we've forgotten the narratives and kept only the rules.

"Affluence causes amnesia," he quipped. The writer of Deuteronomy worried that success and security of the Promised Land would scuttle the memory of the Hebrews. "Forgetting is the great Jewish sin."

Writers of the Bible believed that security is an enormous seduction. "Like the long conversations we have with our children before they go off to college, we feel there are enormous risks — that they may never come home again. Or if they do, that we will not be able to tolerate them," he added.

Could Israel change from the wandering, nomadic community to the agricultural life of the Promised Land and avoid the consumerism and idolatry of Canannism? To do so, even Israel's king must be different. "This king will not amass arms, alliances or wealth," the professor explained. "He will sit on the throne and read the Torah all day."

The Israelites also grappled with the limits of individual and group responsibility. Deuteronomy called for cities of refuge to shelter runaway slaves, the right to glean what one needed from a neighbor's field (guarding against the excessive constraints of private property), and no-interest loans to members of the community. Deuteronomy says "do not oppress the poor; pay people their wage the day they earn it," said Dr. Brueggeman. "Here, you cannot organize the economy for the sole motive of profit."

Beyond social laws and customs, he said, Deuteronomy calls Israel to remember the "spectacular gifts that come out of God's goodness, not to remember sin and evil and harm." Psychotherapy tells us that we forget what we ought to remember and remember what we ought to forget, he said. "Terrible ego is involved in the thought that you as an individual can atone for the sins of the father." Yet children bear the consequences of their parents' mistakes: witness environmental problems, child abuse, the national debt.

"Can we live with an alternative imagination in a hostile environment?" he asked, arching bushy eyebrows over black reading-glasses inched down his nose. "Deuteronomy suggests that life could really be conducted in a pattern of justice and freedom, without yielding to political and military pressures. Deuteronomy asks: Can one have a different kind of a king in the real world? Can we

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"I had forgotten what it was like to be a student. I loved that 'moveable feast' of ideas. I loved being kept awake at night by thoughts."

imagine public life in a different mode, or are we fated to a consumer economy till the end of time?"

The next day Dr. Brueggeman opened to the book of Jeremiah. Named for its prophet-author, Jeremiah is a poetic "re-rendering" of Deuteronomy using the allegory of a lawsuit between God and Israel. The lawsuit has two parts: "You have broken my commandments," and "therefore. . . penalty or curse."

The countertheme of the book is Israel's relationship with God (Yahweh). Jeremiah boldly proclaims that forgiveness of Israel's sins is possible, "God is willing to violate His own law for the sake of the relationship," Dr. Brueggeman explained. "God has done an about-face. He discovers 'these are my people and I love them.' He must decide whether to end the covenant and keep the relationship or enforce the covenant and end the relationship."

God can't "turn loose" until there is a good outcome — that is the hope of the Old Testament. "Being adults," argued Dr. Brueggeman, "we finally come to an awareness that this pathos-filled love is the most real, true thing in our life and we act in freedom to forgive."

Peggy Thompson, an English professor, built on his point. "Not only does the beloved have a difficult time accepting it, but the lover has a difficult time loving." Her voice was earnest, open. "This is diametrically opposed to Freud and others who say that freedom is in detaching from relationship. Freedom is living healed in the fidelity of your father or mother's love."

Professor of Psychology Miriam Drucker added that forgiveness is among her current research interests. "One answer to the question of how we become adults is the process of forgiveness. You forgive yourself in relationship to the other person."

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Dr. Brueggeman's presentation "was very revealing," says Chris Ames, two months later. "It emphasized the Mosaic code as a moral code dedicated to justice for oppressed people, which is a perspective I'd only heard indirectly."

Assistant Professor of Biology Ed Hover agrees. "It's been a long time since I've read the Old Testament, and I've not thought about it in some of the ways Brueggeman brought out. He was just fascinating. It was a completely different way of thinking about the Old Testament."

One participant wrote on the evaluation: "Thunderbolt concepts: the radicalness of the Pentateuch; the built-in imperative to constantly re-assess our texts — that as a basis of community . . . the personal attraction of ethics-in-action of Aristotle, the incredible suggestion of [Martha] Evans that justice, community, and tolerance were defined by the first."

Another wrote, "I held ossified and generally incorrect stereotypical views of the Old Testament, Aristotle and, to some extent, Greek theater. I found Professor Brueggeman's discussions of the social history of the Hebrews fascinating, and I very much liked his reading of the political radicalism in the social prescriptions of the Old Testament. I wasn't completely convinced, but certainly was interested."

The other consultants won similar praise. But the Agnes Scott faculty seemed most affected by the experience of being a student again.

Art Bowling, who has taught

physics for 12 years, says, "I thoroughly enjoyed it. I was wrong several times, but my colleagues were gentle," he adds. It was worthwhile "to feel again the reluctance to say something stupid," — "Students experience it all the time."

Art history professor Donna Sadler calls the seminar a "landmark." "I had forgotten what it was like to be a student. I peaked as a student — I loved that 'moveable feast' of ideas," she explains. She smiles. "I loved being kept awake at night by thoughts. When we teach, we lose that feeling of being on the receiving end. I was struck by how much I missed it."

The seminar also helped her remember her goal to recreate that feeling for her students. But there were a few hurdles this summer, too.

"I'm so used to standing in the dark with my pointer and the slides," she explains. "Then I realized in this seminar the lights were going to be on all the time." She laughs easily. "I was having a hard time feeling secure."

English professor Chris Ames also found the seminar valuable. "I learn when I teach, but I'm gearing it to the student's level. It was nice to be able to balance that with an experience where I had to push intellectually to grasp the material and to keep up."

"It was a rare opportunity," agrees Miriam Drucker. "It was humbling to see so many people around whose knowledge and expertise are in areas outside your own."

Gus Cochran, a political science professor, was amused to find himself behaving like his students. Sometimes "I did the reading, came to class, awaiting the teacher's presentation. I'd not really thought about the material. When my students do that, I scream and holler. Now I'll be better teacher."

Faculty talk enthusiastically about doing it again, perhaps with more science faculty and scientific texts, or perhaps with students. Others long for an interdisciplinary seminar on teaching methods, including videotaping participants. Dean Hall believes the seminar's greatest benefit was the daily contact among people of differing opinions. We are taught to be alone with books and to be combative in arguing points. This seminar allowed us to embrace diversity and to agree that there may be more than one point of view."

The seminar also enabled faculty to see one another in a more human light, and to consider teaching methods that permit their students to understand them as individuals, too. Says Dean Hall, "The issue is not to show someone as an absolute authority, but as someone who has mastered a field and dealt with everyday human problems at the same time. That's a role model. To educate healthy, whole women, they need to see the whole person that is their professor."

She resists the temptation to define the outcome. "The NEH grant was given because the seminar was open-ended. Certainly it was a catalyst to get people thinking in a deeply cooperative way."

In evaluating the course, one faculty member concluded that the summer's experience would take time to digest and absorb. "We often claim that our students don't always know what they've learned until later. Maybe we're the same way." ◆

Lynn Donham is director of publications and editor of this magazine.

VIEW FROM A MOUNTAINTOP

"He writes of mountain people, of Appalachian poverty humorously and poignantly. My first impression on looking at *Appalachian Patterns* was that I had something out of the ordinary."

Bo Ball likes to tell stories. People like to tell stories about him. There was the time that Linda Lentz Hubert '62, his English department colleague of twenty years, invited him to teach one of her classes. He enthralled the students with his expansive gestures and ebullient style. And then, to the dismay of Dr. Hubert, who planned to thank him, Bo Ball slowly, but deliberately, backed out the door to end his lecture. No question-and-answer period. "He just vanished," she laughs. Jane Zanca '83 remembers a student tremulously telling her how "that crazy Bo Ball" had leaped on a table during class. "I said to myself: 'Of all the Bo Ball stories, this was ridiculous.' I had this picture in my mind of Bo jumping up and down on his desk, and I thought, 'Soon I'll be hearing stories about Bo Ball swinging from the belfry.'

BY STACEY NOILES

PHOTOGRAPHY BY DAVID GUGGENHEIM

"So I went to his office and said to him, 'You won't believe this. I heard you jumped up and down on a desk in a class.' "

"I did," he told her. "I had to get their attention somehow."

o Ball, otherwise known as Dr. Bona W. Ball, ASC's Ellen Douglas Leyburn Professor of English, is a gifted writer and merciless editor; an assiduously private person given to displays of high drama in an effort to communicate effectively and entertainingly with his students.

He's been pegged as some sort of Ivan the Terrible and he admits he can sometimes be rough. "I cannot bear continued ignorance," says this man who can leave first-year students quaking in their Reeboks. "I won't put up with it."

Yet he once gave a student his Phi Beta Kappa key after she was not elected to the society — he felt she truly deserved it.

This dichotomy is evident even in his writing. One critic wrote, "It is rare to find fiction that both sings and stings, that takes the language, compresses it and turns prose into images of beautifully sharp, cutting awareness."

That also describes Bo Ball. His writing reflects the sum of his parts. Beneath the sharp words and pen lies a warm and generous — even sentimental — human being.

"If you read his short story, 'Wish Book,'" says Jane Zanca, "you cannot help but know that the person who wrote it is ninety percent heart.

"Behind that intimidating shell," she continues, "is this really sensitive person and that's what comes across in his writing."

His stories "Wish Book" and "Heart Leaves" appeared in Pushcart Prize anthologies — the best of the nation's small presses. Both are in his book *Appalachian Patterns*, published this fall.

The stories represent "an amalgamation of human pathos," says his editor, Stanley Beitler of Atlanta's Independence Press. "He writes quintessentially of mountain people, of Appalachian poverty — humorously and poignantly." Mr. Beitler compares Dr. Ball to Eudora Welty, although he believes, "Bo Ball's technique is funnier and more realistic than Eudora Welty's.

"My first impression on looking at the manuscript [of *Appalachian Patterns*] was that I had something out of the ordinary," he adds.

Associate Professor of English Steve Guthrie, who works with Dr. Ball on the Writers' Festival, says, "Bo's stories give me a sense of place and people and, above all, language.

"You can hear Bo's delight in language in the metaphors he tosses off as if they were nothing."

Bethel and Doll are the young lovers of "Heart Leaves." They eventually marry and grow old together. The story — a model of its genre — powerfully condenses their courtship and lifelong love affair.

"As a child she had fought sleep to catch fireflies or try to peep the dusky eyes of whippoorwills," Bo Ball writes in "Heart Leaves."

"Now she complained of aches and went to bed early. Katydids sawed their itch; night birds swelled their throats. They blended with her dreams, wide-eyed and closed, of Doll and their twelve children who would escape snakebite and fever to grow up to take his face."

Dr. Ball based these characters and others on people he knew while growing up in Virginia's Buchanan County, "the richest for minerals in the state," according to the dust jacket of his book, "the poorest for its people."

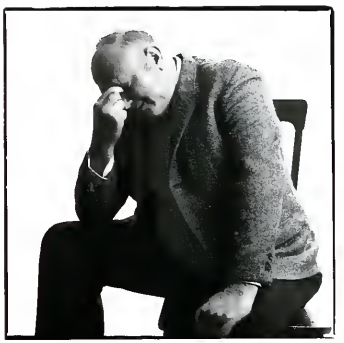
Bethel was based on "an old woman who had the happiest marriage I think I've ever known," says Dr. Ball, "although she never legally married. A lot of old women in Appalachia had common-law marriages because they hated laws and they hated the State and they didn't have money."

Sometimes the names of the characters evolve from those of real people. Ruth O'Quin, the heroine of "What's in the Woods for Pretty Bird," has her name in common with the three blind O'Quin sisters in Dr. Ball's community.

"The life he writes about is hard and it rubs people raw," says Steve Guthrie. "He doesn't spare his readers that, but that's fair, because you get the feeling he hasn't spared the writer much either."

Light years away from the genteel aura that Agnes Scott exudes, Bo Ball's background has more in common with country singers Loretta Lynn or Hank Williams than with writers Sherwood Anderson or Flannery O'Connor, two of the professor's favorites.

"Our father was in an accident and couldn't work," he recalls. "So our mother and older brothers and sisters had to farm and work. There were ten children in all."



"The life he writes about rubs people raw. He doesn't spare his readers that. But that's fair, because you get the feeling he hasn't spared the writer either."

Their next to youngest child, Bo (the youngest died shortly after birth), was named for his grandfather, Bonaparte Washington Ball. The Balls lived in a small community, Council, in the westernmost tip of Virginia, a coal-mining region. Only Ive Compton's store and the post office put the tiny cluster of houses on the map.

The Depression was in its final stages and the war machine in Europe gearing up when Bo Ball was born in 1937. Although historians commonly credit this country's entry into the war with ending the Depression, it lingered in Appalachia. "We did not have electricity until 1949. The mines started unionizing in the late forties and people started making some money," Dr. Ball recalls.

Dr. Ball remembers his father being ambitious for his children — six of them attended college. "He wanted me to be a lawyer," Dr. Ball says, chuckling at the thought. "It is the last thing I can imagine myself doing."

His father passed on to young Bo a love of reading. Saturdays brought an adventure-filled ride on a creaky bus down the mountain to Haysi, a frontier town where on weekends, as Dr. Ball notes, "miners came to get over what they'd just been through and to build up numbness for what was coming on."

He would wait in line to see a B-movie in the only theater, but the main reason for going to town was to get a book for Sunday reading: "A new Signet of Erskine Caldwell . . . meant a perfect Sabbath reading in bed, when work — the adult purpose in life — suddenly became a sin sharp as Sunday scissors."

For good measure, a *Look* magazine subscription in his deceased grandfather's name provided Bonaparte II with years of reading pleasure.

The most prominent influence as far as higher education was his mother's brother. This uncle died just before an exhibition of his paintings was to open in Brooklyn, N.Y., and the works were shipped to the family back in Virginia.

"We always had his paintings as inspiration," Dr. Ball says. "He was the first person to get a master's degree in the county and the first to make Phi Beta Kappa."

Bo Ball soon became another of Buchanan County's Phi Beta Kappa graduates. He attended the University of Virginia, graduating as a junior. He received a master's degree from Duke University in 1960. His vita lists DuPont, Kentucky Research and Haggin fellowships as well as the prestigious Woodrow Wilson Fellowship, which he used to attend Duke University. "I was rich as a graduate student," he smiles, "much richer than I was as a teacher."

He taught at a private secondary school and at Eastern Kentucky University before coming to Agnes Scott in 1968.

Bo Ball actually planned another career. Perhaps because he yearned to see beyond the mountain, he initially dreamed of the foreign service.

"I took one course from an Iranian professor," he says, "and his graphic descriptions of poverty in the Middle East drove me away from international relations." After growing up in the midst of Appalachia's stark poverty, "I couldn't take it any more," he admits.

Writing was something he always wanted to do. "The impetus was the demand from Professor Trotter (English, 1944-77), who used to teach the poetry classes. She told me that if I wanted to teach story writing I should write," Dr. Ball says.

"She was genuinely surprised when I gave her one of my first stories, shortly before her death. I don't believe she felt I could carry it off. She was very much touched."

Once he started writing short fiction, Bo Ball fairly leaped out of the starting gate.

Best Short Stories of 1977 listed one of his stories for distinction. The editors followed suit in 1980 as well. He was nominated for the Pushcart Prize in 1981, 1983 and 1984, and won in 1980 and 1986.

All this might make his craft seem deceptively easy. Quite the opposite. He labors over his work, sometimes taking years to complete a single piece. "My fiction is not easily written," he wrote to Agnes Scott's Committee on Professional Development in his quest for a 1990 sabbatical. "I approach it as poetry. It has to sound right. Syllables have to be in place.

"I would take every sentence of the manuscripts, test them, change them, throw them away, write new ones."

Former student Jane Zanca thinks the key to Dr. Ball's success is diligence. "He is so creative that on his last sabbatical, he had two typewriters and he was going to work on one with this thing and one with another and switch back and forth between the two," she says, incredulously.

"A lot of us might have started out with that intention and ended up reading good books and watching soap operas."

Dr. Ball confirms that "writing is easy to put off. It's not a natural endeavor. It's frightening."

Maybe this is why, as a rule, Dr. Ball treats his creative-writing students more gingerly than he does his first-year English or Shakespeare students. He knows the difficulty of their job.

"I accomplish more with the writing student than I do with freshman English," he states, matter-of-factly. "I think the built-in guarantee of teacher-student contact is the reason. We can't do that with every course. If we did, we certainly wouldn't have time for anything else."

Bo Ball champions young writers. He oversaw the revival of the Agnes Scott Writers' Festival in 1973 and now acts as one of its sponsors. "Bo is anxious for students' work to be the main impetus for the Writers' Festival," says Dr. Hubert, chair of the English department. "He goes to great lengths reading and critiquing their work.

"I have no doubt that if Bo thought he had a student deserving of it, he would personally take her or him to the hallowed corridors of Prentice Hall," she adds.

As for his student writers, Dr. Ball sees one obstacle standing in the way of an illustrious publishing contract. "I have students who are as talented as I am and probably will go much further than I, but the one test is plot," he says. "It is the hardest thing for students to build that beginning and think of that middle and ponder that end.

A final gift from Bo Ball's mother, this quilt adorns the dust jacket of *Appalachian Patterns.*

"A part of their difficulty is revision," he explains. "They don't have time to go back and make the beginning important to the middle, important to the end."

In a small classroom on Buttrick Hall's ground level, Bo Ball teaches his other great passion, Shakespeare. On a cool September morning he performs for his students, trying to incite in them an enthusiasm similar to his own. Many times during class he interrupts himself, pausing to offer some aside.

He asks a student to read with him a passage from *A Midsummer Night's Dream*. In it, two lovers talk in the woods. While the student reads dispassionately, almost monotonously, Dr. Ball's voice tremors with the breathlessness only a true Shakespearean love could inspire. It rises and falls like a melody.

"It is fun," he says, "when you see a student discover something in a text — it's a breakthrough."

And to that end, to creating an environment in which breakthroughs can occur in each student, and the language and the stories become living things not just for a semester but for always, Bo Ball is committed.

So he reads Shakespeare emotionally and jumps on desks and disappears after lectures and demands his students perform.

"Bo doesn't march to any drummers with the rest of us here," explains Jane Zanca. "He's got his own sense of rhythm."

If you read between the lines, you may hear it in the sounds of misty country mornings and buses barreling down mountain tops. ◆

Old-fashioned, new events delight at Centennial Kickoff

Agnes Scott planned a birthday party so big for itself, that it had to start the celebration a year early.

The College officially reaches 100 on Sept. 24, 1989. But that did not stop organizers of the Centennial Celebration. Beginning with a convocation including emeriti faculty and administrators and featuring the first official appearance by Distinguished Centennial Lecturer Rosalynn Carter, the College community was feted the entire weekend of Sept. 23 with parties and other celebratory activities.

Thrown in for good measure were both Investiture and Alumnae Leadership Conference, making those occasions even more memorable for participants.

The campus was dressed for the party in festive fall colors. Banners of rich purple, green and gold hung from lamp posts; luncheon tables sported wicker baskets filled with shiny green apples and decorated with purple ribbon.

Guests ambled out to lunch on the Woodruff Quadrangle to the sound of bagpipes. The same bagpiper provided a processional fanfare for the convocation.

One former faculty member was heard to remark, "This was the most like an old-fashioned Agnes Scott day."

That evening Joyce Carol Oates gave a talk on "The Life of the Writer, The Life of the Career," peppered with dry wit and plenty of asides from her twenty-plus year career.

"If there is to be a life of the writer, it is firmly rooted in play and fantasy and supreme purposelessness," she told her audience. "The career is a public image. The life of the writer is a work-a-day image."

The next evening the same stage in Presser was given over to another sort of playfulness. The Capitol Steps entertained an audience primed by a champagne and dessert party on the Quadrangle before their performance. The audience, however, was not too satiated to enjoy their entertainment.

Essentially a cabaret act, the group cleverly disguises well-known songs by altering the lyrics. For example, John Denver's paean to country living becomes "Thank God I'm a Contra Boy." Now regulars on National Public Radio, the Capitol Steps evolved from a Christmas party in former Illinois Senator Charles Percy's office six years ago. "And like many things on Capitol Hill," said their emcee, "they've spun completely out of control."

The weekend closed with a Sunday morning worship service in Gaines Chapel in which alumnae ordained ministers participated as did the Agnes Scott and Georgia Tech glee clubs. Dr. Isabel Rogers, professor of applied Christianity at the Presbyterian School of Christian Education, gave the morning's sermon.

Georgia bagpiper, John Recknagel, helped celebrate the Centennial.

Art and insight gifts to community during Centennial

In a twist on tradition, Agnes Scott College celebrates its birthday, but it is the party guests who get the gifts.

A corporate gift made it possible for faculty, staff and students to attend Atlanta's High Museum of Art free on Wednesday nights.

The College will provide bookmarks and poster-calendars free of charge also, but for those who want a little something extra, there will be Centennial watches, Centennial yard signs and other premiums available through the Office of Alumnae Affairs.

For gifts of the more esoteric variety, there will be speeches and lectures by a variety of notables, including *Boston Globe* syndicated columnist and Pulitzer Prize winner Ellen Goodman to wrap up the celebration next fall.

In between, the values symposium will boast such names as Martin Marty of the University of Chicago and Harvard University's Robert Coles, among others.

A series of Distinguished Alumnae lectures will dot the schedule throughout the year, and spring will bloom with a weeklong festival of the arts.

For those planning to attend Alumnae Weekend this year, says Carolyn Wynens, director of the Centennial Celebration, "It is destined to be the biggest and best ever!"

Leadership conference proves 'much to offer' at ASC

"If it were possible to begin life over again," says Elsie West Duval '38, enthusiastically, "this would still be my choice for college."

Elsie Duval and others attending Alumnae Leadership Conference this year found much to celebrate in Agnes Scott. In addition to the conference, the College was kicking off its yearlong Centennial Celebration and hosting senior parents for Investiture Weekend.

The conference began with a Friday afternoon garden party for seniors and their parents.

At that evening's opening session, senior Allison Adams gave a presentation on the Centennial Oral History Project. From Rabun Gap, Ga., her previous experience with the Foxfire Project served her in good stead as she interviewed over fifty alumnae and retired faculty this summer.

Dean of the College Ellen Wood Hall '67 related developments in the College's academic program. The academic computer program, new science equipment and writing workshop, and the Kresge challenge grant for the fine arts, among others, keep her and her staff busy.

On Saturday, the program moved to the Wallace M. Alston Campus Center, where many alumnae saw for the first time the "new" old gym. There, President Schmidt, Assistant Professor of Theatre and Centennial Celebration Co-Chair Becky Prophet and Centennial Campaign Co-Chairs Mary and Larry Gellerstedt gave progress reports on the Centennial Campaign and Celebration.

A Saturday luncheon honored past presidents of the Alumnae Association. In keeping with the Centennial spirit, each shared anecdotes about her tenure.

Conference participants had fun, but they also buckled down for serious work. There were five simultaneous workshops for class officers, club officers, alumnae admissions reps, fund chairs and career planning volunteers. Participants learned the nuts and bolts of their areas and how they fit into the total picture, ready to take their newfound expertise back home. — **Lucia Howard Sizemore '65**

Alumnae leaders join in celebration festivities before buckling down to Saturday's workload.

Journey of Czars views Russia before the Revolution

Ever had a hankering to see the pre-Revolutionary Russia immortalized in the movies *Nicholas and Alexandra* and *Dr. Zhivago?* Agnes Scott's Alumnae Office is offering a

ANDREW W.M. BEIERLE

trip to the Soviet Union called "Journey of the Czars" that features excursions to Moscow and Leningrad and a cruise up the Volga River.

Highlights include three nights in Moscow; a tour of the Kremlin; a six-night cruise aboard the *M.S. Alexander Pushkin*, which disembarks at Devushkin Island, Toghatti, Ulyanovsk and Kazan; and three nights in Leningrad, home to the czar's Winter Palace (now the Hermitage Museum); and much more.

All transportation, hotels, meals, sightseeing and special events are included in the package. The tour leaves from New York on June 30, 1989. Prices begin at $2899 per person, based on double occupancy.

For more information, contact Agnes Scott College Alumnae Office, 133 South Candler, Decatur, Ga., 30030, or call (404) 371-6325.

CENTENNIAL

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DEC. 7 - MAY 20	**Agnes Scott College Exhibit— Atlanta Historical Society**	FEB. 9, 10,11 16,17 18	**8:15 p.m.** Agnes Scott Blackfriars Theatre Production "The Dining Room" Winter Theatre, Dana Fine Arts Building	FEB. 22 Continued	**3:00 p.m.** Symposium Panel Discussion — "How Values Are Transmitted To Women Today" Panelists: **Anita Pampusch**, President, College of St. Catherine, and Chair, Women's College Coalition; **Johnnetta Cole**, President, Spelman College; **Linda Lorimer**, President, Randolph-Macon Woman's College Moderator: Ruth Schmidt Gaines Auditorium, Presser Hall
JAN. 24	**8:15 p.m.** **Eugene Istomin**, Pianist Gaines Auditorium, Presser Hall				
JAN. 25	**10:25 a.m.** **Distinguished Alumnae Lecture Series** Dr. Frances E. Anderson '63 Professor of Art, Florida State University Gaines Auditorium, Presser Hall	FEB. 22, 23, 24	**Symposium "Values For Tomorrow: How Shall We Live?"**		
		FEB. 22	**10:45 a.m.** **Founder's Day Convocation** — Keynote Address — **Dr. Martin Marty**, Fairfax M. Cone Distinguished Service Professor and Professor of the History of Modern Christianity, University of Chicago Gaines Auditorium, Presser Hall	FEB. 23	**3:30 p.m.** Values in Education Panel Discussion **Sergio Munoz**, Executive Editor, La Opinion; **Michael Novak**, Resident Scholar and Director of Social and Political Studies, American Enterprise Institute; **Gayle Pemberton**, Director of Minority Affairs, Bowdoin College; **Jerome Harris**, Superintendent of Atlanta City Schools Moderator: Ellen Hall Gaines Auditorium, Presser Hall
JAN. 29 - FEB. 25	Invitational Art Exhibit Drawing and Printmaking Artists: Pam Longobardi, Ann Lindell, Joe Sanders				
JAN. 29	**2:00-4:30 p.m.** Opening Reception (Calvert Johnson and friends perform a program of chamber music with harpsichord) Opens newly renovated Dalton Gallery, Dana Fine Arts Building		**1:30 p.m.** Excepts from "Out of Our Father's House" and "Personal Reflections on the Transmission of Values for Women," Rosalynn Carter, Distinguished Centennial Lecturer		

CELEBRATION
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EB. 23 (continued)

7:30 p.m.
Robert Coles, Professor of Psychiatry in Medical Humanities, Harvard University
Gaines Auditorium, Presser Hall

EB. 24

10:45 a.m.
Convocation, "Business and Ethics: Are They Compatible?"
Gaines Auditorium, Presser Hall

12:00 p.m.
Case Study Workshop — Business Ethics
Gaines Auditorium, Presser Hall

7:00 p.m.
Closing Session
Dr. Rosabeth Kanter, Professor, Harvard University Business School
and **Dr. Barry Stein**, President of Goodmeasure, Inc., a management consulting firm

EB. 28

8:15 p.m.
Faculty Voice Recital
Rowena Renn, soprano
Presser Hall

MARCH 2

8:15 p.m.
Dolphin Club Water Show
Robert W. Woodruff Physical Activities Building

MARCH 3, 4, 5

Sophomore Parents Weekend

MARCH 5-APRIL 9

Art Exhibit
"Art of Asking," photographic exhibition documenting traditional devotional arts of Catholic Texas Mexicans

MARCH 5

2:00-4:30 p.m.
Opening Reception
Dalton Gallery, Dana Fine Arts Building

MARCH 7

8:15 p.m.
Student Music Recital
Anita Pressley, Laura Brown, Julie DeLeon, Deborah Manigault
Maclean Auditorium, Presser Hall

MARCH 9

8:15 p.m.
The Nina Wiener Dance Company
Gaines Auditorium, Presser Hall

To reserve theatre tickets, call 371-6248. For tickets to other events, call 371-6430.

Dalton Gallery hours are Monday through Friday, 9 a.m. to 9 p.m., Saturday and Sunday, 1 to 5 p.m.

The Atlanta Historical Society is open Monday through Saturday from 9 a.m. to 5:30 p.m. and Sunday from 12 to 5 p.m.

Please arrive early for events to be directed to available parking. Handicapped access is available.

Events for speakers subject to change due to circumstances beyond the College's control. For general information concerning the activities, call the Centennial Celebration office, 371-6326.

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Decatur, Georgia 30030

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Holiday Lights
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