

AGNES SCOTT

A L U M N A E M A G A Z I N E

Summer 1998



The Atlanta Semester

Celebrated Women Series

Young Songwriter
on the Rise

Master Plan
A 21st Century
College for Women

EDITOR'S NOTE

Inspiring future generations of leaders and mentors means living a deliberate life today. The alumnae chronicled in this edition provide powerful examples.

People move through time and space in many ways, some stride with Texas-style bravado, others tiptoe with near barefoot lightness. I have gained an appreciation for both approaches and for the numerous, nuanced steps that fall between the extremes. Occasionally, we find public figures whose strides seem worth emulating. Two such figures parted the earth this year: Bella Abzug and Mother Teresa. Unlikely partners, I'll admit, but despite the fact that their politics, professions and personal styles were worlds apart, these two women were alike in an important way—they were dissatisfied with the world into which they were born and felt compelled to change it before they left. They were both women of action and purpose who, as mentors to millions, spurred entire generations off their duffs and into community service or social action.

Most of us find similar or even more powerful mentors in our own private worlds from among our friends, family, teachers or fellow alumnae. They are the ones who take an interest in others and choose to live deliberate lives.

The women you will read about in this edition of *Agnes Scott Alumnae Magazine* have chosen very deliberate lives as well.

Susan M. Phillips '67 has shaped U.S. monetary policy while serving on the Board of Governors of the Federal Reserve as chair of the Research and Derivatives, and Supervision and Regulation committees. Beginning on page 13, we are taken on a walk behind the scenes at the Fed with Phillips and ASC Department of Economics Chair Rosemary Cunningham.

As a historian, Kathryn Helgesen Fuller '82 spends most of her time tracking down paths already taken—the past. In this edition we get a glimpse of one of her latest trips back in

time through a review of her book, *At the Picture Show: Small Town Audiences and the Creation of Movie Fan Culture*. Christopher Ames, professor and chair of the Department of English, describes *At the Picture Show* as "detailed scholarship . . . that is brisk and gracefully written throughout." You'll find his review on page 39.

Associate Professor of Spanish Gisela Norat follows the life and works of Chilean-born writer Isabel Allende, page 6.

Allende, the keynote speaker at the symposium "Notions of Self and Nation in Writings by Latina and Latin American Women," was the first speaker in Agnes Scott's "Celebrated Women Series."

In her travels among the hospital emergency rooms of Kentucky and Virginia, Dr. Audrey Grant '78 arrived at middle age, discovered new aspects of herself and realized some of her interests beyond medicine. Learn more about her newfound fascination with her own personal health, happiness and triathlon pursuits on page 35.

First in Paris and now in Beijing, Katharine Cochrane Hart '78, an officer in the U.S. Foreign Service, finds herself assessing the economic situation in one of the hottest spots on the globe, page 37. Meanwhile, back in the states, Jennifer Nettles '97, the lead singer for Soul Miner's Daughter, beats a new musical path up and down the East Coast, page 36.

We hope you will enjoy meeting all these women, as well as strolling through an ambitious new Master Plan for the College in the special section "A 21st Century College For Women." This plan lays the groundwork for the College to move into the next millennium and produce future generations of leaders and mentors, like Bella Abzug, Mother Teresa and the alumnae whose lives are chronicled in this edition.



PHOTO BY STEWART COHEN

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COVER: Clockwise from upper right: Jennifer Nettles '97, Mary Hemdon '97 and Isabel Allende.

PHOTOS BY GARY MEEK AND MEG BUSCENA

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ON CAMPUS

Viewing the stars, combining the classic elements for a vision of beauty, emergency phones and a Great Scott way of recruiting with high national rankings.

BIG BECK IS BACK AT BRADLEY

An old friend returned to campus this past fall and took up residence in the Bradley Observatory.

No, it's not a squatter; it's the massive Beck telescope that departed Agnes Scott's environs in the mid 1980s for a "temporary stay" at Georgia State University's Hard Labor Creek research site.

The 30-inch telescope and its research capabilities will not only offer views of the constellations from its Bradley home, it will complement Agnes Scott's other research and teaching telescopes.

The return of the telescope begins a new era of collaboration between Agnes Scott and Georgia Tech Research Institute (GTRI). A cooperative plan is being developed to use the telescope for experiments in atmospheric physics and atmospheric chemistry. The physical location of Agnes Scott (beneath one of the major flight paths for aircraft and with a clear view west of

Christopher DePree, assistant professor of astronomy and director of the Bradley Observatory, gives instruction on the Beck telescope.



PHOTO BY GARY MEEK

the air above Atlanta) makes it an appealing location of LIDAR (Light Detection and Ranging) technology that GTRI has developed. Students and faculty with an interest in engineering and environmental science will participate in the partnership.

Agnes Scott is one of the few colleges its size with a free-standing observatory building. The College has a long tradition of excellence in

astronomy with Bradley as a site for both teaching and research since 1949, when William Calder established the observatory.

Calder's legacy was noted in an event at the observatory this May. Calder died just three weeks after the event.

■ *The Bradley Observatory is open to the public at 8 p.m. on the second Friday of every month during the academic year.*

CLASSIC ELEMENTS

The President Mary Brown Bullock '66 portrait on the back cover of this edition is by photographer Caroline Joe. The president agreed to strike a pose in front of the latest artwork addition to her office, an oriental motif still life by Christie Theriot Woodfin '68. Following is an excerpt from the artist's description of her work.

When the Agnes Scott Alumnae Association commissioned me to create a painting as a gift for the president, I decided I'd like to do something which reflected her Asian youth, her Chinese interests and her life at Agnes Scott. A still life with peonies, symbols of glory, came to mind.

That flower seemed just right for my friend Mary Brown Bullock. Among the peony blossoms are oriental poppy pods, symbol of beautiful women. That, too, seemed appropriate both for Mary and for our women's college, although our concept of beauty probably encompasses more qualities and greater depth than the poppy originally connoted. Both

the flowers and pods are from the garden of Sara Ector Vagliano '63. The Chinese vase, which was my mother's, is of cinnabar. I chose it in recognition of Mary's love of clear, bright color. The teapot and plate are Mary's own. The peaches suggest Mary's once and current home in Georgia, and the background [lettering] contains the Chinese characters for "faith, virtue, knowledge" from Agnes Scott's motto. The characters were supplied by Kwai Sing Chang, professor emeritus of Bible and Religion. The purple binding captures the College's color, and the fret on the binding recreates the architectural element on the Rebekah porch and the colonnade. A still life for Mary would not be complete without a reference to the life of the mind, hence the stack of books.

In executing the painting, what interested me more than individual objects was the effect of light. It unifies and blends the subjects, bleaching some elements, casting others in shadow.

It was my intention to create a work which incorporated both tangible objects of symbolic signifi-



cance to the president and the College, and the less tangible gifts of love from people dear to the

College, like the alumna gardener, the professor emeritus. For over a year, I have been involved in a conversation among the

President Bullock accepts Christie Woodfin's gift to the College during Alumnae Weekend 1997.

objects, the medium of watercolor, my feelings for the College and the emerging painting. Now the painting leaves my hands and becomes a dialogue between the observer and the observed. I hope that you will enjoy it.

—Christie Theriot Woodfin '68

EMERGENCY PHONES

If you came to an evening event at Agnes Scott this year, you may have noticed something new at the edge of the parking lot. Last fall, the College's Department of Public Safety installed five high-visibility emergency phones in key areas around campus to encourage increased awareness of people moving through the area and improve communication across campus and within the Decatur neighborhood.

Mounted on blue lighted, 10-foot posts, the phones are designed for visibility and ease of use. Equipped with automatic tracer options on each unit, the emergency phones, once activated, can be immediately traced by Public Safety, even if the person activating the unit is unable to speak. The College plans to install more phones as the campus Master Plan is implemented.

■ *If you are on campus, in need of assistance and find yourself closer to a conventional phone, remember the Public Safety emergency number is 404/471-6400.*



High visibility phones have been installed in key areas to promote safety on campus and in the surrounding neighborhood.

PHOTO BY GARY MECK

GS:RB: ASC RECRUITING GETS A NEW EMPHASIS

Talk about being unified for a cause. For years, alumnae of Agnes Scott College (ASC) have been involved in recruiting new students collectively through the formal Alumnae Admission Representative (AAR) Program, or individually as enthusiastic recipients of an Agnes Scott education.

This year, with Agnes Scott's enrollment growth initiative in full swing, the College has an even greater need to be systematic about recruiting potential students.

The offices of Alumnae Affairs and Admission teamed up this fall to form the Great Scott! Recruitment Board (GS:RB), which works to increase the number of qualified students considering and applying to Agnes Scott.

"GS:RB aids Admission representatives with recruitment activities in their particular areas in many ways, including communicating with qualified prospects and accepted applicants to the College," says Stephanie Balmer, associate vice president for Admission and Financial Aid. "This initiative enables us to work



PHOTO BY GARY MEER

Armed with recruitment materials, the new Great Scott! Recruitment Board gathers before heading out for their assignments. The board is part of the College's effort to increase ASC's enrollment to 1000 by the year 2001.

with a smaller group of volunteers regularly, yet maintain the core of the broad-based AAR Program."

The GS:RB is made up of 34 alumnae from most of the contiguous South-eastern states, as well as representatives from Texas, California and New York—states which Admission has identified as primary recruitment areas also.

These women serve Agnes Scott in three key ways: as local team leaders for alumnae involved in Admission support; as a local source of information about Agnes Scott for AARs, prospective students, parents, alumnae

and educators; and as a source of information for Admission representatives about community education issues.

The group assists Admission representatives in gaining access to college fairs and identifying prospective students, especially outstanding candidates for scholarships, in their respective communities. They may telephone or write to lead prospects, host a Dessert and Discussion, a Winter Reception or a Summer Send-Off, interview prospective students who are unable to visit campus, or "adopt" a high school, making sure ASC material is available

in counselors' offices.

In addition, the GS:RB plans to implement other supporting activities such as writing letters to prospective students who share career/major interests, expanding the Book Awards program, developing special recruitment publications for friends of the College and encouraging Alumnae Association chapters in cities that are key to recruitment efforts.

"This is such an exciting time in Agnes Scott's history to be sharing our College with others!" says Lucia Sizemore '65, director of Alumnae Affairs. "This group is committed to finding and recruiting

those young women who will shape their world—both at Agnes Scott and beyond.”

The Board consists of Alumnae Association Board members Minnie Bob Mothes Campbell '69, student relations chair, and Lisa Pendergrast Cox '83, recruiting chair. Also serv-

ing are Ann Fitzgerald Aichinger '85, Debbie Jordan Bates '72, Alyson Bunnell '94, Betsey Wall Carter '75, Peggy Chapman Curington '70, Lucie Barron Eggleston '68, Hazel Ellis '58, Marsha Davenport Griffin '67, Beth Caines Hallman '84, Carlanna Lindamood Hend-

rick '58, Jennifer Jenkins '94, Pamela Clemmons Kidd '90, Linda Lael '66, Susan Landrum '66, Sally Tucker Lee '70, Pedrick Stall Lowrey '76, Carol Sutton Lumpkin '65, Jane Davis Mahon '67, Jennifer Boyd Miller '90, Kathy Petros '96, Mary Ann Martin Pickard '47, Kelly

Jennings Pouncey '96, Carolyn Davies Preische '60, Michelle Roberts '91, Melanie Sherk '87, Lib McGregor Simmons '74, Peggy Frederick Smith '62, Lucy Tomberlin '90, Tracey Veal-Booker '84, Claire West '90, Marcia Whetsel '83 and Elaine Orr Wise '65.

LATEST RANKINGS

If you've been perusing some of the latest national publications, you've likely noticed Agnes Scott's name popping up in some pretty impressive places. Here's a roundup of the latest rankings.

- *Peterson's Guides* recognized Agnes Scott for offering "an outstanding undergraduate program in the sciences and mathematics."

- *U.S. News & World Report* named Agnes Scott a top-10 "Best Value-Discount Price" among national liberal arts colleges. (Agnes Scott College is the only liberal arts school in Georgia that earned the distinction.)

- *Money Magazine* (1998) rated ASC as one of the seven top performers among the 47 women's colleges in Money's value analysis.

- *Princeton Review* (1997) rated the College among the top 10 in eight categories, including dorm comfort, financial aid, faculty quality and faculty accessibility.

- *The Fiske Guide to Colleges* (1998) hailed Agnes Scott as "the best wom-



PHOTO BY MONIKA MADORE

The quality of Agnes Scott's residence halls is among the many pluses of the College that have kept ASC highly ranked nationally. Faculty accessibility plays a strong part as well.

en's college in the Deep South."

ASC continues to be recognized as one of the prestigious International 50, the top colleges in the nation for international focus within

the curriculum and alumnae success.

- For the most up-to-date information about rankings and other news of the College, check out Agnes Scott's Web site at www.agnesscott.edu.

THE FANTASTIC WORLD OF ISABEL ALLENDE

By Gisela Norat

Photography by Gary Meek



*The noted author is
a Latin American writer
whose language is
Spanish and whose
message is universal*

On an unseasonably warm February evening, Presser Hall's Gaines Chapel was filled to capacity. The Agnes Scott and Atlanta communities gathered to hear Chilean writer Isabel Allende, keynote speaker for a two-day long symposium titled "Notions of Self and Nation in Writings by Latina and Latin American Women."

The symposium marked the first event in the College's "Celebrated Women Series."

In attendance were more than 50 scholars of literature from universities and colleges nationwide who, during the course of the symposium, presented papers addressing the various ways in which Latina and Latin American women's writing portrays departures from traditional Hispanic notions of womanhood and inscribes women as political and social participants in a world which still privileges men.

The symposium focused on the writing of Latina as well as Latin American women, a

The audience gathers outside Gaines Chapel for the presentation by Isabel Allende (left), keynote speaker in the launch of the College's "Celebrated Women Series." The audience included more than 50 scholars who presented papers during a symposium the next day.



Allende's words resonate with the ASC audience packed into Gaines Chapel. Among the most popular women novelists of the past two decades, her magical writings capture the conditions and the feelings of women not just in Latin America, but everywhere.



distinction made within academic circles.

Latinas are women of Hispanic heritage who, as children immigrated to the United States and Canada, or women of Hispanic descent who were born and raised in the U.S. or Canada and have been acculturated to function in a primarily English-speaking society. By contrast, their Latin American sisters, like Allende, who spent their adult lives in their native country, write in Spanish and continue to do so even after years in exile. In an interview with Michael Toms, Allende says she writes exclusively in Spanish because "it's like making love or having children; it only happens in your own language, I suppose."

For good luck, Allende begins every new book on the eighth of January, a practice she continues since the success of her first book, *The House of the Spirits* (translation in English published in 1985). On that day in 1981, while exiled in Venezuela, Allende received a call that her grandfather was dying in Chile. She needed to communicate the farewell that she had never expressed to him in person because she had left Santiago thinking she would soon return.

Since the military regime prevented her from returning home to keep her promise of accompanying him during his last days, Allende started a letter "to say goodbye and to tell him that he could go in peace because I had all the anecdotes he had told me, all his memories, with me. I had not forgotten anything." The letter eventually became *The House of the Spirits*, the novel which catapulted

Allende's career. Today she ranks as the most widely read Latin American woman writer. Her books have been translated into 27 languages.

Isabel Allende, niece of the late Chilean President Salvador Allende (1970-73), was born in Lima, Peru, in 1942 to Chilean diplomat Tomás Allende who, after a few years of marriage, left his wife, Francisca Llona Barros, and children. Allende and her two brothers grew up in the maternal grandparents' home in Santiago where their mother, then a single parent, offset her economic dependence on her family by working in a bank and sewing at home.

Allende's formative years were marked by those grandparents whom she first portrays as Clara del Valle and Esteban Trueba in *The House of the Spirits*.

The audience in Gaines Chapel heard about a clairvoyant grandmother "who spent her life experimenting with telepathy, divination and moving objects without touching them." Hinting at magical realism, Allende remarked that "with a grandmother like that, there is no need to invent anything." And revealing her splendid sense of humor, she added, "I'm afraid I exaggerated a little when I wrote in *The House of the Spirits* that she could play the piano with the lid on. She couldn't play the piano at all."

Allende and her siblings eventually left the grandparents' home to live abroad with their mother and step-father, also a Chilean

From a "lousy journalist" to a magical novelist, Allende has turned the lessons of reporting into a strong sense of narrative, colorful characters and an ability to capture and hold the reader's interest.

diplomat. As an adolescent, Allende found intellectual stimuli in the cultures of the various countries where her step father's work relocated the family. Soon after returning to Chile at age 15, Allende met her first husband, Miguel Frías.

When the couple married, Allende supported the home with her journalism while Frías finished his engineering degree. Later, Allende balanced her duties as a homemaker, a journalist and a mother of two children, Paula and Nicolás. Allende admits today that her lack of objectivity and the intrusive first person perspective in her writing made her "a lousy journalist." As to her days as a journalist, she comments, "Before I was called a liar. Now that I make a living with these lies, I'm called a narrator and I am respected."

However, she recognizes that training in journalism did provide the important skill of seizing and holding the reader's interest, essential also in fiction.

After the bloody military coup in 1973 ousted Salvador Allende from the presidency, Isabel Allende continued her journalism while clandestinely helping persecuted people leave the country. In 1975, this work became too dangerous, and Allende, her husband and children left for Venezuela to flee the dictatorship of General Augusto Pinochet—whose government reigned for 17 years.

Allende's *The House of the Spirits* was spawned from the years she felt paralyzed by the emotional devastation of exile and family displacement. "Writing has been very healing for me because it has allowed me to transform most of my defeats and my losses into strength," she says.

Beyond the tale of political repression, the novel depicts Latin America's heritage. Esteban Trueba, a patriarch of European descent and a self-made man, becomes wealthy by exploiting landless peasants. The novel portrays a vast disproportion between the classes, a reality which continues to spark rebellions in parts of Latin America.

Yet despite Latin America's unresolved conflicts, students of Allende's work—like Becky Rafta '97—note the strong expression

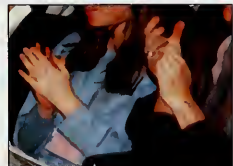
of "community" in her writing, the notion of nation and especially of family, whether well-to-do or from marginalized sectors. Allende presents "Latin America and its people [through] her use of magical realism ... a touch of exaggeration and imagination [which animate her characters and] makes these people and their history real to me," observes Rafta.

Indeed, Allende combines elements of fantasy and realism in a portraiture of Latin American existence, including a patriarchy sustained by generations of females knowledgeable in undermining male control. Cecelia Heit '97 comments that Allende's "works have a very strong message about the strength of feminine relationships and the power women derive from each other and from sharing their experiences."

Allende's novels are rooted in personal experience. "The desire to write flares up inside me when I feel very strongly about something," she has said. "I need to feel a very deep emotion."

In her keynote address at Agnes Scott, she emphasized the role of dreams in her writing. "Dreams are a very important tool in my work and in my life. They allow me to enter into the dark room of the unconscious where all the information that I have gathered along my journey is safely stored. Often, I can reach that place in a dream and retrieve knowledge that in a conscious state I would never have access to. If I pay attention to those secret messages, they teach me about myself and guide my decisions and my writing."

Her second novel, *Of Love and Shadows* (trans. 1987), continues the theme of repression, torture and death in Chile. The story highlights the political killings of 15 peasants which sparked international attention when the Catholic Church uncovered their bodies in an abandoned mine and disclosed the news before the authorities could suppress it. In exile in Venezuela at the time, Allende remembers the media coverage and how the book was sparked out of her outrage over the abuses regularly committed by the dictatorship back home. Her preoccupation, she says, was



As in her written works, Allende's words stir applause during her presentation. Rooted in personal experiences, her novels are an outlet for her feelings. "The desire to write flares up inside me when I feel very strongly about something. I need to feel a very deep emotion," she tells her listeners.





Book signings go with the territory for authors as well known and loved as Allende. On the evening of her speech and readings, Allende signed autographs for three hours. Yet she describes her efforts as "hard work and discipline" more than inspiration. An exception, she notes, is her latest novel, *Paula*, "written with tears and kisses" about her daughter who died.

"telling about my continent, getting across our truth."

Such accounts, although conveyed through fiction, do teach readers about Chile. Christina Bozzinni '98 remarks that Allende's stories are "a personal history of Latin America." Bozzinni adds, "A great deal of the understanding I have of Latin American history and culture comes from what I've read by Allende."

By 1987, when her third novel, *Eva Luna* (trans. 1988), was published, Allende had divorced Miguel Frías, left Venezuela and moved to California where she has lived ever since with her second husband. The character Eva Luna suggests an incarnation of Allende herself, an orphan (symbolic

of exile), a female protagonist whose life consists of a series of adventures, a storyteller.

In fact, Allende began her keynote address by stating that she had acquired the "vice" of storytelling at a very early age. And wittily added, "There is nothing as aphrodisiac as a story told with passion between two ironed sheets." Immediately switching to a serious tone, she observed: "A story is a living creature with its own destiny and my job is to listen to its voice and write it down. Writing is like a silent introspection, a journey to the dark caverns of memory and the soul."

In the short-story collection, *The Stories of Eva Luna* (trans. 1991), the reader gets to hear the stories which the protagonist of *Eva Luna* refers to in the novel but does not tell. Allende has admitted that she dislikes writing

"My mother is a great storyteller," says Allende. "She has a sense of pause, suspense, rhythm, tone . . . From her I learned that nothing should get in the way of a good story—let alone the truth."

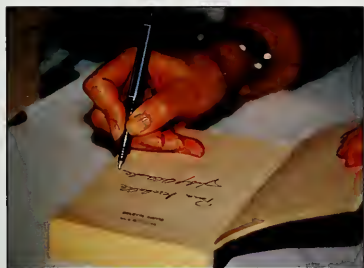
short stories and considers the genre a very difficult one that requires inspiration—something a writer does not control—more than the hard work and discipline which she strives for daily.

The Infinite Plan (trans. 1993) is Allende's first novel not related to Latin America. Inspired by her second husband's life and work in California in the Mexican-American community, the novel focuses on Gregory Reeves, an Anglo who grows up in the barrio, escapes gang life and pursues higher education. In the novel, Gregory Reeves—like Allende's husband—dedicates his legal skills to Latino families.

Readers, such as Chance Claar-Kilgore '97, quickly realize that despite the male protagonist, women's existence still surfaces as a major topic.

"Although it is commonly thought that women, or feminists, recognize the common oppression of women in the United States," observes Claar-Kilgore, "*The Infinite Plan* made me more aware of how women's issues differ from culture to culture." Indeed, the character Carmen lives under scrutiny and faces obstacles that do not affect her male siblings because of the social *morés* Hispanic society applies to its women.

In 1991 Allende's daughter, Paula, became ill and lapsed into a coma. The memoir, *Paula* (trans. 1995), inscribes Allende's family history as she sits at her daughter's bedside in a Madrid hospital waiting for her to recover consciousness. "Allende's *Paula*," says Sterling Elliot '97, "is her most powerful work. Its message has to do with the 'waiting period' that people who have terminally ill



family members go through. She captures that sensation with precision and sensitivity. The message is that life goes on after and while you wait."

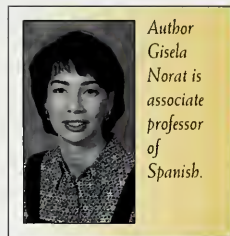
The book ends with Paula's death on Dec. 6, 1992, in Allende's house in California, exactly a year after becoming ill. "After my daughter's death, writing was the only thing that kept me relatively sane when Prozac, therapy and vacations in Hawaii didn't help," Allende shared with her audience. "Paula was written with tears and kisses."

The mother-daughter relationship continues strong in life with Allende's own mother who, besides being a best friend, edits her daughter's manuscripts. Despite living in separate continents (her mother lives in Chile), they faithfully write to each other every day.

"My mother is a great storyteller," Allende says. "She has a sense of pause, suspense, rhythm, tone. She can scare you shitless. From her I learned that nothing should get in the way of a good story—let alone the truth."

Allende says also that her mother is a tough critic whose opinion she values because if her mother doesn't like something Allende has written, chances are it's just not working.

In the question and answer period which concluded Allende's presentation, Allende was cheered for her inspirational words to women. "What is literature? Literature is like a mirror where we see our own reflection," she said, "and that is why it is so important that we [women] write and show the world and other women who we really are—with our weaknesses and strengths, and our tragedies and losses, our joy and celebrations, with our sexuality, which is so important. All this is important to show in a mirror so that we can see our own reflection. And that mirror has to be our own voices, not the voices of men who see us in a distorted mirror." **ASC**



WORLDVIEW

An aerial photograph of the Great Wall of China, showing the stone wall snaking across lush green, rolling hills. The wall is a light tan color, contrasting with the vibrant green of the vegetation. The perspective is from a high angle, looking down and slightly across the landscape.

ASC is developing new programs for students to study internationally.

With increasing awareness of the value of study abroad, Agnes Scott is expanding its opportunities for every student to experience international education.

Already, ASC's faculty-led Global Awareness and Global Connections programs attract many students—some participating through scholarships. But

for those who seek independent experiences, the new Office of International Education is developing a 1998-99 pilot program that will allow 20 to 25 students to study abroad through agreements with affiliate institutions or organizations.

Sites for the new affilia-

ate programs range from the University of Maine program at Universität Salzburg in Austria to the Institute for Study Abroad program in Costa Rica. Other locations include Argentina, Great Britain, France, Chile, Ecuador, Spain and Senegal.

"We hope the pilot program can meet the needs

of our students next year," says Maria Krane, director of International Education, "while we continue to explore other venues for study abroad. Our goal is to provide affordable programs for all students, because we are committed to the idea that overseas study enables women to better understand themselves and the world in which they live."

On a recent educational trip to Korea and China, Anne Beidler, associate professor of Art, photographed the Great Wall. Today, rather than build walls to keep foreigners out, cross-cultural exchange and global interaction is encouraged, and opportunities for education and living abroad are expanding. ASC's plans take advantage of the new global openness to provide students enriching, culturally diverse experiences.

PHILLIPS OF THE FED

For seven years, Susan Phillips has helped guide U.S. monetary policy

By Rosemary Thomas Cunningham

Illustration by Kevin Sprouls



Susan Phillips has discovered it is not the “love of money” but the understanding of money that is the key to today’s economy.

For years, the bonus question on my Introductory Macroeconomics tests asked the students to identify “the only woman and Agnes Scott alum” who was a member of the Federal Reserve Board of Governors. The question became legend among my students and with it, the answer.

Susan M. Phillips.

Phillips, class of 1967, has had a varied and influential career. On June 30, she completed a term as one of the seven on the Board of Governors of the Federal Reserve; Phillips was only the third woman, although no longer the lone woman (Vice Chair Alice Rivlin was appointed to the Board of Governors in 1996), ever to be appointed to this important policy-making group.

It was my privilege to meet with Susan Phillips in her office at the Board of Governors in Washington, D.C., earlier this year and discuss the Federal Reserve and her responsibilities as governor.

Although the Federal Reserve is often in the news, the focus is frequently on the chair of the Board of Governors, Alan Greenspan,

and what the Fed might do to interest rates. Phillips agreed that the work of the Fed that gets “the most publicity is monetary policy.” But the Fed also has responsibility for the payment system and supervision and regulation of the banking system.

“Most people are familiar with monetary policy, and they see the Federal Reserve most visibly around the time of the Federal Open Market Committee (FOMC) meetings,” Phillips explains.

The FOMC is an important policy making group of the Fed, with the voting members consisting of the governors of the Federal Reserve and five of the Federal Reserve Bank presidents (who rotate their responsibilities). However, the FOMC only meets eight times a year and there are many other activities concerning economic performance and monetary policy that occur between those meetings.

For example, Phillips explains, “The Board, not the FOMC, sets the discount rate, which is the rate that the Fed charges to banks when they borrow money.” This affects the bank’s cost of funds and conse-

The Phillips Bio

Susan M. Phillips graduated from Agnes Scott College in 1967 with a degree in mathematics and chemistry. After working for a time in the insurance industry, she continued her studies at Louisiana State University (LSU), receiving her doctorate in finance with minors in economics and management.

Doctorate in hand, Phillips worked as an assistant professor at LSU, before beginning a long association with the University of Iowa. Hired as an assistant professor of finance, Phillips soon rose through the ranks, attaining the title of professor of finance, as well as serving as interim assistant vice president, associate vice president and ultimately vice president for finance and university services.

Her time at Iowa was interrupted twice. Early in her career, she was a researcher at the Brookings Institution and the Securities and Exchange Commission; later she worked as commissioner, acting chair and chair of the Commodity Futures Trading Commission.

Phillips was appointed by President Bush to serve as a governor of the Federal Reserve Board in December 1991. Although the term of a governor is 14 years, Phillips’ term ended in June, because she had been appointed to serve the unexpired portion of a previous governor’s term.

Phillips is currently dean of the School of Business and Public Management at George Washington University.



Susan Phillips (left) with the author, Rosemary Cunningham, at the Fed.

quently the interest rates that the banks charge their customers.

There is a constant flow of economic information, briefings and papers to help the board make its decisions about the discount rate. Phillips describes working at the Fed as like being "at a university but without students."

The Board of Governors employs approximately 200 economists who hold doctorates providing a research orientation and support for the governors. The Fed does not just rely on economics statistics about the past to form its decisions but meets with various advisory groups in order to assess what is going on in the economy.

"One can look at statistics until the cows come home, but it's always looking backwards," explains Phillips. "It's like trying to drive a car by looking in the rear view mirror. It's extremely helpful to know what's behind you but it provides limited information about the future."

Phillips also relied on the discussions after her frequent public talks to provide insight into current economic activity.

The Fed is also an active participant in the payments system of the United States, acting as a banker to commercial banks, the U. S. government and foreign governments upon request. Phillips explains the importance of this role in that the payment system is key to the smooth functioning of the financial system of the nation.

The third area of Fed responsibility is supervision and regulation, and it is in this area that Phillips has been especially active. One of four federal bank supervisory agencies, the Fed supervises state member banks, bank holding companies, and all foreign banks, branches and agencies.

Soon after Phillips arrived at the Fed, Greenspan tapped her to lead a committee on derivatives that would deal with upcoming policy issues regarding the use of these financial instruments. Derivatives refer to contracts that have value that is linked to, or derived from, another asset (e.g., options).

While chairing this committee, Phillips recommended alternative practices that led to a revision and redirection of the supervision process. The Fed has shifted its focus from analyzing past transactions to analyzing the process by which decisions are made: from "looking backwards at historical files" to looking at risk management systems and internal control procedures in place at banks

and bank holding companies. In this way, "when bank examiners leave, they will have reviewed systems and . . . the bank will be just as safe and sound six months later as it is when the bank examiners walk out."

With banks becoming increasingly international, the Fed's supervisory role is "taking on more of an international flavor," explains Phillips. As few as five years ago supervision was largely a domestic focus.

But more recently, as the nation's central bank, the Fed has been providing leadership in international banking, devoting some of its best staff to the Bank for International Settlements (BIS), the central bankers' bank. The BIS provides a forum for discussions among central banks.

Phillips explained that it is very important that supervision have an international focus. On one hand, if the United States is alone in imposing certain regulations, U.S. banks may be disadvantaged relative to their international counterparts; on the other, if there's a major problem in the British or Japanese banking systems, it's going to affect the U.S. banking system.

While at the board, Phillips has had various responsibilities, including chairing the Research Committee, the Derivatives Committee and, finally, the Supervision and Regulation Committee. In addition, she served on the Bank Affairs Committee, which oversees the 12 Federal Reserve Banks. She compares it to "being on a holding company board where you've got 12 subsidiaries and each of the subsidiaries has a board. We have to approve their budgets and oversee their evaluations."

Phillips' day-to-day activities at the Fed included attending various committee meetings as well as meeting with the other governors, in addition to direct work with the areas that she supervised.

She also did a fair amount of public speaking, especially to banking groups since she was seen as the spokesperson for supervision. She represented the Board of Governors on the Federal Financial Institutions Examination Council and at the meetings of the Central Banks of the American Continent.

"There's really no other economic superpower in the world," says Phillips of the United States' financial position and what challenges will greet the nation and the world in the 21st century. "This places a

"One can look at statistics until the cows come home, but it's always looking backwards. It's like trying to drive a car by looking in the rear view mirror. It's extremely helpful to know what's behind you, but it provides limited information about the future."

great deal of responsibility on us to provide leadership in a number of areas."

Phillips applauds the progress in addressing the U. S. government's budget deficit. Through Congress' ability to hold the line

The Fed

The Federal Reserve System is the central bank of the United States. Founded in 1913, the Fed is structured to give a broad perspective on the economy and economic activity in all parts of the nation. It is a federal system, composed of a central government agency, the Board of Governors and 12 regional Federal Reserve Banks, located in major cities throughout the country, including Atlanta.

Another major component of the system is the Federal Open Market Committee (FOMC), which is made up of the Board of Governors, the president of the Federal Reserve Bank of New York and presidents of four other Federal Reserve Banks, who serve on a rotating basis. The FOMC oversees open market operations, which is the main tool used by the Federal Reserve to influence money market conditions and the growth of money and credit.

The Fed's duties fall into four general areas:

- Conducting the nation's monetary policy by influencing the money and credit conditions in the economy in pursuit of full employment and stable prices;
- Supervising and regulating banking institutions to ensure the safety and soundness of the nation's banking and financial system and to protect the credit rights of consumers;
- Maintaining the stability of the financial system and containing systemic risk that may arise in financial markets;
- Providing certain financial services to the U.S. government, to the public, to financial institutions, and to foreign official institutions, including playing a major role in operating the nation's payments system.

From: *Purposes and Functions*, Board of Governors, Federal Reserve System.



on spending programs together with strong economic growth, the United States has a balanced budget in sight, something that seemed unlikely a few years ago. However, she emphasizes that as the nation enters the new century and the baby boomers begin to retire, the Congress must continue to address the budgetary problems concerning Medicare and Social Security.

The lack of saving in the United States remains an issue of concern as well. Not only does the United States not have the same tradition of saving as other countries, Americans save smaller amounts than they have in the past. Phillips believes that the country's low savings rate reflects workers' confidence in their ability to work, the security of their pensions and the continued existence of the Social Security program.

Another need which Phillips identified is for better economic statistics, especially concerning productivity. For example, the country has a tremendous national investment in communication and information technology. Yet the statistics don't indicate how this investment is translated into greater productivity of capital and labor.

"We all have a stake in the rest of the world doing well," says Phillips, stressing the interconnectedness of the world economy. She sees global financial stability as a key challenge of the 21st century. Whereas business in the United States has many sources of financing, firms in many other countries rely on their banking systems for their financial capital.

Phillips believes her time at Agnes Scott prepared her well for the various responsibilities that she has had at the Fed and elsewhere during the course of her career. Although she only took her first economics course in her senior year, she feels that her liberal arts education was a strong preparation for graduate school. Many of my students will be happy to hear that she feels the competitive environment at Agnes Scott made graduate school seem easy.

Phillips is a great believer in a liberal arts education. She feels that it "stretches one's mind to areas that you might not have wandered into on your own ..." and that it is "an education for life."

—Writer Rosemary Thomas Cunningham
is professor and chair of the Department of
Economics at Agnes Scott.



A 21st Century College for Women

**Ambitious and forward-thinking,
Agnes Scott's Master Plan
lays the groundwork
for the College to move
into the next millennium.**

The Needs of a Growing Campus

Bold, yet thoughtful planning helped make Agnes Scott one of the most beautiful college campuses in North America. Film directors still choose the school for its combination of pastoral settings and Collegiate Gothic architecture, established by imposing structures such as Presser, Buttrick and Letita Pate Evans Dining halls and the McCain Library.

For those who see Agnes Scott only in the movies, it is an archetypal college campus, where design, structure and landscaping merge to symbolize stability, tradition and academic excellence.

For students, faculty, staff and alumnae, Agnes Scott is more than a campus—it's a catalyst for inspiration, creativity and brilliance in the arts and sciences, a place, as author/alumna Catherine Marshall '36 said, "Where mind sparks mind." Few schools the size of Agnes Scott can claim the honors and distinctions of its graduates.

As the College prepares for its role in the 21st century, Agnes Scott is led by the same insightfulness, aggressive planning and attention to detail that ensured its current place of prominence among institutions of higher learning.

To remain a nationally prominent liberal arts colleges, Agnes Scott must act boldly and decisively. The plan outlined in this document is based on six goals: academic excellence, student achievement, institutional growth, institutional support, community leadership and physical modernization (see "The Driving Force" at right). These directions affirm Agnes Scott's heritage, as well as its role as a dynamic institu-

tion moving decisively into the next century.

The College began its planning with an inventory and analysis of existing conditions. Wallace Roberts & Todd, a nationally recognized planning firm based in Coral Gables, Fla., assessed the College's organizational, spatial and landscape character. Determining the best way to manage the planned enrollment growth to 1,000 students by the year 2001 and the necessary enhancements of academic facilities were the two priorities.

When early drafts were ready, the master planners pre-

sented four alternative concepts for review by academic, administrative and student groups, as well as neighbors of the College, including officials of Decatur.

After additional review, the final Master Plan was endorsed by the Agnes Scott Board of Trustees in May 1997, and further refined during the summer of 1997.

During the entire process, a facilities team analyzed existing space use to assess the physical needs of the College as it grows to 1,000 students. The analysis used data on existing space assignments, square footage and use, then evaluated the data using guidelines prepared by the Council of Educational Facility Planners International, a professional society for educational facility planners. Subsequently, the College commissioned an engineering audit of all existing buildings.

This comprehensive analy-

The Driving Force

STRATEGIC DIRECTIONS DOCUMENT FUELS MASTER PLAN

1. **ACADEMIC EXCELLENCE:** *To enhance Agnes Scott's liberal arts curriculum for the 21st century.*
2. **STUDENT ACHIEVEMENT:** *To enrich student life by recognizing achievement and enhancing programs and facilities.*
3. **INSTITUTIONAL GROWTH:** *To increase student enrollment to 1,000 by the year 2001.*
4. **INSTITUTIONAL SUPPORT:** *To insure that the infrastructure of the College is equipped with the human resources, facilities, technology, equipment and other resources required by a premier liberal arts college.*
5. **COMMUNITY LEADERSHIP:** *To broaden College relations and strengthen Agnes Scott's leadership in metropolitan Atlanta and Decatur.*
6. **PHYSICAL MODERNIZATION:** *To provide and maintain a physical plant that reflects the quality and size of the College.*



President Mary Brown Bullock '66 discusses news of the day with (l-r) Farah Kashlan '01, Amanda Gooch '00 and Juliana Woo '00.



Today Woodruff Quadrangle, seen from the west end of Buttrick Drive, has Agnes Scott Hall (Main) as its focal point.

sis determined that the College must expand and improve its academic, residential and administrative spaces.

The scale of future campus buildings will determine the land area required. The environment of Agnes Scott College is characterized by three-story buildings, which create a pleasant balance with the open spaces of the campus. To maintain this scale relationship, the Master Plan recommends that future buildings be limited to three-story structures.

The Master Plan, a living document for a dynamic institution, will take five to 10 years to complete. Fine tuning is continuing to occur. A campus map on the following pages illustrates the proposed changes clearly. Briefly, based on the assumptions above and the space inventory, the Master Plan proposes:

■ For College properties within the traditional campus:

□ Maintain the present pattern of functions in which administrative space is distributed among several buildings, as opposed to being concentrated in a single-purpose administrative building.

□ Expand academic and administrative space and public functions on the western side of campus; continue to concentrate functions that require public access in buildings along South McDonough Street.

□ Reserve the eastern campus for student residences.

□ Retain most College-owned property to the south for open space, recreation and athletics.

□ Expand central open spaces and the pedestrian campus environment and enhance the link between north and south sides of campus.

□ Retain the mixed-use character of Agnes Scott and Rebekah Scott halls, providing historical continuity and ensuring that the campus "door" remains active all day.

□ Maintain administrative functions on the first floor of Agnes Scott Hall.

■ For College-owned properties east of South Candler

and west of South McDonough streets:

□ Retain single-family housing on College-owned properties on the southwest side.

□ Build a parking structure, to include the Public Safety Office, west of South McDonough Street.

□ Develop housing and support functions on College-owned properties along South Candler Street.

□ Sell three parcels south of East Dougherty Street that are not contiguous with the campus.

In addition to the new and significantly renovated academic, administrative and residential buildings, modifications will be required to several existing buildings, including work to bring them into compliance with the accessibility standards of the Americans with Disabilities Act.

ASC's *Strategic Directions* proposes the College work with the city of Decatur to address areas of mutual interest and concern. In pursuit of that goal, Agnes Scott's Master Plan also suggests the College assist the city in its efforts to improve pedestrian and vehicular railroad crossings and to improve properties adjacent to the College.

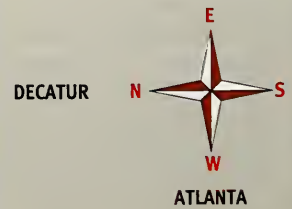
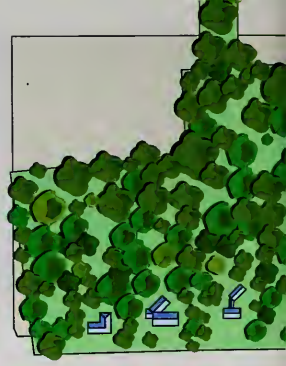
The College also encourages Decatur to complete previously planned streetscape improvements north of the railroad tracks, and to extend the improvements to the railroad crossings at Candler and South McDonough streets.

In short, the Master Plan has been carefully designed around a simple premise: maximize existing facilities and spaces, transforming these fine old buildings into new centers of academic excellence while honoring the elegant campus plan that has served the College and its community for more than a century.

The proposed Master Plan assures the community that Agnes Scott reveres and celebrates its past and ensures that it will be equipped to lead in the 21st century.

The Future Campus of Agnes Scott College

- 1 Rebekah Scott Hall** An addition will provide space for a variety of functions—such as administrative offices and related offices and classrooms—and serve as an entrance to the west side of campus.
- 2 Courtyard** A new landscaped courtyard is planned between the addition and Rebekah Scott Hall.
- 3 Academic Building** A new building to accommodate academic functions is proposed on the present parking lot between Presser Hall and Dana Fine Arts Building.
- 4 Science Building** A building on the south side of Campbell Hall will provide additional research laboratory space for chemistry, physics, biology, mathematics and psychology.
- 5 Wallace McPherson Alston Center** A new Campus Center building is proposed on the site of the existing Alston and Alston Annex buildings, retaining a campus center between the residential and academic areas of campus. To be completed by fall 2000.
- 6 Mary West Thatcher Chapel** The chapel will be relocated in a separate building linked to the Alston Center and in front of the renovated Snodgrass Amphitheatre.
- 7 The Anna Young Alumnae House** The building will be extensively renovated. A new building north of the Alumnae House may one day house expanded alumnae and development functions.
- 8 Parking #1** A 12-space parking lot near the proposed new office space and existing Anna Young Alumnae House will provide off-street parking.
- 9 Residence Hall** A new residence hall on the northwest corner of the South Candler Street/East Dougherty Street intersection will provide approximately 100 beds in a three-story building.
- 10 Residence Hall** A new residence hall on the present site of Hopkins Hall will provide up to 50 additional beds, for a total of 100 at this location.
- 11 Parking #2** A parking facility for approximately 500 cars is proposed for the block bounded by South McDonough Street, Ansley Street, West College Avenue and Adams Street. The Public Safety Office will be located in this structure, providing additional security for those using the parking facility.
- 12 Parking #3** A parking structure is proposed on the north side of East Dougherty Street, just west of South Candler Street.



Revered Traditions in New Buildings

Three sites for new buildings will provide additional academic and administrative space: the first will eliminate a parking lot to make room for an addition to Rebekah Scott Hall, the second replaces a parking lot currently located between Presser Hall and Dana Fine Arts Building, the third is on the south side of John Bulow Campbell Hall.

A NEW BUILDING, ADJOINING REBEKAH SCOTT HALL, will serve as a hub of administrative offices and faculty offices, classrooms, meeting and seminar spaces—and will become an entrance to the west side of campus. Possible administrative uses include the Office of the Vice President for Business and Finance, plus the Accounting, Human Resources and Public Relations offices, all of which are now in Buttrick Hall. The site plan illustrates the potential for a landscaped courtyard between the new building and Rebekah Scott Hall. The new building could include an assembly shell and large classroom space.

A second NEW BUILDING, ON THE PRESSER PARKING LOT SITE, will provide space primarily for academic uses. Consideration is being given to constructing a new science facility on this site.

A third NEW BUILDING, ON THE SOUTH SIDE OF CAMPBELL HALL, will provide additional space for the sciences. All of Campbell Hall will be updated.

The existing Wallace M. Alston Campus Center contains a variety of campus and student-oriented

services. A NEW BUILDING will be constructed on the sites of the existing ALSTON AND ALSTON ANNEX BUILDINGS. With the Campus Center between residential and academic areas, this crossroads location will allow the building to be the center of activity on campus.

The MARY WEST THATCHER CHAPEL will be re-located in a separate, but linked, building in front of a renovated SNODGRASS AMPHITHEATRE.

The CAROLINE MCKINNEY CLARKE '27 HOUSE AT 146 CANDLER STREET, across the street from the Alumnae House, will be renovated for use by the Alumnae and Development offices and faculty.

To accommodate the Alumnae Office's need for more guest room space, and to meet the additional space needs for administrative functions, a NEW, SIMILAR BUILDING is proposed next to the ANNA YOUNG ALUMNAE HOUSE. At this time, extensive renovation and refurbishment of the Alumnae House is planned, with an addition for office uses.

As the College's enrollment grows, so will the need for additional student housing. Based on an enrollment of 1,000 students, 85 percent of whom are traditional-aged undergraduates, approximately 800 students will reside on campus.

Future HOUSING FACILITIES will be located on the eastern side of campus to maintain the close proximity of student housing to student services.

A building site is proposed on the unpaved parking area ADJACENT TO THE

PRESIDENT'S HOUSE (the former McCain Cottage site). Housing in this location will extend activity to this corner of campus and create a definite architectural "edge" and an entrance to the College along South Candler Street. This three-story building will provide approximately 100 beds.

Another RESIDENCE HALL, ON THE PRESENT SITE OF NANNETTE HOPKINS HALL—constructed in 1954—will provide up to 50 additional beds (100 total). This will establish an architectural identity for the College at the intersection of College Avenue and Candler Street.

The College will need approximately 900 parking spaces to meet the needs of 1,000 students and faculty and staff. A PARKING STRUCTURE for approximately 500 cars will be constructed on the block bounded by Ansley, South McDonough and Adams streets and College Avenue. The PUBLIC SAFETY OFFICE will be relocated there, where it will offer additional security for people using the facility. By adding new spaces, this parking structure will replace three smaller lots designated as new building sites.

A SECOND PARKING STRUCTURE is proposed on the northeast side of East Dougherty Street. Relocation of the tennis courts provides space for additional landscape in the central campus. This shift also makes room for a PARKING STRUCTURE on the eastern portion of the land now occupied by the tennis courts.

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6 Mary West Thatcher Chapel The chapel will be relocated in a separate building linked to the Alston Center and in front of the renovated Snodgrass Amphitheatre.

7 The Anna Young Alumnae House The building will be extensively renovated. A new building north of the Alumnae House may one day house expanded alumnae and development functions.

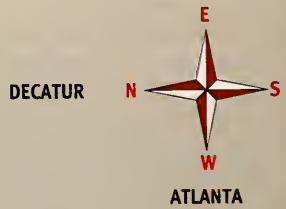
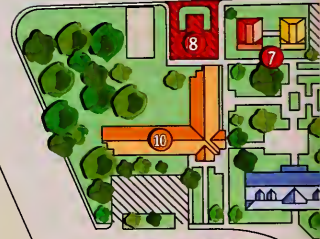
8 Parking #1 A 12-space parking lot near the proposed new office space and existing Anna Young Alumnae House will provide off-street parking.

9 Residence Hall A new residence hall on the northwest corner of the South Candler Street/East Dougherty Street intersection will provide approximately 100 beds in a three-story building.

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11 Parking #2 A parking facility for approximately 500 cars is proposed for the block bounded by South McDonough Street, Ansley Street, West College Avenue and Adams Street. The Public Safety Office will be located in this structure, providing additional security for those using the parking facility.

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- NEW STRUCTURES
- NEW STRUCTURES REPLACING EXISTING STRUCTURES
- MODIFIED OR RENOVATED STRUCTURES
- EXISTING STRUCTURES UNCHANGED BY MASTER PLAN

Renovated Facilities

- The use of **13 Agnes Scott Hall** and **14 Buttrick Hall** will change as a result of the proposed new buildings. Buttrick Hall will gain significant classroom and faculty office space as administrative functions are moved elsewhere.
- 13 Passageway** A connection between the south side of Presser Hall and a new academic facility may accommodate the backstage needs of the Gaines Chapel.
 - 16 McCain Library** The renovated library will almost double in size to a total of 43,800 assignable square feet, accommodating new media and technological functions. To be completed in 2001.
 - 17 Mertha Wilson Kessler Dance Studio** The steam plant may be converted into a dance studio to replace the studios in the current Alston Campus Center.
 - 18 Bradley Observatory** Renovations will add space to house a 50-seat planetarium and a computer-controlled 16-inch telescope.
 - 19 Woodruff Physical Activities Building** More exercise space is planned.
 - 20 Tennis Courts** New courts will occupy the space of the Facilities Office, which will be moved to the east side of campus.
 - 21 Snodgrass Amphitheatre** A new design will seat 200 to 450 people.
 - 22 Evans Dining Hall** Comprehensive renovation will produce seated dining space for 400 and meeting space on the lower level. Renovations to be completed by fall 1999.
 - 23 342 South McDonough** The house on South McDonough Street will be used for a variety of functions, including temporary office space.
 - 24 Walters** and **25 Winship Halls** Renovations will add approximately 30 beds in each.
 - 26 Parking #4** The South Candler Street parking lot will be enlarged and redesigned to improve grading and drainage and to add landscape to screen the lot from adjacent private residences. To be completed by fall 1998.

Existing Buildings Get New Life

As new buildings are added, existing buildings will experience modifications. For many, this will include a modification in functions.

The first priority is the renovation and expansion of McCAIN LIBRARY, which will require 43,800 assignable square feet to meet needs to the year 2016. This means doubling existing space by adding approximately 70 feet to the south of the building.

BUTTRICK HALL will gain significant classroom and faculty office space as administrative functions are moved elsewhere.

To accommodate the backstage needs of GAINES CHAPEL, a connection has been proposed between the proposed Presser parking lot building and the south side of Presser Hall. MACLEAN AUDITORIUM will be converted to moveable seating, allowing the room to be used for a variety of functions.

Ground-level spaces in PRESSER HALL will be renovated for use as temporary faculty offices or small classrooms and other offices.

ROGERS STEAM PLANT, part of the Facilities Office and storage, could be converted into dance studio space to replace spaces removed from Alston Campus Center.

Other dramatic changes are anticipated. Located slightly south of the core of campus, the BRADLEY OBSERVATORY is an important facility. The high-powered Beck telescope has been returned to the main dome. An addition on the north side of the observatory will house a 50-seat planetarium and a computer-controlled 16-inch telescope.

The ROBERT W. WOODRUFF PHYSICAL ACTIVITIES BUILDING will be expanded to provide improved facilities for students, faculty and staff.

The OFFICE OF FACILITIES (formerly the Office of Physical Plant) will be moved and the existing tennis courts will be relocated to the spot Facilities it currently occupies. This move will allow the creation of a new open space connection between north and south campus areas. The Facilities offices, shops and central receiving function will be moved to College Avenue on the east side of campus, beyond Avery Glen Apartments.

The remodeled SNODGRASS AMPHITHEATRE will be slightly smaller than the existing facility, seating 200-450, depending on the configuration of the seating tiers.

A campus landmark, EVANS DINING HALL will be extensively renovated: changes include an expanded marché food servery, expanded eating areas on north and south "porches" and upgraded meeting spaces on the lower level.

When the PUBLIC SAFETY OFFICE is

John Bulow Campbell Hall (left) and McCain Library (right) will undergo significant change in the next few years.



PHOTOS BY GARY MEKE



Woodruff Quadrangle from the east end of Buttrick Drive has the Gazebo as its focal point.

relocated to the new parking facility, its present space may be used in conjunction with the Katharine Woltz Reception Room.

Approximately 30 beds each may be added in the renovated attics of GEORGE WINSHIP and FRANCES WINSHIP WALTERS residence halls. New dormer windows will provide natural light for each room. This will add beds in the core of the residential area of campus without using more land.

The landscape environment of Agnes Scott College is a great asset. The landscape and open spaces of the campus will be maintained and enhanced through careful modification and long-term management.

The recommendations for the campus landscape and open spaces are based on the following goals:

1. Maintain and enhance the connection between the major open spaces on campus, extending from the front "park" north of Agnes Scott Hall, through George W. and Irene K. Woodruff Quadrangle, to the hockey field and amphitheatre, and the Lawrence L. Jr. and Mary Duckworth Gellerstedt Track and Field.

2. Manage the campus plantings to provide for replacement of old or declining trees in order to maintain the extensive tree canopy that presently exists.

3. Locate future buildings to minimize the need to remove trees or reduce the amount of landscape on the College campus. Existing parking lots are prime areas where future construction will have minimal impact on the campus landscape.

4. Improve the Woodruff Quadrangle through the introduction of new paving and the redesign of the southeast corner in conjunction with the building of the new Campus Center.

5. Develop clear points of automobile entrance to the College's pedestrian walkway system at the existing Milton Candler Loop off College Avenue and from South McDonough Street.

6. Improve the College grounds as a sculpture garden.

7. Improve exterior lighting to enhance the

safety and security of the campus.

8. Improve on- and off-campus directional signage, including signage for people with disabilities.

Modifications will be made to existing buildings to make sure all Agnes Scott facilities are accessible to students and visitors, including those with disabilities.



Natasha Price '99 (left) and Lauren O'Pezio '00 during an ASC sponsored community event.



An Agnes Scott for Tomorrow

Over the past century, Agnes Scott has grown in beauty and excellence. With a passion for finding, researching, developing and disseminating knowledge, Agnes Scott has developed into a college that has gained distinction in a variety of disciplines.

With a focus on sustaining that distinction, the plans in this publication were developed by Agnes Scott administration, faculty, staff, students, alumnae, trustees and friends in conjunction with professionals in architecture, landscape architecture and space utilization.

The plans have been scrutinized and refined with one purpose in mind: to ensure that the College is equipped with the human resources, facilities, technology and equipment required to keep Agnes Scott a premier liberal arts college

well into the 21st century.

Building, refurbishing and strengthening the infrastructure of the campus will be expensive. But not building, not growing, would exact a much greater cost in the future. That's why the College is asking for your support of this ambitious, exciting plan.

The College invites you to explore in-depth the plans for Agnes Scott, to learn the details of what is proposed, and to consider how you might be a part of the renewal of this most valuable academic resource.

Together, all members of the College community can position Agnes Scott for continued growth and distinction in the 21st century.

THE ATLANTA SEMESTER

By Celeste Pennington ■ Photography by Gary Meek

A legion of volunteers, donning black trash bags and yellow hard hats, slogged around a mud-red construction site one day last April, determined to outlast the cold rain and complete a children's playground in East Point, Ga.

Hands On Atlanta volunteers collaborated on the project with the community in a spirit of old-fashioned barn-raising. Michelle Frost '97, a political science major from Marietta, recruited and organized the volunteer work force of 150 as part of her Atlanta Semester internship at Agnes Scott.



The Atlanta Semester's hands-on approach enables students to observe and exercise leadership, to "try on" professions and establish career networks in Atlanta, while pursuing academic topics.

The speakers' forum provides students exposure to high-profile leaders from government, corporate life and nonprofit organizations; it is an opportunity to consider the substance and style of leadership.

Educating women who become strong leaders has been a hallmark of the College—and now it is a specific objective for the Atlanta Semester: Program in Women, Leadership and Social Change. "Agnes Scott assertively acknowledged that 'women as leaders and participants in social change is an important area of study,'" explains Isa Williams, program director. "We said, 'It is so important that we are going to build a program around that.'"

The Atlanta Semester strikes a unique balance of classroom study and hands-on learning. The program is designed for women to earn 13 semester hours that include a four-hour supervised internship, a four-hour seminar, a two-hour speakers' forum and a three-hour independent research project growing out of the internship and seminar. For one semester, the women wrestle with the theory of leadership and the realities of leadership in the marketplace—from a woman's viewpoint.

Since its beginning in 1996, the program has attracted inquiries from women in 46 states and three countries. In the spring of 1996, the Atlanta Semester was launched with four Agnes Scott students and one student from Spelman College. In the spring of 1997, 15 students participated—including one from Ireland and four students from out-of-state institutions.

Last summer, Agnes Scott offered a limited program called Women and Work with a 20-hour-per-week internship and a five-hour seminar.

Michelle Frost '97 was looking for leadership experience when she chose to intern at Hands On Atlanta (HOA), a well-run nonprofit organization (led by a woman) which recruits and trains volunteers and leads them in community service projects ranging from tutoring and mentoring to rescue work during natural disasters. Eventually Frost would like to pursue a career in national politics or in the management of a nonprofit agency.

During the weeks leading up to park construction, Frost's HOA assignment was to line up volunteers, both for the construc-

tion of the children's playground and for a one-day clean-up effort at 14 parks in the Atlanta area.

At the time of playground construction, Frost rolled up her sleeves and was on site at 7:15 each morning to make a master list of workers and tasks and prepare for the 8:30 a.m. to 6 p.m. work day, keeping volunteers on schedule, assisting with construction as well as delegating tasks. For three days, folks dug holes, hauled dirt, framed the "learning structures," built a ramp for the slide and buried tires for the balance walk.

On and off the fourth day, that rainy April, about 150 showed up to work until the job was done. "I made sure," says Frost (whose own construction experience includes Habitat for Humanity projects), "that women were not just running errands. I handed a drill to one woman who said, 'I can't use a drill,' and she worked with that drill all day—and loved it."

Freckled Evan Manderson, a 13-year-old from East Point, helped sand, drill and tote boards. "It surprised me," he recalls, "but I was treated as an equal with adults on this construction site. Michelle was great."

By 7 each evening, Frost began the almost hour-long drive back to campus. "This project is where my heart has been," admits Frost. "The Atlanta Semester allowed me a semester to be in the real world. After today," she says with a smile, "I will get back to my studies."

While the internship enables students to observe and exercise leadership, to "try on" professions and establish career networks in Atlanta, the speakers' forum provides students exposure to the high-profile leaders from government, corporate life and nonprofit organizations.

This opportunity to consider the substance and style of leadership, up close, was of particular interest to Donnette Holloway, a junior social work major from Wichita, Kan. "My definition of leadership has changed significantly," says Holloway. "I thought you had to hold a political position

BETSY BILBRO: *Committed to Service*

Betsy Bilbro '97 chose an internship with IBM—but first, she chose her mentor, IBM executive Ann Cramer whom Bilbro met during a luncheon on campus. "Do you have interns?" Bilbro had inquired then. "We sure do," replied Cramer. "Give me a call."

Bilbro admired Cramer as a dynamic person with both a clear vision of leadership and a long history of community involvement, including serving as chair of the Georgia Partnership for Excellence in Education, president of the Junior League and chair of both the United Way of Atlanta and of the Governor's Policy Council on Children.

During the first two days of the internship, Bilbro helped with mailouts and general office work at IBM. By midweek, says Bilbro, "I was going to meetings with Ann, and doing all kinds of exciting things."

Cramer, regional manager for IBM's corporate community relations and public affairs, included Bilbro in a corporate meeting of their employees from Maine to Florida. Bilbro accompanied her to a luncheon at the Alliance Theatre, to a meeting of the Atlanta mayor and several city council members (dealing with homelessness), and to meetings with members of the United Way, the Junior League and others. She found that the common thread in Cramer's professional life and her community service is how these

intertwine to help build a strong human infrastructure in the city of Atlanta.

"What I loved about having Betsy as an intern," Cramer says, "is that she gained a broad view of the corporation and a full view of community organization."

Among the first women invited to participate in the Atlanta Semester speakers' forum, Cramer believes that Agnes Scott's new program provides "a practical as well as an ideological framework for college women like Betsy to grab hold of 'what is next for me,'" and Cramer values the opportunity it provides for women in leadership to "pass the baton on to the next generation."



By watching Ann Cramer's career, Betsy Bilbro discovered not only a job opportunity, but also a style of work and service worth emulating.

ISA WILLIAMS: A Profile in Energy

When she talks about the new Atlanta Semester program, founding director Isa Williams can't hide her enthusiasm. "The most exciting thing is the energy that students, faculty and community members bring to the topic of women, leadership and social change. The program is the energy," she says.

Williams' own energy is the driving force behind this program that capitalizes on what Atlanta offers women students. "We are looking at how women are informing and changing public life," and where better to do this than in a

growing international city? Through seminars and internships, students study key elements of women and leadership and obtain a hands-on understanding of the theories they are taught.

Williams' background seems perfectly suited to the program. After receiving her bachelor of arts from Spelman College, she worked for 18 years in the business world, honing her leadership and organizational skills. In the corporate "classroom," she learned firsthand about women's roles in public life. This interest led her back to the con-

ventional classroom at Emory University, where she pursued a doctorate in women's studies. Williams asserts that women's studies forms the foundation of everything the Atlanta Semester program seeks to do. "We know that women have never been totally relegated to the private sector of the home. We are looking at how vital women are in the leadership equation."

—Writer Maria Bevacqua is assistant professor of Women's Studies.

Isa Williams in downtown Atlanta. Her training in the classroom and hands-on experience in business gives the Atlanta Semester its extra dimension.

"I have enjoyed hearing opinions from a different region. Women here are more willing to give honest opinions. It is nice to hear women who are straight-forward, who say exactly what they think."

—Donnette Holloway

or have a position of high rank. Now I realize that being a leader could be as simple as speaking up in a conversation. You don't have to be standing in front of a group of people to lead."

From the program's outset, Williams has drawn a number of exemplary community leaders to participate in seminars and panels, and she has invited nationally-recognized women as speakers. These have attracted audiences from the larger Atlanta community as well.

Last year, for instance, the Atlanta Semester presented Rebecca Walker, co-founder of the Multicultural Women's Activists Organization and one of *Time* magazine's "50 Future Leaders of America." Walker drew audiences from Emory and Georgia State universities, Spelman College, Georgia Tech and the University of Georgia. The Atlanta Semester co-sponsored (with the College's Faith and Learning Committee) speaker Constance Buchanan, divinity professor from Harvard University and author of *Choosing to Lead: Women and the Crisis of American Values*.

"We are calling attention to the fact that women are actively engaged in leadership throughout Atlanta," emphasizes Williams who brought three women mayors serving in the Atlanta area to lead a panel discussion. "These women felt that they were drawn into political leadership because they wanted to build stronger communities. We learned that finding one's way into political leadership often begins with the volunteer work that women engage in, like P.T.A. (Parent-Teachers Association)."

This year, Atlanta Semester students gathered at The Carter Presidential Center to meet with former First Lady Rosalynn Carter. Members from the Georgia Executive Women's Network came to campus to discuss women and leadership. Benefiting from the accomplishments and experience of Agnes Scott's own outstanding graduates, the Atlanta Semester offered an alumnae symposium.

During the seminar component of the Atlanta Semester, students met with ASC

faculty to examine and converse on a range of issues dealing with leadership in theory and practice. "Our faculty provides interdisciplinary strength," explains Williams. "This year we had faculty from history, political science, economics and sociology. Students from other campuses found the seminars especially meaningful."

Holloway is one: "We discussed, very openly, our reactions to reading assignments, and our opinions about leadership and social change. Since I am from Kansas State University, I have enjoyed hearing opinions from a different region of the country. Women here are more willing to give their honest opinions, no sugar coating," notes Holloway. "It is nice to hear women who are straight forward, who say exactly what they think."

Each student involved in the Atlanta Semester is required to keep a journal and to design an independent research project related to her internship. Williams has been pleased with the quality of internships in places as diverse as The Carter Presidential Center, The Centers for Disease Control and Prevention and CNN (Cable News Network).

Williams is also pleased with the caliber of Atlanta Semester students and the quality of their research. Betsy Bilbro '97, Phi Beta Kappa and president of Orientation Council at ASC, chose corporate philanthropy as her research topic—her internship was with International Business Machines Corporation (IBM) in its department of corporate community relations and public affairs.

Bilbro's project reflected research at IBM and other large corporations, including The Coca-Cola Company, BellSouth and United Parcel Services (UPS). Bilbro, who would like to pursue a career in corporate community relations, designed a questionnaire seeking information about the history, programs and priorities of each corporation's philanthropy and conducted interviews.

The resulting paper, "Corporate Community Relations and the City Too Busy to Hate," analyzed the development of corpo-

"Isa Williams' attention to detail, her accessibility and her commitment to women have made my time at Agnes Scott College immensely enjoyable. Every woman in the program is dynamic and added much to my experience in Atlanta."

CANDICE FLETCHER
Visiting student
from the University of
Colorado at Boulder

During seminars, students discuss and debate such issues as health care, welfare reform, the roles of women in social change; in 1998, the topic has been immigration.

"No other college was doing this: recognizing the ways in which women are changing society and bringing those issues to the table. Everywhere I have gone, the response has been wonderful."

—Isa Williams

rate community relations and public affairs departments, and documented the ways business coordinates volunteer efforts in Atlanta and targets specific areas to donate corporate time and resources.

"What I learned," says Bilbro, "is that companies have been doing community relations unofficially for a long time. But since the 1980s, companies have understood that corporate philanthropy affects the bottom line. The community receives help. The employees benefit because they gain leadership skills and increase their professional network. Finally, the corporation is viewed as a good citizen. This involvement is a win-win situation for everyone."

Calling herself a "student of leadership," Williams is particularly suited to her role in the Atlanta Semester. Her own career combines strong academics with corporate experience at NationsBank and its predecessor banks, C&S and Sovran.

"I was on the front line to help shape changes at the bank, but since my student days at Spelman, I had a dream to work in an academic setting. When this position became available, I thought it would be a great opportunity to shape a new program."

Williams' experience honed her skills in administration, guidance and counseling, organization and planning—and recruitment. For instance, last year students examined the roles of women as participants and leaders in social change.

This past year, Williams brought emphasis to three contemporary social issues: health care, immigration and welfare reform. In 1998, the Atlanta Semester has dealt with immigration issues and students had the option of participating in a Global Connections trip to the Middle East (in conjunction with the ASC Department of Religious Studies). "We see Atlanta as an international city and part of the global community. We find that women immigrating from Islamic countries are having difficulty," notes Williams. "Through Global Connections we will seek to better understand why."

As Williams evaluates the fledgling pro-

gram, she says that next year students will begin their internships sooner. More time will be spent in classroom meetings to discuss the internship experience and research projects.

Williams happily notes the availability of resources in Atlanta. "I have been surprised that the hard part of my work has been to narrow down potential speakers and intern sites," she comments.

"There has been so much interest and cooperation. We don't have to convince people about Agnes Scott interns . . . they eagerly accept our students in a minute."

Mutually beneficial is the way Amy Bredehoft describes that relationship. As state coordinator for Healthy Families of the Georgia Council on Child Abuse, Bredehoft explains, "We are leading the way in child abuse prevention in the state and in the country, so work with us is a great opportunity for the student. Donnette Holloway worked with us—on the help line, in donor gifts and in providing information to families about our program. She assisted me in developing a manual. Because we are private, we benefit from the intern's expertise—and fresh ideas."

Williams expresses appreciation for the direction and support offered by members of the Faculty Steering Committee (Catherine Scott, professor of Political Sciences and chair of Political Science, Sociology and Anthropology, Augustus Cochran, professor of Political Science, Michele Gillespie, associate professor of History, Christine Cozzens, associate professor of English and Gail Cabisius, associate professor of Classical Languages and Literatures) and for opportunities afforded the students through campus-wide emphases that dovetail perfectly with women in leadership.

"No other college was doing this: recognizing the ways in which women are changing society and bringing those issues to the table," says Williams. "Everywhere I have gone, the response has been wonderful.

"I believe the program is a winner."

MARY HERNDON: *Emphasis on Outreach*

The care and grace with which Mary Herndon '97 relates to the younger generation reflects, in part, the encouragement a physician showed Herndon when she was a young high school graduate. "I cleaned in the nursery, helped feed patients. It was a little job. But the doctor noticed the way I carried myself. She said, 'Miss Mary, you are known by the clothing you wear.'"

Herndon grew up near Atlanta, the oldest daughter in a family of 12 children. She studied nursing in New York and has practiced critical care, obstetric and geriatric nursing in hospitals from New York to Los Angeles.

She has also worked in real estate and run her own insurance/investments and restaurant businesses. At the same time, she has raised a family, and has maintained a strong avocation: working with youth.

At the heart of that, Herndon has been helping young people to build relationships as they build self-esteem, and to develop balance in their spiritual, social and intellectual lives. She has worked with youngsters in California's Englewood and Watts districts, but she met her toughest challenge last spring during her Atlanta Semester internship, in a parenting class for teenagers at Decatur High School.

The Decatur program provides students classroom learning supported by field trips and regular hands-on care for dozens of infants and toddlers (children of teachers and students) in a well-run day care center housed in Decatur High. "Students feed babies, change babies, get in the rocking chair and rock the babies," says Herndon. "The program is terrific. But," she comments, "most of the girls have attitude problems."

Well-spoken and self-assured, Herndon calmly went head-to-head with students as she assisted in the classroom and conducted research that included home visits and one-on-one interviews. Eventually, congenial chatter filled a room that months earlier was filled with tension. "At first," acknowledges Herndon, "this one didn't want to sit by that one. Many were feeling the pressures and isolation of young parenthood."

At the start of the Atlanta Semester, Herndon had plans to begin her master's degree and open a pre-school through third grade, primarily for her "great-grands." As the semes-



Atlanta Semester's Mary Herndon and one of the young children in the Decatur High School day-care program.

ter progressed, Herndon met women like Valerie Jackson, wife of former Atlanta Mayor Maynard Jackson, who shared her growing concerns for teenage pregnancy.

Herndon found that as she tried to give high school students a new vision for their future—and the futures of their babies—she began to reshape her own dreams.

On the last day of her internship, students in the Decatur High parenting class feted Herndon with refreshments and words of thanks. Her response included an announcement: "I have been doing research on teenage pregnancy for the past three years. I [hope to] open a school that provides a place for girls who have no support system to bring their children. I will also offer parenting classes. I am only interested in those girls who are furthering their education," she said.

Like the wise physician who encouraged Miss Mary, once again she will be reaching out—this time to two generations—as she provides a sure and gracious hand to young mothers who pursue college or vocational education and to their children.

SURVEY REPORT

You like what you get—including a magazine that's "portable" rather than electronic. But you want us to remember to put a "very human face" on our reports.

You may recall that the spring 1997 issue of *Agnes Scott Alumnae Magazine* contained a brief readers' survey. The responses have been tallied, the numbers totaled and the percentages calculated, and the Office of Publications wants you to know that we hear you!

The survey prompted a total of 289 responses from alumnae, faculty, administrators, students and friends of ASC. The overwhelming majority of respondents (92 percent) were alumnae, representing nearly every class year from 1919 (Lulu Smith Westcott, who turned 100 last fall) through 1997.

The College was most surprised to learn that while more than half (54 percent) of respondents have computers with on-line access, and more than half (54 percent) expect to have (or continue to have) such access in the next 12 months, a full 95 percent of respondents would not prefer to receive College periodicals electronically.

Some readers stated this preference emphatically:

"definitely NOT!" and "NO! Horrors! Absolutely not!" Another reader prefers the paper version of the magazine because it is "portable."

We were pleased to find that most respondents (74 percent) read "several articles from" or "almost all of" each issue, and that 64 percent of respondents pick up each issue two or three times. Of course, many people—not big clock-watchers—told us that they take "as long as it takes" to read the magazine.

One survey question asked which types of articles readers like to see in the magazine and listed a selection of 19 topics. Readers indicated that they like to read ASC news, so we plan to continue bringing you articles that keep you informed of important ASC happenings, including developments with the College's new Master Plan. We also intend to feature our alumnae in articles that highlight their creative, spiritual and career endeavors.

Since stories by and about faculty are popular with our readers, we often solicit articles by faculty members, such as Assistant Professor of Spanish Gisela Norat's unique perspective on the works of writer Isabel Allende, included in this edition.

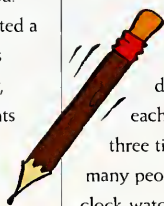
Forthcoming issues will also feature books by alumnae, faculty and staff, and articles on contemporary student life. And instead of articles on home economics (a subject which only 3 percent of respondents want to see), you are more likely to see stories on personal investment portfolios suggested by students in an economics class.

Types of articles that respondents want to see less include how-to articles, book reviews and articles on ASC structure and organization. Many wrote in with emphatic pleas that we not begin featuring "how-to" articles, a request with which we are happy to comply.

We also asked respondents what sort of picture of ASC the magazine paints for them. Sixty-five

percent reported that they get a positive picture of the College from the magazine, and 25 percent said the picture is balanced/informative. One reader's write-in comments captured an opinion expressed by several respondents. She said, "In articles about people, ask yourself, has she done something interesting or just praiseworthy? Haloes are dull and the cumulative effect of these articles is that you're putting a gloss on the College that makes it seem awfully virtuous but not very human or likable. We could do with a few more warts, I think." We take these comments seriously as we work to present an accurate and very human view of Agnes Scott.

Several questions addressed the format and design of the magazine. The consensus? Keep the physical aspects of the magazine as they are. Overall, respondents are satisfied with the size (dimensions) and length (number of pages) of the magazine and want us to continue our present use of color and black-and-



OUR WORLD

Pakistan Festival on campus celebrates creation of the first modern religious state.

Agnes Scott was awl with Eastern thought and culture this past fall when members of the Pakistan-American community converged on campus for the Pakistan Golden Jubilee Celebrations.

The week included scholarly discussions—addressing such topics as Islamic civilization and the role of women in Pakistan—as well as such cultural activities such as poetry readings and a film presentation.

Events culminated with Pakistanfest, a celebration of Pakistani food, music, dance and dress, which was officially inaugurated

by Pakistani Ambassador Tehmina Zaidi.

The Historical Perspective

Of all the territories under European rule in the 20th century, Pakistan was the first to win the status of an independent nation. In 1947, an entirely new state was carved out of territories where Muslims were in a distinct majority in colonial India. It was the first modern state established solely on the basis of religious affiliation. Israel was not established until a year later.

Pakistan, then, became an experiment in a new way of governing—not theocratic, but one in which the ethico-religious strain is hybridized with democratic institutions of decision making.

Since imperial bureaucratic institutions have continued side by side with democratic social forms, the experiment has enjoyed only limited success.

Though the impact of Islamic thought and culture has been the greatest, Arab, Turkic,

Central Asian (Mongol), Persian, Indian, Greek and British influences have played into the making of the psyche and character of the Pakistani people, and the spectrum of migrating influences continues to enlarge.

white photography. Finally, to give us an idea of what they look for in a periodical, readers were asked to list the three other magazines they read most frequently. The top 10 responses in descending order were as follows: *Time*, *Newsweek*, *National Geographic*, *Southern Living*, *Smithsonian*, *New Yorker*, *Readers' Digest*, *U.S. News & World Report*, *Good Housekeeping*, *Guideposts* and *People*.

Together, the data and the subjective comments provided by the survey responses—many that we expected, many very surprising—will prove to be a useful tool in directing the future of the magazine.

The Office of Publications would like to thank all readers who took the time to respond to this survey and make their voices heard. These results will help greatly in the office's efforts to respond to our readers' interests well into the 21st century.

—Maria Bevacqua

■ For complete survey results, check out Agnes Scott's Web site at www.agnesscott.edu/about/AgnesScott.



PHOTOS BY GARY MEEK



GIFTED AND GIVING

Mimi Holmes '78

Mimi Holmes, nationally known "bead artist," never felt like an ordinary person, even while at Agnes Scott, where she majored in art and theatre. By cultivating her talents, she has accomplished much in the 19 years since her graduation.

Born in New Orleans, Holmes spent most of her childhood in Jacksonville, Fla. After receiving her bachelor's degree from Agnes Scott, she worked professionally in theatre for three years. Then she returned to academia, earning a master of fine arts degree in studio art from Florida State University in 1984. Since then, she has made art and art education her life.

Holmes has been the recipient of numerous awards and honors, including prestigious artist's residencies and fellowships in New York, Wyoming and Alabama, and her work has been exhibited in more than 35 states. Holmes now lives in Minneapolis and devotes herself to her artwork and to her husband, Ed Stern.

Holmes is known for sculpture that uses bright

colors and visually "disturbing" shapes that make the viewer look at the work as a whole, not simply at the beadwork, a technique she has perfected. She sews beads onto the sculpture so that they lie flat, and she also uses eye-catching materials such as zippers, sequins and mirrored glass, sewn into shapes primarily resembling female identity forms.

Holmes creates for her own pleasure and personal fulfillment, she says. But occasionally she is asked to create a work on a specific theme or for a show. One of her most challenging "theme" art experiences came in 1993, when she was part of "Beyond the Quilt," an exhibit at C.A.G.E. Gallery in Cincinnati. Holmes' creation honored her 90-year-old grandmother's long, full life.

Her "Quilt for the Death of One I Loved" is made in horizontal rows assembled by zippers; each row has vertical stitching separating it into pockets which enclose compost materials that form the batting: egg shells, dryer lint, dried coffee grounds, grapefruit rind and fake horsehair. Holmes wrote a poem to her grandmother on the back of the quilt.

Holmes says she made



PHOTO BY ED STERN

Mimi Holmes in her studio: Her work "transcends boundaries."

the quilt to prepare herself emotionally for the death of her grandmother—small, body sized and meant to decompose, not to last (hence the pockets filled with compost).

While working on the quilt, Holmes wrote, "I think that making a quilt like this is what art should really be about. Heartfelt and connected to others, purposeful; not worried about whether it fits into the current art world scene, whether I can place it in a gallery, sell it, etc. . . . I'm proud of this quilt and I think it's special."

So did her grandmother, who died the afternoon of Holmes' 40th birthday in November 1996. Since then, the quilt has been

shown in exhibits around the country.

Holmes says, "The really neat thing about my quilt for Gram is how well it has done out in the world, how strongly people respond to it once they understand its intention. Art that is connected, art that is truly made from the heart, does transcend a good many boundaries, and is real."

Holmes plans to continue her work with beads, as well as her grandmother's memorial quilt.

"It comforts me, but I'm not sure what to do with it. I think I'll keep filling the pockets with stories about her, keeping her memory and spirit near me."

—Ellen Fort Grissett '77 and Maria Bevacqua

A LIFE OF FLEXIBILITY AND EXPLORATION

Dr. Audrey Grant '77

Ask Audrey Grant, president of the class of 1977, what she does at the moment, and she will explain: "I'm a *locum tenens* emergency room physician. I practice medicine in emergency rooms when and where I'm needed most."

At the moment, that happens to be Pikeville, Ky., far from her permanent home in Fairfax, Va. However, by working on a contractual basis in a field that is becoming more and more specialized, Grant is able to help hospitals deal with the changing trends in emergency medicine, as well as secure more flexibility for herself.

"This way, I can take sabbaticals when I want and need to," she explains. "I decided after I turned 40 that while medicine was important, it was not all there is to life."

Surprising words, perhaps, from a woman who calls herself a "bookworm" and who entered Agnes Scott in 1973 at the age of 16, one of only eight African-American students on campus at the time. "I

grew up wanting to please and wanting to grow intellectually," she recalls.

"When I came along at the College, it was with this very Southern, ingrained notion that blacks had a certain place, and therefore I wasn't as outgoing as I might have been on campus. I studied hard, I had my 'sisterhood' of black women classmates, and I went on to medical school because it was what my parents wanted and what I wanted, too."

After studying emergency medicine, Grant realized that she liked the idea of temporarily "relocating" her skills as a physician to numerous

facilities without having to uproot her personal life. "I've seen emergency medicine change a great deal in the years I've been practicing," she observes. "It truly is a specialty. We are seeing hospitals establish so-called fast-track programs—for smaller emergencies—as well as chest pain areas, where the patient may be cared for by specially

trained physicians without the expense of being admitted to the hospital unless necessary."

However, she is concerned that many people still use the emergency room for primary care. "As long as we have people who don't have insurance, or are unable to get in to see their primary care physician, or simply

aren't educated on what a true emergency is, I'm afraid we'll always

see patients coming in for basic healthcare, which is not what emergency rooms these days should be addressing." Despite these problems, Grant remains encouraged by activists who continue to lobby for change in the system.

Since turning 40, Grant has sought change in her own life, placing new emphasis on her physical well-being and her non-medical interests. She altered her eating and exercising habits and began to train for a triathlon (swimming, biking and running event). "I intend to live to be 100 years old," she says with a laugh. "I believe we as women can do that if we take care of ourselves and pay attention to all those things in life that are so stimulating and challenging."

As a result, Grant hopes to retire from emergency medicine in five years or less, "but not from life." She'd like to travel more and perhaps even return to school to refresh her skills in French and German and learn a third language, Spanish.

"I'm going to set my sights on achieving the triathlon goal, then see what comes next. It's time to find out what makes me happy."

—Ellen Fort Grissett '77



PHOTO COURTESY
AUDREY GRANT

Now in her 40s, Audrey Grant intends another 60 years of living ... and exploring her potentials.

ON KEY IN THE SONG OF LIVING

Jennifer Nettles '97

The pub is as dead as the winter night. Stale cigarette smoke hangs in the air as a few work-weary patrons loll against the bar, nursing beers, unable to shake winter's chill. In strolls Jennifer Nettles '97, dressed for heat, tank top and faded jeans clinging. She jumps on stage, lets out a signature growl and discharges a few acoustic lobs into the air.

With the sound of her soulful croon, the crowd surges stageward, listlessness melting like the snow hitting the pavement outside.

For Nettles the stage is a spirit filler, a place bearing joy and energy and peace. "It really is a sacred space that shouldn't be defamed," she says, her voice quickening, "because so many people want to be there and do that, and hunger and yearn to be in that place."

So insatiable is Nettles' appetite for the stage that she couldn't wait until after college to pursue it. The sociology/anthropology major split her time between drama productions and singing in London Fog, the College's jazz ensemble, all the while rehearsing and



Jennifer Nettles strings her guitar before a show at Eddie's Attic in Decatur, where acoustic up-and-comers launch careers.

performing with her band, Soul Miner's Daughter. Though she values her Agnes Scott education, she's relieved to escape the pressures of academic and artistic performance.

Nettles is urgent about her career, already cognizant of time's ability to steal the vitality that is her appeal. Determined to avoid the what-if-I-had-just-tried blues, Nettles pursues adventure in both art and life. After a year of steady performances, she took off for a month and crossed the country on a motorcycle. The time away from per-

forming also makes room for "soul mining," the heart of her songwriting.

Nettles calls her music a "fusion of soul, funk and folk, in that order." Or maybe it's "rock 'n' roll with good lyrics," the kind that spring from everyday experience, forming a scrapbook of her life. Soul Miner's Daughter's first album, "The Sacred and Profane," pulses with young, angry love, "but that's what was going on in my life at the time," says Nettles.

It's not just the beat and the sound audiences gravitate toward, it's the feeling

the songs evoke, the magic behind the music. These lyrics make for a "much more soulful and powerful feel," writes Lee Heidel, staff writer for *Red & Black*, the independent student newspaper of the University of Georgia in Athens. "Intricate harmonies and musical arrangements are matched with direct, yet mystical, lyrics."

Nettles' current compositions reflect family life and growing up. She says the next album, which the band hopes to record in late winter or early spring, will probably be more politically charged than the last. But the soul of the music remains, she says, even as the band explores new sounds and themes. Nettles thrives on her creative collaboration with partner Cory Jones, and now with their full band, which gives her freedom to experiment.

Nettles' journey to her sacred stage began in church, where she first performed at age 7. As part of a statewide performing arts troupe, the Douglas, Ga. native met Jones in high school. In college, they played together at first for fun but soon decided their sound was worth a public test.

Agnes Scott gave Jennifer and Cory their first public

venue, a stage in Presser Hall as the opening act for a Coffee House. Eddie's Attic, a Decatur acoustic music venue, became their real proving ground. They won an open microphone contest there, recorded a demo tape, got an agent and a new name, made a CD and now

perform all over Atlanta and Athens. Though Soul Miner's Daughter still appears occasionally as an acoustic duo, having a full band allows them to book bigger arenas. This fall, the group launched a college tour of the Southeast, including Clemson, S.C.

and Winston-Salem, N.C.

Does she hope to follow the path of her musical hero—James Taylor? Even Nettles isn't sure that kind of fame is her goal although she acknowledges she wants to move beyond the Southeast to reach new audiences. For her music to

touch the maximum number of people she will continue to write and sing, to travel and perform, to live out this dream.

"If I can live off what I love, then that's enough for me," she says. "I hope it goes as far as it can."

—Kelly Holton '96

A CAREER OF CONSTANT CHANGE

Katharine Cochrane Hart '78

Katharine Cochrane Hart '78 calls her assignment to post-Deng Xiaoping China "the most interesting and challenging of my career. China is in a state of change and the U.S.-Chinese relationship is very important to the U.S. on many fronts."

Beijing is Hart's latest assignment as an economics officer for the U.S. Foreign Service. Her job is "defined by what, at that moment and in that arena, is of crucial importance" to the United States. Her work includes encouraging democracy, economic reform, peaceful resolution of internal or regional conflicts, nonproliferation of weapons of mass destruction or human rights issues.

Successful diplomats must understand the social, political and economic history of the country to which they are assigned. "From this framework," she notes, "you can inform Washington of policy implications, and best represent U.S. policy to the host country government."

Hart has spent much of her career overseas. "It has been said the only constant in a Foreign Service career is change," Hart remarks. "The worst aspect of this career is that it takes you far from family and friends." She met her future husband, Ford, also in the service, two days before he left for Bangkok, Thailand. She was also to leave shortly for an assignment to the embassy in Paris.

"We gave AT&T and several airline companies a lot of business," Hart laughs. They married less than a year later. Since Hart's return from Paris, she and Ford have pursued assignments as a "tandem couple."

A life on the move is more the norm for Hart than the exception.

As the daughter of a U.S.

Naval officer, she moved frequently as a child, including a move to Brussels during her high school years.

After completing a degree in English literature and creative writing at Agnes Scott, she tried a few "conventional" stateside jobs—a stint with Macmillan Publishers in New York, under the tutelage of alumna Barbara Battle '56, and later as a public relations copywriter for a regional theatre in Virginia and an advertising copywriter for a regional department store.

But she soon found herself missing the excitement of moving and traveling, so she jetted to Washington, D.C., earned an M.B.A. with a specialization in international affairs from George Washington University and entered the Foreign Service.

Hart says that one thing her experience in the Foreign Service has proven "time and again" is the value of a liberal arts education.

"At Agnes Scott, I acquired the tools to learn, to ask questions and to reason through a problem, all of which are daily components of my job, no matter where I am."

—Ellen F. Grissett '77

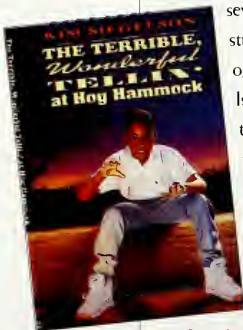


OPEN-EYED DREAMER

Kim Fortenberry Siegelson '84

Fiction is an odd process, Kim Siegelson '84 reflects, "I call it open-eyed dreaming. At its best, it is exactly like a dream that is revealed to you while you type, one you can control to a certain degree, but [the dream] is also controlled by the characters in your head. They move and talk and react to your story line on their own." The residents of Hog Hammock provided just the revelation Siegelson needed to steer the course of her first children's book, *The Terrible, Wonderful Tellin' at Hog Hammock* (illustrated by Eric Velasquez, Harper-Collins, 1996). In it, Jonas, the central character, faces the challenge of filling the big shoes of his grandpa, Hog Hammock's premier storyteller who passed away six months earlier. Can Jonas do his grandpa's memory proud by spinning a respectable yarn?

Siegelson cites many



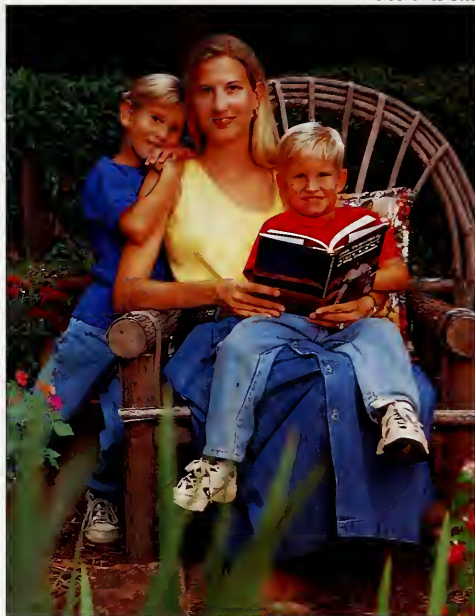
sources for the book's storyline: her love of the Sea Islands of Georgia, which she visited as a child; the old Gullah stories carried from the coast by a former slave named Aunt Cat and told to Siegelson's grandmother, who then passed them on to her; and a fascination with the Gullah culture and language.

The most important source, however, was a trip Siegelson made to the Sea Islands with an Agnes Scott group of biology students the summer before her senior year.

"My major at Agnes Scott was biology, and I spent most of my time in labs or the science building," Siegelson recalls. "I am most appreciative to Dr. John Pilger for the marine biology trip. . . . We spent

several weeks studying the ecology of the Sea Islands, slogging through the salt marshes. I'm not sure I would have written this first book if I had not gone on that trip."

Siegelson explains, "This book actually started out as a non-fiction piece about the salt marshes. It was terrible and boring! I decided to add some characters and



Author Siegelson writes for children 7 to 11 because those years are vivid in her own memory. Her kids are glad.

use the marshes as the setting for a fictional story, and it took off." She received a grant from the Society of Children's Book Writers and Illustrators in 1993 and a book award from the Center for Multicultural Children's Literature in 1994.

The Terrible, Wonderful Tellin' is intended for readers ages 7 to 11. "I write for this audience because I remember that part of my own life very clearly," Siegelson says. "I remember what bothered me, what made me happy, who I was afraid of, things that made me sad, fights with my sister, nearly everything."

She is sure that her own

children, Aron, 6, and Zachary, 4, will give her inspiration, too, as they grow. She, her sons and her husband of 10 years, Hank Siegelson, M.D., recently moved into Atlanta from Clarkston, Ga.

Siegelson has two other children's books forthcoming from Simon & Schuster: a picture book entitled *In the Time of Drums*, based on a Sea Islands legend, and *Dancing the Ring Shout*, about an African-American dance performed along the Southern coast.

Given her background, Siegelson is perhaps an unlikely children's book author. Following graduation from ASC in 1984, she

entered Georgia State University to pursue a master's degree in risk management. While she found her classes interesting, she felt the need to explore her creative side, so she took a short course on writing children's fiction. She was hooked. Although she did go on to earn her M.S., writing for children became her most important work.

Siegelson says that an ideal life for her as a writer would be one in which she would "roll out of bed, make coffee, bring a cup to my desk and stare out the window in my pajamas until inspiration hit me." But, she notes, "if I had the luxury of waiting for inspiration, then I would never write anything!"

She reminds would-be authors that "publishing a book is not what makes you a writer. It makes you a published writer. Writers are people who sit down and move a pencil across a page or a cursor across a screen, whether they sell their words or not.

"Persist in the face of rejection letters, don't obsess about being published and learn to revise," Siegelson advises budding writers.

"The highest compliment I have received from editors is that I am good at revision."

—Ellen Fort Grissett '77
and Maria Bevacqua

THE BIRTH OF THE MOVIE FAN

What was going to the movies like in the first few decades of motion pictures, the era of silent film? This is the question addressed by Kathryn Helgesen Fuller '82 in her illuminating book *At the Picture Show: Small Town Audiences and the Creation of Movie Fan Culture* (Smithsonian Institution Press, 1996).

Fuller demonstrates that conventional film histories have generalized from the moviegoing experiences of urban dwellers, particularly the immigrant populations in New York and Chicago who enthusiastically attended storefront nickelodeons.

But that's just part of the picture. From the advent of moving pictures to the coming of sound (1896 to the late 1920s), 70 percent of the country lived outside major cities. Fuller examines how their moviegoing experiences differed from those in big cities. The results offer a needed corrective to standard film history—and tell a fascinating story as well.

Towns too small to support a permanent movie theatre depended on traveling or itinerant movie exhibitors. Thus motion pictures,

in the earliest years, came to town like the circus, heralded by advance publicity.

These traveling picture shows cultivated audiences that eventually supported permanent theatres. By 1910, five- and ten-cent theatres had been established in virtually all towns of 5,000 or more.

Still, Fuller shows, small-town theatres differed from urban ones. Often the differences were reflected in programming;

rural audiences showed more interest in travelogues and other non-fiction shorts than did their urban counterparts.

Because of the racy and controversial nature of many fiction films, churches often set up programs to compete with less reputable theatres, promising cleaner programs—and a higher class of movie patron.

For their programming, church theatres relied heavily on industrials, films made by commercial companies to promote their products, with varying degrees of subtlety.

These early "product placements" make up just

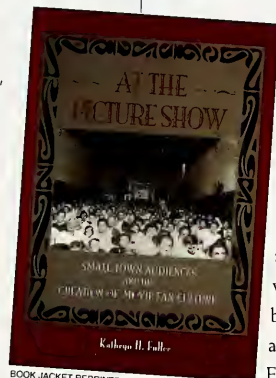
one of the intriguing stories that Fuller tells. One of the most popular industrials was a weekly travelogue sponsored by Ford Motor Company. Ford restricted its advertising to logos at the beginning and end of the film. Other companies shamelessly focused on their

products in the midst of narratives or documentaries, and these commercial moments were often booed by audiences. Exhibitors sometimes

blocked the projector during especially obnoxious sequences.

In 1922, an agreement was forged with motion picture producers and exhibitors banning paid advertising in the midst of films (an agreement that we know is no longer in force—consider the latest James Bond movie).

At the Picture Show tells two stories: the first relates the significant differences between small town and urban moviegoing, the second relates the dissolution of those differences through the evolution and creation



BOOK JACKET REPRINTED BY PERMISSION OF THE PUBLISHER, SMITHSONIAN INSTITUTION PRESS

of the movie fan.

Fuller examines the earliest fan magazines to show how the "fan" was a concept worked out over time by interaction among the public, moviemakers, fan magazine editors and their advertisers. Early fan magazine audiences focused on men and women, boys and girls; the magazines invited movie viewers to try their hands at writing scenarios, and they answered questions about the technical features of moviemaking as well as the personal lives of the stars.

Eventually, however, the magazines were aimed increasingly at young women (even though men and women continued to attend movies in virtually equal numbers).

One of the most revealing sources Fuller adduces is the advertising trade magazines in which editors of fan magazines hawked their pages to potential advertisers as appealing to "perfect consumers." Fans' tendencies to copy the styles and purchase the products they saw on screen were reinforced

by advertisements in fan magazines, which often featured the endorsements of prominent actors.

Throughout the study, Fuller weaves a coherent history from an impressive array of sources: Sears & Roebuck catalogs selling the equipment one needed to open a movie theater; Broadway shows mocking movie fanatics; popular songs playing on fan behavior (such as the 1919 tune "Take Your Girlie to the Movies [If You Can't Make Love at Home]"); and, in a revealing concluding chapter, autobiographical narratives of University of Chicago students writing about their lifetime of moviegoing experiences as part of a 1922 sociological study.

The detailed scholarship is blended seamlessly into a narrative that is brisk and gracefully written. Though the book contributes significantly to film history, one doesn't need to be a historian or a film scholar to appreciate this lively look into the beginnings of our mass media culture.

Dear Editor:

When I first heard the news that the Presser dogwood tree was to be "laid to rest," I immediately sought to place my name on the list of those who would like to receive a portion of this venerable ornament of the Agnes Scott campus.

Victoria Lambert graciously obliged me and I was able to choose a section of the trunk for a very specific purpose. I had just at that time become a collector of turned wooden bowls, and aspired to create one myself. So, with my treasured dogwood chunk in tow, I became a woodturning student of Willard Baxter at the John C. Campbell Folk School, and, with his help, was able to fulfill my wish with some satisfaction.

A few months ago, I was interviewed on the phone, I believe by Samantha Stavelly [97], about my interest in the tree and my use of the wood. (Victoria had supplied her with my name and my intention to preserve my memories of ASC in this way.)

I was quite disappointed to read the article in the AGNES SCOTT ALUMNAE MAGAZINE (Spring 1997, page 3) and find no mention of an alumna who, as an expression of her deep love for this tree and all it

represents, had accomplished the difficult task of turning a bowl from a block of its wood. All modestly aside, it is, I think, an admirable work of art for a frank amateur.

It would have given me great pleasure to have shared through the ALUMNAE MAGAZINE my latest token of allegiance and reverence, and to have received some recognition for a small accomplishment very much inspired by my love for Agnes Scott College.

Julia C. Beeman '55
Mineral Bluff, Ga.

Dear Editor:

In the Summer/Fall '96 ALUMNAE MAGAZINE, I noted that an article I wrote for the fall '95 issue was destroyed by clumsy editing and a presentation that brutally demeaned women treated for breast cancer.

So I was stunned that the editors ran a letter in the spring '97 issue, linking the '95 article to me without qualification. The editors' '95 package on breast cancer is filled with irresponsible misinterpretations. I stand behind the piece only as it was written, and urge readers to obtain a manuscript of that article from the Publications office.

Carol Willey '80
Atlanta, Ga.

—Reviewer, Christopher Ames, is professor and chair of English; he is the author of *Movies About the Movies: Hollywood Reflected* (Kentucky, 1997).



GIVING ALUMNA

The Blessed Become a Blessing

ETHELYN DYAR DANIEL '41 AND ALBERT G. DANIEL

Occupation: Owners of Daniel Properties
Residence: Atlanta, Ga.
Interests: Church activities
Children: Ethelyn, Katie Fisher, Marion, Albert Jr.

According to Ethelyn Dyar Daniel '41, the charitable activities in which she and her husband of 51 years, Albert Sr., engage are a by-product of their upbringings.

"We come from people who believed in giving," says the mother of four who majored in mathematics at Agnes Scott. Albert Daniel Sr. echoed his wife's sentiment, "Everything we have is given to us. We have a responsibility to repay our blessings in some way."

Through the Metropolitan Atlanta Community Foundation, a philanthropic agency with which he had long been associated, Mr. Daniel recently endowed the Ethelyn Dyar Daniel Scholarship fund at the College as a gift to his wife on their 50th wedding anniversary.

The scholarship, to be awarded annually based on financial need, helps in an area both Daniels see as critical. Mr. Daniel said, "It is a shame for a person with a good mind not to fully develop their abilities because of money."

The Daniels retain strong ties with Georgia Tech, where Mr. Daniel was a member of the class of 1940, and recently established a similar scholarship fund at that institution.

However, their connections to Agnes Scott run equally strong and deep. Mrs. Daniel was a day student, a member of Chi Beta Phi, SGA and the *Silhouette* staff, and played varsity basketball; Mr. Daniel's mother, Alpha Green Daniel '08 and an aunt attended Agnes Scott Institute. Two nieces and a niece-in-law, Anne Gilbert Henniss '57, Sallie Daniel Johnson '71 and Virginia Allen Callaway '63 also attended the College. Mr. Daniel's aunt eventually became a Presbyterian missionary to Korea. He, his wife and other family members established a library in Korea to honor her work there.



EDDIE ROSS ILLUSTRATION

After her graduation from Agnes Scott in 1941, Mrs. Daniel and her husband built several successful businesses in the Atlanta area, including an insurance agency and Daniel Properties, a real estate holding company. Mrs. Daniel served as secretary and treasurer for the business. Her husband spent 35 years as a general agent for Jefferson-Pilot Life Insurance Company, which continues to match his donations to the College.

On the advice of Betty Scott Noble '71, who rents property from his company, Mr. Daniel contacted the College regarding his desire to establish a scholarship fund to honor his wife. The announcement of the fund was made at a luncheon attended by the Daniels, President Bullock and fellow members of the class of 1941: Frances Spratlin Hargrett, Jean Dennison Brooks, Martha Dunn Kerby, Sarah Rainey Glausier and Mary Madison Wisdom.

Mrs. Daniel continues to believe that the nature of Agnes Scott's student body makes support ever critical: "There is a saying that when you educate a woman you educate an entire family. It is a cliché, but it is true. Agnes Scott provides a wonderful environment for that education."

—Teresa Marie Kelly '94

EDITOR'S NOTE: Albert G. Daniel died on Oct. 11, 1997.



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Classic Elements

Agnes Scott President Mary Brown Bullock '66 poses beside the latest artwork addition to her office, an oriental motif still life by Christie Theriot Woodfin '68. Woodfin combined elements that "seemed just right" for President Bullock, including peonies and poppy pods in a Chinese vase, books and the Chinese characters for "faith, virtue, knowledge."

■ For the artist's description of her work, see "Classic Elements" on page 2.

