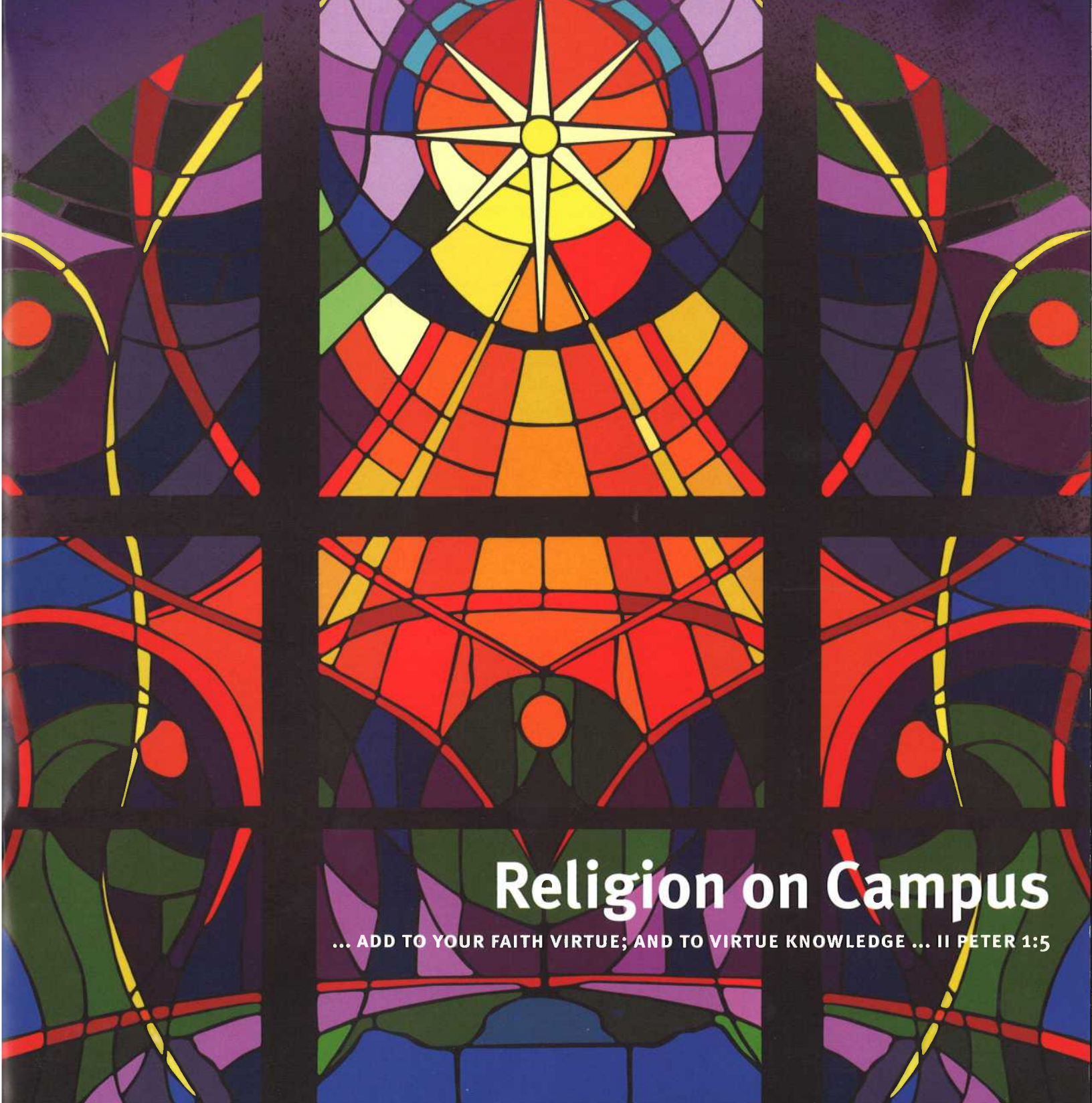


Agnes Scott

SPRING 2005

The Magazine



Religion on Campus

... ADD TO YOUR FAITH VIRTUE; AND TO VIRTUE KNOWLEDGE ... II PETER 1:5

Religion at Agnes Scott

It may surprise many that religion and religious studies are thriving at Agnes Scott in the 21st century. Elective courses in religious studies have never been more popular with topics ranging from the Historical Jesus to Comparative Religion to the Hebrew Bible.

A healthy number of students continue to major in religious studies, and in the last few years, many have combined this major with majors such as chemistry, studio art, history, psychology, English literature –creative writing and classical anthropology. Students continue their theological inquiry in graduate school. Recent graduates attend seminary at such places as Princeton Theological Seminary, Candler School of Theology, Philips Theological Seminary and Trinity Evangelical Divinity School.

What is different these days is that fewer students come with traditional mainstream Protestant backgrounds. We see students of almost every faith tradition attending Agnes Scott. How does the college handle this diversity? How do we relate to the students' spiritual quests as well as their pursuit of knowledge?

Based on my six years teaching here, my impression is that religious faith and practice are probably as vibrant and pervasive as ever. The chaplain's office, under the impressive leadership of the Rev. Sylvia Wilson, has made enormous strides with limited resources to serve students' needs. But think for a moment just how different our students are from those of yesteryear. Of students who have indicated religious preference, Roman Catholics are the largest identifiable Christian group, followed closely by

Presbyterians, Baptists, Methodists and other Protestants.

Our community also is graced by the presence of practicing Jews and faithful Muslims, as well as devout Hindus, Buddhists and followers of other forms of Eastern spirituality, all of whom seek not only recognition and respect but also ways of growing in their understandings of the

With its roots firmly planted in Presbyterian soil, religious study and practice historically have figured prominently in the life of this college.

Persons of diverse faiths and religions now make up the student body on a campus that fosters spiritual inquiry.

religions of the world. The diversity is not simply ethnic or traditional, but also intellectual, as students already regard their own faiths in ways that are exclusivist, inclusivist and pluralist.

Faculty and students engage in lively debate on how and when to acknowledge the religious and cultural diversity in various academic settings. While these concerns may be marginal to the study of mathematics, they surface throughout the

humanities and are inescapable in religious studies. There, on a daily basis, my colleagues and I struggle to find ways to help our students rise above the polarization and mutual misunderstanding that seem to characterize public discussions of religion in our society. We believe innovative pedagogies designed to facilitate the exploration of personal experiences in a supportive intellectual community really do contribute to what our students can reasonably be expected to achieve in a liberal arts curriculum. The rewards to be gained far exceed the risks involved in deliberately moving beyond conventional academic approaches to the study of religion.

The study and practice of religion at Agnes Scott now may be more of a personal choice than ever. What is impressive is just how often and how intensively our students freely make that choice.




Dennis McCann is the Wallace M. Alston Professor of Bible and Religion. As a recipient of a Fulbright Fellowship for the 2005–2006 academic

year, McCann will be scholar in residence at the Hong Kong America Centre at the Chinese University of Hong Kong.

Agnes Scott

The Magazine

SPRING 2005 | VOLUME 81 | NUMBER 2

OUR MISSION

Agnes Scott College educates women to think deeply, live honorably and engage the intellectual and social challenges of their times.

**ACTING VICE PRESIDENT FOR INSTITUTIONAL
ADVANCEMENT AND DIRECTOR OF COMMUNICATIONS**
Mary Ackerly

EDITOR
Jennifer Bryon Owen

DESIGNER
Winnie Hulme

COMMUNICATIONS INTERN
Amanda Furness '08

We encourage you to share views and opinions. Please send them to: Editor, Agnes Scott The Magazine, Agnes Scott College, Rebekah Annex, 141 E. College Ave., Decatur, GA 30030 or e-mail to: publication@agnesscott.edu.

© 2005 Agnes Scott College. Published for alumnae and friends twice a year by the Office of Communications, Agnes Scott College, Rebekah Annex, 141 E. College Ave., Decatur, GA 30030.

The content of the magazine reflects the opinions of the writers and not the viewpoint of the college, its trustees or administration.

Change of address: Send address changes by mail to Office of Development, Agnes Scott College, 141 E. College Ave., Decatur, GA 30030; by telephone, call 404 471-6472 or by e-mail to development@agnesscott.edu.

E-mail: publication@agnesscott.edu
Web site: www.agnesscott.edu

Agnes Scott Alumnae Magazine is recipient of:
Award of Excellence for Alumni Magazines, CASE District III
Advancement Awards, 2001
Best of Category, Spring 2003 issue, Printing Industry
Association of Georgia
Award of Excellence, Fall 2003 issue, Printing Industry
Association of Georgia

Cover: Artist's rendering of the nine-panel, jewel-colored window given to the college by the class of 1952 in honor of Wallace M. Alston. Illustration by Christopher Hickey.



HAWA MESKINYAR '94X

9 Senator Hillary Rodham Clinton Addresses Class of 2005

Graduates are challenged to improve the lives of all women.

12 "The Birthright of Our Tradition:" The Presbyterian Mission to Higher Education

Agnes Scott's president explores the church and college relationship.

BY MARY BROWN BULLOCK '66

15 "Got Honor Code?"

Are honor codes viable on today's college campus?

BY BETH BLANEY '91, M.A.T. '95

18 Worship with Feet to It

This alumna-led congregation turns focus away from its own needs.

BY VICTORIA F. STOPP '01

20 A Seeker of Truth

From high tech to a convent — this alum tells why. BY MELANIE S. BEST '79

22 He Taught Students to Think

His teaching in the '30s changed the lives of students, who still talk about Arthur F. Raper.

BY KRISTIN KALLAHER '04, M.A.T. '06

26 A Light for Dark Times

Alumna pens help for other parents of troubled teens. BY DAWN SLOAN DOWNES '92

28 To Everything, There Is a Season

Priesthood came in its own good time for this alumna. BY AMANDA FURNESS '08

30 Gathering of Souls

Students of diverse faiths and traditions find religious expression here.

BY AMANDA FURNESS '08

DEPARTMENTS

2 Reader's Voice

4 On Campus

6 Arts and Letters

32 World View

35 Excerpts

READER'S VOICE

From praise of professors and the alumnae magazine to connections and "setting the record straight" to deep concern about the college's direction, readers create interest and provoke thought.

Teacher Tributes

This issue of the Agnes Scott magazine was a delight! Thank you for honoring excellent teaching at Agnes Scott. While many of my most memorable professors were listed, I must add a few names who should be individually recognized—Walter Posey, Michael Brown and Catherine Sims Boman were part of an inspiring history department and convinced me to major in this subject. Geraldine Meroney, then new to the department, mentored and guided my independent study on Ireland and encouraged my interest in intellectual history. Mike Brown continues to teach alumnae and others through captivating lectures and travel groups. I still ponder questions first raised by Professor Kwai Chang in Bible class. He is a gentle, wise master of the art of teaching. Dean C. Benton Kline taught me that serious scholars don't always have to be serious. His wry smile and indulgent good humor were a lesson in how to balance the examined life. All of my professors, regardless of subject, required excellent writing—I remain grateful to this day.

I am glad to be at Agnes Scott once more and see that excellent teaching by dedicated scholars continues.

—Betty Derrick '68

When Catherine Sims Boman died on Sept. 15, Agnes Scott alumnae lost what was surely the most influential teacher for many generations of students. Always adhering to the highest scholastic standards herself and inspiring others to strive to meet them, she will be remembered for her elegance, eloquence and kindness, as well as for her erudition and wisdom.

Most of us were unaware at the time of her civic activities that won her two "Woman of the Year" awards in Atlanta, but I had personal experience of working with her in the world beyond college and

of the unparalleled esteem—indeed, awe—she inspired among the national Phi Beta Kappa Society officers and staff during her presidency there. She simply got things done, tactfully and efficiently, with a grace that made all those famous-named colleagues eager to work together. There's never been another leader like her there.

Agnes Scott—which, I believe, was her favorite among the educational institutions at which she worked, including Sweet Briar and the American College for Girls in Istanbul—owes her a debt for enriching the lives of its students for so many years.

—Priscilla S. Taylor '53

Stellar Job

After reading the last four or five editions of *Agnes Scott The Magazine*, I felt compelled to write a big "THANK YOU" note to the publication's staff for doing a stellar job. The articles I find in this magazine have been interesting, informative and very much worth reading before I get to my *Time* or *Newsweek* or *Wall Street Journal* that come in on a weekly basis. I put off everything else until I've finished *Agnes Scott The Magazine* from front to back. Keep up the good work. It keeps me connected to you from afar in Sacramento, Calif. I do notice a great improvement in the design quality from about two years ago to now. The illustrations on the cover and color graphics used are much better as well. Keep up the good work!

—Regina Greco Tochterman '92

Old House Ties

I read with interest the article "This Old House." I have been there several times and have met Catherine Fleming Bruce, but did not know she was an Agnes Scott graduate. I really look forward to going back to the house and talking to her about Agnes Scott. My family has a tie to the house. My daughter, Louise, is married to



Ellen Modjeska Monteith, resting in her father's arms, is the latest Agnes Scott connection to the Modjeska Monteith Simkins house.

Charles Monteith. His great-aunt is Modjeska Monteith Simkins, and they named their daughter Ellen Modjeska Monteith. Ellen Modjeska's great-grandmother—and my mother—Mary Ellen Whetsell Timmons, graduated from Agnes Scott in 1939.

We have all been to the house. Catherine has done an excellent job of collaboration to see that the house was restored and in preserving a piece of civil rights history, and, especially, Modjeska's influence in the Civil Rights Movement. Thanks for the article and sharing a little of the life of Modjeska Monteith Simkins.

—Sarah Timmons Gladden '65

Legacy of Words

I very much enjoyed Professor Linda Hubert's article on the "Affable Familiar Ghosts of Agnes Scott." Dr. Hubert (as I will always think of her) herself remains for me one of the "persistent essences" of my Agnes Scott experience.

I was particularly touched by Dr. Hubert's discussion of Ellen Douglass Leyburn's vast vocabulary and her pride in carrying on Miss Leyburn's legacy. In my student days, Dr. Hubert's vocabulary was indeed legendary; I recall many times sharing a knowing glance with another of my English classmates as we dutifully wrote the day's new and unfamiliar word (or, more often, words) in the upper right hand corner of our note pages. We, too, looked the words up later rather than confess to our ignorance on the spot. It became a sort of game for us, listening to the likes of "plethora" or "corporeal." I was fascinated by Dr. Hubert's command of the English language, and not a little awestruck—but also giddy with the possibilities.

Now an assistant professor of English myself, I attempt to carry on this legacy of learned words in my own classroom. Students are not always as receptive to it as I was; once a student chided me for "using big words." But somewhere in the room I imagine there is a student quietly making note of those "big words" in the margins. And more often than not, someone just asks: "Dr. McGlaun, what does that word mean?" Students nowadays are a bit bolder than I was, lo, those not-so-many years ago in Buttrick Hall.

I will never forget the day Dr. Hubert threw an eraser out the window to get the attention of the man blowing leaves right under our classroom window during class; the memory of her boldness inspired me a few years later to demand a halt to the noisy chipping up of a felled oak outside my own classroom window while students were giving presentations. Though I was unable to contribute to Dr. Hubert's retirement scrapbook due to some personal challenges I was facing at the time of its compilation, I hope this letter will in some measure thank her, and all my former Agnes Scott professors, for having "inspirited" me with their passionate and erudite (another good Dr. Hubert word) teaching.

—Santee K. McGlaun '92

Black Cat Secret

After reading Sallie Rowe Roberts' letter regarding the class of 1983 successfully keeping their class mascot a secret from the sophomores at Black Cat, I felt I needed add that my class—1988—also kept our mascot under wraps until the bonfire. Because of some cleverly worded hints, the

sophomore class guessed "The Aristocats," but we were, in fact, the Pilots. To this day, I have my pilot hat and aviator scarf! So please add the class of 1988 Pilots to the list of those who have kept their mascot a secret at Black Cat.

—Beth Brubaker Cornelison '88

Word Travels

Thank you for allowing us to reprint this article ["From 'At Risk' to 'At College,'" featuring Rebecca Baum '02, spring 2004 ASTM.] I know our employees enjoyed reading about Rebecca and also gained some perspective into what the Educational Talent Search program is about. The grant-funded programs at Polk Community College tend to be widely misunderstood by employees, and I think this article gave a quick overview of why this program is important at PCC.

I have to also let you know I really enjoyed reading the magazine's other articles. All the pieces I read were very warm and inviting, demonstrating the family environment that Agnes Scott has created. Keep up the good work!

—Marianne George
Coordinator of Development

Deeply Concerned

The spring 2004 issue of *Agnes Scott The Magazine* regarding the changing family completely jarred me out of my complacency. I had assumed that my beloved college was adhering to one of its basic foundation goals of assisting students to grow spiritually into Christlike young women. Instead, after reading and rereading the magazine in disbelief, I found the college seemingly condoning all sorts of perverted lifestyles acknowledging them to be "the changing family." The destruction of the home and traditional marriage (one man and one woman joined together in a lifetime commitment in Holy Matrimony) are all we need to finish us off as a nation. As one of my classmates stated, "One by one we're going down the spiraling road to perdition."

I feel I should be candid about the state of the college and speak boldly.

When I entered Agnes Scott in 1947 as a young, vulnerable student, I looked up to all my professors as Christian role models. I "hung onto" every word spoken in the classroom. Christian values and principles permeated every aspect of each and every subject taught. It appears that since that

time these timeless values have been gradually cast aside and the high moral principles that once existed lowered. Homosexual unions, cohabitation, feminism, so-called domestic partners or significant others are accepted as a normal way of living—even to the extent of assenting to the employment of professors with these odd lifestyles. AND young, vulnerable women thinking they are attending a Christian college are thrust into the atmosphere!

I would certainly want to know the lifestyle of each and every professor on the college campus before I would consider sending my granddaughters to Agnes Scott.

The college has become a worldly college. It has sunk into a secular humanistic view. Truth has become a matter of taste. Morality has been replaced by individual preference. The individual is in control of moral matters, not God. It is man or me centered, not God centered.

Our young people today are confused about what truth is. Eternal God is the source of all Truth. He is the Absolute Truth. From Him emanates all that is perfect, pure, good, lovely and right. He is the absolute standard from which our morals of right and wrong originate. These good and perfect standards are timeless. In the Bible God makes clear what He means by Holy living. Our goal is to seek what we can to please God, not ourselves. The Christian life begins with obedience, depends on obedience and results in obedience. The standards by which we live can be found only in the Bible. It is our duty as Christians to see that God's standards of righteousness are upheld and taught.

I am writing these comments because I am deeply concerned about the direction the college is taking. I know this letter is very straightforward in its criticism, but I felt compelled to express my concerns. I care about the future of Agnes Scott, and I care about the hearts and minds of the young women enrolled in the college.

—Winifred "Winnie" Horton Martin '51

Correction

The last paragraph of the Reader's Voice letter from Anne Morrison Carter '60 in the fall 2004 issue of ASTM was misplaced and was actually the last paragraph of the letter from Kim Phillips Sasso '98x. We apologize for the error.

A full and active spring semester encompasses the serious and scholarly tempered with the fun and unusual.



GARY MEER

President Mary Brown Bullock '66 Is On the Ball

So says the Women's National Basketball Association, who chose Bullock as one of several female leaders honored in the league's "Who's On The Ball" campaign. Bullock is featured on the WNBA Web site with athletes Jamenda Whitehead '08, Evan Joslin '08, Whitney Morgan '08, Ashley Cohoon '08 and intermural athlete Sara Scherer '06. The campaign was created by the WNBA as an avenue with which to recognize the outstanding leadership of women in the United States. To learn more: www.wnba.com/draft_index.html

AGNES SCOTT BENEFITS REGIONAL ECONOMY

Agnes Scott pumped approximately \$64.8 million into the metropolitan-Atlanta economy in fiscal year 2003, according to an economic impact study recently released by the Georgia Foundation of Independent Colleges Board of Trustees.

CHEMISTRY MEETS MAKEUP

Scholar-athlete Charlisa Daniels '05, recipient of a renewable scholarship from the American Chemical Society, was recognized in the winter 2005 issue of *Chemistry*, the society's journal, along with its executive director and students from five other schools for their participation in the national conference. Her love affair with chemistry began with an appreciation for science as a whole, but became more specified as she saw how chemistry encompasses life in general.

"There are all types of science," Daniels says. "But chemistry has something to do with everything around us. The living, the dead, all those things that surround us on a daily basis."

Daniels has interned with Mary Kay Cosmetics' research development department for the past two years. Upon graduation, she's hoping to attend graduate school and later join the company's product development force so she can assist in the effort to create more "wearable" makeup for women.

Her experience with athletics — she's an ASC volleyball player and an accomplished dancer — led Daniels to appreciate the need for cosmetics that can accommodate the busy lifestyle of today's working woman.

"It's important for active women to be able to look good, too," she says. "Appearance is something we all pay attention to, whether we admit it or not."



PICTUREQUEST

Franklin Encourages ASC Women to "Find Their Voice"

During the college's annual Martin Luther King Jr. Convocation, Atlanta Mayor Shirley Franklin aspired to motivate students to embrace King's legacy and called them to examine their commitment to social betterment.

"You are the future leadership of our country," said Franklin in her speech, "as it will be realized through women. I hope my service as mayor will open doors, so that there will be no question about women's abilities."

She expressed concern about the lack of involvement among young women.

"We don't hear from young women," she said. "We need to hear from you. We are planning your future every single day in the halls of Congress, in the halls of city hall. If you don't tell us what you want and need to succeed and what your dreams are,

we may miss the opportunity to serve you better."

Franklin reflected on the sacrifices and contributions King made, as well as the importance of student involvement in the civil rights struggle. "When we find an issue to be passionate about, we must work to see it achieved and realized," Franklin added. "Dr. King raised up all those who labored, so that they might uplift humanity and dignity. His life teaches us that with faith and struggle, we can achieve what has been deemed impossible.

"There comes a time when silence is betrayal. Throughout our history in America, there have been atrocities. One of the reasons those atrocities continued was that people sat on the sidelines and were quiet. You cannot be silent; instead, you have to find your voice."

Beach Party Kicks Off New Summer School Program

Early April found students enjoying a party at Evans Beach — an enticement to get them interested and informed about the college's first undergraduate, coed summer school. Enrollment for all summer school programs is 139 with the undergraduate program at 90.



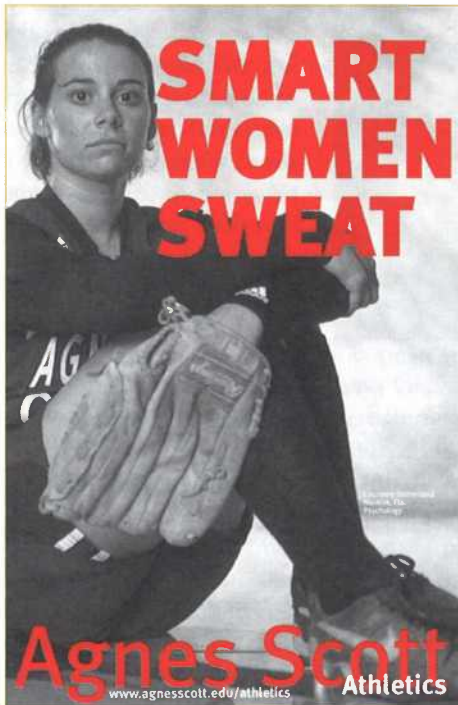
CAROLINE JOE



CAROLINE JOE



CAROLINE JOE



Smart Women Sweat

An athletic-recruitment campaign is turning more than a few heads throughout the region, says Joeleen Akin, athletic director. The recruiting effort consists of posters featuring photos of scholar-athletes and the slogan "Smart Women Sweat."

"I love them," Akin says of the posters, which are strung throughout the Woodruff Physical Activities Building and are being sent in tubes to prospective recruits. "They target what our student-athletes are — smart women who sweat."

Agnes Scott is being talked about throughout the conference. "I don't know of any other Division III school doing anything like this," says Akin, who is also the basketball coach. "It shows that we're thinking outside the box and being aggressive. For me, it means that we're starting to make progress and that the college is beginning to really see how important the athletic department can be for enrollment."

It's tough, she adds, to balance academics with athletics, and that's one reason that she targets students who have been athletes in high school. The athletic director maintains study hall for her players four days a week for up to two hours each day.

"We recruit student-athletes who can be great ambassadors for the school," Akin says. "My vision for the athletic department is to reflect the academic reputation of Agnes Scott. This campaign can get the ball rolling. It gives us an edge."

Sharing their tricks of the trade and offering insights into their personal writing lives, two authors make their mark in the college's rich literary tradition.

by Jennifer Bryon Owen

FROM EYES TO BRAIN TO FINGERS

A National Book Award winner reveals how an art degree contributes to her life as a writer.

You might not want to stand too close to me," author Julia Glass told her audience at Agnes Scott last fall. "Perhaps it is because I was a visual artist—I am endlessly collecting mental snapshots, images both grand and trivial. I can't help working on specific notions of where they might fit into my writing one day."

one of her last radiation treatments for breast cancer, heading to meet the man she loves."

Another image was collected early one morning when a man was bicycling down Glass' street, sitting very erect, one arm steering, the other one clamping against his body a massive bundle, which when he passed, revealed itself as a virtual bush of lilacs wrapped in a newspaper.

"That one I haven't used yet, but I know exactly where it is if and when I need it," she says. Another ordinary picture did find its place in *Three Junes*.

bruise. I held onto that image a long time, until it found its place in *Three Junes*, at a moment when the hero is stunned by the disappearance of his lover."

In *Three Junes*, Glass admits she was probably creating a parallel drama to her own life. The book deals with how people survive incurable heartache, and Glass found solace in creating it.

"I had been through a very, very hard period in my life—in very rapid succession, a divorce, a diagnosis of breast cancer and the suicide of my sister, my oldest sibling who I loved very much.

"Literary fiction writers are not just people who feel compelled to tell stories but people who need to answer the important questions about life. It's cathartic. It's almost like you hope you can cure your own heart through curing someone else's heart."

Three Junes uses her love of New York, eating, cooking and her mother's love of dogs as well as her own fantasy of owning a bookshop. "I used the things I never meant to learn when I worked for an organization that helped gay men with AIDS take care of their pets," says Glass. "Your growth as a writer would be stunted if you don't do the work necessary to write what you want to know."

A slow reader, Glass couldn't imagine reading the required book a week to earn an English major from Yale University, so she chose art. She graduated summa cum laude in 1978—and proceeded to support herself through editing and freelance writing.

"As a kid, I loved to do two things more than anything—go to my room and draw



Julia Glass (second from left) discusses *Three Junes*, her novel read by all first-year students, with (left to right) Halley Kuhlmann '08, Jessica Cooley '08 and Laura Grass '08.

Glass was on campus to discuss her novel, *Three Junes*, winner of the 2002 National Book Award for Fiction and required reading of first-year students.

"On a cold, windy day, I passed a woman whose black coat flew open for just a moment to reveal a ruffled white blouse," says Glass. "Years later, I used it in a short story when a woman leaves a hospital after

"I once lived on a street planted with several Rose of Sharon trees. They have the most beautiful sort of tulip-like, trumpet like, purple and pink flowers," explains Glass. "When the flowers wilted and fell to the sidewalk, they look like such peculiar, sad objects, shaped like crushed cigars. They had turned from gay magenta to a brownish purple, exactly the color of a

pictures or write stories," explains Glass. "There came a point in my early 30s when I thought that as much as I loved painting and drawing and sculpting, there's nothing that moves me more than a great work of fiction. I continued to be a freelance editor and writing magazine articles—mostly about pets. I started writing short stories and then, eventually not meeting a great deal of success that way, I obviously took the plunge to write a novel. After that, the

"As a kid, I loved to do two things more than anything — go to my room and draw pictures or write stories."

stars really aligned for me. For those who are envious that my first novel got so much recognition, I remind them it wasn't published until I was 45 years old. It's a lot of life experience kind of saved up there."

Glass received the 2000 New York Foundation for the Arts Fellowship in fiction and has won several prizes for her short stories, including the Nelson Algren Award and the Tobias Wolf Award. "Collies," the first part of *Three Junes*, received the 1999 Pirates Alley Faulkner Society Medal for Best Novella.

Acknowledging the criticism that nothing much happens in her fiction, Glass says she writes about character more than plot. "I consider myself to be a scholar of human emotions. So if I'm writing about a very emotional moment for a character, and if I'm really seeing through the character's eyes, some image will pop into my head. I can just rely on my brain to bring back something to me."

In her endless collecting of images, she takes notice of different sidewalks in different neighborhoods, people's verbal tics and aversions, signs and bumper stickers and song lyrics.

"I collect odd professions," says Glass. "I hear people who do all of these things, and I keep them in a special closet like party dresses or uniforms, just waiting for the right character to come along and put them on. A few months ago, I met a woman who runs a bookshop dealing entirely with old cookbooks, but has a curious volunteer job for New York City. She rides around Central Park on horseback and gives tickets to dog walkers flout-

ing the leash law. Now imagine the private life of a character who has chosen that mix of occupations—what a metaphorical gold mine!"

Her favorite subjects come from ordinary life in its most intimate, revelatory moments: the moment of falling in love, the moment of giving birth, the moment of realizing a spouse is having an affair. "It's those common but momentous experiences that happen for different people in countless different ways, and have never happened for each of us personally as we have spent hours of our life imagining they might have," says Glass. "Those are the best things we writers collect. I can never hear enough stories about labor and birth, proposals, weddings and funerals."

Her current work stemmed from music. "I was listening to a Shawn Colvin tape and suddenly a line I'd heard many times just popped in relief: 'May we all find salvation in professions that heal.' It's given me a thematic anchor in my new novel where the principal characters have occupations aimed at directly making people happy," says Glass.

Her writing philosophy? "I've decided to always look at the world very closely."



WHEN PENCIL MEETS PAPER

Having one of her creations selected for Oprah's Book Club may have opened the reading world to a new author, but it changed the world of the author very little. Each time Anita Shreve puts pencil to paper, her goals remain pretty much the same.

There's a point where I walk in to my husband and say, 'I can't be stopped.'"

This is when author Anita Shreve knows she has her next book, knows the ideas she has been exploring and knows the words that bring them to life are workable.

Shreve read from her latest endeavor, *Light on Snow*, last fall at Agnes Scott through a program with the Georgia Center for the Book, which is housed at the Decatur Public Library.

In *Light on Snow*, a girl and her widowed father find a baby abandoned in the snow. Some have asked if Shreve is making a statement about women abandoning babies, but she declares she writes with no agenda and doesn't write to discuss "women's issues." She won't allow herself to be considered an expert on issues that may creep into her books.

"I quickly get out of that. I only know what's in the book," says Shreve. "In this book, I was writing about what finding the infant does to this father and this daughter."

Her writing addresses her own anxieties. "The fact that I've dealt with the death of children two or three times is my way of working it off. If I write about it, if I appease the gods by writing this anxiety out ... I don't examine it too closely because I'm getting too close to the well."

She admits one goal—wanting to write a simple, spare novel. "I've always had that agenda," says Shreve. "At the beginning of every notebook, at the top in block letters, I write 'Keep it simple.' I've never achieved it. All of my novels are multilayered and complex and going back in time. On this one I was determined I was going to write a simple novel. Unrelated to that, I had this powerful image of a father and a daughter walking in the snow."

Believing various threads weave together to create the story, Shreve says that, in addition to this scene, the threads of this book are the writing, the language, the desire to explore the relationship between the rigid, baffled-by-grief man and this 12-year-old, feisty, desperate-to-rejoin-the-world girl; how that tension would play out; and how they would emerge into the world.

She has no preconceived ideas about what readers should take away from her books. "I've said this before, and I think it is absolutely the truth—writing is a very selfish act. When you write, you cannot think about your family, your editor or your readers. I write entirely for myself. That said, my hope is that my books will be received as telling something about the human heart."

Writing, for Shreve, is "pure total engagement. I can't say it's always pure

pleasure because there are moments of true fear, problem solving, anxiety. But the pleasure shouldn't be understated. That's why I do it. I'm drawn to it. I love crafting sentences. I love that sensation when I sit down at my desk, look up and it's 10 minutes to 12, and I'm stunned. Being completely, completely absorbed—there are few things in life I do that are like that. But this one produces a living."

also taught me how to shape a story to fit 90 lines or 400 words or whatever."

Shreve disagrees with the title domestic sensualist, as some have called her because she uses household items as images in her writing. Detail is important.

"I'm very much in the school of realism," says Shreve. "I hate it when I read a book and the flowers start to talk. I love reality. It's important as a novelist to create

probably spend half the time allotted to a novel on the first 50 pages."

The possibility of what can happen on those pages provides the fire for Shreve. "Putting that big fat pencil on the paper and what might happen—that's exciting," says Shreve.

When Shreve visited Agnes Scott, she was looking for the point in her next project at which there was no stopping. But



Anita Shreve



"I'm very much in the school of realism. I hate it when I read a book and the flowers start to talk. I love reality. It's important as a novelist to create layer upon layer of reality so that when your character takes that extraordinary leap, your reader is willing to go with her because the reader trusts you."

Living became easier after Oprah Winfrey selected *The Pilot's Wife* for her book club, but Shreve believes sudden notoriety hasn't changed her. "I have many more readers, and I sell a lot more books, and those things are terrific," says Shreve. "We have five children, and I used to panic about how we're going to educate them. I worry less about that now.

"If you took a slice of my life in 1994 and again in 2004, you would see very little difference except that I've aged. I write in my bathrobe. I sit at my desk. When it's done, I have my shower. I do my chores. I wait for my kids to come home. The day is actually very, very similar to what it used to be."

Shreve's work approach evolved from her 15 years as a journalist in Nairobi, Kenya, and New York. She knows it is time to write because the clock says 5 after 8, a schedule established when her children were small and she had only four hours for writing.

"Journalism was really helpful. It was a lot of years of good practice as a writer. It made me not afraid of research, which has been important in a number of books. It

layer upon layer of reality so that when your character takes that extraordinary leap, your reader is willing to go with her because the reader trusts you. If it's resistant 1943 Belgium, World War II, you need to know if it would be a lace tablecloth or an oil tablecloth on the table. The tiny details make a reader feel he or she is actually there."

Because her creativity stems from deprivation and too much stimulation inhibits creativity, Shreve's ideal writing situation is in a bare room at a bare desk. "If there's clutter, my impulse is to spend my time tidying up, so I'm better off if I walk into a space where there are no chores."

During her one-year stint as a visiting writer at Amherst College, Shreve saw her role as one of encourager. She dreamed up "a lot of little exercises" designed to help her students achieve one perfectly crafted page. In finding that page, she says a writer has a sense of when to move on, of when the writer has achieved what she or he hoped to achieve. "I don't go forward until what I have is what I want," explains Shreve. "I'm not one who writes a whole novel [and then goes back to rewrite]. I

she would not talk about it. "It takes the fizz out of the bottle," says Shreve.

BOOKS BY ANITA SHREVE

Nonfiction

Remaking Motherhood: How Working Mothers Are Shaping Our Children's Future, 1987
Women Together, Women Alone, 1989

Fiction

Eden Close, 1989
Strange Fits of Passion, 1991
Where or When, 1993
Resistance, 1995
The Weight of Water, 1997
The Pilot's Wife, 1998
Fortune's Rocks, 2000
The Last Time They Met, 2001
Sea Glass, 2002
All He Ever Wanted, 2003
Light on Snow, 2004

Jennifer Bryon Owen is director of creative services and editor of Agnes Scott The Magazine.

Senator Hillary Rodham Clinton Addresses Class of 2005

Receiving what one reporter called a "tumultuous welcome," this year's commencement speaker called for graduates to commit themselves to spreading higher education around the world and to make opportunities available to all women and girls.

Thank you so very much. I am delighted to be here this morning.

I have such a high regard for this college, its extraordinary record of educating women and its commitment to carry on that legacy into the future.

I am so impressed with the enthusiasm and energy I see on this campus.

In fact, the first time I came—it took awhile to sort through both the memories I had and the records that I could find. And the college was a great help—because all I could remember was that sometime in the late '80s or early '90s I came to this college on a beautiful summer evening and went to Rebekah Scott Hall and had dinner with a group of Agnes Scott faculty and students and representatives of other colleges and high schools from around the South, who were looking for new ways to encourage and provide support for young people from all walks of life whose families may not have had the privilege of a college education to be on the path themselves to attend and graduate from college.

There was something about this campus and that night that stayed with me. I often just reflect—because of my strong

commitment to women's colleges—on what a wonderful job was being done right here at Agnes Scott. So when I was asked if I would make this commencement address, I thought about it, and I realized it might be the perfect opportunity to apply for a Fifth Year free.

You know, I think every once in awhile, we all need a break; to sort of take stock of who we are and where we're headed and what we intend to do with our lives. The idea of a Fifth Year free is just so smart.

And it reminded me of perhaps the shortest commencement speech I have ever heard. I can't even remember who delivered it, but it seemed so appropriate for today. The speaker stood on a beautiful day like today on a campus like this and looked around silently for about a minute, and then addressed the graduates by saying, "Why leave?"

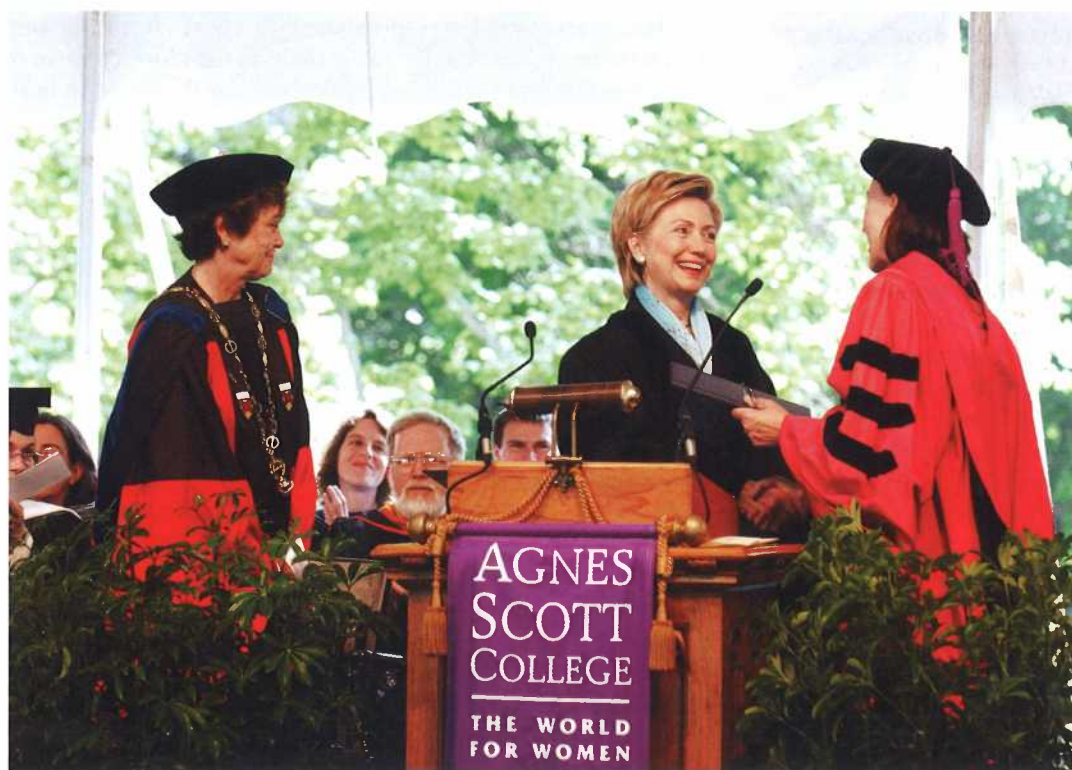
But of course, for most of you, leaving is part of the journey. It is a commencement for a reason. Because there has been so much in your lives leading you to this point. But it is also a beginning, and in this audience today are family members and friends and supporters and advocates and cheerleaders who helped you along

the way. They share the pride and satisfaction of knowing you have made this step on your life's journey.

As you walk across the stage a short time from now and receive your diploma, there will be a thousand pictures flashing through the minds of all the people who love you as they watch you.

I remember so well watching my daughter receive her diploma. I had to keep blinking my eyes because it was hard to imagine that this young woman was the same child with whom we had read to and gone on adventures with. Bill and I used to, when she was very young, take turns picking out a night of the week where we would have an adventure.

Each of us would get to choose. The adventure might



PRESIDENT BULLOCK INTRODUCES SENATOR CLINTON

The vice president of the United States, the president of the World Bank, the former first lady of Egypt and a Jordanian princess all have been speakers at Agnes Scott College. Yet, I am quite certain that none has created such a buzz and sense of anticipation than today's commencement speaker, Sen. Hillary Rodham Clinton. Welcome to Agnes Scott College.

Sen. Clinton, our paths first crossed 12 years ago in Washington, D.C., when our daughters were on the same junior high softball team. The weather was cold and windy for the annual parent/daughter game and not all parents showed up. You had just become first lady, but arrived without fanfare carrying two bags of hot-dog buns in plastic grocery bags and asked me where to take them. You played on the parent team — my daughter remembers putting you out at first base — and mingled easily with parents and daughters. I remember thinking then: She is already a great parent and is on her way to becoming a great first lady.

Our paths crossed again, several years ago, at the 25th anniversary of the Women's College Coalition, an occasion that celebrated the history and future of 60 plus women's colleges. By then you had become the senator from New York, and your presence and advocacy of the continuing importance of women's colleges was the highlight of that occasion.

And now, today, it is my privilege to welcome you back to Agnes Scott College. You were here in the early 1990s, serving as keynote speaker for a conference on preparing the underprivileged for a college education. That commitment has only widened over the years as exemplified by your sponsorship this year of the "Non-Traditional Student Success Act" in the U.S. Senate. In your words, "this bill is designed to address the challenges facing nontraditional students, and to help them stay in school until graduation ... students such as the mother of a 2-year-old, someone who works full-time and finds herself with child care for a semester." I know that you will be pleased to know that today Agnes Scott graduates 10 Woodruff Scholars, just the kind of strong, nontraditional graduates this country needs.

Although you received your law degree from Yale University, it is as a most distinguished graduate of Wellesley College, our sister women's college, that our seniors greet you today. One sentence in your autobiography, *Living History*, resonates with their feelings today. "What I valued most about Wellesley were the lifelong friends I made and the opportunity that a women's college offered us to stretch our wings and minds in the ongoing journey toward self-definition and identity."

Sen. Clinton, we know you could be at any commencement in the country today. You honor our graduates, their families and this college with your presence. Ladies and gentlemen, please join me in welcoming The Honorable Hillary Rodham Clinton, former first lady and now United States senator from the state of New York.

be to go to a movie, or the adventure might be to throw the ball in the back yard. One time, Chelsea's choice of adventure was to buy a coconut and crack it open. Now, probably between Bill and me, we have decades of higher education, but nothing prepared us for a coconut that would not crack. Hammers, throwing it onto the driveway.

It was, I would venture to guess, the first time this little girl, who could not have been more than 4, realized that these parents of hers were not all powerful. You know, that is one of those lessons you absorb along life's way.

So, today is a day of beginnings, but it is also a time to look at your friends and the faculty members and others with gratitude. There is something else though at work today that I wanted to spend just a few minutes addressing.

There has never been a time in human history where it has been better to be a young woman alive than today in America. There has never been any generation of young women with so many choices and so many opportunities to live up to their own God-given potentials.

Now with that extended opportunity comes new responsibilities.

Those of you who have traveled abroad during your college years may have seen firsthand some of the tension that exists very obviously in other societies, but still persists below the surface even in our own.

What do women want? How will we determine what is best for ourselves, for our families, for our futures? How do we balance the various demands in our lives? How do we chart our own course, but do so in a way that is sensitive to and understanding of the needs of those who care most about it? How do we build an individual identity, but maintain and nurture relationships?

The old rules were pretty clear, and the lack of opportunities made choices difficult. But today, here in this country, and increasingly around the world, women are assuming their rightful places in every walk of life. I'm very pleased about that. I can remember not so long ago when I was your age, there were still schools that didn't choose to be all women or all men any longer, but still there were barriers for people attending or having certain scholarships or being admitted in certain programs.

A lot of the external barriers have been eliminated. Now it is up to each of us to decide what we want to do and how we will contribute.

Ten years ago, I was privileged to speak at the Beijing Conference on Women. In that speech, as the representative of our government, I tried to explain clearly, for the world to hear, that there could no longer be women's rights and human rights as though they were not one in the same. That what we had to do, and what was important to the United States to do, was to stand for women's rights. To work with governments and societies to open doors to health care and education and to the full participation in society.

In those last 10 years, we have made a lot of progress, but we still have work to do. And it is my hope that more young women in America will not only demonstrate here in our country how they are putting together lives of meaning and purpose, but also contribute to that great struggle abroad.

There are so many stories that we have seen in our own media over the last several years that clearly argue for the importance of women's full participation — not just because it's the right thing to do, but because our belief in democracy and freedom really demand that it occur.

I've been to Iraq and Afghanistan twice as a member of the [Senate] Armed Services Committee. I've met with women in both of those countries who have seen so much hope, but are aware of the continuing dangers to them as they go to school, as they try to practice a profession, as they show up to vote, as they

run for office. I'm very proud of our country for standing with these women, as they have struggled against great odds to fulfill their own hopes and aspirations.

In other parts of the world, we see tremendous change happening in women's lives. And I don't believe that change can necessarily last unless we in America provide support—publicly and privately.

And there is no more important job than educating women.

I'm very happy that I went to an all women's college. People ask me today, "Is there still a role for women's colleges?" And I answer immediately, "Absolutely!"

There is not only a role, there is a necessity for places like Wellesley and Agnes Scott—places where for just a few short years, you can concentrate on your studies, on developing your mind, on understanding the opportunities for leadership that come from a place such as this. What I hope we can do is spread women's education around the world. It could be one of America's greatest legacies.

There are so many young women denied the right to higher education, often denied the right to secondary and primary education. Yet, we in our country know that we could not have achieved all that has been accomplished without the unique system of higher education that has made it possible. Here at home, I worry that in many parts of our country, the doors to higher education are getting harder to push open for many families. I'm very impressed that Agnes Scott makes it possible for so

because of financial pressures than it was 25 years ago. At the state and federal level, we are backing off from keeping up with the financial pressures that increasing costs have placed on students and families.

So, I would just hope that we would do two things simultaneously:

Reassert our commitment to higher education in our own country, to the diversity of higher education, to seeking out students who would otherwise not be able to afford to go to college and graduate and do everything we can to make that possible again.

Secondly, that we would take the model of American higher education and seed it throughout the world. Provide the chance for even more girls and women to have the education that I enjoyed and that you have had here at Agnes Scott. This is not just some luxury or nice thing to do. I think it is absolutely essential to our national security and to the furtherance of peace and freedom and democracy around the world.

You cannot have a democracy if half the people are shut out. You cannot have freedom if half the people are told at birth they are inferior. You cannot have peace where half the people can authoritatively decide how the other half lives.

It is imperative that we stand—not just rhetorically—for peace and freedom and democracy, but that we work to help educate young women to take their places in free, democratic societies that will be friends and allies of the United States for years to come.

So, I end where I started—in congratulating you; in welcoming you to the so-called adult world; in hoping that as you commence from this place, you remember the lessons and all of the hard work that you did to reach this point; and that you go forth intent upon integrating your own life and looking for the ways that are uniquely yours to combine your deepest feelings and values, family responsibilities, work and public involvement.

Because there is no one else like you. There is no blueprint. And it is unlikely that you will live a life that is totally ordained. That sitting here today, you know where you'll be when you're 30, when you're 40, when you're 50 and you're 60, and you'll live on average so much longer than women have ever lived. You will have different stages of life to fulfill some of your deepest journeys and hopes. As you construct that life of yours, you will be touching so many other lives.

Go through your life with kindness. Give it wherever you can, even if you don't expect it in return. Show compassion for those who are not as fortunate or as lucky.

Understand that many of us have blessings that we had nothing to do with. They're a gift from our creator; they were in our genes, and we didn't pick our parents.

As you make this journey, consider ways you can help other young women along. Mentor someone. Tutor someone. Think about how you can teach, whether it be formally in a classroom or in some other setting, and broaden that horizon that is now ours to look far beyond our own shores.

Work toward creating opportunities so that other young girls and women who will never know our names, could one day be sitting in place like this in charge of their own lives looking toward their own futures and making contributions to the kind of world that we want for all of you.

Congratulations Class of 2005! And God bless you on your life's journey.



People ask me today, "Is there still a role for women's colleges?" And I answer immediately, "Absolutely!"

many students to attend such a fine college and takes care of their financial needs. But there are not enough Agnes Scott Colleges.

There are not enough places that seek out students and provide the financial incentives and resources that their families require. It is now harder for a student who comes from a family of modest economic means to attend and graduate from college

"The Birthright of our Tradition:"¹ The Presbyterian Mission to Higher Education

by Mary Brown Bullock '66

A religious and spiritual revival is under way on the campuses of American colleges and universities. It is propelled by students searching for meaning in their lives, by the growing religious pluralism in American society and, perhaps surprisingly, by the post-modern movement itself. No campus is free from its influence, but only a few have recognized its power. To the extent that we Presbyterians understand our higher educational mission as a mission to promote Presbyterianism, we may achieve a sectarian goal but miss being a part of this extraordinary movement.

We must begin with respect for the contributions of intellectual inquiry to faith and spirituality, with recognition of the difference between colleges and churches and with gratitude for the dynamic presence of God in even our most secular universities. We must avoid typologies of colleges and universities as being more or less Presbyterian, more or less faithful but rather seek to understand the differing ways in which their Presbyterian roots inform their ongoing educational ministry. Only then will our minds be open to respond to the current spiritual context of young America and the enormous religious potential of all colleges and universities.

THE REFORMED TRADITION

I am proud to be president of a Presbyterian-related college because the Presbyterian tradition has contributed so much to American and global higher education. It is time to reclaim the great intellectual heritage of the Reformed tradition, not to bemoan its defeat by secular learning. The Presbyterian and Reformed tradition shaped the nature of American higher education in the 19th century, especially the culture and mission of liberal arts colleges, and its values still shape those university and college values today.

The place it began, and the place to which we return, is Princeton University. John Witherspoon (1723–1794) is credited with bringing the tenets of the Scottish Reformed educational tradition to Princeton and from thence to the rest of the country. Central to those values were the importance of the encounter between faith and knowledge, the creation of a college as a moral community, a belief in a Christian sense of vocation and the preparation of students for service to the wider world. These precepts informed the many institutions that were begun by Presbyterians and patterned after Princeton, especially Presbyterian liberal arts colleges.

What became distinct, and is still distinct, about the American liberal arts college is its emphasis on educating for a life beyond self, beyond pure knowledge and its emphasis on character and on

the full human potentiality of all persons. These values persist to this day.

Many are not familiar with the origins of this educational model. In restating the historical framework for Agnes Scott in 2002, we decided we wanted to say something *with pride* about this Presbyterian tradition:

While their (our founders') leadership extended into the South the Presbyterian educational movement that began with Princeton, Agnes Scott was established with a new mission, to educate women... The Reformed tradition in which the college was created helped shape the intellectual, spiritual and ethical values affirmed to this day: individual inquiry, commitment to the common good, the importance of character formation and engagement with the world. These are reflected in its motto from II Peter 1:5, "Now add to your faith virtue, and to virtue knowledge."

And what happened to faith and knowledge at Princeton University? It is common to trace the growing demise of the Presbyterian-affiliated college to Princeton's decision to sever its ties with the Presbyterian Church, but a closer look at Princeton University today reveals that the importance of Princeton is not that it was once Presbyterian and has "lapsed." It is that it still embodies some of the strongest aspects of the Reformed educational tradition, public service and, yes, the encounter between faith and knowledge. The structure is no longer via an institutional affiliation with the church, but in the multiple ways in which faith and learning continue to intersect at Princeton.

A thriving Presbyterian church has pride of place on Nassau Street, a strong and creative Westminster Fellowship ministers to sons and daughters of Presbyterian families that seek a strong intellectual education—and continuing touchstones for their faith. A vigorous religious-studies faculty contributes different perspectives on the Bible, Christianity, ethics and world religions. I watched my son, Graham, navigate these perspectives: the encounter between faith and learning was very much a part of his college experience. Wallace Alston Jr. (whose father Wallace Alston was president of Agnes Scott when I was a student!) was minister at Nassau Presbyterian during my son's college years, and

there Graham encountered a searching intellect with a powerful faith that communicated both to this university community. A class with Professor Elaine Pagels on the historical Jesus raised questions he had not previously addressed about the social and intellectual context of the Holy Land during the time of Jesus. Yes, this course challenged some of his beliefs, but it also sent him back to the Bible for a closer textual reading. Leadership on the interfaith council provided him the opportunity to organize a seminar series on science and religion, inviting professors to address topics such as the big bang, evolution and genetic engineering from both a scientific and religious perspective. And Mark Orten, the Westminster chaplain, organized Friday night fellowship, food and nurture for a group of students who had shared Montreat youth conferences and church involvement as high school students. What more could a Presbyterian parent want?

Princeton is not alone in being a "secular" institution where religion still plays a role in the life of the institution. Harvard's Jewish president, Lawrence Summers, chose the Tuesday prayer meeting at Harvard to express his concern about recent anti-Semitic protests. Harvard prayer meeting? Yes, Harvard University, as an institution, has sponsored a daily gathering for Christian prayers since its inception. Harvard's Memorial Church also occupies pride of place in the middle of Harvard Yard, and it too has not been turned into a museum, but is a living, active, vigorous church. I have worshipped there on a number of occasions, including Palm Sunday, and have always been impressed by the full pews, dignified Protestant service and feeling of a spiritual community.

As Presbyterians we begin our ministry to higher education by renewing our understanding of John Calvin's fearless emphasis on the necessity of inquiry to faith and by recognizing anew that no Presbyterian need fear the "secular" university or the apparently

surged in recent years."

- "The rise of post-modern, post-positivist, feminist and minority-group scholarship has called into question the ideals of objectivity and value-free scholarship."
- "A new religious pluralism is transforming student life."

While it is too soon to predict the future of this movement, we can make several observations. The first is that students today are far more "religious" than their respective faculties at almost any institution. The second is that Christian fundamentalists and the parachurch movement are often more visible on college campuses than mainline Protestant denominations or Roman Catholics. The third is that the increasing numbers of Muslims, Hindus and Buddhists, as well as Christians from Asia, Africa and Latin America on American college and university campuses are exposing students to the religions of the world beyond Christianity and Judaism daily, and often for the first time. The fourth is that there is a growing spirituality movement that cuts across all faiths and is attractive to young Americans. The fifth is the passion of this generation for service, for volunteer activity. And finally, that the Enlightenment epistemological canon of rational objective knowledge has been challenged by post-modernism and related movements, opening the door within the academy to a more open-ended view of knowledge, one that includes subjective as well as transcendental possibilities.

It may at first seem heretical, but a few further comments on spirituality, religious pluralism and post-modernism may contribute to a deeper understanding of why these movements can be seen to be opening new doors for Presbyterian ministries to higher education.

Several years ago Wellesley College sponsored a national conference on "Education as Transformation: Religious Pluralism, Spirituality and Higher Education." More than 1,000 participants

Presbyterian-affiliated colleges have a mission to support the faith journeys of all of their students and at whatever points along that journey.

secular college. Only when we embrace this concept can we begin the complex task of imaging new forms of ministry to students at our largest, most secular and most prestigious institutions, as well as liberal arts colleges throughout the country.

STUDENTS TODAY

What are today's students really like? An entire issue of the Association of American Colleges and Universities monthly magazine *Liberal Education* was recently devoted to religion on campus, the first time it has ever done so. Titles of articles tell part of the story: "Growing Spirituality During the College Years," "Religion: A Comeback on Campus," "The Future of Religious Colleges," "Out of the closet and into the classroom, the yard, and the dining halls: Notes on Religion at Harvard." Highlighted passages tell more:

- "We have reached a moment in higher education where our students are now more likely to ask, "Where do I meet God?" than to ponder the question "Does God exist?"
- "Never completely banished from campus life, voluntary religious activity

came, including college and university presidents and representatives of boards of trustees. Presbyterian colleges represented included the College of Wooster, Davidson and Agnes Scott. Most of us came as delegations, including faculty and trustees. Recognition that spirituality was a legitimate topic in an academic context was a radical new idea that has not been around since perhaps the early part of this century. Recognition that education—higher education—can be seen as spiritually transformative challenged rationality at its very core.

Some of the emphasis on spirituality has come from greater familiarity with religions such as Buddhism and Hinduism where meditation leads to enlightenment or salvation. But religious pluralism, a feature of American society that is especially pronounced in many college and university settings, also brings new awareness of the faith practices and rituals associated with different religious groups. For many, such as Muslims, daily prayer rituals are practiced *de rigueur* and periods of fasting honored far from home. Exposure to these different traditions rarely makes Christians want to become Muslim: it does awaken in them a greater curiosity about

their own religious traditions, many of which have always been taken for granted or honored in the breach. It awakens in them a new curiosity about inherited belief systems, encouraging deeper study and often more active participation with their own church families. At Agnes Scott, we find our religion courses—whether biblical or about world religions—are full and overflowing.

To treasure the communion of faith and learning in education is the focal birthright of our tradition.

It has become common to chastise post-modernism for its denial of any objective truth or knowledge and its rejection of traditional forms of literary or historical or religious authority. But post-modernism, at its core, represents a new way of looking at knowledge. It opens the classroom door to subjective, personal experiential knowledge instead of enshrining only objective scientific knowledge. And in recognizing the power of experiential knowledge it opens the epistemological door to faith.

Today's students are exposed to all of these movements and more. In their search for personal meaning and in their extraordinary commitment to service, they are bringing their own transformative power to college and university campuses around the country. An effective Presbyterian college ministry must be conscious of this milieu, must be ready to reinvent itself in order to be present in the interstices of student life—whether it be in times of quiet spiritual meditation, interfaith dialogue, restrained Protestant worship, exuberant African-American song or robust Christian fundamentalism.

PRESBYTERIAN COLLEGES—A VARIED, EXPANSIVE MISSION

To be sure, the range of these movements and of these different population groups vary from region to region and from college to college. Every college and university has a distinct constituency and a distinct mission, including those affiliated with the Presbyterian Church (U.S.A.). This is why we should be careful about our typologies of Presbyterian-affiliated colleges and universities.

As I have come to know my sister institutions, I have been impressed with the attention given to what it means to be Presbyterian, especially how we can assist in training a new generation of church leaders. Recent funding from the Pew Foundation enabled many of our institutions to institute new programs on exploring Christian vocation. Douglas Oldenburg, former moderator of our church, visited Agnes Scott, among other institutions, meeting with potential ministerial candidates. Our collective focus on service complements and reinforces the mission of the church. And our many encounters with different faith groups further the Presbyterian emphasis on interfaith dialogue.

But a college is not a church, and there can be a tendency among church circles to transfer criteria relevant for church membership to college and university communities, to think primarily of a college advancing the mission of our specific church, the task

of expanding the Presbyterian constituency. This is asking both too much and too little. Too much because it is difficult for colleges to be successful at a task that has proved elusive to church and family, as Presbyterian numbers continue to decline. Too little because an effective and innovative Presbyterian ministry in colleges and universities could position the Presbyterian Church to once again be an expanding, national and even world leader in the all-important continuing dialogue between faith and learning. The church often regrets the decline of its institutions into "secularism" without examining what the engagement with the secular, intellectual forces of our times requires.

Such an engagement means first and foremost reclaiming John Calvin's confidence in the necessity of the intersection between faith and learning, and that requires renewed respect from church people for intellectual inquiry. My favorite Calvin quote is from the *Institutes*, and I often use it at Agnes Scott College: "Indeed people who have either quaffed or even tasted the liberal arts penetrate with their aid into the secrets of divine wisdom." Such an engagement also recognizes that the location of such engagement can be anywhere, anytime and with anyone. Presbyterian-affiliated colleges have a mission to support the faith journeys of all of their students and at whatever points along that journey. Presbyterian chaplains at research universities should contribute to the university's ethical, humanistic debates about science or the struggles over diversity, as well as to the regular members of the Westminster Fellowship groups. There is no single model and no one has a monopoly on the best ideas for how this is done.

Several years ago, the Association of Presbyterian Colleges and Universities held its annual meeting in Edinburgh, Scotland, revisiting the roots of Presbyterian higher education. John Kuykendall, former president of Davidson College and one of the speakers, reflected an appreciation of the breadth of Presbyterian higher education by noting his concern with the "poorly camouflaged conviction—or must we say bias—that only this or that particular model will suffice as a *proper* paradigm or template for what it means to be an institution that really intends to maintain the relationship between faith and learning." He went on to challenge the many Presbyterian college presidents assembled in Scotland to continue to pay attention to the communion between faith and learning:

Here, I believe, is a distinctive feature of our particular heirloom: Our tradition simply will not be put into that sort of strait-jacket. We have before us a remarkable opportunity to express and exercise faithful insights in different ways pertinent to different settings and environments. To treasure the communion of faith and learning in education is the focal birthright of our tradition.

This conference concluded with Sunday morning worship at St. Giles Cathedral, the home of John Knox and the Scottish Presbyterian movement. The many Presbyterian college presidents who attended from around the world returned to their home institutions with a deeper appreciation of the intellectual and spiritual power of the Reformed tradition, renewed in our separate, distinct, and yet united educational mission.

Mary Brown Bullock '66 is president of Agnes Scott College. This article is reprinted by permission from The Presbyterian Outlook, Oct. 28, 2002, Vol. 18, No. 36.

1 John W. Kuykendall, "Doctor Witherspoon's Bequest," an address to the annual meeting of the Association of Presbyterian Colleges and Universities, June 23, 2001, p. 19.

2 Mission of Agnes Scott College, Foundations, August 2002.

3 Association of American Colleges and Universities, *Liberal Education*, Vol. 87, No. 4 (Fall, 2001)

“Got Honor Code?”

While recent studies praise the strength of longstanding honor codes such as the one at Agnes Scott, the college realizes — and expects — that its almost 100-year-old Honor System is not perfect and neither are those who sign it. Yet, the ever-evolving system works.

by Beth A. Blaney '91, M.A.T. '95

To the Agnes Scott community — long steeped in the values that support the college's legacy of honor — recent findings about cheating trends come as no surprise.

In a study titled “Got Honor Code?” graduate-level statisticians at Georgia State University set out to determine if students at local schools with formal honor codes (Agnes Scott, Mercer University and Brenau College) are less likely to cheat than students at schools with more informal policies concerning academic honesty (Georgia State, Georgia Tech and The University of Georgia).

Of the students surveyed at the Georgia schools without formal honor codes, 31 percent admitted to cheating on exams, while 37 percent admitted to cheating on written work. At the honor-code schools, 15 percent admitted to cheating on exams and 13 percent admitted to cheating on written work. Cheating rates at Agnes Scott were considerably lower than at the other five schools surveyed.

In a similar study conducted at more than 20 colleges and universities nationwide, Donald McCabe of the Center for Academic Integrity based at Duke University found that cheating usually occurs one-third to one-half less often on campuses with honor codes than on campuses without them.

Since 1906, when Agnes Scott instituted its Honor Code, the college has sustained a culture in which students strive to gain knowledge honestly.

“Our Honor System is the cornerstone of campus life,” says Gué Hudson '68, vice president for student life and community



DAVID WITBECK

relations and dean of students. “You must understand that to understand the importance of integrity at Agnes Scott.”

“There’s a certain level of trust that exists at Agnes Scott,” says Phil Gibson, associate professor of biology and director of the environmental studies program. Gibson approaches teaching here “with an assumption of a higher level of academic integrity,” thanks to the Honor System.

“The Honor System was one of the reasons I chose to come to Agnes Scott,” says senior Cora Harrington '05. “I wanted to attend a school where students live and learn honorably.”

First-year student Jessie Harmsen '08 also credits the Honor System as an integral part of her decision to come to school here. “Students accept [the Honor Code] as their ‘way of life,’ and you can really sense that on campus.”

Nonetheless, news of colleges and universities rife with cheating abounds. While Agnes

Scott students are far less likely to cheat than students from many other institutions, honor-code infractions occur every semester.

“During my first couple of years at Agnes Scott, I found the Honor System to be very effective. Students seemed to treasure it,” says Harrington. “Sadly, now it seems that fewer students are adopting the Honor Code as a way of life academically (with regard to cheating) or personally (as concerns dorm-room theft and vandalism). I don’t understand why people come to a school with an honor code when they have no intention of following it.”

When asked how the administration handles campus expectations of the Honor System—and the disenchantment that sometimes arises—Hudson asserts that “a violation is not an

indictment of the system. The assumption exists that we sometimes make mistakes," she says. "The Honor System gives you a chance to assume personal responsibility and admit your mistakes; violations are a normal part of a healthy process."

She thinks "the system works because students at Agnes Scott—when they sign the Honor Code—take it to be their personal code of honor. It works because the students who believe in it are willing to join a community that carries that kind of responsibility." Hudson attributes the Honor System's long-term success to students who have supported and nurtured it, particularly the women of the Honor Court.

As for the role of the administration: "We have to orient students. While the system works because the students believe in it, the institution has an obligation to be sure the Honor Code has the right kind of institutional importance. We must continue to evaluate the Honor Code and support it," says Hudson.

Honor Court President Michelle Currica '06 said that as of March, she had seen approximately 25 violations this school year; she expected a total of 30 by the end of spring semester.

Betty Derrick '68, special assistant to the vice president for student life and community relations, observes how few cases exist based on the student population. "Less than 3 percent of students at Agnes Scott are involved in Honor Court cases."

"The honor system was one of the reasons I chose to come to Agnes Scott. I wanted to attend a school where students live and learn honorably."

CORA HARRINGTON '05

Even so, certain types of abuse are on the rise.

"I think Internet plagiarism has caused a huge problem. It's becoming more common," says Gibson. To discourage it, Agnes Scott professors attempt to explain issues related to Internet plagiarism more thoroughly in their course syllabi and discuss the matter with students. In addition, the college subscribes to an online resource called TurnItIn.com, which helps professors identify papers containing unoriginal material.

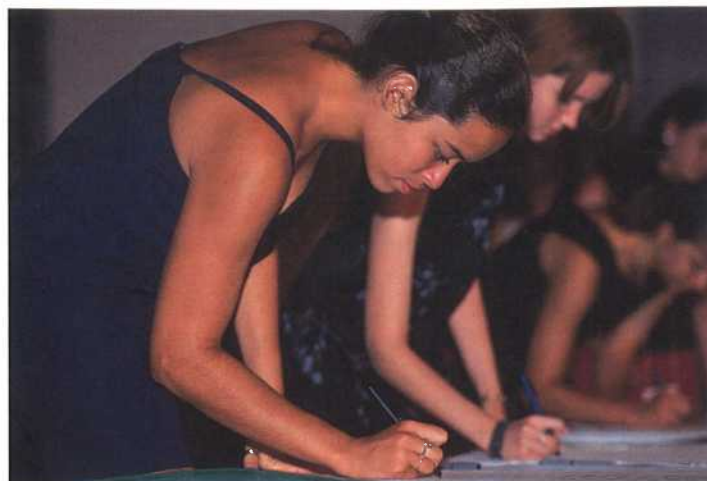
Also, some students have taken advantage of the self-scheduled final-examination process.

This year, the college implemented major policy changes to the end-of-semester examination process. No books or notes of any kind can be taken into Buttrick Hall during exam week, unless students are using them for an open-book/open-note examination. In addition, students can no longer take in personal items such as backpacks or purses.

"I think this is one of the toughest restrictions we've had to deal with as students," says Currica. "I'm one of those students who like to sit in line [prior to picking up my exam] reading and studying up to the last minute."

The new exam restrictions should stop those few students who are tempted to neglect end-of-semester protocol, and, for example, complete a self-scheduled exam under the guise of taking an open-book/open-note test, when they are not permitted to do so.

Naturally, members of Agnes Scott are offended and disappointed when breaches of conduct, such as academic dishonesty, take place.



MARIVYN SURINANI

"Agnes Scott is part of a community that says honor is a central part of our lives. Abuse undermines the community trust," says Tracey Laird, assistant professor of music. "You'll recover from a poor grade, but it takes a long time to rebuild your integrity."

Gibson argues that if a person doesn't have integrity to begin with, "signing the Honor Code pledge doesn't make a difference in that person's behavior."

According to Hudson, having an honor code does not mean that the college consists only of faultless students. "It means that we have students who are committed and bound by the oath to live honorably in a community where honor is the pinnacle of daily life."

"Agnes Scott offers students the experience of living in an honorable community, not a perfect community," adds Derrick. "It's part of the holistic educational process that prepares students for their lives beyond college."

To raise awareness and deter would-be violators, the Agnes Scott Honor Court has become more conspicuous on campus. Members host Honor Week at least once a year, which includes mock trials and plagiarism workshops. Popular films dealing with a particular aspect of honor also are shown.

As a result of Honor Court's increased visibility, Currica says more people are paying closer attention to the Honor Code. However, because Honor Court cases are handled privately and the outcomes usually aren't evident, the system remains elusive to many members of the campus community.

Gibson views this level of secrecy as problematic. "An issue I've had difficulty with since coming to Agnes Scott 10 years ago is that nobody knows what's going on with the Honor Court. I get this feeling sometimes that there's this secret court making decisions that no one knows about, and everybody's scared. As a result, there's too much fear in the system and not enough understanding."

But Hudson says the way most colleges handle judicial violations is to respect the privacy of the individuals involved. "It's a challenge to determine how much information we can share without humiliating the person accused," she says. Honor Court alerts faculty of the sanctions given in any cases they turn in. In addition, she notes that Honor Court is trying to share with students more factual information about the cases it hears.

For instance, based on a recommendation that came out of the honor-system taskforce review headed by Sandra Bowden, Charles A. Dana Professor of Biology, in the mid-'90s, Agnes Scott's student newspaper, *The Profile*, has published annually a list

of all Honor Court cases, along with sanctions, for the last five years. To respect privacy, the names of all students involved are withheld.

Bowden's review team also recommended a stronger introduction to the Honor System for incoming students, faculty and staff, as well as "open, cross-constituency dialogue" about the Honor System, among other suggestions. "We found that many staff people didn't know exactly how the system worked, but wanted to support it. [Honor] feels more like a community value if all know about it, all support it and all regard it strongly," says Bowden. Since the taskforce made its recommendations last decade, numerous changes to the Honor System have been implemented.

"The Honor System gives you a chance to assume personal responsibility and admit your mistakes; violations are a normal part of a healthy process."

GUÉ HUDSON '68,

VICE PRESIDENT FOR STUDENT LIFE AND
COMMUNITY RELATIONS AND DEAN OF STUDENTS

Honor Court now offers four- to six-week sessions for first-year students at the beginning of the school year to explain how Honor Court and the Judicial Board function. Currica says she's seen particular success with new students and the Honor System, thanks to these informative sessions and the clarifications on procedures they provide.

This year, the advocate program has been instituted by Honor Court. Each student who must go before Honor Court for a violation is assigned an advocate (a member of the Honor Court) to walk her through the process. The student's advocate provides explanation and assistance throughout the entire case and accompanies the student while she awaits the ruling on her case.

Kathryn Smith '06 says she turned in a student for academic dishonesty this year and was thoroughly impressed with the proceedings. "My recent encounter showed me just how important the administration views the Honor Code as well as the level of dedication of the Honor Court members. They went out of their way to see that everyone involved in the case got a fair run of things. I was well-educated and informed of the steps during the entire process and fully supported by the Honor Court and the administration."

The advocate program has made the Honor System more successful, says Currica. Students gain a greater understanding of how the Honor Code is upheld—and word spreads. Knowledge bolsters adherence.

Currica also says she's seen more success with "dual responsibility," which makes her proud. "When students come to Agnes Scott and sign the Honor Pledge, they commit to being responsible for their own actions as well as to being their sister's keeper."

If a student witnesses someone behaving dishonorably, she's obligated to confront that person and encourage her to turn herself in; sometimes the witness must make the tough decision to turn in a student who refuses to assume personal responsibility for a mistake. "It's very hard to turn in one of your peers," says Currica.

Currica has also seen more students turning themselves in, for

plagiarism, for example, after realizing they didn't follow procedures properly while writing a paper.

"When people say the Honor System here doesn't work, it's often because they aren't taking the steps necessary to uphold it," says Currica.

When asked about the biggest challenge the college faces in sustaining academic integrity, Hudson says "the easy answer, in some ways, is to say plagiarism and the Internet." She grows pensive and then shifts her focus to the conceptual idea of honor. "I think [the greatest challenge is] continuing to educate people about what it means to live in an honorable community and having them agree that that's a value they want to accept."

"There's a difference between the Honor Court and all its mechanics, and the sense of an honorable community and the Honor System," says Derrick. "I think we sometimes get bogged down in how the cases go forward, rather than focusing on what I see as a real miracle at Agnes Scott—that there's an honorable community here." It's in keeping with the mission of the college to teach people how to live honorably, so that when they get out into the world [honor is] part of their intentions, she says.

Despite its flaws, having an honor system is a good way to say, "We have a certain standard of conduct that we're going to accept and expect here, and we're all going to live by that," says Gibson. "We need to give careful consideration to what the code means and how it can be used most effectively to enhance the academic experience and quality of our institution." In his opinion, a code of honor is most effective when it focuses on academics alone.

Based on surveys previously administered by the taskforce, however, alumnae, students, faculty and staff strongly support an honor system that covers both academic and social aspects of campus life, notes Bowden.

Laird finds the Honor System at Agnes Scott liberating and character-building. "The Honor Code is a reference point," she says.

"Honor is a daily struggle; it's not something you achieve and move on. Getting there is what really matters."

TRACEY LAIRD,

ASSISTANT PROFESSOR OF MUSIC

"One thing I can do [as a role model for my students] is live honorably myself," adds Laird. To do so, "I say what I mean, and mean what I say." She explains that she sets high standards for her students, communicates them and maintains them. Laird tries to interact with students as individuals who come from different backgrounds. She assumes they're putting forth their best effort and always helps them in their academic pursuits.

"Honor is a daily struggle; it's not something you achieve and move on. Getting there is what really matters," says Laird.

"I've seen students make some tremendous mistakes, but still handle them in an honorable way," says Hudson. "I believe in our process."

Beth Blaney '94, M.A.T. '95 earned an M.F.A. in creative nonfiction at Columbia University and has taught nonfiction writing at Agnes Scott.

Members of a newly created church, pastored by an Agnes Scott alumna, put feet to their praise and worship of God by focusing on doing good for those in need.

By Victoria F. Stopp '01

Worship with

Feet to It



After hearing concerns from several people who wanted to create a church that focuses on worship, care and outreach, the Rev. Elinor Perkins "Perky" Daniel '74 did just that. An ordained minister in the Presbyterian Church (U.S.A.), she is the founding pastor of the Genesis Community Congregation, a diverse group of worshipers ranging in age from 12 to 93. The congregation meets in Daniel's home across from Agnes Scott.

"We committed to meeting in borrowed spaces, using our 'building funds' for Habitat for Humanity houses," says Daniel. "Instead of a praise singing time, we spend the first 30 minutes of alternating weeks doing an act of praise and gratitude to God by making 300 sandwiches for the hungry folks on the streets here. We experienced God's call to create a needs-based ministry, with much more focus on moving outward and living our vocations 24/7, rather than being busy within the church trying to create programs to pull people in. Our primary scriptural mandates come from the Great Commission, the Great Commandment, fruit of the spirit and Micah 6:6-8 ['doing justice, acting with loving kindness, walking humbly with the Lord']."

Daniel's church has grown from six members to between 60 and 70. This year, members may need to move to another space or divide into two or more congregations.

"We're experiencing an amazing inspiration of the Spirit in prompting many who have had little or no previous faith experience, or previously had abusive experiences in the church, to trust us and become actively involved in worshiping, studying scripture, praying, giving of themselves and their resources," says Daniel.

The church's litanies of accomplishments are testament to its effectiveness. From making nearly 21,000 sandwiches for the hungry to supporting the Atlanta Food Bank to collecting funds for tsunami relief, congregants have touched the lives of countless people. Habitat houses, camp scholarships for inner-city youth and assisting with stocking the Oakhurst Presbyterian clothes closet are a few projects the church has undertaken.

"From year-end 2001 through year-end 2004, we have done more than \$100,000 of mission/outreach," says Daniel.

The congregation functions with nearly paperless communication, focusing on technology as an efficient means to reach one another. Its prayer list connects from Georgia to California.

"Each week I send e-notes with a prayer list, care news, our Biblical text for the week and schedule," says Daniel. "When a prayer need arises or there's news to share, anyone in the group can send an e-mail to all."

Daniel and her congregation wrote a new communion liturgy that has strong ethical implications and stays within Reformed theology. Sunday-evening services are multifaceted acts of fellowship and faith and consist of contributions from Daniel and church members, including youth. They serve sparkling red grape juice and homemade bread made according to Calvin's grain specifications and begin gatherings with a kiss on each cheek to signify members' dedication to peace, fellowship and the objective of their efforts.

With a congregational focus on others, Elinor Perkins "Perky" Daniel '74 (standing under the house numbers) and the Genesis Community Congregation celebrate the completion of a "Habitat" house.

"In earlier times a kiss of greeting indicated the pecking order of society," says Daniel. "However, ours reminds us that there is 'neither Jew nor Greek, neither slave nor free, neither

male nor female, but all are one in Christ'."

A wife and mother, Daniel carefully balances family life with her responsibilities as a church leader. If a congregant has an emergency, she welcomes a call at any hour, but also dedicates a time for just her family.

"I try to seize moments or days here and there to be with family if I've been working more, or to catch up on work when I've recently been more focused on family," said Daniel. "Several mornings a week, I get up at 5 or 5:30 to study and write while the house and world are quieter. At night, we have family devotional time with at least prayers of thanksgiving for the gifts of the day plus various requests for the well-being of friends, family and the world, often also reading from the Bible."



"We committed to meeting in borrowed spaces, using our 'building funds' for Habitat for Humanity houses."

Twenty-two years ago, Daniel was called as a pastor by the congregation in which she completed a 10-week internship during her second year of seminary, but her interest in religion began even earlier in life.

"During high school and college, churches gave me an opportunity to serve in music ministry," says Daniel. "From those experiences, I grew into music and youth ministry, which led me into seminary for growth in understanding."

A music major at Agnes Scott, Daniel later graduated from Columbia Theological Seminary in 1986 with a master of divinity degree and then from Georgia State University in 1994 with a Ph.D. in English. She savors her memories of student life at Agnes Scott, including Glee Club concerts, a candlelight Mortar Board ceremony and the cohesion of the community during a major ice storm.

"Agnes Scott reinforced my family's values of faith, integrity and lifelong learning and affirmed and enhanced my understanding of my calling in ministry," says Daniel. "Friendships and connections made during my college years continue to mean much and bring joy and fresh perspectives to me even now, thirty years after graduation."

Victoria F. Stopp '04, a former office of communications intern, is a candidate for the master of fine arts in creative nonfiction from Goucher College.

A Seeker of Truth

by Melanie S. Best '79

Leaving people—easy. People leaving me—hard. . . Leaving has been the minor key that has made this whole adventure a little sad sometimes. . . I'm blessed in that I bloom where I am planted and don't tend to get homesick. . . but I do have fears about leaving my old life behind.

So wrote Joy Payton '98 in a December 2003 installment of her online blog, *Convent Files*. These days, she posts her blog from a convent in Haverford, Pa. Payton, who just two years ago was a computer programmer rising through the ranks at an Atlanta-based travel services company, is becoming a Catholic nun.

In the process, she hopes to educate and inspire others.

"There are lots of misconceptions about religious life. I hope the *Convent Files* help allay them," says Payton. "Also, other women are being called to the religious life but may feel they're not holy enough or special enough to do it. Through my blog, I can say, 'I'm an ordinary human being, but God picked me anyway.'"

Being picked led her to a life as a sister in the international Catholic congregation, *Handmaids of the Sacred Heart of Jesus*. After a Pentecostal-oriented childhood and several years as a Presbyterian, she converted to Catholicism in 2001 and was active in her Atlanta parish, *Immaculate Heart of Mary*. Even so, turning away from a likely future of professional advancement, and possibly marriage and children, marked a sharp redirection.

Disclosing her choice on a blog was much easier than face to face with loved ones.

"My mother started sobbing—this was in a restaurant, which I chose deliberately, hoping she wouldn't freak out," Payton recalls. "Fortunately, they were tears of joy."

Her dad, divorced from her mother, gave nonchalant approval, but the news stunned one sister and troubled the other, who worried Payton's decision was an act of sacrifice and self-denial.

To Payton's surprise, Catholic friends reacted most negatively. "You're sure about this? Convents are filled with old women," was the typical response. In contrast, the *Agnes Scott* community extended the greatest support. "Even nonreligious and politically

liberal friends were thrilled for me."

Payton, an extroverted 5'3", believes her path to the *Handmaids* reflects *Agnes Scott*.

"When I arrived at college I was really struggling," she says. Payton calls her Tennessee upbringing "not dysfunctional, exactly," but admits that in the 12 months before arriving in Decatur she was alternately homeless and in foster care.

"I went to *Agnes Scott* and blew it. I flunked four classes and was doing what it took to survive."

Payton says she cheated in some courses that first year. As part of her confession of wrongs to those she had hurt, Payton returned to campus in 2003 to disclose her violation of the Honor Code in a public forum sponsored by Mortar Board.

Payton told the audience that she did not take the Honor Code seriously. Calling herself a "fraudulent alumna," Payton said she received her diploma at the cost of her self-respect and honor.

"Now is the time to do the right thing," she confessed.

Payton turned into an A-student and respected campus leader. "Some people—my professors, Dean [Gué] Hudson ['68], Mollie Merrick ['57]—cared enough about me not to let me fall through the cracks."

She spent those years trying on various identities. "I desperately wanted to fit in. With one group I would be one way, with another, I'd be someone else."

Fittingly, for a searcher, Payton majored in philosophy. She poured activist energy into the Pro-Choice Movement, establishing the campus chapter of the Georgia Abortion Rights Action League. She joined the Newman Club, the Roman Catholic student group. By graduation, she'd rejected the pro-choice position—though not her friends who held it.

"*Agnes Scott* took a real risk on me, and formed me into an adult, a person of responsibility who can appreciate differences."

"When I first felt the nudge toward religious life, I thought I was crazy," Payton recalls. For months in 2001, she seemed to be receiving—or seeking—messages from all over. She read a book



Leaving behind the fast-track, high-tech world for a more focused, contemplative and serving life, one alumna chooses a journey off the beaten path.

whose main character becomes a nun. She would surf the Internet and land on homepages of nuns. On a job interview in London, she picked up a local Catholic diocesan newspaper and ended up at the "nun ads" in the back pages.

"I'm bossy and loud. I like to go to parties. I had a career and a boyfriend. It was nuts to think of becoming a nun!"

But the nudge was persistent, so she made what she called a bargain with God: to indulge her longstanding desire to live and work overseas, she would find work in Europe, try it for a year, then reassess her calling.

In September 2001, Payton was preparing to fly to Switzerland to start a job with SwissAir. She'd given notice to her Atlanta employer, Worldspan, and disposed of her household goods.

Sept. 11 shredded her game plan. Swiss authorities, hoping to preserve endangered airline jobs for locals, rejected her work-visa request, and a few weeks later SwissAir went out of business.

"Worldspan let me 'un-resign'. But otherwise, Sept. 11 took away my every presumption of safety," said Payton. "Sitting in my empty apartment, it came to me: I can do the religious life. Since I know it will make me happy, why pass it up? Having given away most of my possessions made it easier."

That October, she attended a mass for those considering a religious vocation and for the first time admitted life as a nun might be her destiny. "Once I said it out loud, my fears melted away."

After a monthlong application process and year of being a postulant, Payton relocated to Pennsylvania in January to start a two-year term as a novice. A postulant is a "mini-nun"—one remains a free agent, with her own money and the ability to travel. Payton lived in the Handmaids' Miami convent for her postulant period and spent some of that time in El Salvador helping impoverished children.

For a novice, however, the outside world recedes. Days are devoted to prayer and education in the doctrines of the church and the Handmaids congregation. In this first year, Payton must remain fairly isolated—not cloistered but neither encouraged to

visit family or experience a social life unconnected to the church. The thing she misses most in her new life? Shopping!

Days begin at 6 a.m. Prayer and mass fill mornings. Several afternoons a week she attends a support group for male and female novices. Late in the day she may check e-mail and compose an addition to the Convent Files.

"After dinner, if there's time, we gather around the TV to watch the national news," Payton said. "As sisters, it's crucial for us to know what goes on the world, to be plugged in." Eight sisters and a young applicant from Vietnam live in the St. Raphaela retreat center with Payton.

In the evening following prayers, she may study for her Christology course or review the Handmaids' constitution. She also drills on Spanish verbs, anticipating the possibility of returning overseas to work with the poor. Payton's in bed by 9:45.

Ahead lies another year and a half of novitiate life, followed by the taking of the vows of chastity, poverty and obedience. For Handmaids, these vows are considered temporary for six years. Then Payton will commit to vows forever and return to her convent or be dispatched on a mission in one of the 24 countries where the congregation is active.

"I have friends who think my beliefs are a crock but respect me as person," Payton said. "Agnes Scott fostered that. My love for truth comes out of my Agnes Scott education. There is truth out there, and we exist to find and follow it."

Melanie S. Best '79, a freelance journalist living in Hoboken, N.J., specializes in international business and culture.

TO LEARN MORE

- To read Payton's "Convent Files," go to <http://www.acjusa.org/conventfiles.htm>

He Taught Students to *Think*

By Kristin M. Kallaher '04, M.A.T. '06

He moved through the life of the college quickly, but made huge—and significant—waves as he did so. Many alumnae credit Arthur Raper with having a life-changing impact on their lives.

He was such a short man, but we looked up to him," says Elsie West Duval '38 of part-time sociology professor Arthur F. Raper, who taught at Agnes Scott from 1932 to 1939. "He made me believe the unbelievable."

Raper, a social-science analyst, rural sociologist and civil rights activist, has been acknowledged as both visionary and gifted by many—including historians, sociologists and former students—who describe him as a man before his time and as a professor who taught students to think for themselves.

"Although prejudice was not consciously taught at home, 'white supremacy' was the norm for most students' families," says Duval. "Until we met Dr. Raper in our classroom, we'd never confronted issues of legal or racial discrimination, yet he opened our young minds and hearts in a challenging way. He taught us to fight injustices in our cities, states and nation as much as possible. He broke down barriers decades before his time."

Mildred Davis Harding '38 was an English major who only took one of Raper's sociology courses.

"Awed and shy, I sat in the back row, hoping to be invisible," wrote Harding in a letter to Duval. "From the moment he entered the classroom, a man of medium height and build, a shock of brown hair on one side of his forehead, his blue eyes alight with intelligence and enthusiasm, the air was charged with his energy. He lectured and led discussions vigorously, walking around in front of the class, sometimes gesticulating or asking questions."



Raper, 1935

In 1938, the *Silhouette* was dedicated to him. Describing Raper as a man "who lives by practical theories rather than as an advocate of theoretical practices," he was called a man "who as a student leader relates the problems of the world and its peoples to those of its future citizens, whom he stimulates to genuine thought regardless of whether it agrees with his views" and "a teacher whose classes are



Agnes Scott students of the 1930s see first hand the environmental ravages at Copper Hill, Tenn.

continually increasing because of his reputation for sincerity and honesty and enthusiasm in presenting his subject."

If Raper's teaching methods were unorthodox, so was his arrangement with Agnes Scott, says Cliff Kuhn, associate professor of history at Georgia State University and director of the Georgia Government Documentation Project. Kuhn is writing a biography of Raper and during the spring semester was invited by Mellow Teaching Fellow Ellen Spears to talk about Raper in her History of the "New" South class.

"During his time as part-time instructor at the college, Raper also served as research secretary for the Commission on Interracial Cooperation," says Kuhn. "Raper never had a conventional contract with Agnes Scott. Rather, the college paid his salary directly to the interracial commission. The reason for this arrangement was two-fold: to award Raper a measure of independence as he pursued his work with the interracial commission and later with various New Deal agencies, and to protect Agnes Scott from criticism and interference concerning its hiring policies and Raper's activities and views in particular, although the college still came under fire several times during Raper's tenure."



Field trips constituted a central part of Raper's teaching, says Kuhn. "He took students to an exhibit at the Southeastern Fair, and *The Agnostic*, the college's weekly newspaper, reported that this trip was for the purpose of studying the American Indian village and its relationship to the early stages of family life. His social pathology class visited the New Deal's resettlement program at Pine Mountain, Ga., to teach students 'such important modern problems as soil conservation by tenancy, up-to-date housing of farmers and the practical applications of the latest farming methods to the mass of Southern farmlands.'"

Duvall recalls the field trip Raper led to observe the environmental devastation caused by the smelters at Copper Hill, Tenn. "New trails were blazed by that trip, where we went to view the tragic soil erosion at a period in my life when even the word 'Ecology' was unfamiliar."

In late 1934, according to Kuhn, Raper took two students to an interracial conference at historically black Paine College in Augusta, Ga. He also arranged numerous informal meetings between Agnes Scott and Spelman College students in particular, and informed his Scott students that their counterparts were

studying the same things they were.

Kuhn notes that Raper invited several prominent African Americans to speak on campus. One was Atlanta University Center President John Hope, who in 1935 delivered a speech titled "Peace" at the campus YWCA's chapel program. On another occasion, he brought James Weldon Johnson, author of *God's Trombones* and a leader in the national NAACP, who spoke in chapel in the morning and had a tea in his honor in the afternoon.

"In between these two events," says Kuhn, "occurred an episode that reveals how Raper, and by extension his students, often transgressed prevailing racial mores. After Johnson's morning presentation, he, Raper and two students—one of whom was Winifred Kellersburger, a leader in the campus "Y" who later authored a book on the Bantu language in America—had lunch at a café on Auburn Avenue, the heart of black Atlanta, an activity that was strictly taboo. That evening, the students and Johnson dined together again at the Rapers' house."

Kuhn explains Raper did not go to the college administration for permission, but Raper later recalled, "There was no way of doing this except to just do it."

ARTHUR RAPER'S PLACE IN HISTORY

by Clifford M. Kuhn

No Southerner mirrored the South's problems and promise more than sociologist Arthur Raper. Born on a North Carolina farm, Raper attended the University of North Carolina, where he studied with sociologist Howard Odum. In 1926, Raper went to work for the Commission on Interracial Cooperation in Atlanta, the region's leading liberal organization. As research secretary for the commission, Raper monitored race relations throughout the South, described the impact of the agricultural depression of the 1920s and 1930s, and worked closely with various New Deal agencies.

Perhaps Raper's most influential work was *The Tragedy of Lynching*, published in 1933. A study of every community where a lynching had occurred during 1930, *The Tragedy of Lynching* was widely reviewed, made an important contribution to the anti-lynching campaign and is still one of the foremost works on the subject more than 70 years after its publication. In addition, Raper wrote three books on the rural South, which are also considered classics from the period: *Preface to Peasantry* (1936), an attack on the plantation system in Georgia's Greene and Macon counties; *Sharecroppers All* (1941), coauthored with African-American sociologist Ira Reid, which portrayed the culture of

dependency throughout the region; and *Tenants of the Almighty* (1943), describing Greene County's Unified Farm Program.

Raper's research was intertwined with his activism. He worked closely with the Farm Security Administration and other New Deal agencies that sought to provide relief for farmers and lift them out of tenancy. As much as any white Southerner of the day, Raper also regularly challenged prevailing racial mores in his publications and actions. His transgressions of regional racial codes often



drew criticism, as in Greene County in 1941, where he was brought before a grand jury for using polite titles for African Americans. He was an original member of the Southern Conference for Human Welfare.

In 1939, Raper went to work for the Carnegie-Myrdal study on race in America, which led to the acclaimed publication *An American Dilemma*. His report was considered

by project director Gunnar Myrdal to be one of the most valuable in the study. In 1940, Raper began a two-year stint as a participant-observer of Greene County's Unified Farm Program, before moving to Washington, D.C., with the U.S. Department of Agriculture's Bureau of Agricultural Economics. After World War II, Raper turned to international rural development, writing books on Japan, Taiwan and East Pakistan and explicitly linking his efforts in land reform and community development to his earlier work in the South.

While Raper has often been mentioned by historians of Southern liberalism, what is not well-known is the fact that at the peak of his career, from 1932 to 1939, he also worked as a part-time professor of sociology at Agnes Scott. Indeed, at his numerous speaking engagements and appearances throughout the 1930s, he often was identified as being with Agnes Scott instead of the Interracial Commission. He was an active member of the college community and a very popular teacher. Although his work at Agnes Scott has been overlooked by historians and the public, he left an indelible impression on numerous Scott students.

Clifford M. Kuhn, associate professor of history at Georgia State University, is writing a biography of Arthur Raper.

"The students," says Kuhn, "were well aware of the possible reaction should their actions become publicized, and they were discrete about it. In Raper's words, 'They elected not to gab it.'"

Kuhn says perhaps the biggest furor took place in late April 1935 when Arthur and Martha Raper, along with professor Katherine Omwake, escorted nearly 40 students from his Introduction to Sociology and Race Relations classes on an overnight trip to historically black Tuskegee Institute in Alabama.

"They were received by Tuskegee President Robert R. Moton and his wife, met the famous George Washington Carver and visited the library, the gym, the science building and other departments as well as the Negro veterans hospital," says Kuhn. "They also posed for a picture with a class of Tuskegee sociology students in front of the Booker T. Washington monument, and while every student who went on that trip had a copy of the photograph taken with these Tuskegee students, I haven't been able to discover anyone who still has her photo."

They spent the night at the guesthouse, according to Kuhn, where Raper made sure they looked in the guest book and saw the signatures of people like Theodore Roosevelt and Henry Ford.

"Word of the Tuskegee trip soon got out," says Kuhn, "and in its wake, President [James Ross] McCain received numerous letters calling for Raper's resignation. The next time Raper planned

an out-of-town trip—the one to Pine Mountain—he made sure to ask permission at the faculty meeting for his students to go. On that trip, no fewer than eight female faculty members went along as chaperones."

While Raper's methods alienated many, his then-radical teachings formed the heart of what endeared his students to him, even seven decades later in Duval's case. She remembers how Sunday-evening cookouts at the Rapers' Decatur home provided her with the opportunity to talk about issues never discussed at her home with her parents.

"As a product of comfortably complacent Virginia aristocracy, I entered college at 16 with what is sometimes known as tunnel vision," wrote Duval, who served as director of The Voluntary Action Center for 21 years, in a 1979 letter to Raper in which she told him of his tremendous influence on her life. "Because of your courageously unorthodox teachings, I finally broke out of the mold and learned to make my own considered judgments on matters of pride or principle. It is largely to your credit that I have been able to stand firm whenever I hold an unpopular view."

Raper's influence led Harding to begin what she calls her "double life."

"He made me see the injustices and sufferings in the Depression

world around me—the miserable, trapped lives of the tenant farmers; the bitter racial conflict; rapes, Ku Klux Klan lynchings; abject rural and urban poverty; as well as the hypocrisy, prejudice and greed that caused and perpetuated those evils. Early in the course, I thought, 'With all that misery around me, how can I bask in the delights of Agnes Scott College and do nothing to help?'"

She joined the social-service committee of the college YWCA, and when McCain told her students at Columbia Theological Seminary would like a few Agnes Scott girls to accompany them in their work in Atlanta's "Syrian Mission," she immediately gathered a few and they "plunged in."

"Throughout my sophomore and junior years, I led that double life—my thrilling life at Agnes Scott and a strenuous, eye-opening one as amateur social worker in Atlanta's slums on Sunday and Wednesday afternoons and evenings."

Harding earned a master's and a doctorate in English literature from Columbia University and became a college professor, but she never forgot the values Raper instilled in her. In the mid-1950s, when Harding and her social anthropologist husband, were teaching at a women's college in Baghdad, Iraq, Raper fortuitously reappeared in her life. Harding met an American woman whose husband was working for the U.S. government in Iraq and learned Raper, who was also working in the Middle East, was visiting the couple that weekend. The woman insisted Harding come to tea to visit Raper, and Harding conversed "intensely" with him for two hours.

"I told him how influential he had been in my life and how, at a crucial time, he had represented 'the road not taken,'" says Harding.

"You know, Mildred," he added, "the whole time I was at Agnes Scott the Ku Klux Klan and the FBI were after me. The FBI has a file on me this thick," he indicated with his fingers a space of about three inches. "They thought I was a communist. Once the local newspaper announced 'Communist Professor at Agnes Scott!' Conviction of communism, even accusations of it, meant professional death in those days, you know. But Dr. McCain always supported me. So did the girls. When FBI "investigators" asked them, "Did Dr. Raper ever take you to black schools or churches? Did you ever have a meal with black students?" They all covered for me. They answered evasively—sometimes they even lied. Imagine! Agnes Scott girls lying!"

After the 1938–1939 year, Raper left Agnes Scott. "Given the persistent attacks on Raper and the pressures on the Agnes Scott administration, many in Atlanta's liberal community were convinced, even decades later, that he had either been fired or asked to resign," says Kuhn. "The truth of Raper's departure was somewhat more complicated. According to Raper, because of a change in the way the college was arranging its workload, President McCain offered him a full-time position, which he did not want."

Kuhn notes a letter Raper wrote to the noted author Lillian Smith in which he said, "I did not lose my job at Agnes Scott, so much as I elected out rather than stay in. So long as I was there as a part-time visiting professor, I was not under the control of the board.

Raper later recalled in conversation with Kuhn, "So rather than go under its control, I took my leave. I wasn't going to teach there and be told what to teach. I wasn't going to do it."

In addition, says Kuhn, Raper, who had a maverick, restless streak, had received overtures to work with Swedish social scien-

tist Gunnar Myrdal on the Carnegie Commission's Study of the Negro in America, the findings of which would be presented in the classic work, *An American Dilemma*.

The collection of Raper's life's work, to which Duval's letter was contributed, is housed in the Southern Historical Collection of the library at the University of North Carolina at Chapel Hill, where Raper earned his bachelor of arts and his doctorate in sociology and rural economics. He also earned his master of arts in sociology and political science from Vanderbilt University.

Born in November 1899, Raper grew up in North Carolina on his family's tobacco farm. His father worked hard to send his son to college, and Raper distinguished himself there by his excellent grades and commitment to community service.

When, after earning his doctorate, Raper was offered the opportunity to study sociology firsthand in Georgia by Will Alexander, executive secretary of the Commission on Interracial Cooperation, he eagerly accepted. Arriving in Atlanta in 1926, Raper worked with local committees to help prevent lynchings and promote positive race relations

After Raper left Agnes Scott, he embarked on a post-World War II career as a social scientist, studying conditions in Japan and Taiwan, as well as countries in Asia, North Africa and the Middle East. He remained a steadfast advocate for resolving issues of rural development, becoming senior adviser to the Pakistan Academy of Rural Development in 1962. Two years later, he returned to America, serving as a visiting professor at Michigan State University before retiring in 1967. Until his death in 1979, he continued his mission as a social activist to end economic, political and social injustices.

"Arthur Raper was a dynamo, an iconoclast, a courageous, lovable force for good," wrote Mildred Davis Harding '38. "Though I never heard him mention God or Jesus except in the title of his book, *Tenants of the Almighty*, as I look back I see Arthur Raper, with his passion for truth and justice, as a kind of Old Testament prophet, but a prophet with a warm heart and, on occasion, a humorous twinkle in his eye."

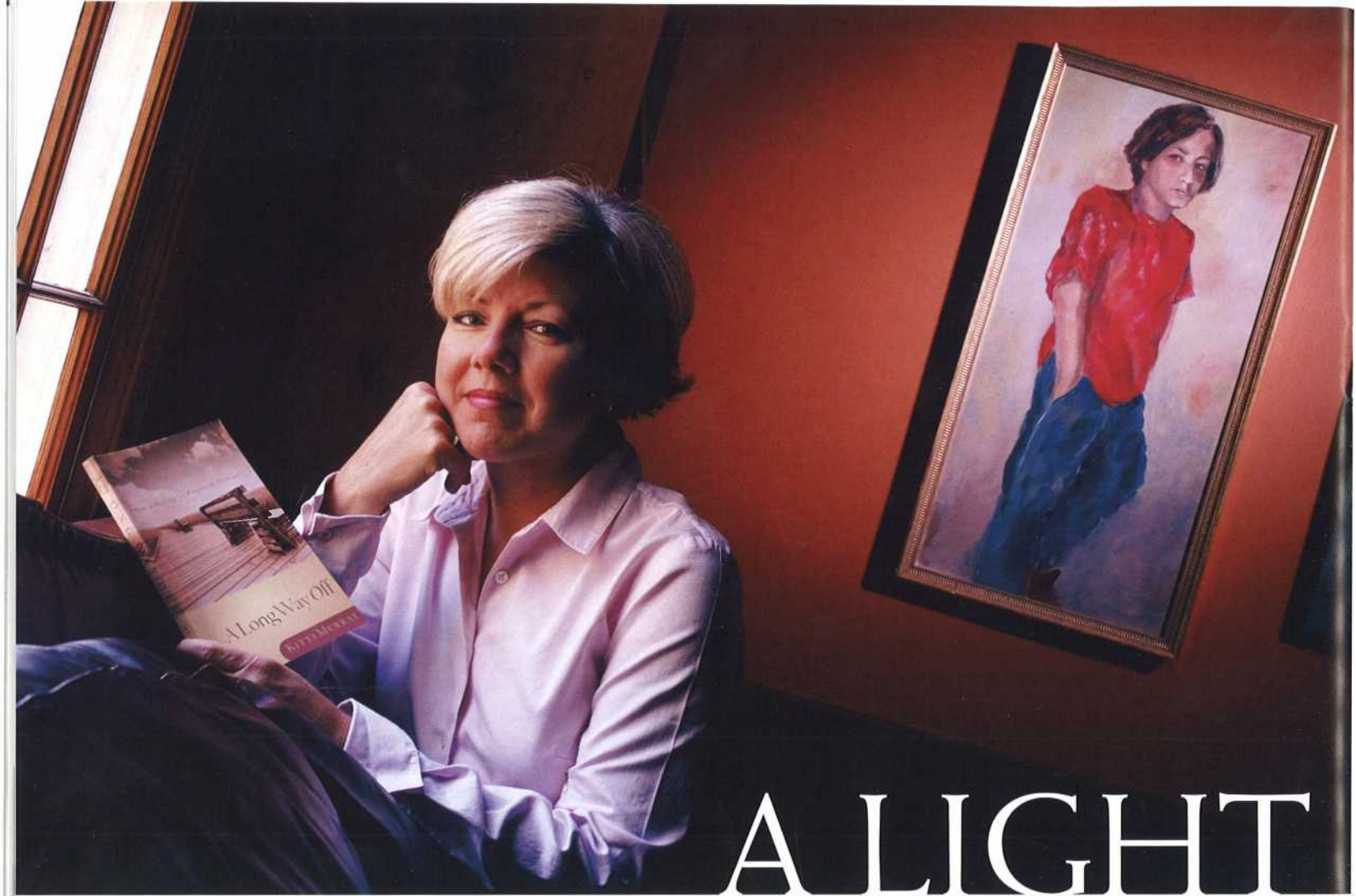
"I felt he had flung open windows in my mind, which gave me for the first time in my life a chance to think for myself," says Duval. "Until then, I only thought as my parents had influenced me to think. I wrote to thank him."

In that letter, Duval said to Raper, "It was you who introduced me for the first time to black people who had risen above domesticity... From my simplistic understandings, lynchings never happened in reality. Georgia's chain gangs were purely fictional. You made me believe the unbelievable. We were invited to your home to sit around a campfire and discuss issues we never talked about in our homes. I found this new awakening of the mind a stimulating personal experience."

Duval's letter to Raper arrived shortly after his death. It was included with his papers at the University of North Carolina, which "makes me feel that he got my message."

"Everything I've done in my life has been spun out of this influence of Dr. Raper," concludes Duval.

Kristin Kallaber '04 completes her Master of Arts in Teaching Secondary English at Agnes Scott in July and will teach English and be yearbook adviser at Stone Mountain High School in Georgia.



ALIGHT

Caught in the turmoil of parenting a wayward teen, an Agnes Scott alumna turns to writing, and those words are providing hope and inspiration for countless other parents.

By Dawn Sloan Downes '92

Kitti Smith Murray '78 walks into the café, and it seems as if a light has come on. Her warmth and genuine friendliness exude the same grace and sense of hope that fill her first book, *A Long Way Off: Hope and Healing for Parents of Prodigals*.

Originally written as journal entries and articles for her sons' school newsletter as Murray and husband, Bill, struggled to deal with oldest son Matt's rebellion and drug use, the book has become a handbook on faith for parents of prodigal children.

"There were lots of books on how to 'fix' your troubled child," says Murray. "I didn't want to write another of those because the same solution won't work for every family. I wanted to write a book for parents in the thick of it, that would help maintain their faith."

A Long Way Off reflects a faith refined in the furnace of a mother's broken heart and an intense compassion for parents who grieve the loss of relationship with their children and who fear the outcome of the paths walked by those children.

"When Bill and I were dealing with Matt's problems, the other parents at our Christian school would avoid us. There was no network of support available to us. We went to the administration and said we'd like to establish a parent-support team to help parents like ourselves. Then I began writing on the issue for the newsletter, both to help other parents and myself."

In addition to writing, Murray says that to survive she and Bill made a commitment to be honest with themselves, God and

FOR DARK TIMES

others. They also focused on never blaming each other and on loving their son unconditionally—even when they had to be tough. The most important thing they did, she says, was to pray almost constantly. “We just cried out to the Lord and listened.”

Murray e-mailed the articles to her parents, who saved every one. Her dad took them to a friend who was an acquisition research editor for Broadman and Holman Publishers. The editor soon asked for more. Murray was asked to write a book proposal, and soon she had an advance and a contract to write a book.

To get the job done, however, Murray had to abandon the flexibility for which she worked as a wife and mother and re-establish a structured routine.

“I have been a writer since college. [Professor] Bo Ball told me I should wait tables and write. I wrote some poetry and short stories after college and had some published here and there. But then Bill became pastor of his first church, we had five sons, and life edged writing out,” says Murray.

“Now I write in the early morning. I take my laptop and move from room to room, writing. I also keep a notebook where I jot down book or story ideas, character names, etc.,” she adds.

Murray envisions her journaling and prayer time as the seeds of *A Long Way Off*. “The book was written in two stages: the crucible of our experience and then crafting that into something that could help other parents. It is about my spiritual journey through the process of raising my kids through difficult times.”

While many families might want to avoid sharing their personal trials, Murray’s has been encouraging. “Bill is just a great cheerleader, totally supportive of whatever I want to do.”

Matt, now 23, lives and works in Savannah. He gave his blessing to the work as well, telling Murray “that if other parents could be blessed by our struggle then I should go for it. One of our other sons told me, ‘Mom, even good kids pose challenges,’ so I felt like they understood the need for this book.”

According to Murray, a tremendous need for healing exists among the parents of troubled teens and young adults, whether the problems involve extreme issues or more simple ones. Several family therapists throughout Atlanta routinely give Murray’s book to their patients, although she says she is uncertain how they became aware of the book. “Broadman and Holman releases 11 or 12 books per month, and though the publisher markets each one, much of the marketing falls to the author. Much of the book’s success has been due to word of mouth.”

Murray and Karen Norris, a teacher at Atlanta’s Wesleyan School, are cowriting a book targeting the physical, mental and spiritual well-being of young women entering college. It will be called *The Freshman Fifteen*.

Dawn Sloan Downes '92 is a freelance writer living in Tucker, Ga.

To Everything, There is a Season



© THE TIMES-PICAVUNE. USED BY PERMISSION.

*Thwarted from the priesthood, this alumna
remained faithful to her calling by simply taking
the next step that would lead her
along her own true path.*

by Amanda Furness '08

“Since 9/11 we’ve begun to realize that what a person believes makes a difference; America had forgotten that what you believe about eternal verities drives your life.”

The life of Jean McCurdy Mead '64 has been defined by honor.

This Episcopal priest became aware of the concept at an early age as she sought to accommodate the desire to serve others that stirred within her soul.

Throughout her formative years in San Antonio, Mead shaped her existence around the need to uphold that calling. She became involved in various ministries and immersed herself in Bible study.

It wasn't until she arrived at Agnes Scott, however, that the word "honor" took on literal and definitive meaning.

A self-professed "goof-off" in her early years, Mead says she initially took offense at the many rules imposed on students. To her surprise, she soon discovered she felt committed to the Honor Code she'd signed upon her admission.

"It was the first time in my life I realized your word is your bond," Mead reminisces. "If you don't mean something, don't say it."

As a teenager, she'd been entrusted with freedom, responsibility and personal accountability, and embracing those ideals bolstered her interest in maintaining them on a personal level.

"Being an honest person was more important than drinking beer," she says. "It was a revelation."

A breakdown of Mead's education journey reads like a handbook for today's working and goal-minded woman. At 16, she became the fourth of five girls in her family to attend Agnes Scott. She graduated four years later with a bachelor's degree in English and moved on to Duke University, where she received her M.A.T. and met the man she would come to love and marry. Involvement in her church community, teaching stints at the high school and college level and four children soon followed.

In all of this, Mead felt a pull toward the church that seemed stronger than that of many of her counterparts. She felt destined for the priesthood and possessed the service record to merit acceptance as a full-time student at the University of Notre Dame, becoming the seminary's first non-Catholic graduate. Ordination was not an option; the Episcopal Church, of which Mead was a member, did not ordain women as priests. When the church did start talking about ordaining women, friends and associates convinced her to seek the priesthood. "It wasn't just a personal calling anymore. The church, the people and God were now calling me," she says.

Mead pursued ordination, but was denied by a diocese that had yet to open its own heart and mind to women as spiritual leaders.

"It was crushing," she says, "but I knew God could get me through it. Maybe I wasn't going to get ordained, but I could still lead God's people."

Ever determined to honor herself and her purpose, Mead

decided she could get the religious education she desired, and that realization led her to study religion at Oxford University. Then her first husband, from whom she was divorced, drowned.

Forced to step away from her studies, Mead was called to expend the bulk of her energy in walking the couple's children through their grief and in settling her ex-husband's estate. Her duties afforded little time for introspection and scholarly activity, and in retrospect, she's glad she didn't have the responsibilities of a priest at that point.

"I have many friends who are Catholic priests," she says, "so I know what the inner life of the priesthood is like. Being a priest is in many ways like being a mother. You can talk about it, you can read about it, but until you actually hold that child in your arms, until you are actually entrusted with that sacred trust, you can't really understand it."

The job, she says, is demanding. "You have to prepare spiritually for it. There is this huge sense of responsibility before God when you give the Eucharist, and it doesn't allow for being distracted in any way. You have to be fully present and fully prepared."

As the chaos in her life subsided, Mead applied for and received a fellowship to Tulane University. Supported by her children and her second husband, an attorney who is her parish's chancellor, she earned her Ph.D. in philosophy in her late 50s.

In 2002, Mead's commitment resulted in her ordination into the Episcopal priesthood. "It was an amazing feeling," she says. "In God's time, all these things really do come to pass."

Mead has found serving as a priest to be far more fulfilling than she had thought it would be—thanks in part to the experiences she's had as a student, wife and mother. She devotes her time counseling parishioners, organizing Bible instruction for adults and children, working to preserve her church—a historic parish built in the 1850s—and, in general, cradling the community she has long desired to lead.

Throughout her struggles, Mead learned invaluable lessons. The need for individuals to embrace a sense of universalism in their spiritual beliefs is one to which she clings tightly.

"Since 9/11," Mead says, "we've begun to realize that what a person believes makes a difference; America had forgotten that what you believe about eternal verities drives your life."

For Mead, those beliefs have determined a quality of life that has meant family, scholarship and truth seeking; the seasons of that life have culminated in the priesthood—and a sense of obligation to self and community that has its roots in ASC soil.

Amanda Furness '08 is a Woodruff Scholar and an office of communications intern. She recently received the college's Karen Green Human Relations Award.

Gathering of Souls

Students of a variety of faiths and religious preferences find support for their journey while at Agnes Scott.

by Amanda Furness '08

Firmly grounded in the Presbyterian Church (U.S.A.), Agnes Scott shelters a student body with growing diversity in its religious composition. Increasing numbers of students from varied backgrounds, traditions and faiths create opportunities for the college to meet a variety of spiritual needs.

"Religious life on this campus is as healthy and vibrant as it is in any institution of this size," says Sylvia Wilson, Acting Julia Thompson Smith Chaplain. As head of the office of religious life, she is responsible for providing for all students an array of services that relate to caring for one's spirit—helping students identify a house of faith, organizing prayer meetings and Bible studies, and assisting in planning the spiritual aspect of campus events.

The Presbyterian and Christian religious heritage is fostered through regular worship and service opportunities as well as inter-faith dialogue. A weekly Christian ecumenical service is held on Sunday evenings, and other special religious services mark the traditional Christian celebrations of Christmas, Ash Wednesday and Holy Week.

Student groups such as the New Westminster Fellowship, Canterbury Club, Baptist Student Union, Wesley Fellowship and Newman Club have regular activities. Faith Works, a Christian faith-based service experience, is coordinated through the offices of the dean of students, experiential learning and chaplain and the department of religious studies. Participation is open to students of all faiths. In 2004, Faith Works participants went to Cuba, and in 2005, the group spent spring break at Koinonia Farms in Americus, Ga.

The chaplain's office coordinates the annual James Ross McCain Faith and Learning Lecture, which brings religious leaders to campus. In 2004, Kathleen Norris, a Presbyterian and best-selling author of *The Cloister Walk* and other books, spoke on exploring the spiritual life. The 2006 speaker is the Rev. Peter Gomes, an American Baptist minister and Plummer Professor of Christian Morals at Harvard University. John Esposito, director of the Center for Muslim-Christian Understanding at Georgetown University, spoke this year.

"The community as a whole welcomes and celebrates a diversity of faith and traditions," says Wilson. "But, there's continual

need for us to learn ways to support and acknowledge people of all faiths." This year, in an effort to foster such understanding and to explore ways to further meet students' needs for spiritual expression, Wilson formed the chaplain's advisory team with a membership that includes a Presbyterian minister, representatives of several Protestant denominations, a Catholic priest and a rabbi. An Imam is being invited to join.

"I believe my Christian faith and that of students is enhanced by learning about other religions and faith traditions," says Gué Hudson, vice president for student life and community relations and dean of students. "Our students will live and work in a global world, which grows smaller each day. An important part of the college's educational mission is to support not only a student's personal faith but to provide opportunities to understand world religions."

Agnes Scott College strives to be a just and inclusive community that expects honorable behavior, encourages spiritual inquiry and promotes respectful dialogue across differences.

FROM THE MISSION OF AGNES SCOTT COLLEGE,
OFFICIALLY ADOPTED BY THE AGNES SCOTT COLLEGE
BOARD OF TRUSTEES, AUGUST 2002

As part of its role in assisting students with their religious practices, the chaplain's office structured opportunities for Muslim students to interact with other students as well as provided them with a prayer room. Trustee Jim Philips donated prayer rugs for Salat, the five daily prayers of Islam.

Muslim student Salma Stoman '07, says she hasn't experienced discrimination on campus. Rather, she finds students from other faiths are curious about Islam, especially as it pertains to women. Her scarf, a modernized version of the veil worn in some Muslim countries, is a big topic of interest. Stoman's life doesn't center on maintaining traditional "Islamic" female roles, but religion is primary in her daily schedule. Usually, she fits prayer in between

classes. "I'll grab a corner at work or go to my room if I have time," Stoman says. A member of the Muslim Students Association, she also attends its weekly Quran class.

Eunice Li '07, is a member of the student-led Campus Crusade for Christ and a discipleship group leader for its sub-group, New Life. Discipleship groups meet for Bible study and fellowship at least once a week and sponsor worship nights and prayer meetings. For Li, these meetings are a source of strength. "Officially, Agnes Scott is very welcoming to students being open about their opinions and beliefs," says Li. "However, there is a culture of underlying fear that comes from not wanting to be politically incorrect or offensive. This fear causes people to not be as open about what they believe, because they do not want to offend anyone.

"Sometimes," Li continues, "I wonder what campus life would be like if people were as open with what they believed as they felt inside. This is not a result of anything the school has or has not done, but rather a culture that has persisted."

Wilson, an ordained Presbyterian minister—noting that being open to other faiths and traditions is part of the Presbyterian heritage—says most students are considerate of each other's beliefs.

"In general, they have a tolerance if not a respect for other religions. Sometimes, a student might come in carrying zeal without wisdom and knowledge, but after four years, their zeal becomes tempered with faith," says Wilson. "During their time here students of various religions find ways to relate to others while maintaining their own opinions."

Julie Ceigler '07 is president of the Jewish Students Association on campus and attends weekly Hillel meetings at Emory University. Next year, she hopes Agnes Scott JSA will have teach-ins so students from other backgrounds can learn more about Judaism. For her, such bridge building is a component of the spiritual development she holds dear; in respecting others and in sharing of herself, the student feels that ethical standards have become much easier to uphold.

"A sense of ethics is very important in Judaism," she adds. "Members of the Jewish Student Association differ in their religious observance, but all of them feel ethics is highly important to being a Jew. Tikkun Olam—the act of making the world a better place—is central to JSA life on campus."

Mathematics professor Myrtle Lewin, faculty adviser, wants the Jewish Student Association to be a community for any student who feels some Jewish identification. A Jewish identity is not based exclusively on one's religious practice, Lewin stresses.

"Being Jewish is much broader than that," she says. "Being Jewish for any one individual may be predominantly cultural or historical or ethical or a sense of identification with a people—a group. Yet, there are Jews for whom the religious (spiritual) dimension is very important.

This year, the Jewish Students Association held two on-campus celebrations—one for Hanukkah, the other for Passover, both of which Lewin describes as wonderful experiences.

A new group formed this year through the multicultural affairs office is the Daughters of Gaia. Dominique Khan '08 and Rebecca Simmons '08 decided to put the group together after they and others discovered a shared interest in Wicca and earth-based religions. "I was really nervous at first," says Khan. "But people have been really excited about it. I think a lot of them appreciate diversity on campus. Lots of people ask 'What is that?' but they're in no way negative."

Members of other religious groups have expressed interest in the group's practices, if only on an academic level. "I believe the college and the students openly welcome religious expression," says Arsed Joseph '06, Student Government Association president. "It is evident in the amount of diversity in student-led religious organizations."

Joseph sometimes attends the nondenominational service led by Chaplain Wilson. From a Catholic and Methodist background, she holds close to her heart the admonition to "do unto others as you would have them do unto you." She recognizes this can be hard when traditions and religions collide, but she believes bridges can be built, especially if people make a commitment to overcoming differences and to being open about and respecting one another's beliefs.



GARY MEER

Students unite on campus to commemorate Sept. 11.

Joseph is also one of 75 students who form the college's Joyful Noise gospel choir, which began with seven members almost 20 years ago. While not a religious organization per se, the experience is very much a spiritual one, says Nathan Grigsby, the director for most of the choir's existence.

"We don't promote a specific denomination," says Grigsby. "But I would say it is a religious experience. We welcome everyone, no matter what their walk of life, to come sing gospel music, which is Christian music."

Grigsby says their Wednesday night rehearsals are a relief for many. "A lot of them say it helps them get through the rest of the week."

Tina Pippin, professor of religious studies, believes having an array of groups on campus is a positive thing. "The school's religious legacy is part of the history, but lift it up alongside other faiths," says Pippin, who notes some other colleges are modeling possible approaches to doing this.

Pippin believes the input of Agnes Scott's student body is invaluable in this process. "It's important to have visible student leadership," she says. "Change happens from the students; they're the ones with the smartest, most articulate take on our 'world for women.'"

Amanda Furness '08 is a Woodruff Scholar and an office of communications intern. She recently received the college's Karen Green Human Relations Award.

Hawa Meskinyar '94x at home in Afghanistan.



A Mother's Miracle

With Islam as her compass, Hawa Meskinyar '94x returns to Afghanistan to rebuild and reach out to its war-torn women and children.

by Celeste Pennington

Before daybreak on January 5, 1980, Hawa Meskinyar '94x and her mother, Mary Osman, dressed to escape.

Under all the layers of warm sweaters, pants and native clothes, Osman wore a wide elastic belt stitched the night before by Meskinyar's great-grandmother.

Tucked in its hand-sewn pockets was money—30,000 afghanis. In her stockings, Osman hid photos reflecting the family's halcyon days. As the daughter of a career diplomat in Italy, Osman was educated and well-traveled. She was working at the TV station in Kabul (her husband was a civil engineer), when their world lurched upside down with the unexpected invasion of Russian communists in 1979.

At gunpoint, Afghanistan's government had quickly toppled, communists replaced school teachers with doctrinaires. Both friends and relatives became political prisoners—some tortured and some killed.

Admits Osman: "We were in danger. Nothing would be worse than getting caught by the Russians and their sympathizers. Yet I was never afraid. We left that morning thinking that we would come home soon."

Under the cover of darkness, mother and daughter fled by car from their home in Kabul to Jalabad.

After a fitful night, they prepared for the next leg of their journey, which was by bus. Dusting their faces, glossy black hair and hands with dirt, the two layered on the costumes of nomads—reddish pants and richly embroidered tunic for winsome, talkative Meskinyar. Her mother put on a deep blue dress with maroon pants, and over it all, a thick black veil and pale blue burqa. Through all the checkpoints—and soldiers clambering on board the bus—the two remained prayerfully quiet and undisturbed that day. "It was the first time I had worn a burqa," says Osman with a little laugh. "I could not walk in it or see."

That night, the two slept peacefully on soft lambs wool spread on the floor of a nomad's warm tent. Before dawn they were wrapped in handmade, cotton-stuffed comforters and tightly secured, by rope, onto the back of a camel. Their flight from Afghanistan would end with Meskinyar, 8, perched on a contrary donkey—her mother sometimes pushing it from behind—as they trekked over narrow and tortuous mountain trails into neighboring Pakistan.

In early 1980, Meskinyar had kissed her tearful great-grandmother good-bye forever. But Meskinyar and her mother were free. By the time Meskinyar was in fifth grade, she and her parents had moved, via Germany, to the United States. Eventually, Osman's parents, Meskinyar's uncles, aunts, and other members of their extended family, would find safety in the West.

Even so, Meskinyar would never forget that journey, a fact often embellished with family stories about their vibrant people, the languages, feasts, fasts and potent faith. Informed by Islam's *balal* (what is pure and safe) and *haram* (what is harmful and forbidden), Meskinyar grew up altruistic and full of self-restraint. From her mother, she also gained a full measure of independence. Says Osman, "I have always said, 'You have to stand on your feet and work hard. Do exactly what you love to do. Be the kind of woman that no man can push.' That was my advice at every stage of her life."

In 1990, Meskinyar graduated in the top 2 percent of her high school class and enrolled at Agnes Scott College. She fit in. She especially appreciated studying and living in a community by the Honor System. She found the campus open and inclusive, yet academically rigorous. "As a student, I enjoyed being surrounded by educated and aspiring women whose primary focus was their education," she recalls. Islam strongly advocates education. "Being Muslim has been the driving force in my life," Meskinyar says. "Whenever I have faced questions, problems or decisions, I have used Islam as my compass."

From the *hadiths* of the Prophet Mohammed, Meskinyar took to heart this saying: "The best of people are those who benefit mankind." From her childhood on, that idea informed Meskinyar's practical decisions and shaped her career path. In 1991, she narrowed her major to architecture and explored Agnes Scott's dual-degree program with Washington University. Deciding not to study out of state, she transferred to Georgia Institute of Technology to earn a bachelor's degree in architecture in 1995 and master's degree in city planning in 1998, with specialization in economic and land development. While working as an urban designer with the Corporation for Olympic Development in Atlanta and later as an associate with Economics Research Associates in Chicago, providing market analysis, financial

forecasting and feasibility studies for developers and public agencies, she was preparing for a life of service.

Zakat, or almsgiving, is one of the five pillars of Islam. In 2000, Meskinyar paid her way to Afghanistan to assist women and children torn by war and economically paralyzed under the Taliban government. "How can you let her go?" nearly everyone quizzed Osman. "First I said, 'God is the one who takes care of her.' Then I said, 'I have to let her go.' Over the years, I have told Hawa, 'The women of Afghanistan are amazing and strong, just like you.' Hawa was doing what I would like to do, but couldn't," says her mother.

Veiled and protected by a sturdy body guard, Meskinyar distributed alms donated by fundraisers, family and friends among hospitals in Kabul and nearby Wardak and at facilities housing the homeless and destitute. While world news had sharply focused on the burqua, symbolic of the plight of women under the Taliban, what Meskinyar found was human devastation in every direction.

making it difficult to separate the two." At the same time, she foresaw an international reaction to the militant minority which would "guide policy and influence decisions."

Motivated by the crying need there, Meskinyar researched nonprofits and independently founded JAHAN, Join and Help Afghanistan Now, a Washington-based organization run by volunteers in the United States and Afghanistan to provide immediate assistance to orphans and widows. JAHAN transfers 100 percent of its donations to those in need.

In 2002, she married her childhood friend, Nadim Amin, who had reestablished family business ties in Afghanistan. One year later, she closed their comfortable apartment in Washington, D.C., left her job as a program analyst for the Office of Research on Women's Health at the National Institutes of Health, and headed back to Afghanistan.

On and off during Meskinyar's life, Kabul has been a war zone. She and Amin have returned determined to use their



"Truly, my greatest reward is in the little girls' and boys' faces. In each child I see the light of hope that things can and will improve, inshallah, God willing."

"It was not just women who were miserable, but men and girls and boys. Everybody was 'cooped up.'"

Meskinyar was perturbed that many of the Taliban's prohibitions were not true to Islam. "The culture has woven a thick fabric of confusion to cast over the religion,

education and experience to help rebuild.

"Agnes Scott instilled in me a certain kind of confidence in being a woman that I did not possess before," says Meskinyar. "It demonstrated clearly that women could be leaders. What may be more important here, it taught me not to fear failure. There

is so much need and so much desperation, one does not know where to start."

Pondering "where to start" led Meskinyar to assist the transitional government in its establishing a stable infrastructure. First, she managed a group of men and women supporting the human resources database for the Transitional Islamic State of Afghanistan. They worked out of the office of the vice president and chair for Independent Administrative Reform and Civil Service Commission, which gathers and interprets human resource data for the entire civil service, including the central government and provinces.

In less than a year, Meskinyar transferred into a management position for the executive committee of IARCSC's Afghanistan Reconstruction Trust Fund Expatriate Program, filling job requests from the various ministries through recruitment of natives like herself, who bring back to Afghanistan valuable expertise in everything from agricultural services to urban development.

At the close of 2004, she settled into her own professional niche, hired as an architect by the Afghan-owned Technologists Inc., a firm based in Virginia.

On the bulletin board behind Meskinyar's desk is a beautiful kaleidoscope of faces—close-ups of children, some with sunny smiles, others with somber, dark eyes. And there are photos of women, old and young, wrapped in yards of hand-woven and brilliantly colored fabrics. "My religion's focus on helping the needy," notes Meskinyar, "brought me to Afghanistan."

She snaps these portraits as she scours tent cities and low-income communities to offer immediate assistance—food for the starving, and thick blankets to warm them in winter. Currently, JAHAN is working to establish a sewing center for women. All income from sales of their handiwork will be used to pay salaries and expand the program. "You stay positive and set small goals," explains Meskinyar.

Already, JAHAN has secured international sponsors for more than 90 Afghan children. Regularly, volunteers use Friday, their day off, to look after the needy and distribute funds, \$30 to \$50 a month. JAHAN's long-term goal is to provide quality education for Afghan girls and boys. For now, Meskinyar strongly encourages families to send their daughters and

WOMEN VOTERS — "BRILLIANT BLUE FLOWERS"

Rockets bursting in air heralded the dawn of Afghanistan's first free presidential election last year. In the capital, Kabul, "We woke up that morning expecting chaos," recalls Hawa Meskinyar '94x. "However, everyone dressed up and went to the mosques and schools to vote."

Meskinyar and her cousin, Homira G. Nassery, adviser to Senior Women in Management there, shared in this historic moment. In an e-mail, Nassery described one masjid where polls were set up — and the arrival of a truck full of women wearing chadaris who looked "like brilliant blue flowers."

She asked the Hazzara gentleman accompanying 20 of his womenfolk if he instructed them in who to vote for. He replied, wryly, "Madame, I cannot even instruct them to simply broom the carpet. How can you expect me to have that kind of influence?"

Waiting in line, one lovely woman, maybe 34, with "to-die-for cheekbones but no teeth," fretted that she was illiterate. Nassery assured her that ballots included pictures of the candidates. Then Nassery noticed an uncommonly handsome young army officer encourage the woman in her quest. "You may be illiterate," he assured, "but because of this moment, your children won't be."

Pride swept through the voters, including Nassery. "When I looked at the list of candidates, so professionally prepared on that ballot, I put a big X in my selection box, then added a happy face and circled the picture too, just in case someone didn't get it," she reports. "I folded the paper ballot, said a little prayer and then kissed the ballot boldly with my mulberry lipstick. Only then did I drop it in the box. To no one in particular, I said, 'Here's one for peace and justice!'"

Meskinyar agrees. "It was an exciting moment, to see so many involved in this election — especially the women."

sons to school. Sponsorships also provide these children with additional hope as they connect with friends outside their world.

In a land where electricity and potable water often constitute luxury, the nagging question of "where to start" has led Meskinyar to several effectual choices. Recently, she organized "Love Kabul, Clean Kabul." She smiles. "We believe it is time for people to stop complaining about the shape of the city and do something about it." The grassroots effort starts with parks, schools and orphanages. To kick off the project, friends and co-workers scrubbed and painted the Taye Maskan orphanage for 700 boys in the Parwan Se neighborhood. Children are at the heart of Meskinyar's efforts. "Truly, my greatest reward is in the little girls' and boys' faces. In each child I see the light of hope that things can and will improve, *inshallah*, God willing."

Although Meskinyar and Amin would love to start a family, she wrestles with the question: raise one child or help 100? To start, she and Amin may adopt an orphan.

The other family matter is the distance between Afghanistan and the United States. During Ramadan, Meskinyar flew to Atlanta last year to be with her mother.

To celebrate the end of their monthlong fast, Osman cooked their favorite Afghan dishes and relished each moment that Meskinyar was nearby. Yet Osman expresses a sense of wonder that her child, who narrowly escaped the effects of the Russian invasion, has returned to invest, with all her fortitude, in Afghanistan.

"All parents want something for their children. This," Osman insists, "is my miracle."

Meskinyar and her husband fully understand the necessity of this choice. "The first time we were forced to walk away," says Meskinyar, "it was a military invasion. But if we walk away again, how can we expect things to remain stable?"

Celeste Pennington, a Georgia-based freelance writer, manages several publications.

TO LEARN MORE

- For more information on JAHAN, visit www.jahan.org
- Suggested reading by Mary Osman: *Kite Runner* by Khaled Hussaini.

Agnes Scott professors explore the beginnings of country music and spotlight sexual harassment laws through the pages of their latest books.

'HAYRIDE' TUNES IN TO THE RADIO ROOTS OF COUNTRY MUSIC

Louisiana Hayride: Radio & Roots Music Along the Red River

By Tracey E.W. Laird. Oxford University Press. \$29.95. 208 pages.

Reviewed by Rheta Grimsley for *The Atlanta Journal-Constitution* (Reprinted by permission)

All academics analyzing country music should hire Tom T. Hall to do the writing. Nashville's old Storyteller, Tom T., could do the colorful stories justice.

That said, in "Louisiana Hayride," author Tracey E.W. Laird—an ethnomusicologist at Agnes Scott College in Decatur—shares solid research, fascinating facts and considerable insight into the history of the former Shreveport radio show.

Everyone who cares already knows that country legend Hank Williams made his national debut on "Louisiana Hayride" in 1948. What Laird reveals, and what many of us hadn't realized, is that Williams and "Hayride" simultaneously made their first big splash into the pool of popular culture. The hillbilly music show on KWKH was only 3 months old when Hank arrived to sing his megahit "Lovesick Blues."

After that landmark appearance, Hank ruled. And, with the example of Hank, the radio's "Louisiana Hayride" had secured a reputation for launching major commercial successes. For once, the planets of talent and technology had aligned in the world of country music.

"The 'Hayride' might have remained just another live radio broadcast of provincial importance were it not for the fortuitous coincidence of several factors," Laird writes. Inspired by Hank Williams' success,

"Young and talented musicians flocked there, and many of them went on to become the most distinct and influential voices of country music during the postwar period and after."

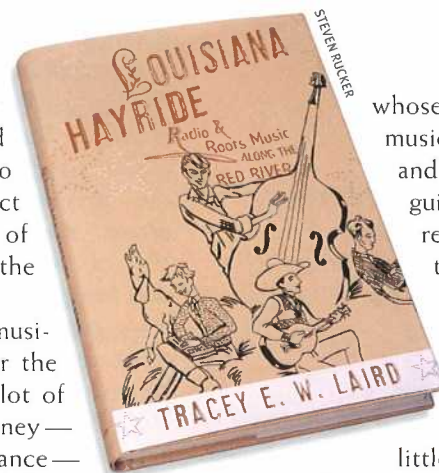
The list of country musicians who showed up for the chance to earn a whole lot of exposure and a little money—less than \$25 an appearance—reads like a who's who of hillbilly talent. By the droves, country hopefuls followed Hank to Shreveport, among them, Johnny Cash, Webb Pierce, Faron Young, George Jones, Kitty Wells, Red Sovine, Slim Whitman, Jimmy C. Newman, Floyd Cramer and Jim Reeves.

Laird, a native of Shreveport, skillfully makes the case that what's now aptly called "roots" music—country, rhythm-and-blues, Cajun—often had the same themes, appeal and sometimes the same radio audiences. Young white musicians were influenced by the rhythm-and-blues artists they heard on KWKH and other regionally potent stations. The black and white worlds inevitably converged, bringing about rockabilly and a sea change in music.

The most famous of these early rockabilly artists, of course, was Elvis Presley, who appeared on 'Hayride' in 1954. He was 19 and called himself "The Hillbilly Cat." Laird writes:

"In sound, in repertoire, and in posture, Elvis Presley of the mid-to-late 1950s represented nothing short of a desegregation of musical aesthetics. This signaled a degree of desegregation of the music business itself, as companies marketed him and rock-and-roll artists like Little Richard, Fats Domino, Carl Perkins, and Jerry Lee Lewis to teenagers across racial lines."

Laird's best licks come near the end of the book, when she traces the unsung careers of four Shreveport musicians



whose lives exemplify the musical melding of black and white. One of them, guitarist Jerry Kennedy, recalled for Laird his teenage memories of attending a local black club known as Club 66.

"I remember that they had a little cage, a glassed-in

place where white people could go in. Sort of like the opposite of the way it was during segregation down there. . . . I saw Jimmy Reed there. That's where I saw Bobby Blue Bland. If I'm not mistaken, I probably saw Chuck Berry, Bo Diddley, for sure. But anyway, there was only room for like 12 people to get into this little space."

With Kennedy and Dominic "D.J." Fontana, James Burton and Joe Osborn as native sons and lively examples, Laird successfully makes her case that Shreveport helped shape popular music as we know it. It wasn't only the stars of "Hayride" who were nurtured in this cross-cultural genesis; the sidemen and music business moguls as well often got their start in Shreveport by the Red River.

The year Presley debuted on "Hayride," the watershed decision in *Brown v. Board of Education* began toppling an entrenched social order. It's not much of a reach, then, to see "Hayride" and its denizens as interesting examples of how the world was beginning to break out of its little glass cages.

In Shreveport, all musicians were created equal and learned from one another. As Osborn tells Laird about the atmosphere backstage on "Hayride":

"Elvis had had his first hit, but he wasn't the star yet. They were accessible. You could go in and meet them and sit and talk with them. 'How'd you do your lick?' you know." Nobody was crusading for social

justice, just looking for better music. And so the evolution was a natural one, and to a lively beat.

Rbeta Grimsley Johnson, a former columnist for The Atlanta Journal-Constitution, divides her time between Hammond, La., and Iuka, Miss.

LANDMARK LEGAL CASE SET IN CONTEXT

Sexual Harassment and the Law: The Mechelle Vinson Case

By Augustus B. Cochran III. University Press of Kansas, 2004, cloth \$29.95, paper \$14.95. 256 pages.

Reviewed by Julie Seaman

In 1979, bank teller Mechelle Vinson sued her supervisor Sidney Taylor and her employer, the Capital City Savings and Loan Association, for employment discrimination under Title VII of the Civil Rights Act of 1964. She claimed that over the course of her four years of employment at the bank, Taylor had coerced her to have sexual relations with him more than 50 times, had fondled her, made crude remarks to her and even on a few occasions had forcibly raped her. Vinson claimed she submitted to Taylor's unwelcome sexual demands because he suggested she would suffer adverse consequences at work if she did not.

At the time Vinson filed her Title VII complaint in Federal Court in the District of Columbia, most courts and many people did not view Taylor's conduct as illegal sex discrimination. Sexual harassment was, as leading feminists had said, a harm without a name and without a clear legal remedy. Yet, after years of litigation and appeals, the U. S. Supreme Court in 1986 ruled in the Vinson case that sexual harassment of the type suffered by Mechelle Vinson, in which she was made to work in an environment that was hostile and abusive, was sex discrimination in violation of Title VII.

In *Sexual Harassment and the Law: The Mechelle Vinson Case*, Augustus B. Cochran III, Adeline A. Loridans Professor of Political Science, has done a remarkable job of situating this landmark legal case in its social and historical context and exam-

ining its place within the larger sociopolitical landscape of gender relations, employment, and the ongoing struggle for equality. Sacrificing neither accuracy nor nuance, this book manages to be both broad and deep; every significant legal and policy debate surrounding sexual harassment law is not only mentioned but described with balance and sophistication. And, in the fascinating chapters that constitute the heart of the book, Cochran presents the personal and legal drama surrounding the Vinson case. His description integrates the technical legal rules and maneuverings, the personal stories of the major actors involved, and what is known of the behind-the-scenes posturing and negotiations of the Supreme Court justices.

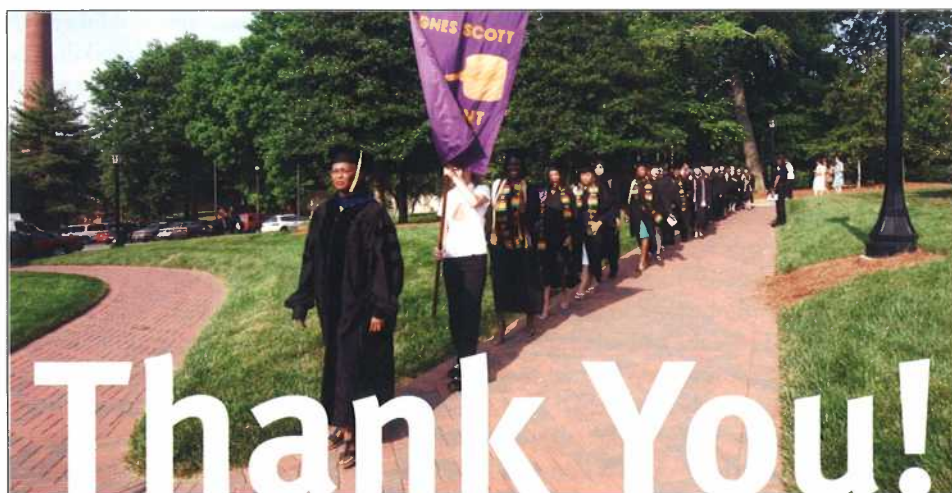
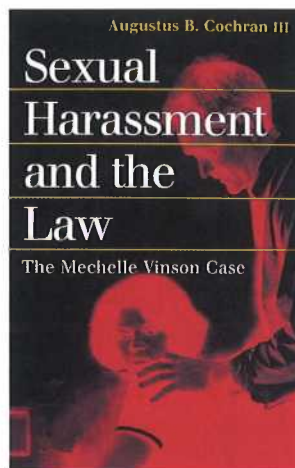
In the final chapter of the book, Cochran comments on the complex relationship between law and cultural change and whether we can expect laws regulating

social and gender interactions to push societal change or merely to reflect changes that are already in progress. He suggests a potentially new way of looking

at this complicated interaction that avoids some of the pitfalls of the "chicken or egg" arguments that tend to characterize this area of inquiry. In sum, for those interested in sexual harassment law, in the regulation of discrimination and gender relations, in the place of work in American society and the role of women within that place, and in the intricate inter-relationship of law and society, this book provides a wealth of information and food for thought. And those simply

interested in learning the details behind a compelling Supreme Court case likewise will find much of interest in this well-written and thorough account.

Julie Seaman is assistant professor of law at Emory University School of Law.



As the college nears its fiscal year end on June 30, we express our appreciation to all who support our students and the operation of our campus through the annual fund.

And just a reminder, although Commencement is over and the fiscal year is ending, annual-fund needs go on. Your contribution at any time is welcome.

Agnes Scott Annual Fund

Save time, give online at www.agnesscott.edu/give



To the class of 2005

From Marsha Norman '69

W

omen of the class of 2005, as you no longer have to sign up for physics, French or field hockey, I offer this charge to you.

Sign up for friendship, for it is women who have seen to our survival on this planet.

Sign up for family, both born and created, lost and found, dysfunctional and crucial.

Sign up for faith to work miracles, for flying in the face of tradition, for festive occasions and favorite foods.

Sign up for hard work and free time and free thought and free will, for freedom of expression and exploration and ecstasy.

Sign up for a handmade life, for holding hands, young and old.

Sign up for challenges met, responsibilities honored and heritage passed along.

Sign up for unexpected triumphs, mysteries explained, births and deaths, music in the mornings, and afternoons where nothing happens at all.

Sign up for long conversations with people who listen and long walks listening to silence.

Sign up for peace in our world and compassion in our hearts.

Sign up for women presidents and the presences of women in the world.

New graduates of Agnes Scott, I wish you Godspeed and good fortune in your new course of study, Your New Life. May you love what it has in store for you, every golden day of it—starting now.

Pulitzer Prize-winning playwright, Marsha Norman '69, was awarded the college's first honorary degree, the doctor of humane letters, honoris causa, at commencement 2005. She is co-director of the Playwrights Program at The Julliard School.



AGNES SCOTT COLLEGE
THE WORLD FOR WOMEN

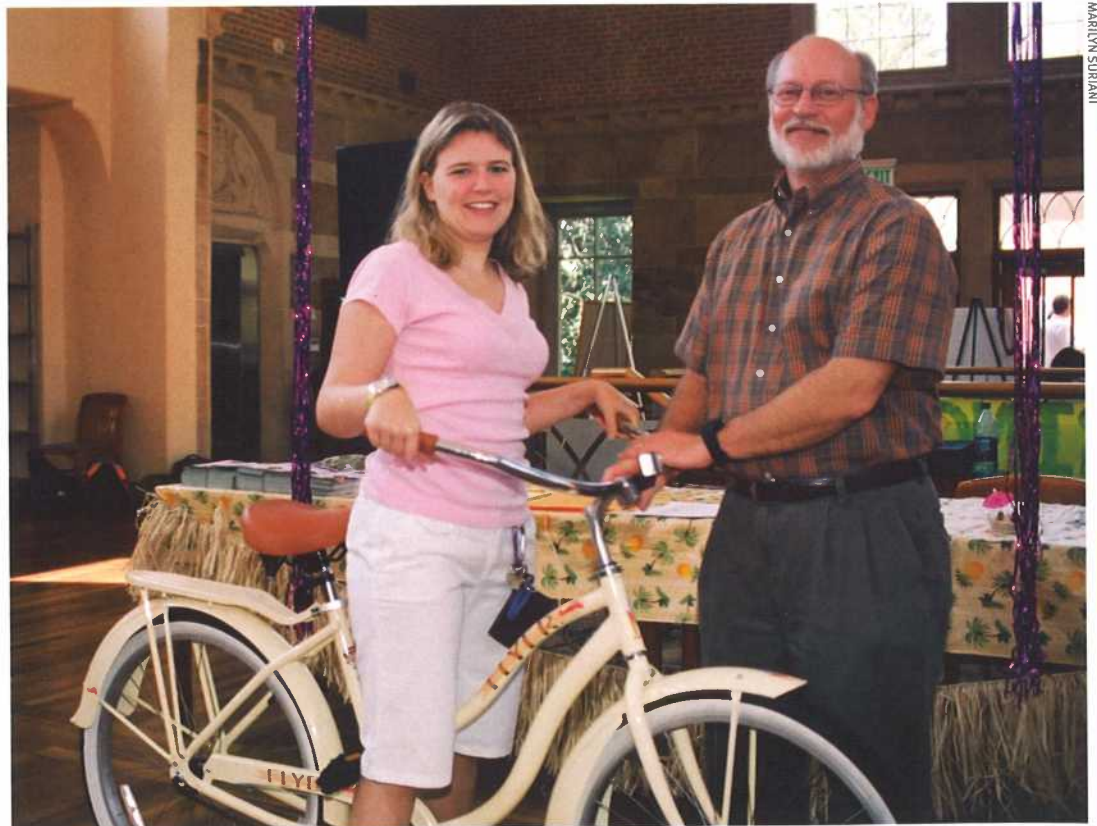
141 E. College Ave.
Decatur, GA 30030-3797
www.agnesscott.edu

ADDRESS SERVICE REQUESTED

NONPROFIT
ORGANIZATION
U.S. POSTAGE
PAID
DECATUR, GA 30030
PERMIT NO. 469

Agnes Scott's First Summer School Gets Rolling

Shelley Boyd '06 receives a new bicycle from Fred Boykin, president of Bicycle South Inc., as part of the Agnes Scott Beach Party held early this spring in the college's dining hall. Boykin donated the bicycle to the college as part of this event, which was designed to increase awareness on campus about the college's first summer school. Boyd, a women's studies major from Mount Pleasant, S.C., received the bike in a drawing open to all Agnes Scott students. Boykin's mother, Betty Robinson Hilliard, is a 1946 graduate of the college.

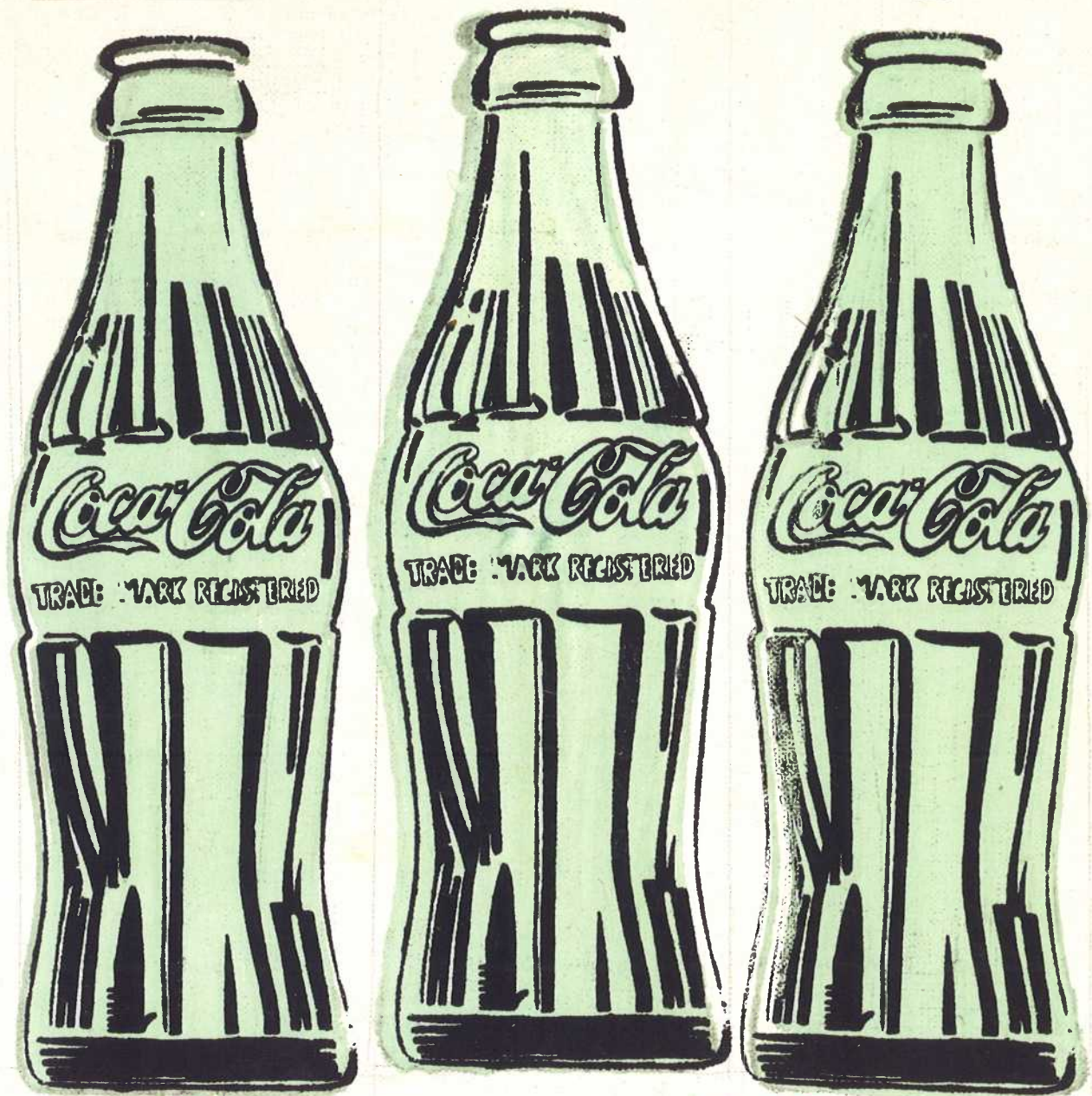


MARLYN SURIANI

Agnes Scott

FALL 2005

The Magazine



Coca-Cola

REG. U.S. PAT. OFF.

Signature

Who will you become? The college experience means something different to each of us, but Agnes Scott alums seem to agree on the “one true thing” that defined our years at the college. That guiding principle is being incorporated into the experience of current students as well as being used to recruit new ones. BY BARBARA BYRD GAINES '77



Barbara Byrd Gaines '77, president of the alumnae association, is manager-directory content for BellSouth Advertising and Publishing in Tucker, Ga. Her daughter, Bevin, is a 2005 graduate of the college.

When you arrived on campus your first year—whatever year it was—did anyone ask you, “Who will you become?”

Probably not. But it was implied. The question probably had not been articulated in just those words. Everyone—faculty, administration and staff—was here to help you answer that question. The college created the possibilities, asked you the question and set you on the path to where you are—and to where you are going.

Overwhelmingly, alumnae credit Agnes Scott with playing a major role in shaping you into the people you have become. This became evident recently as consultants interviewed alumnae, students and prospective students, searching for the “one true thing” that defines the Agnes Scott experience. You told them Agnes Scott was life-changing for you, a major factor in helping you become the person you are today—and the one you are becoming.

You will see these words or variations of them frequently since it is being asked of students and prospective students. For students, “Who Will You Become?” describes a philosophy of education that is responsive to their dreams, talents, abilities and ambitions.

For alumnae, this question calls us to consider the role Agnes Scott played in our lives. It also calls us to consider the ways the college continues to be involved in our lives; the ways we continue to be influenced and affected, shaped, if you will, by Agnes Scott. Numerous ways for us to be involved in the life of the college are available. We can attend events—Alumnae Weekend; local chapter events; cultural and sporting events; Family Weekend, if you have a daughter attending the college; and special lectures and readings.

We can volunteer with the college, local alumnae chapters and the alumnae association. We can support the college through donations to the annual fund, and I can't say enough about how important it is that alumnae give yearly to the college to help meet the needs and opportunities of each year.

If you are looking for a way to connect with the college, contact your class president or call the alumnae office.

The college keeps you posted on activities and developments through this magazine, *Main Events*, *Scott e-News* and various mailings throughout the year. Most college events are open to alumnae.

Each interaction with the college provides a new experience and a new way for us to become. As alumnae, you are the wonderful results, the radiant examples of the college's efforts in your journey. The professions and volunteer activities in which you are engaged, and indeed, the total women you are and will be, show Agnes Scott was life changing for you.

The college asks again, “Who will you become?”

A handwritten signature in cursive script that reads "Barbara Gaines". The ink is dark and the signature is fluid and elegant.

Editor's note: We are eager to hear your stories. If you would like to share how Agnes Scott helped you become the person you are today, please contact Jennifer Bryon Owen at jowen@agnescott.edu or 404 471-6301, or write to me in care of the college.

Fall 2005
Volume 82, Number 1

**INTERIM VICE PRESIDENT
FOR INSTITUTIONAL
ADVANCEMENT AND
DIRECTOR OF
COMMUNICATIONS**
Mary Ackerly

EDITOR
Jennifer Bryon Owen

SENIOR WRITER/EDITOR
Wendy Cromwell

**ADMINISTRATIVE
ASSISTANT**
Janann Giles

DESIGN
Winnie Hulme
Design Office

Our Mission
Agnes Scott College
educates women to
think deeply, live
honorably and engage
the intellectual and
social challenges of
their times.

© 2005 Agnes Scott College.
Published for alumnae and
friends twice a year by the
Office of Communications,
Agnes Scott College, Rebekah
Annex, 141 E. College Ave.,
Decatur, GA 30030.

The content of the magazine
reflects the opinions of the
writers and not the viewpoint
of the college, its trustees or
administration.

Change of address: Send
address changes by mail to
Office of Development, Agnes
Scott College, 141 E. College
Ave., Decatur, GA 30030; by
telephone, call 404 471-6472 or
by e-mail to development@agnesscott.edu.

E-mail:
publication@agnesscott.edu

Web site: www.agnesscott.edu

Cover: © The Andy Warhol
Foundation for the Visual
Arts/Corbis

Agnes Scott

The Magazine



GAMBIA PHOTOS BY AMANDA FURNESS '08

Features

- 10 **In Her Own Words**
Women's colleges live up to their claim.
Four alumnae show us how.
BY DAWN SLOAN DOWNES '92
- 13 **Preserve the Past,
Create the Future**
On the drawing board are a major renovation and a new building, the prospect of which is stirring the memories and dreams of the Agnes Scott community.
BY CELESTE PENNINGTON
- 18 **All That Coke Stock**
Do colleges go better with Coke? This historical and current look at the relationship between the college in Decatur and the soft drink giant in Atlanta shows just how well the two go together.
BY LISA ASHMORE

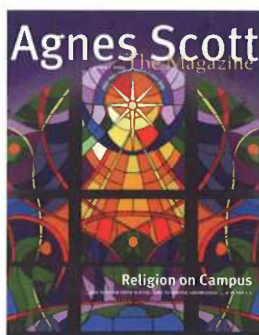
Departments

- 2 **Reader's Voice**
- 5 **Arts & Letters**
Agnes Scott's Pulitzer Prize-winning playwright "rescues" a Broadway-bound musical.
BY LINDA LENTZ HUBERT '62
- 8 **Research**
Everyone complains about the traffic but an Agnes Scott professor is doing something about it.
BY JENNIFER LUCAS
- 26 **Who Will You Become?**
Students with goals and ambitions fulfill them at Agnes Scott.
- 28 **World View**
An alumna's devotion to Indonesia leads her back following the tsunami.
BY MELANIE S. BEST '79
- Students discover how the plight of women in Gambia mirrors the struggles of their country.
BY AMANDA FURNESS '08

Reader's Voice

“We can and should be leaders in the march toward greater justice, compassion and inclusion, both in the church and in the world.”

— THE REV. ANNA PINCKNEY STRAIGHT '93



The Last Issue

ANOTHER STRONG ISSUE! While I have no doubt ministry is the vocation for which God designed me, I do believe I arrived at it much sooner than I would have without the wise, kind and superior teaching of Martha Rees, Tina Pippin, John Carey and Patti Snyder. I was tremendously blessed while a student at Agnes Scott, most of all for being encouraged to keep the bar high for Christian communities — we can and should be leaders in the march toward greater justice, compassion and inclusion, both in the church and in the world. From what I can read, this belief is alive and well in the religious diversity and dialogue of today's Agnes Scott. It is a wonderful gift to current and future students. What about the window pictured on your cover? That powerful window (a picture of which hangs on my office wall) was my companion for so many moments of meditation, prayer and worship. Where is it now?

THE REV. ANNA PINCKNEY STRAIGHT '93
via e-mail

I HAVE SPENT a most engaging evening reading, cover to cover, the latest ASC alumnae magazine. Though I subscribe to numerous national publications of high repute, this issue of *Agnes Scott The Magazine* is certainly the most riveting received in some time. Every article was superior in content and gave pause for excessive brain work. Well done to one and all. Alums everywhere surely can take pride in the folks who are building upon a proud past and taking our alma mater toward ever higher ideals. Thank you.

MARGE CROMER '65
via e-mail

I HOPE MANY ANCIENTS like me will let you know our student newspaper was called *The Agonistic*, not *The Agnostic* as is alleged on page 23 of your religion issue. The name was changed to *The Agnes Scott News* the year before I became editor. I suppose there were two reasons: not enough students

took Greek to know what "agonistic" meant, and people off campus sometimes misread it as "agnostic." I had liked *The Agonistic* as the name because of its rather esoteric assumption of learning, but I think *The Profile* is the best of the three. Congratulations on a fine job, and thanks.

ELEANOR HUTCHENS '40
via e-mail

Editor's Note: We regret the error.

I AM ABOUT AS CONSERVATIVE as they come, and for the past year I have been concerned about some of the articles printed in the alum magazine. I planned to write a protest letter, but due to several illnesses in our family, I never got around to writing. However, I did not give to the fund drive to show my displeasure.

When I read the latest magazine, I agreed with Winnie Horton Martin's letter [spring 2005 ASTM] and was pleased with some of the articles that were printed. Therefore, you will find my check enclosed. Thank you for finally presenting some traditional Christian conservative views.

VIRGINIA HANCOCK ABERNATHY '54
Dalton, Ga.

YOU WILL NOTE from this e-mail I've sent to my friend, a retired Presbyterian minister, as am I, that I was totally consumed by the entire issue of the spring issue of *Agnes Scott The Magazine*.

You and the entire staff should be beside yourselves with pride for putting out such an outstanding issue. I've read it from cover to cover and am absolutely flabbergasted and pleased beyond words! Keep up the good work!!

VAUGHN EARL HARTSELL
via e-mail

Hey, Mr. Posey!

The spring 2005 issue of *Agnes Scott The Magazine* just came out. The whole issue is a terrific read chock full of absolutely fascinating reading. Every page is filled with content that will keep your attention to the end! It is so outstanding that I asked

them to send you a copy. Almost every article will grab and hold your attention. I predict that you will spend the better part of two or three hours engrossed in the articles. I must say you are in for a treat when this magazine reaches your mailbox! It is a treasure trove of journalistic jewels!

— Vaughn Earl

Arthur Raper

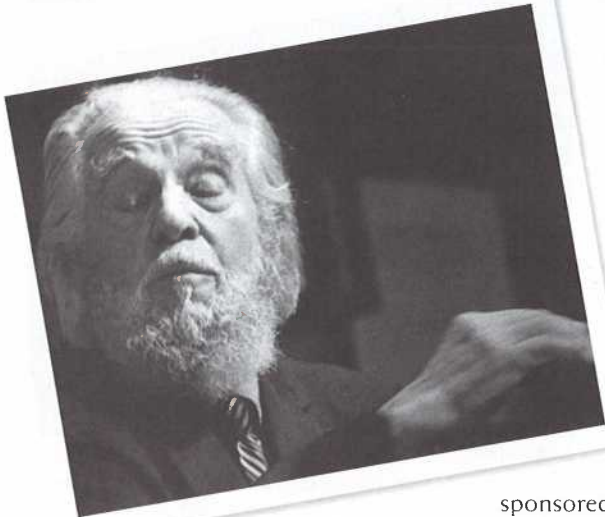
IN 1972, as an ex-Peace Corps volunteer, I was trying to find my way. My mother, Mamie Ratliff Finger '39, suggested I see a professor she had had at Agnes Scott — Arthur Raper. Your marvelous story about Raper brought back the vivid memories of that afternoon of conversation and later visits, correspondence and friendship. He truly had a "life-changing impact," and I offer the proposition that such impact reached to the next generation, whether they encountered Raper as I did or only heard about him.

Meeting Raper was a pivotal moment, as I was trying to decide whether to move back to the South, stay in Washington or go where? He walked me through his career that day, pulling down volumes from his floor to ceiling bookcases, where he had catalogued his life, pausing for a long discussion of his visits to the Mississippi Delta. He worked with the Delta Cooperative Farm, an integrated farm venture with support from Reinhold Niebuhr, Sherwood Eddy and others, and consulted with my grandfather, who was a cotton farmer nearby, and my grandmother, a liberal Methodist church activist.

I regained a direction back into my roots and soon after headed home to the South, where I've stayed. One of my stops involved a wonderful weekend where Raper came to the University of North Carolina and discussed the Southern Tenant Farmers Union in a program

sponsored by the Southern Oral History Program. A friend and budding photographer caught Raper making a point in his speech — long white flowing hair brushed back, full white beard, eyes completely closed, eyebrows raised high into his wrinkled forehead, his right hand across his chest in gesture. And, with that black and white photo nearby for the last 30 years, many mornings as I prepare for the day, a difficult task or decision at hand, I say to myself,

“... many mornings as I prepare for the day, a difficult task or decision at hand, I say to myself, ‘How would Raper handle this?’”



“How would Raper handle this?”

I was delighted to read of the biography that Cliff Kuhn is writing, an ambitious undertaking, given the reach of Raper's archives. I look forward to seeing the full scope of Raper's brilliant career and inspiring life.

BILL FINGER
Raleigh, N.C.

I'M SIMPLY ECSTATIC over Kristin Kallaher's "He Taught Students to Think" in the spring 2005 magazine. With facts added by Clifford Kuhn's research, 1938 classmates learned even more about our favorite professor, Arthur F. Raper. Congratulations to all involved with producing this tribute — so long overdue — to that forward thinking individual. Beyond lifetime friendships formed there, Dr. Raper's influence remains at the heart of my own experiences at Agnes Scott College.

ELSIE WEST DUVAL '38
Newport News, Va.

Sen. Clinton at ASC

I ADMIRE YOUR DECISION to award an honorary degree to Sen. Hillary Clinton, as well as to invite her to be the commencement speaker. That took a considerable amount of courage, or guts, to do these days in Georgia. Thank you very much.

W. PHILLIPS TINKLER, M.D.
Greenwood, S.C.

Father of Ellen McGill Tinkler Reining '71

I WAS DELIGHTED TO LEARN a couple of weeks ago that Hillary Rodham Clinton will be speaking at Agnes Scott's commencement. And I was thrilled to hear you [President Bullock] on NPR this morning talking about the event. I may be able to help you with your memory problem. You can't remember who spoke at your graduation because when we graduated in the '60s, there was not an outside speaker. The spotlight was entirely on the graduates. Congratulations on your choice this year.

ANN ROBERTS DIVINE '67
via e-mail

WE THINK IT'S WONDERFUL that Hillary Clinton was the commencement speaker at Agnes Scott. Our daughter's [Dana Peterson '09] older brother ran into her at a political event in Washington, D.C., and visited with her about it. He was proud to add that his little sister was going to be a freshman at Agnes Scott. She raved about the school and about how well she was received and treated. She said she had encouraged Chelsea to attend a women's college.

NICOLE PETERSON P'09
via e-mail

READER'S VOICE POLICY

We appreciate your letters to the editor. Space limitations dictate that letters in the future may not exceed 250 words and may be edited for length as well as for style. Include your current address and phone number. Letters will be verified before they are published.

Please send letters to:
Editor

Agnes Scott The Magazine
Office of Communications
Agnes Scott College
141 E. College Ave.
Decatur, GA 30030

Or, by e-mail to
publication@
agnesscott.edu

To President Bullock

LAST WEEK I RECEIVED a copy of your current alumni magazine. I don't often have time to read or praise other colleges' publications, but the beautiful cover of your magazine caught my eye, as did its focus on "Religion on Campus." The time I spent leafing through was certainly worthwhile. I especially appreciated the article on your honor code and Hillary Clinton's text. You may recall that we spoke about Sen. Clinton at the recent Annapolis Group meeting, and I again applaud your skill in securing her as a commencement speaker.

STEPHEN D. SCHUTT

*President
Lake Forest College
Lake Forest, Ill.*

I AM A 30-YEAR-OLD Woodruff Scholar and a single mother. I have made several bad decisions in life, as I'm sure Sen. Clinton and every woman has done. If I were to be penalized publicly because of my past and had failed to act due to such criticisms, I would have been denied the opportunity to improve and explore the numerous contributions I know I have to make. Why do so many women feel the need to condemn Sen. Clinton for the events that have taken place during her marriage? We all live and learn. As women, one would think that we would be compassionate. How many of us have been betrayed by husbands or partners who are not—and could never be—complete reflections of our own, individual character?

Though I may disagree with some of her beliefs, I find inspiration in the fact that, at a time when women are not stepping up to lead, Sen. Clinton has taken the initiative to do her best to represent women and to explore issues we face. My response to these alums is to encourage them to take action themselves and to provide younger, conservative Scotties with the female leadership they so desperately need. Sen. Clinton has not achieved success thanks to her husband, but in spite of him. This is what Scotties are—strong women who not only survive, but who thrive brilliantly, even in the face of adversity.

I am disgusted by the attacks on Agnes Scott that assume its decline. Yes, there are homosexuals here. Yes, some of us live with men we are not married to. We struggle with the same issues women throughout time have wrestled with—how to love ourselves, how to shape our own morality and even how to develop a relationship with the Creator. For alums with fundamentalist

beliefs (many of which I do subscribe to myself), I caution you to go light on judging. Jesus taught tolerance, acceptance and a desire to meet people where they are. Love of humanity does not mean isolating oneself from the outside world, just as it does not mean denying a grade-A education to women whose morals one questions.

I am very proud of Agnes Scott for many of the great things it does and for its determination to present a World for Women. It is imperative that at least one safe place exists where we can come together as a group—despite our differences—to grow, learn and assist each other. In opening itself up as a truly diverse institution that welcomes women of all races, religions and sexual preferences, the college more adequately prepares us for a world that is reflective of such variety.

AMANDA FURNESS '08

via e-mail

Corrections

We apologize for the misspelling of the last name of The Very Rev. Jean Alden McCurdy Meade '64, rector of Mount Olivet Episcopal Church in New Orleans, La., in the spring issue of *Agnes Scott The Magazine*.

On page 14 of her article in the spring issue of ASTM, "The Birthright of Our Tradition," President Bullock quoted John W. Kuykendall, president emeritus of Davidson College. However, punctuation in the article did not make clear that this was a quote. The following is President Bullock's quote from a speech given by Kuykendall:

Here, I believe, is a distinctive feature of our particular heirloom: Our tradition simply will not be put into that sort of strait jacket. We have before us a remarkable opportunity to express and exercise faithful insights in different ways pertinent to different settings and environments. To treasure the communion of faith and learning in education is the focal birthright of our tradition.

We regret the errors.

Writing a Life One Hasn't Lived

A Broadway-bound play about to premiere in Atlanta is in trouble. The call for help goes out to Marsha Norman '69x H'05 — Agnes Scott's award-winning playwright — who, even with challenges inherent in the project, accomplishes the task.

BY LINDA LENTZ HUBERT '62



LaChanze as Celie with the sun in Alliance Theatre's world premiere production of *The Color Purple*.

Imagine being requested a few months before its world premiere in Atlanta to “rescue” a Broadway-bound musical. Impossible — unless you are as gifted and focused as Agnes Scott's Marsha Norman '69x H'05; but even for her, to have her talents brought to bear in the eighth year of an eight-year venture was daunting! When producer Scott Sanders sum-

moned her in February 2004 to the task of writing the book for a musical built on Alice Walker's novel *The Color Purple*, the project was presumptively destined in two weeks for a staged reading — sans script — and due to go into previews at Atlanta's Alliance Theatre in September.

The Color Purple broke Alliance box-office records with the majority of the performances. The local response underscored the collaborative strengths of Atlanta's Alliance Theatre and proved the good judgment of promoters in selecting for this first stage a prominent theatre in Walker's home state.

During the extravagant opening on Sept. 17, 2004, Walker herself interrupted the unmitigated applause and standing ovation that came with the final curtain to provide a welcome endorsement of the musical her novel had inspired, inducing sustained cheers as she spoke of the racial healing and African-American triumph represented by the musical interpretation and its talented production and performing casts.

“Agnes Scott Night” was held several performances later with a festive, crowded pre-theater reception for students, faculty, staff, alumnae and other college constituents.

Among the Agnes Scott participants celebrating Norman's role in this production was my class of 27 students in the master of arts in teaching secondary English, who had studied Walker's novel, analyzed Steven Spielberg's 1985 film and were climactically concerned with the issues involved in adapting the original text to a musical. They were eager to press Norman with questions. So several months later, Norman was generous enough to expand on remarks made the night of the Agnes Scott performance.

“As a white woman, I felt — I was really frightened — that much as I loved the story, I wouldn't be able to do it justice. Could I tell this story that I had not lived?”

By that time, changes for Broadway, revealed by the Atlanta run, were underway. Norman, her expressive face—initially drained by the meetings of the Agnes Scott College Board of Trustees that had drawn her focus all day—grew animated as she conveyed her complex assessment of *The Color Purple* project.

Eleventh-hour entry

Upon learning of plans to create a musical from the Pulitzer Prize-winning novel, Norman, long a fan of Walker's book, had written to its producers of her eagerness to be engaged in the project. She had no real idea that she would be hired—and she wasn't—in spite of credentials that include her own Pulitzer Prize for *'night, Mother* and a Tony for the book and lyrics for the musical adaptation of Frances Hodgson Burnett's beloved novel *The Secret Garden*.

That is, until production floundered: Regina Taylor had been commissioned to write the play-

book, which, owing to her overcrowded calendar, had fallen much behind schedule.

When Norman received the call asking for her help, she agreed—only to soon learn that Taylor had backed out altogether. She found herself stepping into a project most unlike any she

had experienced. First of all, she was not asked to write the song lyrics along with the book, as she had done for *The Secret Garden*. Many songs had already been written; she recognized an intimidating challenge in providing a structure and text that could accommodate the already existing musical numbers.

Most of all, she felt the trepidation of being a white woman—when the novel, the cast, many of the staff and the sensibility of the project were black. The miseries of the story's Celie were remote from Norman's own experience.

"As a white woman, I felt—I was really frightened—that much as I loved the story, I wouldn't be able to do it justice. Could I tell this story that I had not lived?"

Further, there was potential awkwardness in her 11th-hour entry. "Would the cast accept me? Would the other writers and musicians feel displaced?" It would be a considerable while



before Norman could say with grateful conviction, "it was an experience that changed my life."

Expressing gratitude for the privilege of working with this material, Norman noted additional misgivings she had to overcome to embrace the clear risks of this project. Musicals, of course, are never a sure thing, and adapting a popular novel—particularly one about the poverty and abuses suffered by blacks in the rural South of the first half of the 20th century—can involve as many minuses as pluses. The perception of some African-American men that the novel and its film version stereotyped them as child-abusing, greedy, misogynistic, lazy and self-centered creatures had resulted in boycotts of theaters when Spielberg's film was released. That was not something anyone wished repeated with the musical. Furthermore—and problematically—Spielberg had dodged the sexual dimension of the love between the protagonist Celie and Shug Avery. Norman, like Walker, felt the musical should not downplay the lesbian relationship. Nor should it flee from rendering the abusive sex and violence so fundamental to the novel. She could—and would—mitigate the harshness of "Mister's" profile by allowing him to change as a consequence of his well-deserved punishments and the lessons of the liberated Celie.

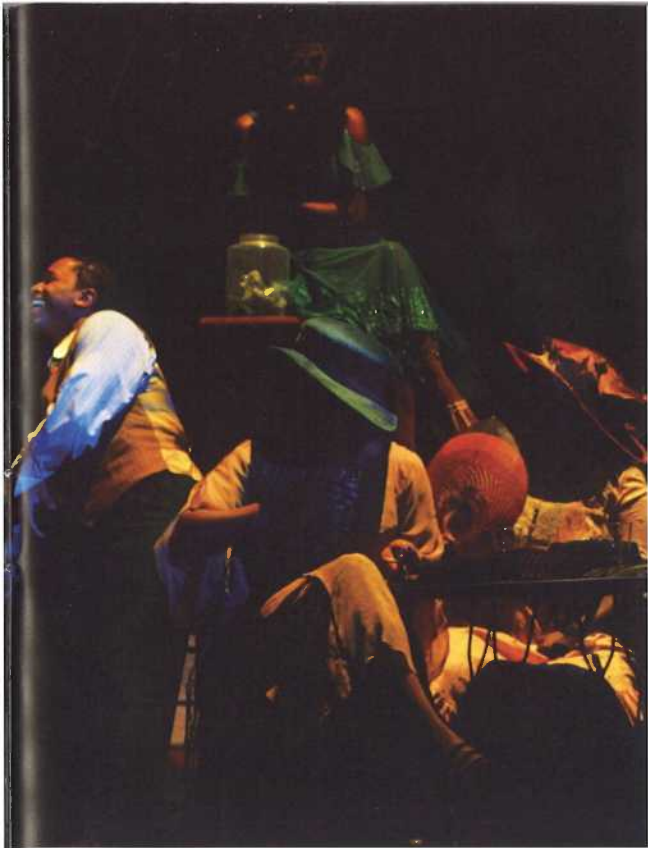
There were hefty theatrical problems to solve in the translation from epistolary novel to musical that were different from the ones Spielberg wrestled with in his film.

"Movies can handle scale and scope very well," allowed Norman—but she had to decide how to handle Nettie's long disappearance from



JOAN MARCUS / ALLIANCE THEATRE

Alliance Theatre artistic director Susan V. Booth (left), actor Adriane Lenox and playwright Marsha Norman '69x H'05 at Alliance Theatre's world premiere production of Broadway-bound *The Color Purple*.



JOAN MARCUS / ALLIANCE THEATRE

Adriane Lenox as Shug Avery in Alliance Theatre's world premiere production of *The Color Purple*.

babe is taken from her, Celie lullabies a heart-wrenching song added since the premiere—"Somebody Gonna Love You." That supernal pledge to her offspring links the opening and the close of the play, as well as the start and the completion of Celie's journey to selfhood and self love. By the time this musical ends, Celie, in the spirit of Walker's novel, commits to the belief that these lyrics apply not only to her children, but also to herself.

As we listened to Norman's tape of this song, I realized I was far from alone in registering its emotional power and thematic significance. These plaintive and haunting notes contain the genesis of the joy of self-affirmation to come. We, as an early trial audience, felt included in the fictional struggles and triumphs of that poor abused black woman living decades ago in rural Georgia.

A universal paradigm

In the book she constructed for this production, Norman helps to "write a life" for which she reveals manifest sensitivity and sympathy; but she also makes certain—as Walker would surely wish—that the life of this musical provides a universal paradigm for the inevitable battles for selfhood and self-approval waged by almost all human souls, even those who experience lives far more advantaged in every way than Walker's Celie.

The rousing July 4 finale offers the prospect of healing and wholeness for women and men, for black and white—and perhaps even for the nation. Celie's independence is the primary reason for celebration, of course, but in her playbook, Norman underscores redemption for the chastened Mister as well, allowing him and his male counterparts back into the human fold—at least provisionally.

In the lyricism of *The Color Purple, A New Musical*, there is more hope than defeat, as much humor as pain—a view we trust will be endorsed by sold-out performances, standing ovations and theatrical awards to follow with the Broadway production.

Linda Lentz Hubert '62 is professor emerita of English at Agnes Scott.

the stage as well as find a way to overcome the *Lion King* stereotypes that plague any current stage rendering of Africa.

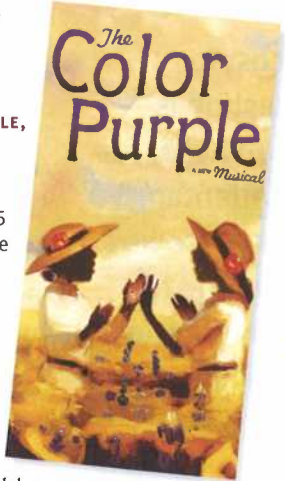
Changes for New York

The Atlanta solutions had not been entirely successful, Norman explained, and she shared a number of the changes she contemplated for New York. She described how an intensified focus on the novel's primary character, Celie—and a corresponding diminishment in her sister Nettie's stage role—would improve the coherence of the play and help to make convincing Celie's remarkable development in self-esteem. She delighted us with her reassurance that the hilarious "gossips," a recurring trio of carping women, not only were to persist but were to be given husbands.

She mentioned the expanded role of Squeak, whose slight part in the Atlanta production had left her motivations murky. There were to be a number of cast changes, she explained. She spoke of new songs and revisions of old—and, this time, Norman had been able to do more than tweak their lyrics.

Norman also shared a substantial change made to promote clarity and focus. She planned for the opening scene to differ in time and place from that of the Atlanta production. At the Alliance, the play began with Celie's mother's funeral—and the introduction of her two grieving little girls, Celie and Nettie. The pained gospel music was compelling, but the performances of the children were not.

The revised opening: a few short minutes into the show and a newborn baby cries. As her



THE COLOR PURPLE, A NEW MUSICAL

Opening Night:
December 1, 2005
Broadway Theatre
1681 Broadway
New York, N.Y.

Going Nowhere Fast

Everyone complains about the traffic, but no one — almost no one — does anything about it. Driven by her frustration and curiosity, an Agnes Scott professor's research may yield solutions down the road. BY JENNIFER LUCAS

The average automobile commuter in the United States spends 53 minutes driving 30 miles roundtrip a day just going to work and back home again. That is a lost hour each day. Traffic congestion has increased nationwide, and American roads are congested for longer periods of time, which has increased travel times and will continue to increase travel times. Needless to say, commuting to and from work is frustrating and stressful for many people.

In Atlanta, where I live, and in many other cities, commuting is posing a threat to quality of life. This issue has surpassed safety issues, and great numbers of people are moving back inside the Perimeter to avoid long commutes. Atlanta ranks fifth in the nation as the city with the greatest delays and 11th for the worst congested travel. The cost for congestion is \$573 per year for each Atlantan. The city also has three of the top 20 worst bottlenecks in the United States.

This issue is a personal one for me. One Friday afternoon, I was delayed at work and did not leave until 3:30 p.m. I had hoped to leave earlier because Friday rush-hour traffic is the worst travel time during the week. My usual rule was that if I did not leave by 3 p.m. I would stay at work until 7 p.m. On this day I took my chances — and suffered the consequences.

I took my normal route home, a 28-mile trip. Just after getting onto the interstate, I saw that the vehicles up ahead were at a standstill. I quickly thought about trying to exit, but I was six lanes in and missed the exit. I drove up to the stopped vehicles and waited.

In my first hour of waiting, a radio reporter announced that a tractor-trailer had jackknifed and spilled its contents. I began thinking about how much my commute was affecting me. Unlike most of my friends, I got up at 4:45 a.m. so that I

could leave my house by 5:15 a.m. I wanted to avoid the traffic, but I also wanted to be sure to get to work on time for my 9 a.m. course. If I tried to drive to Agnes Scott during rush hour, my normal 45-minute trip could take two hours or more.

In my second hour of waiting, I thought about my work-family research and how commuting especially affects dual-income couples who work in opposite parts of a city.

In my third hour of waiting, I wondered who was doing research on commuting and what those people were finding. That day it took me almost four hours to get home. But it also gave me my current research project.

The next day I conducted a literature search on commuting, and found articles about such things as road construction, vehicle safety and traffic flow, but I wanted to know about how people are affected by commuting. Most of what I found had been done in other countries and was 20 or more years old. I was surprised more researchers were not doing research on the psychological effects of commuting. This gave me a wonderful opportunity. Since beginning my research five years ago, others have begun investigating commuting, but much more research needs to be done.

The following tips, many the results of my published research, can be used to lessen your commuter stress.

AT WORK

- Participate in a flextime program with varying work start times. Through my research I found that commuters with flextime reported less driver stress and feelings of time urgency.
- Participate in a telecommuting program. You can avoid commuting altogether on the days you work from home.
- Participate in company vanpooling or carpooling.



The cost for congestion is \$573 per year for each Atlantan. The city also has three of the top 20 worst bottlenecks in the United States.



- Set up nontraditional work hours to avoid the heaviest traffic.

If your employer doesn't offer these programs, it's worth it for you to raise the issue.

AT HOME

- Find a predictable commute. My research revealed commuters with more predictable commutes experienced less driver stress. I also found less-predictable commutes negatively affected work productivity once at work.
- Live near mass transit—and use it.
- Drive away from traffic to avoid congestion. I found commuters reporting greater congestion also reported greater driver stress. However, I did not find the commuters with longer-distance and time commutes to report greater driver stress, so congestion is a more important contributing factor for stress than length of commute.
- Move closer to work if you have a congested commute.

If the above suggestions aren't feasible, you can try to cope by listening to music or to books on tape. Think about purchasing a vehicle with a comfortable environment. Less noise and vibration, better back support and an air filtration system ease commuter stress.

I continue to research commuting and hope to learn more about the effects of commuting so that I can develop better coping solutions. This year I decided to take on a much more ambitious

research project. I am writing a grant to study both the physiological and psychological stress that can result from commuting. I became interested in physiological stress after finding through my past research that commuters reporting high commute strain also reported more negative physical symptoms and exhaustion.

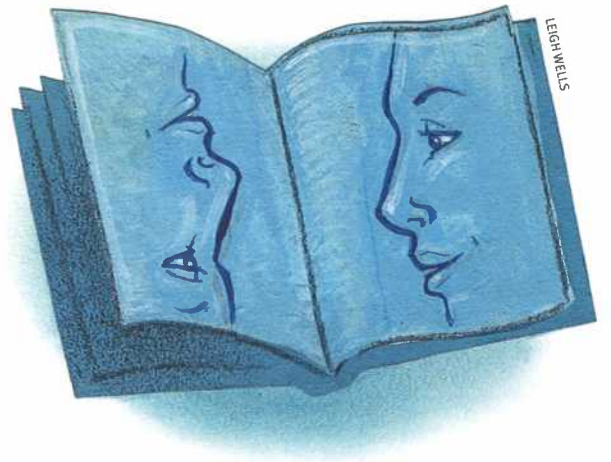
For the grant, I am proposing a model of the commute experience with physiological and psychological stress as the end result. I will assess stress using written questionnaires and salivary cortisol, a stress hormone. Salivary cortisol was selected because it is a reliable indicator of physiological stress and also because it can be extracted from saliva instead of blood or urine, it causes less stress for research participants. This is exciting research because salivary cortisol will allow me to determine if stressful commutes actually cause physical damage to commuters' bodies.

Following my own advice, I have significantly decreased my commute stress. I moved much closer to work, drive away from traffic—creating a predictable commute—and avoid the rush hour by going into work later.

Jennifer Lucas, associate professor of psychology, joined the faculty in 1998. She holds a Ph.D. in industrial-organizational psychology from Kansas State University.

AUTHOR'S NOTE

While they were students, Kira Barden '00, Jelena Crawford '03, Mandy Gray Gewin '00, Tonia Miller '00 and Amber Raley '02 assisted in conducting my commuting research, and this experience helped all of them gain acceptance into graduate programs.



In Her Own Words: The Value of a Women's College Education

These days, the value and feasibility of a women's college education generates hot debate, and some single-sex schools are admitting men or closing. Testimonies of Agnes Scott alumnae validate the college's clear mission of educating women.

BY DAWN SLOAN DOWNES '92

Women make up more than half the students enrolled at America's coeducational institutions, and the growth in their numbers outstrips those of men. Because of this, women may appear to have the same access to educational experiences and opportunities as men.

Some educators and politicians question the value of a single-sex education, but they fail to note the fact that women who attend women's colleges are three times more likely to major in economics and one and one-half times more likely to earn degrees in math or science. When surveyed, women's college graduates report consistently greater overall satisfaction with their college experience than do their coed counterparts.

While women's college graduates represent only 2 percent of all female college graduates, they make up more than 20 percent of the women in Congress, 30 percent of *Business Week's* "2004 50

Female Rising Stars of Corporate America" and 20 percent of *Black Enterprise Magazine's* "20 Most Powerful African-American Women." Women participate in philanthropic endeavors in significantly higher numbers after graduation and are twice as likely as graduates of coeducational institutions to earn doctorate or medical degrees.

Statistics and facts indicate a women's college education does give its recipients an edge in careers and life. But the "proof is in the pudding," as a look at four alumnae confirms.

Dawn Sloan Downes '92 is a freelance writer in Tucker, Ga.



GARY MEER

DR. AMY HUTCHINSON '86

A View of the Future

Dr. Amy Hutchinson '86, a pediatric ophthalmologist at Emory University, had never considered attending a women's college.

"I specifically threw away every brochure I received from women's colleges," she recalls. "I planned to go to a large university with the rest of my crowd until late in my senior year when a teacher suggested Agnes Scott might be a better fit for me."

Hutchinson, whose job includes teaching and research as well as patient care, has also volunteered on a number of international medical missions, including a mission to Ecuador in April. As part of her clinical research, she recently undertook a study of childhood vision screening and began a project with a Georgia Institute of Technology engineer to develop an automated vision-screening system.

Her first visit to Agnes Scott did it. "It only took that one brief experience for me to realize that Agnes Scott was the kind of college I wanted to attend," Hutchinson says. "I remember coming away with a very favorable impression of the students because they seemed so confident and intelligent. I was also impressed with the dynamic in the classroom. As it turns out, the attributes that attracted me to Agnes Scott that weekend are the very ones that ultimately helped define who I am today."

Hutchinson attributes her academic success at Agnes Scott and in medical school to the college's small class size and direct interaction with her professors. This led to "a certain confidence and self-assuredness that I probably would not have gained if I had gone to a larger university," she says.

"Constantly surrounded by accomplished women who were my fellow students, alumnae, professors and college administrators, I could envision my future as one of them."

JODIE ELIZABETH JEFFREY '80

Focus on Self

Co-owner of Brooks-Jeffrey Marketing in Mountain Home, Ark., Jodie Elizabeth Jeffrey '80 manages 24 employees and runs a full-service marketing agency that handles accounts for manufacturing, health-care and service businesses. Since 1984, Brooks-Jeffrey Marketing has won more than 40 national awards for creative services.

A native of Lone Oak, Ky., a small town in the western part of the state, Jeffrey learned early in life about the societal expectations placed on young women.

"In rural Western Kentucky in the 1970s, women focusing on themselves and their intellectual growth was uncommon," says Jeffrey. "Attending Agnes Scott allowed me to do that in a lovely, safe environment. The courses and faculty enabled me to develop creatively and analytically. I not only gained from the course knowledge, but developed communication skills that still serve me well today."

For Jeffrey, choosing a women's college was simple. "Going to college was about learning and stretching oneself mentally. Agnes Scott's focus has always been—at least in my opinion—primarily about learning. The coed schools I visited during my search for a college seemed to stress the social aspects of college as much or more than the opportunities for learning."

Jeffrey says her Agnes Scott professors inspired a lifelong love of learning that is a "never-ending and rewarding journey of its own. If you know how to learn, to use your mind and communicate, you can handle any job or career or opportunity you encounter the rest of your life."



COURTESY OF BROOKS-JEFFREY MARKETING

"It was wonderful to have four years of learning without the distraction of boys in the classroom or competition for the professor's attention or pressure to look good in class."



LETITIA "TISH" LOWE '69

Lifelong Learning

Letitia "Tish" Lowe '69 experienced the growth of her self-esteem and confidence during her years at Agnes Scott. However, the former president of the World Bank's International Finance Corp. says the most important thing Agnes Scott gave her was a love of learning.

Lowe has been the first woman in each position she's ever held, and in some cases, the first person in that job. "My professors at Agnes Scott provided me with a sense that even if I didn't know about something, I could learn what I needed to learn to do it."

Her career began when she became the first woman to work as a computer operator for IBM. A music major, she taught herself programming before taking anthropology classes at the University of Tennessee and ultimately creating her job as head of the Tennessee Valley Authority's cultural resources management program.

At the age of 40, Lowe earned her M.B.A. from Yale University. Hoping to combine her environmental experience with an interest in international development, Lowe was told that such a job simply did not exist. Refusing to abandon her dream, Lowe secured a five-week contract with the International Finance Corp. as a public relations consultant for IFC's lone environmental specialist. Soon, she became a full-time employee and developed a program to train bankers in developing nations to evaluate loans for their environmental impact. Her program is now a standard for banks worldwide.

"If I'm not learning something new, I'm not happy," says Lowe. "It was very freeing for me to attend Agnes Scott—free of the social pressures of a coed environment—and to be challenged to be better than I thought I could be."

Retired from the IFC, she is studying drawing at the Angel Academy of Art, the world's foremost academy of classical art, in Florence, Italy.

"Before and after college there are ample opportunities to develop the skill of working with men. At a women's college, you are free to try something new and to succeed without the fear of upstaging some boy who's interested in you."

KAY LAWATHER KRILL '77

Confidence to Lead

Fashion may not have been the first priority for Kay Lawther Krill '77 when she was a student at Agnes Scott, but the psychology major has learned a thing or two about the subject since graduating. Recently she added CEO to her role as president of Ann Taylor Stores Corp., where she manages one of the best-known and most successful brands in women's fashion.

Krill joined Ann Taylor in 1994 as merchandising vice president and in 1996 helped launch the company's new stand-alone Ann Taylor Loft division, a moderately priced brand extension, for which she is credited with building and nurturing since its inception. Promoted to president of the division in 2001, she turned the concept into one of the retail industry's fastest growing brands, delivered 19 consecutive quarters of positive sales and turned the store into Ann Taylor Corp.'s largest division. Since November 2004, she has overseen all three of the company's concepts—Ann Taylor Stores, Ann Taylor Loft, Ann Taylor Factory Stores—with more than 700 stores in 45 states, which produce more than \$1 billion in annual sales. She also manages all aspects of marketing.

"Agnes Scott definitely developed my leadership skills and my confidence. I was president of the athletic association and on the student council, and those two experiences were very important for my growth and exposure. Leadership is a journey, and confidence in leading a team, a company, or even a few key associates, further develops and is refined each year."

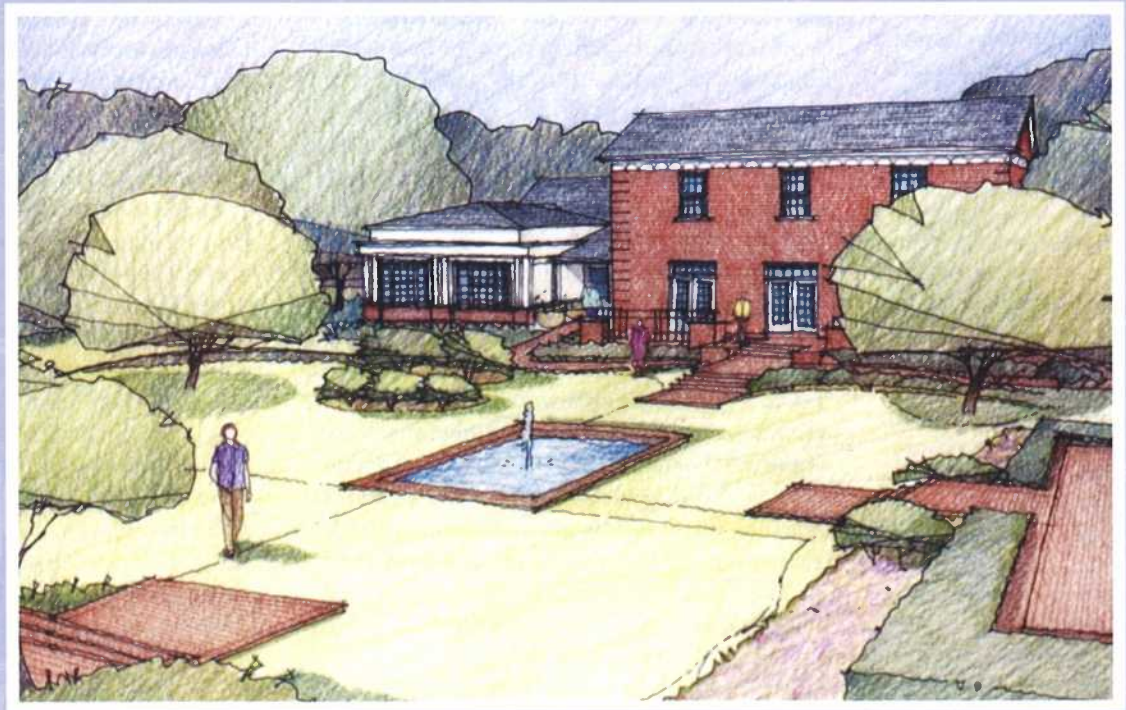


COURTESY OF ANN TAYLOR STORES CORP.

"A single-sex education was crucial in creating and developing my thought process, my confidence and my leadership skills."

On the drawing boards are two "beauties" — a stunning new chapel and renovation and expansion of the beloved Anna I. Young Alumnae House. While both projects meet practical needs of the college, both also meet spiritual needs. BY CELESTE PENNINGTON

Preserve the Past, Create the Future



PERKINS + WILL

Anna I. Young Alumnae House: *It's Time*



The Anna I. Young Alumnae House, named for a 1910 alumna of the college who served as a mathematics professor until her death in 1920, is the second oldest such building in the United States, and the oldest in the Southeast.

After Mary Wallace Kirk '11 became president of the local alumnae association in 1919, she visited the alumnae offices in a number of other women's colleges. She discovered Vassar College had an alumnae house and decided Agnes Scott should have one, too. Kirk didn't waste time, donating half of the needed \$20,000 for design and construction for the house to be built in 1921. When authorized by the trustees, the resolution stated the "alumnae of the college are our best asset."

The well-worn guest books of the Anna I. Young Alumnae House read like a who's who. With its high ceilings, congenial hearth and lovely garden, the Georgian-style home

has hosted a range of guests from royalty to students' dates, as well as provided a home-away-from-home for the literary greats.

As president, James R. McCain (1923–1951) sent fresh flowers for the enjoyment of Agnes Scott visitors, among them the poet from New England.

"Robert Frost was tall and gaunt and very quiet," recalls Mamie Ratliff Finger '39, who kept the flowers fresh as she served him and other Alumnae House guests for two years after her graduation. Frost spoke few words to Finger, but he showed his appreciation with a beloved keepsake, an autographed book of his poems.

An elegant place to live

"It was a very elegant place to live," allows Finger who stayed in a second-floor room of the house where she worked as both hostess and assistant editor of the alumnae association's publications, including the *Quarterly*. She is certain that undertaking prepared her well for the stream of guests she has entertained during 62 years of marriage to a minister who became president of a Methodist college and later a bishop.

Day students regularly enjoyed refreshment in the Alumnae House's downstairs tearoom. Trustees who didn't see eye-to-eye during board meetings have been known to iron out their differences while relaxing together in the living room. For decades, the alumnae association has used its lush and fragrant garden to fete new students in the fall and new graduates each spring.

"It is a symbol of those who have gone beyond the campus," notes Lucia Howard Sizemore '65, former director of alumnae relations. "It is also a bridge for those coming to and going from campus."

Thanks to a cohort of volunteers, the Alumnae House garden has been restored and



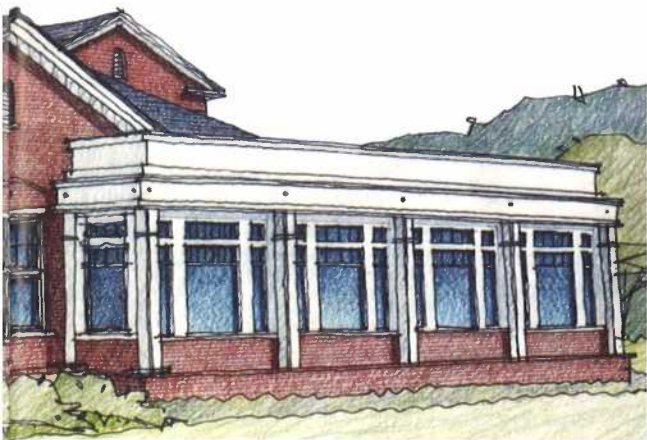
maintained beautifully. Structurally, the house is in good shape, but the blush is off the rose when it comes to the house's outdated systems and interiors. Years ago, one avid gardener, Mary Ben Erwin '25, described it by saying: "We look like fallen aristocracy. We've got to do something with the Alumnae House!"

On occasion the house has been spruced up, yet in nearly 85 years, its plumbing and electric wiring remain virtually unchanged. Several guests still share one bath on the hall. Switch on a table lamp upstairs, and lights may flicker all over the house.

"Plug in a hair dryer, and strange things happen. It will be wonderful for visitors, especially dignitaries and speakers, to stay in a lovely place," muses trustee Jeanne Kaufmann Manning '72.

Linda Grant Teasley '61 agrees. She has served on the board of trustees for six years and knows the house well. "Like staying in a dorm, the Alumnae House is a very companionable place, yet this renovation will help it lose that 1950 dorm feel. I am especially looking forward to it having a bathroom with each room and a shower that is in better shape."





PERKINS + WILL

Changes are under way

Thanks to a gift from Erwin's friend and fellow Alumnae Garden volunteer Bella Wilson Lewis '34, plans for these kinds of changes are underway. When Lewis died in 1995, President Mary Brown Bullock '66 allocated \$900,000 in undesignated funds from Lewis' estate as a lead gift for the \$2.9 million project. No money will be diverted from academics or student life for this renovation and expansion. It will be funded by gifts from alumnae and other donors, and construction will not begin until all funds are in hand.

In 2002, the college presented its ideas for the renovation and asked the architectural firm of Perkins + Will of Atlanta to make a proposal.

The first question was: "Can you fit all these functions into the existing house?" After careful consideration, the answer was no.

The second question was: "If we restore the house to its original design, can we expand through an addition?"

Perkins+Will did a building analysis and studied site constraints. Vance Cheatham, associate principal and senior designer, says, "The house looks good standing alone. Our challenge was to design an addition that appears logically attached and does not compete." He presented four concepts, and the college chose a carriage house-style addition.

As they approached the project, Cheatham and interior designer Marcia K. Knight '73 of Perkins+Will were excited that Agnes Scott archives contained the original hand-drawn plans for the house. One rendering shows an interior with details including the molding profiles. "Williams Brothers [lumber company] is still in business," says Cheatham. "They did the molding and have kept their old profiles, so we can match them exactly!"

Although changes are required to upgrade and make the house energy-efficient, Knight says, "Our historic preservation consultant said that the historic integrity of the house rates very high. The wooden floors are lovely. The fireplace in the living room is just exquisite. We want to maintain the building's stately and elegant character. We believe that when we are done, people will say, 'This is what the Alumnae House should look like!'"

Nancy Thomas Hill '56, trustee emerita from Richmond, always elected to stay in the house while a trustee. She vividly remembers, as a student, standing in the Alumnae House with her date, nervously waiting for her mother to descend the stairs and join them for an evening at the opera. "When I went back to work on Bold Aspirations, I was back in the Alumnae House. It had deteriorated considerably," says Hill, who is looking forward to staying in the renovated space. "Would the college put Sen. Hillary Clinton there now?" Hill smiles: "We joke and we laugh, but it is definitely time for a change."

The renovation and addition will include:

- Restoration of the tearoom, seating up to 30. Three pairs of French doors at the back of the house will open from the tearoom onto a terrace overlooking the Alumnae Garden. Tearoom parties can spill out into the garden.
- Each of the five guest rooms will have a separate bath.
- A VIP room on the second floor will have a sitting area, work space, bedroom, bath and storage.
- ADA accessibility includes an elevator making second-floor rooms accessible to all guests.
- A serpentine brick path will unify the Alumnae House and the garden.
- A carriage house addition. It will contain three offices and a large workroom for students and support staff. It is designed so the addition could be readily retrofitted as two additional guest rooms in the future.



PERKINS + WILL

Julia Thompson Smith Chapel: *Sacred Space*

By design, the Julia Thompson Smith Chapel will be a Christian chapel that welcomes people of all faiths.

On the drawing board are a foyer, a separate space for prayer and Bible study, a sanctuary to seat a minimum of 100, space for the Brombaugh Opus 31d organ and a garden.

A half-century ago, Agnes Scott students attended required chapel services in Gaines Chapel. But Anne Jones Sims '53 remembers their enterprising Christian Association president scouring the campus for a more intimate place for prayer. In an upper room in Murphey Candler, they rolled out a nice carpet remnant, added "found" chairs and "some hymnals that we thought would be better used there than in the pew backs of Gaines," admits Sims. "We could worship together in Maclean and Gaines. But these did not meet our need."

Thatcher Chapel, located inside the old campus center, provided a place for worship and reflection, but that building was demolished to allow a building space for the Alston Campus Center.

Today, students meet in their residence halls for Bible study and for worship in The Amelia Davis Luchsinger Fireplace Lounge or in a second-floor room in Alston Campus Center.

"Even though it was pretty small and drafty, for a while the gazebo was enclosed and used as a prayer room," recalls Mary Brown Bullock '66, past CA president. "There was always a search for the best place to have religious services."

Soon that long search will be coming to a glorious end.

Harmony with surroundings

Before his death, Hal L. Smith, trustee emeritus, gave \$2 million to the college toward a freestanding chapel so future generations will have a sacred place for spiritual reflection and expression. It will be named for his wife, Julia Thompson Smith '31. The naming gift of \$500,000 for the chapel garden was donated by trustee Jim Philips and his wife, Donna, in honor of his parents, Davison and Kay Philips '43.

This year, the trustees selected a world-class architect of contemporary Gothic chapels, Maurice Jennings + David McKee Architects, to design a chapel to fit the landscape and provide a profoundly beautiful, light-filled space for worship.

Their design philosophy upholds the principles of organic architecture espoused by Frank Lloyd Wright and Fay Jones. Jennings + McKee is the successor firm to that of the late Fay Jones, noted architect of Thorncrown in Eureka Springs, Ark.

"It is like a beautiful gem," says former trustee Sally Skardon '70, past chair of the building and grounds committee, describing Thorncrown, which was featured in *Southern Living*. "When we entered the chapel, it made our hearts soar. They design every aspect of the space. It is simply transforming."

Jennings worked with Fay Jones and was the only partner in Fay Jones + Maurice Jennings Architects. Their designs for contemporary Gothic chapels are listed among the most significant buildings in the United States in the past 100 years. Their design principles focus on a harmony between the building and its natural surroundings, a close relationship of the individual elements of



the building to each other, the honest expression of materials and generous use of natural light.

Gué Pardue Hudson '68, vice president for student life and community relations and dean of students, is among administrators and alumnae who visited several chapels designed by this firm, including the Chapel of the Apostles at The University of the South in Sewanee, Tenn. "When you walk in, you have that sense of awe that you are in a sacred space," says Hudson.

By design, the Julia Thompson Smith Chapel will be a Christian chapel that welcomes people of all faiths. On the drawing board are a foyer, a separate space for prayer and Bible study, a

sanctuary to seat a minimum of 100, space for the Brombaugh Opus 31d organ [one of only six of its kind] and a garden. The architects are planning to incorporate the Llorens stained glass window from the Thatcher Chapel.

A place for reflection and quiet

After considering eight locations, the college selected the former Snodgrass Amphitheatre and May Day Dell as the site, chosen for its beauty and its access along a thoroughfare between the new Science Center, Alston Campus Center and McCain Library.

"Hal Smith was actually more interested in the location of the chapel than in the architects," says Bullock. "Hal Smith loved this site."

Providing students with a stand-alone chapel makes sense to Paige McRight '68, former Julia Thompson Smith Chaplain. "In the midst of the busyness of college, this will be where students can take a breather and take stock, a place for reflection and quiet." Now and then, McRight performed funerals and memorial services in Gaines because Thatcher Chapel, seating 70, was

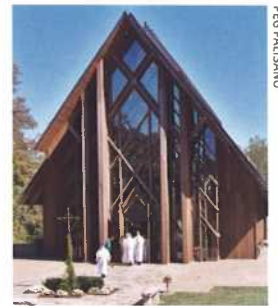
Agnes Scott is one of the best expressions of that reality. Having a chapel is a visible reminder of what the college was founded on."

Skardon agrees. "The college has focused on the academic with the construction of a library and science buildings, on the social with a student center, on the physical with its athletic field and tennis courts—and we are excited about all of these things. The college was created to help shape the intellectual, ethical and spiritual values of the students.

"Inscribed on the seal is II Peter 1:5. 'Add to your faith virtue, and to virtue, knowledge.' It is a holistic approach to education. The chapel will be the spiritual center of the campus, affirming the importance of faith in our community of higher learning. Our students want and need this," continues Skardon.

In hand is about \$4.4 million of the estimated \$6 million needed for chapel construction, the garden and an endowment for maintenance. Construction will begin after all funds have been raised.

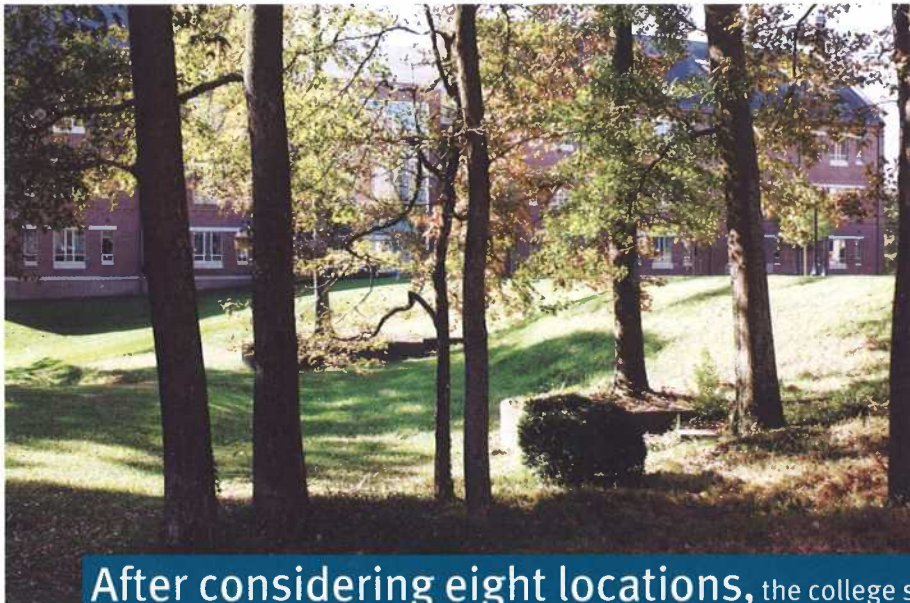
"Many alumnae will want to be involved," says



PEG PALISSANO

TO LEARN MORE

Examples of chapels designed by Jennings + McKee Architects, including the Chapel of the Apostles at Sewanee: The University of the South in Tennessee (above), can be found at www.jenningsmckeeearch.com.



GARY MEER

After considering eight locations, the college selected the former Snodgrass Amphitheatre and May Day Dell as the site, chosen for its beauty and its access along a thoroughfare between the new Science Center, Alston Campus Center and McCain Library.

not big enough.

"It will be very nice to have a place for students to gather together for special occasions, worship and celebration," says McRight.

Bullock agrees. "Now, we will have a place for Bible study groups. This will be wonderful for lectures and recitals. Oh, and weddings! Now we will have a beautiful space for small weddings!"

McRight is also interested in how the chapel will reflect "the commitment to faith undergirding all that the college is. Higher education is the oldest mission field of the Presbyterian church.

Jane King Allen '59 of Young Harris, Ga. "You can go back and forth about brick and mortar, but this chapel will be a means to an opportunity."

Celeste Pennington, a Georgia-based freelance writer, manages several publications.



AGNES SCOTT AND THE COCA-COLA COMPANY: “All That Coke Stock”

Mention Agnes Scott’s endowment, and you’ll frequently hear a response that includes “all that Coke stock.” But there’s more.

BY LISA ASHMORE

Bordering Agnes Scott College is a tree-lined street bearing the family name of Asa Candler, the druggist who started Coca-Cola’s march from a regional fountain drink to one of the world’s largest companies.

In 1954, Agnes Scott trustee and alumna Frances Winship Walters’ bequest of \$4.5 million in Coke stock and other investments doubled what was then the college’s endowment.

“It is not exaggeration to say Walters’ gift saved the college from the decline that shuttered many women’s colleges during the ‘60s and ‘70s,” says President Mary Brown Bullock ‘66.

If given today, Frances Winship Walters’ \$4.5 million bequest in Coke stock and other investments would be worth \$32.6 million.



Connections—multifaceted and interlaced—between The Coca-Cola Company and Agnes Scott College go back to the late 1800s. The two were conceived just years apart—the formula in 1886 and the college in 1889. Foresight and luck played a part in both their successes.

In the late 1890s, Letitia Pate married Joseph Whitehead, a Tennessee lawyer who obtained the

rights to bottle Coca-Cola. Although Asa Candler was skeptical about bottling the successful fountain drink, doing so was crucial to the brand’s success in going national, then global. When Whitehead died in 1906, his widow assumed the running of the company—so well that Coca-Cola President Robert Winship Woodruff welcomed her to Coke’s board of directors in 1934, one of the first women to hold that role in an American corporation.

In 1923, Mrs. Whitehead married Col. Arthur Kelly Evans, a retired Canadian army officer. During her lifetime, Evans, an Agnes Scott trustee from 1949 to 1953, gave the college funds to build the Letitia Pate Evans Hall and left \$100,000 in her will to maintain it.

The Woodruff Coca-Cola fortune became the source of the largest philanthropy in Atlanta, providing millions annually to medicine, science, the arts, the poor, civic duty and colleges—so much so that an Emory fight song included the lyric: “So fill your cup, here’s to the luck of the Coca-Cola School.”

How it all began

While Agnes Scott may not be known as the “Coca-Cola” school, the relationship goes way back. Pinpointing how it all began is difficult, according to Charles H. McTier, president of The Robert W. Woodruff Foundation. He doesn’t believe there was one person who influenced the connection, but rather many independent decisions to support the college that were made by those who came to know the college.

"Much of it was based around the college's strong set of Presbyterian roots," says McTier. "George Woodruff, a devout Presbyterian, was deeply interested in Agnes Scott, as were other members of his family."

The college's academic strengths, then and now, were the major factor. "Agnes Scott has always been a strong school, and it has garnered much attention among Atlanta donors."

For the first half of the century, Emory University and Georgia Institute of Technology did not admit women, and women in some of the prominent families of Atlanta attended Agnes Scott and influenced the giving of their families, says McTier.

"Lettie Pate Evans appreciated the school for what it was—giving women a superb education," notes McTier.

Family ties

Executives of The Coca-Cola Company have served on the college's board for decades. Those relationships—and the company's dividend policies and stock prices—have been a major factor in what the college has become.

George W. Woodruff, a businessman and engineer who was president of the world's largest manufacturer of cotton gins and cotton equipment for more than 30 years, served on the Agnes Scott board in various roles including vice chair—and strategically, on the investment committee—from 1939 to 1942 and again from 1947 to 1974, when he was named trustee emeritus. At his death in 1987, George Woodruff's estate bequest of \$14 million during the Centennial Campaign became the largest single gift ever received by the college. A \$1 million bequest of his wife, Irene Woodruff, was designated by the college for financial aid for Return-to-College students, and the program was renamed Irene K. Woodruff Scholars in her honor. The main quadrangle at Agnes Scott is named for this couple.

This family's connections to the college were on both sides of the aisle: Irene's mother, Clara Belle Rushton King, attended Agnes Scott Institute from 1892 to 1894; she was a lifelong friend of Frances Winship Walters, George W. and Robert W. Woodruff's maternal aunt.

Family ties also form one connection Joe Gladden, retired Coca-Cola general counsel, has to the college. His wife, Sally Bynum Gladden '65, his mother, Frances Baker Gladden '38x, and his aunt, Betty Baker Prior '49, are alumnae. His grandfather, Woolford B. Baker, taught biology here during the 1920s. The Gladdens' gift to "Bold Aspirations: The Campaign for Agnes Scott College" was made in his honor, and the Science Center atrium was named for Baker.

On the business level, Gladden led the college

board of trustees from 1992 to 2002, a decade of incredible growth and prosperity funded largely through unprecedented Coke stock returns. At his retirement from Coke in 2001, Gladden was one of six Coca-Cola executive committee members who steered the company through some of its strongest periods of growth. In July 1998, Coke common stock was trading at \$85.75, and the Agnes Scott endowment market value had increased from \$193.6 million in 1993 to \$450 million in 1998, a remarkable sum for a college with less than 1,000 students. That put Agnes Scott in the top 18 percent of private college endowments. Other calculations made at that time placed the college fourth in the nation in endowment value per student. Since that time, the overall decline in the stock market, and the decline in Coke stock in particular, has affected the college's endowment. For comparison, the July 1 Coke common stock price this year was \$42.21, and the market value of the Agnes Scott endowment as of June 30 was \$277 million.

Endowment investments

By the mid '90s, many colleges were questioning the wisdom of banking their endowments on the performance of a single stock. But late into that decade, returns of 30 percent or more were hard to pass up. Many schools with hefty portfolios of Coke stock figured it was worth the gamble to reap the reward.

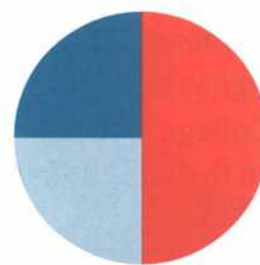
Since the 1954 bequest, the Agnes Scott endowment has been invested heavily in Coke, and in the past decade, that amount reached as high as 60 percent of the college's investments. This concentration was due to the fact that Walters' will specified her gift of Coke stock could not be sold solely for the purpose of asset diversification, but it can be sold prudentially for the benefit of Agnes Scott. The college thus began selling a small portion of Coke stock in 1996 to make the endowment payment to the annual operating budget, an authorized purpose. A recent example of such a purpose was the sale of Coke stock to help pay for the college's new \$36.5 million science building.

The same sort of careful stewardship influenced the board's recent decisions, says Christopher M. Little, board of trustees vice chair. Essentially, the college's endowment has been spread over a pool of about a dozen types of investments.

For years, the college spent only interest and dividend income—an unusually conservative position—but moved in the 1990s toward today's policy of spending 4 percent to 6 percent of the endowment based on a rolling 12-quarter average market value. With a current spending level at 6 percent, 4 percent goes to the operating cost of the college and 2 percent to debt retirement. The

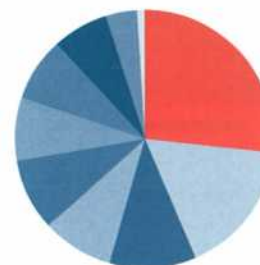
Endowment asset allocation

Historical
1996–2001 average



- Coca-Cola, 50%
- Large-cap core, 25%
- Fixed income, 25%

Current
2004



- Coca-Cola, 27%
- Large-cap core, 17%
- Fixed income, 11%
- Small-cap value, 9%
- Small-cap growth, 9%
- International value, 8%
- International growth, 8%
- Alternatives, 7%
- Real estate, 4%
- Cash, 1%

TOTAL MARKET VALUE: \$275 MILLION

SOURCE: OFFICE OF BUSINESS AND FINANCE

**Connections—
multifaceted and
interlaced—
between The
Coca-Cola
Company and
Agnes Scott
College go back
to the late 1800s.**



COURTESY OF THE COCA-COLA COMPANY

goal of the board of trustees is to reduce the amount of the endowment used annually for operating expenses and debt payment to a maximum of 5 percent, a fairly common foundation average.

Planning for diversification was begun about 10 years ago, and implementation began in 2002.

"Before diversifying, the assets of the endowment were invested in stock of The Coca-Cola Company, stocks of very large 'core' companies and in bonds," says trustee William Goodhew, former chair of the finance and investment committee. "Our eggs were in three baskets. We were exposed to the risk of these asset categories doing badly and had no opportunity to participate in the growth of other categories."

The need to diversify

Little says the recent change in allocation was not just in response to the U.S. stock market plunge that followed the record highs in the 1990s.

"To me, 2001 was just further demonstration of the need to diversify," he says. "Because if you hit a volatile period and you're too concentrated in one particular part—of not just the market, but of the investment field—then you risk an unnaturally large decrease in the endowment. And in fact, we have seen a significant decrease in the Coke stock."

"We now have investments in approximately 12 investment categories and expect to be in several more," says Goodhew. "For example, we have investments in large-cap value stocks, small-cap value, international growth, international value, real estate and hedge funds. And we still have major investments in bonds and in Coke."

"Nothing is completely bullet-proof. There have been times when almost all types of investments have done poorly, for several years," says Goodhew. "[But] our policy of limiting spending provides a great deal of protection."

Agnes Scott has a long record of providing exceptional financial aid to attract bright and diverse classes. Such generous policies helped achieve the 1,000-student target set a decade ago and reached last year. A dividend of a larger student

body is more tuition revenue, which means less reliance upon the endowment for annual expenses.

"Because of the amount of financial aid Agnes Scott gives, the budget requires a significant contribution from the endowment every year," says Little. "Without the endowment's past contributions, it would be a very different school."

The goal is to build upon what's been achieved so far to protect and grow the endowment—allowing the college to plan based on needs and wants, instead of financial expediency.

"I don't think that we can be satisfied with the size of the endowment or the work that we've done up until now," Little says.

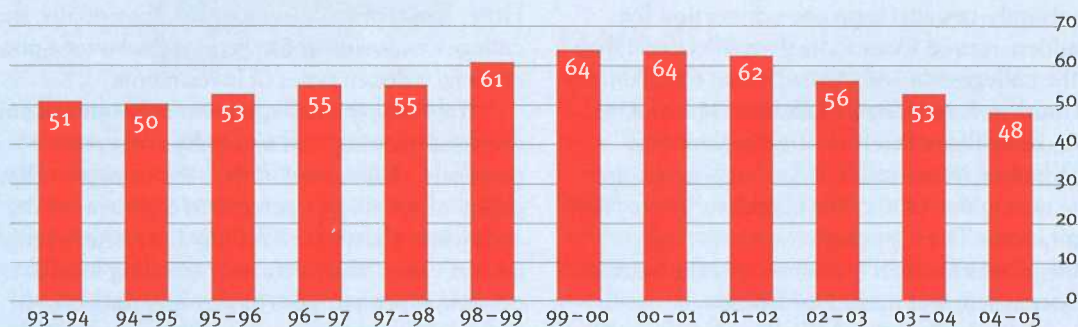
Goodhew agrees. "In the past five years, we've spent \$120 million in new and expanded facilities. I think our physical plant is one of the best in this country, for our size, although we still have a ways to go in repairing and updating some of our older buildings."

The building program came in \$3 million under budget. But to help fund it, the college created a \$70 million bond issue, the largest ever at Agnes Scott. "We did some of the funding with bonds but none of it could have been done without our endowment," Goodhew says.

The board's current goal, according to Little, is to add an additional \$5 million per year to the endowment, which Bullock hopes is achievable.

"Our endowment has been and continues to be an extremely valuable asset to the college," says Bullock. "We have a very high bond rating for a college (a Moody's rating of A1 and a Standard & Poor's rating of AA), and we never could have had a bond issue without the leverage of that endowment. No college should raid its endowment—or its 'seed corn' some people say—to pay for annual expenses," says Bullock. "You should have annual revenues from multiple sources, including a reasonable payout from the endowment. But if you raid your endowment, you're really threatening the future of the institution—you wake up and suddenly there's no endowment. Our board's foresight and leadership are making sure that doesn't happen here."

Percent of revenue from endowment



Agnes Scott, Coca-Cola and the People

Agnes Scott's relationship with The Coca-Cola Company goes deeper than money. It's built on individuals—families, alumnae who become employees and Coke executives with a personal stake in the college's success.

Clyde Tuggle

TRUSTEE AND COKE EXECUTIVE

Clyde Tuggle is a senior vice president at The Coca-Cola Company and its director of worldwide public affairs and communications and a college trustee. He follows Joe Gladden as a trustee of the college. Gladden, Coke's general counsel, now retired, served 10 years as the college's chair of the board. Having that sort of global business perspective has been invaluable to Agnes Scott's growth and direction, says President Mary Brown Bullock '66.

"It's given us a board that is respected from the corporate sector, both here in Atlanta and nationally—that's very important," she says. "Also those trustees have brought a broader sense of marketing and a sense of trends in many different areas to the work of the board."

Tuggle has been on the board for more than a year. But when he was a teenager, Tuggle's mother, Nelle, enrolled here in 1974. In 2005 Tuggle's wife, Phyllis, graduated Phi Beta Kappa, summa cum laude, and set records as a cross-county runner. Both women attended Agnes Scott through a program—first named Return-to-College and now Irene K. Woodruff Scholars—designed for women who attend college later in life. So when Tuggle makes decisions affecting the college, he has two strong alums at home to consider.

"The Coca-Cola Company knows that there is an important place for women's higher education in this country," says Tuggle. "I am proud to help represent the company in its support of Agnes Scott."

The quality of a city's institutions and the education of the workforce is also a concern of any corporation.

"Part of that puzzle of the success of the city is Agnes Scott. It plays a critical role," he says. "So if we, as a company, want Atlanta to succeed, then we need to make sure that institutions like Agnes Scott succeed."

And who can measure the difference that an intellectually curious mother makes?

"I grew up in a home where education was always extremely important," Tuggle says. "It was an inspiration for me to see a parent coming home

in the evening, studying, writing papers and preparing for tests. It was a great example—a great role model—and an inspiration for what's truly important in life." In addition to his bachelor's degree in German, Tuggle earned a master of divinity from Yale University.

Tuggle praises two alumnae with whom he works now: Helen Nash '93 in communications and creative director Sarah Hunter '80.

"I am a strong advocate of the liberal arts education being the perfect background to work at a company like Coca-Cola," he says.

"The ability to read, to write, to research, to express thoughts and to engage in intellectual curiosity—all of those are unique to the liberal arts experience . . . and those are the skills and capabilities that we look for at The Coca-Cola Company."



Anne Register Jones '46

CHEERLEADER

This spring, The Coca-Cola Foundation awarded a \$1 million grant toward the college's international studies program, now named The Coca-Cola Global Awareness Program. There for the formal presentation was another of the college's ardent cheerleaders, Anne Register Jones '46, trustee emerita and wife of Boisfeuillet Jones, president emeritus of the Woodruff Foundation at his death in 2001. She was instrumental in the college obtaining the grant.

Jones calls the award the fulfillment of a long-standing wish. Graduating soon after World War II, her own study abroad was curtailed. "The most traveling I did in those days was from South Georgia to Decatur," she laughs.

Agnes Scott has built a track record of sending its students abroad and not to the typical glamorous, western-European destinations. It's not unusual for almost half the graduating class to have studied outside the United States.

"The world is getting smaller, and I think it is

"The Coca-Cola Company knows that there is an important place for women's higher education in this country."

—CLYDE TUGGLE

increasingly important that we get to know people of other cultures in the hope there will be better understanding among us," Jones says. "Knowing [Coke's] global presence and the college's desire to give students the opportunity to experience other cultures, the college approached The Coca-Cola Foundation for support," she says. "This support has been and will be of immeasurable importance."

Jones is an articulate advocate for Agnes Scott and one more reason Coke had faith that financial support of the college was money well-spent. She also paved the way for the college to receive a \$1 million grant in 2000 and a \$1.5 million grant in 2003 from The Goizueta Foundation. The first provides for two scholarships and the

second for additional student scholarships, giving strong preference to qualified Latina students, and funds the directorship and programming for the college's Science Center for Women.

Roberto C.

Goizueta, chairman of the board and chief executive officer of The Coca-Cola Company, died in 1997. Five years earlier, he established The Goizueta Foundation to provide financial assistance to educational and charitable institutions. In creating the foundation, he acknowledged his

indebtedness to the United States and continued the commitment to philanthropic endeavors that has symbolized the leadership of The Coca-Cola Company for more than a century.

Vernita Bowden Lockhart '76

TRAILBLAZER

A week after graduating, Vernita Bowden Lockhart '76 went to work for The Coca-Cola Company. It appears skipping vacation was smart—next year will be her 30th with the company.

"When you've got a job coming out of school, you *take it*," she laughs.

Lockhart was one of Agnes Scott's early African-American students, and the second African-American professional chemist Coke



hired. She began as a bench chemist and has just completed a stint as interim director of the global analytical laboratories, overseeing about 70 employees—mostly chemists—to coordinate the work of Coca-Cola's trade sample labs worldwide—in Atlanta, India, Argentina, Brazil, Mexico, Belgium, South Africa and China. She's visited all of them.

Trade samples are bought from supermarkets, groceries and convenience stores by third-party shoppers for review at the labs.

"We test the samples to determine the quality attributes of the product and the package," Lockhart says. "We generate a product quality index, as well as a package quality index."

All packages—bottles, cans, cartons—are scrutinized to determine the quality index. "They're graded on whether the containers are scratched or scuffed, whether the label is properly affixed, whether the printing is aligned or blurry, and whether the top of the bottle—the closure—has the trademark or the phrase 'Bottled by The Coca-Cola Company.' If any required information is missing or there are characteristics the consumer would find unacceptable, this gets captured in the package quality index."

In August, Lockhart became director of strategic initiatives for Coca-Cola. Although no longer involved with the labs, her experience there is valuable in her role as the quality representative on various innovation projects as well as on some customer quality projects.

Reared in Atlanta in a single-parent family, Lockhart was the third of three children in college.



GARY MEER



GARY MEER

Agnes Scott “was generous,” she says. Falling in love with the campus clinched the deal.

That year, she had one other African-American classmate, Dellphine Brown Howard '76; they've stayed in touch. “At the reunions, we like to say we have 100 percent participation.”

As a member of a minority group, her experience at Agnes Scott and later Coca-Cola was not perfect. But she feels both made sincere efforts.

“Diversity at a college is very, very important,” Lockhart says. “If you don't see people who look like

you, you can't fully acclimate into the college environment.

“There were people at Agnes Scott who didn't want us there, and you knew it,” she says.

“Particularly we felt it more when we were freshmen and sophomores—they tended to stay away from us—I think that might have been their way of dealing with it. I think Agnes Scott was trying to make the change.”

Since that time, Agnes Scott has become known for its diversity—*U.S. News & World Report* 2006 rankings place the college 15th among liberal arts colleges nationwide for diversity.

Now when a major class event rolls around, Lockhart's there.

JoAnn Sawyer Delafield '58

STARGAZER

Around Agnes Scott, the Delafield name creates images of the heavens and financial campaigns. The new planetarium opened in 2000 is named for trustee JoAnn “Joie” Sawyer Delafield '58 and her husband, Dennis.

But her major was chemistry, and that degree led her to The Coca-Cola Company straight out of college. In the '50s, the company decided to move its export labs to Atlanta from New York. “And in doing so they had to find some technicians and chemists to work,” Delafield says.

The lab had two men and three women chemists. “At one point we [the women] were all Agnes Scott graduates,” she says. She attributes

this to Coke having hired Frances Ginn Stark '53 earlier, which started the trend of hiring Scottie grads.

The small lab had a long reach. Samples were sent and received from Egypt, India, England, China and South America—pretty much anywhere Coke had bottling facilities, and by that time it was served in 120 countries.

“We tested their ability to do tests properly and accurately and also to send us samples of the material they were using to make the product—and sometimes you got some pretty sloppy-looking things,” says Delafield.

“I kick myself every once in a while because I had the most marvelous collection of Coca-Cola bottles in all languages.”

Coke's attention to protecting its brand and formula is legendary. The company had employees surreptitiously order Coke at soda fountains and restaurants.

“The sample snatchers—they were a wonderful group,” Delafield says. “They went out into the public and devised their own way of going up to a counter or at a table and ask for Coca-Cola. And some way they were able to get it into their containers and bring it back.” If it tested as knock-off Coke, the owners got another visit.

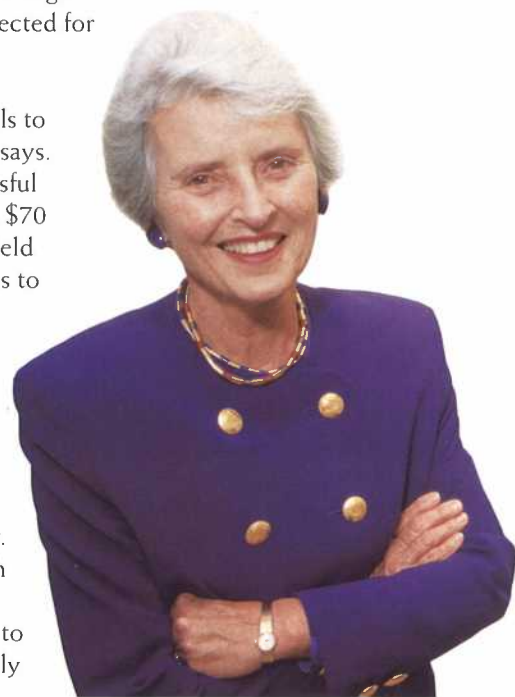
Agnes Scott was also smaller in Delafield's day—her class had seven chemistry majors.

“It was such a small group that I was able to get enough help when I needed it, and I just loved doing it. It meant that I was in a lab four or five days a week.” Agnes Scott let her do what came naturally, and when she left, she felt prepared professionally.

“I never had a feeling that when I left college and went to work for a large corporation that I was not selected for what I could give to that institution—not that I was a woman, but that I had the skills to work in the research lab,” she says.

After cochairing a successful campaign yielding more than \$70 million for the college, Delafield knows what Coca-Cola means to Atlanta philanthropically.

“All relationships are important,” Delafield says. “Agnes Scott knows the importance of a relationship with that corporation, because that Coca-Cola stock took it a long, long way. It's going through some rough times now, but that's all right. It's been a wake-up call for us to feel that we cannot rely heavily on just one major stock.”



CAROLINE JOE

Sarah Hunter '80
MANAGER OF COOPERATION

Sarah Hunter '80 was a "nontraditional" theatre major when she came to Agnes Scott. A mother of two, her third child was born while Hunter was a student. But by the time she graduated, she already had a toehold in A-list entertainment, serving as a set gopher when Alan Alda's *The Four Seasons* filmed on campus.

This January, she became a creative director/producer with The Coca-Cola Company's Worldwide Public Affairs and Communications. In 2004, she staged an event on Coke's Atlanta campus where 3,000 people celebrated the arrival of the Olympic flame on its way to Athens. As Coke has been a major sponsor since the Games were revived in the '20s, a spectacle was called for.

The flame arrived by plane, greeted by a host of dignitaries. Children's choirs sang and a glass "quilt" with images of Coke employee torch runners lit up Coke's campus. American Idol Diana DeGarmo sang "The Star-Spangled Banner." And, when the 1996 Olympic Games were in Atlanta, Hunter choreographed a dinner held at the Fernbank Museum of Natural History for the International Olympic Committee.

Making a lot of people work together toward a cohesive, successful series of events is something she learned while president of Blackfriars at Agnes Scott.

"I produce meetings and videos that utilize all that theater stuff—scenery, lighting, acting, writing, audio, visual, multimedia," she says.

Hunter was a Return-to-College student [now Woodruff Scholars] and a Dana Scholar who became an enthusiastic but unflappable professional with experience in feature, industrial and corporate films and, later, events. She

has worked for national and international agencies and also owned her own business.

Coke hired her after seeing her agency work at its events and wanted her on the home team. So far this year, her working itinerary has included Brussels, Bangkok, Ghana, Mexico City and Buenos Aires. That's the result of her shift in

emphasis from events to preparing Coke executives and leaders to deal gracefully and effectively within and outside the corporation—with employees, local government leaders and national press.

"Because Coca-Cola is a global corporation, something that happens in Africa has the possibility of affecting the corporation around the world," Hunter says. Her job is not to produce spin but to create a culture that speaks well all the time, not just under media scrutiny.

Back at home, she and husband, Rob, live in a loft within sight of the Coca-Cola campus. Now empty-nesters, they only have to plan around Agnes, their Scottish terrier, and her brother, Fergus, who work as therapy dogs.

Virginia Philip '61
ONE-COMPANY PERSON

In 35 years as a chemist, Virginia Philip '61 never needed a resume. "I've never applied for a job," she says.

Coke called Agnes Scott looking for chemists. She stayed her entire career, retiring in 1996.

In 1961, there were about 700 employees in Atlanta, and essentially one product—Coke. Before she left, Philip had seen hundreds of launches and all sorts of twists in packaging.

Her fondness for the company is in superlatives: "I loved every minute of the time I was there," she says. "I liked my job. It was a wonderful company."

Philip was hired because of the Agnes Scott grads who had worked there before her. "They liked the first ones and kept coming back to get more," she says.

Although hired as a bench chemist, Philip left soon for the research department.

"The first significant product that I was involved in was Tab," she says. "We started the diet-drink revolution." Much of her career was spent in the worldwide division. Her experience included developing a new extraction process; she's careful to say it was a team effort, but one she led. Later she traveled as far as Japan to oversee the equipment and implementation required to duplicate it elsewhere.

However, as Coke went into more countries, food laws became more stringent and varied. Her department was the clearinghouse for corporate approval of any new product launches or tweaks



CAROLINE JOE

"The first significant product that I was involved in was Tab. We started the diet drink revolution."

—VIRGINIA PHILIP '61



GARY MEEK

Who's Who



Frances Winship Walters

died on November 14, 1954 — a watershed date in the history of Agnes Scott. By her will, Agnes Scott became the residuary legatee of her estate. Walters' bequest more than doubled the college's endowment. President James Ross McCain called Walters the second founder of Agnes Scott.

Frances Winship was born in Atlanta in 1878, the youngest daughter of Mr. and Mrs. Robert Winship. Her sister Emily married Ernest Woodruff who bought The Coca-Cola Company from Asa Candler.

Frances Winship attended Agnes Scott from 1892 to 1894. In 1900, she married George C. Walters, who died 14 years later. Walters made her first gift to Agnes Scott in 1920 when she contributed \$1,000 to establish the George C. Walters Scholarship. In 1940, she gave \$50,000 to create the Frances Winship Walters Foundation. She contributed twice toward the building of Hopkins Hall, provided the funds for the McCain entrance to the campus and in 1949 gave the money to build and equip the infirmary. In 1937, Walters was elected a trustee, and in 1947, the board named her its vice chair, a post she filled until her death.

The memorial adopted by the trustees in 1954 reads, "She never waited to be asked for support, but always volunteered her generous donations."



Letitia Pate Whitehead

Evans was born in Bedford County, Va., in 1872. She married Joseph Brown Whitehead in 1895 and had two sons. The family moved to Atlanta after Whitehead and a friend secured exclusive rights to bottle and sell Coca-Cola throughout most of the United States.

After her husband's death in 1906, Whitehead assumed control of his business interests. Whitehead, who later married Arthur Kelly Evans, became one of the first women to serve on the board of directors of a major American corporation when she was appointed in 1934 to the board of The Coca-Cola Company, a position she held for almost 20 years.

She contributed to more than 130 different charities. Hospitals, colleges and universities were recipients of her generosity, and she gave liberally to the church.

Evans served as a trustee of Agnes Scott from 1949 until her death in 1953. In her will, she left Agnes Scott \$100,000 to serve as an endowment for the dining hall, and later her foundation made a grant that made possible the air conditioning in the dining hall.



George Washington Scott

was the founder of Agnes Scott College, which he named for his mother. He was the father of Mary and Nellie and the friend of Milton Anthony Candler Sr. Mary Scott married Charles Murphey Candler. Nellie Scott married Milton Anthony Candler.

Milton Anthony Candler Sr. was the older brother of Asa Candler, a member of the Georgia legislature and a U.S. representative. He was the father of Milton Anthony Candler Jr. and Charles Murphey Candler.



Asa Candler

made most of his money selling Coca-Cola. He began his career as a drugstore owner and in 1891 had fully purchased the formula for Coca-Cola from its inventor for \$2,300. From that, he created today's Coca-Cola Company. He became mayor of Atlanta in 1916 and sold The Coca-Cola Company in 1919 to a group of investors led by Ernest Woodruff.



Robert Winship Woodruff,

son of Ernest and Emily, was elected president of The Coca-Cola Company in 1923 and was essentially in control of the company until his death in 1985. In 1937, he incorporated the Trebor Foundation, which became the Robert W. Woodruff Foundation following his death.

George W. Woodruff, also son of Ernest and Emily, was president and chairman of the board of the Continental Gin Company. His bequest of \$14 million to the Centennial Campaign became the largest single gift ever received by the college.

compiled by Jennifer Bryon Owen



COURTESY OF THE COCA-COLA COMPANY

made in any product worldwide.

For instance, artificial sweetener cyclamate was banned in 1970, well after Americans had embraced diet soda. Coke researchers had to scramble to find replacements. And red coloring that was fine in Canada, for example, could be against food laws elsewhere.

"My boss was the guy who had to sign off on it. And I was the guy who recommended to him whether or not he should do it," Philip says. "That was an interdisciplinary activity in that it wasn't just a technical approval," she says. "Marketing people, financial people, production people all had to get together and figure out how to do this. Believe it or not, there were more than 1,000 of those every year."

Coke "was No. 1 the whole time I was there,"

she says. "It was the kind of place where people expected to work, and were expected to work, for their entire careers."

In 2004, Philip curated the art show *Gathering* at the Dalton Gallery, which evolved from conversations begun while serving on the college's art committee. Philip collects "self-taught, vernacular, outsider" art. "Mine is mostly Southeastern African American. What I had in mind, I know people that collect and deal in this kind of art, and I'll go borrow some, hang it up on the wall and we'll have an art show," she says. "The next thing I knew they were saying I was going to curate an exhibit."

Lisa Ashmore, a freelance writer living in Alpharetta, Ga., is a former manager of news services at Agnes Scott.

AGNES SCOTT TRUSTEES FROM THE SCOTT AND CANDLER FAMILIES

George Washington Scott
C. Murphey Candler
George Bucher Scott
Milton A. Candler
James Julius Scott
Bessie Scott Harman
George Scott Candler
Allie Candler Guy '13
Hansford Sams Jr.
George Scott Candler Jr
Betty Pope Scott Noble '44
James Wallace Daniel
Clark E. Candler
Louise Hill Reaves '54
James Phillips Noble Jr.

Who Will You **Become?**

“If you’re a woman with a dream, Agnes Scott is a great place to make it a reality.” — CASEY MCINTYRE '07



editor

If you’re a woman with a dream, Agnes Scott is a great place to make it a reality.” So says Casey McIntyre '07.

“My passion is music. And my dream job is to be editor of a famous music magazine, such as *Rolling Stone* or *Spin Magazine*.” To reach that goal, she is combining majors in English/creative writing and music.

McIntyre finds Agnes Scott an ideal school for anyone interested in music. “When I had my audition for piano, the whole music department turned out and watched. They were so receptive, so interested. It was really exciting.

“Atlanta is a great place for music. It attracts the best independent performers,” she adds. “There are music venues and clubs that cover the entire spectrum of tastes.”

McIntyre is vice president of Sigma Alpha Iota, a service organization dedicated to improving opportunities for women in music.

This New Jersey resident wanted to go to a small, liberal arts college in the South, and she considered a number of them. But McIntyre fell in love with Agnes Scott on her first visit. “There’s a real sense of community that you don’t find elsewhere,” she says. “In my music classes,

people are so excited to start different ensembles or provide accompaniment for someone else.”

She attributes the classes becoming discussion groups to the small class size. “You not only learn from the professors, but from your fellow students as well. They are all so smart. You have this feeling of connectedness in every class.”

Her favorite classes have been Virginia Woolf and Modernism, where she says she learned a lot from other students. “I also love Music Theory, a class with only five students. It’s a difficult subject, but everyone helps each other. And my other favorite is Introduction to Nonfiction, which is a writing class that included getting a lot of feedback on my work from the professor and my peers.

“Everyone I know at Agnes Scott is goal-oriented,” says McIntyre. “It’s encouraging to be among women who have dreams.”

I think of Agnes Scott as a college without borders," says international relations major Yevheniya "Jane" Krutko '07, who is also getting a minor in German. "Next semester, I will be studying in Germany. My particular interest is to study Germany's role in the European Union. I'm interested in how a state subordinates its sovereignty to the idea of a united Europe. Longterm, I hope Ukraine will become a member of the EU as well.

"My favorite class so far is Comparative Politics. I'm fascinated by the way countries are shaped by their individual political systems and how their relationships with other countries are defined by those systems," she says.

Krutko was born in Russia. "We moved to Ukraine after my father was killed while serving in the Russian army. At 13, I was

accepted at one of the most prestigious schools in Ukraine, where we were required to learn three foreign languages — English, French and German. I speak fluent Ukrainian and Russian, and I plan to learn Polish."

Her goal is to get a Ph.D. in political science and return to Ukraine to teach and enter politics.

Krutko's role model is the prime minister of Ukraine, Yuliya Tymoshenko, a key leader in the Orange Revolution that brought Viktor Yushchenko to power late in 2004. Recent events in Ukraine have only whetted Krutko's appetite for politics. "Agnes Scott teaches me to be a strong woman, like Tymoshenko, and to grab onto whatever is ahead. And the busy pace of my life here, with classes, clubs and the swim team, prepares me for the kind of work I'll have to do when I go out into the world."

Krutko chose Agnes Scott out of 20 colleges to which she applied. "They have a great international relations program with excellent professors who are good at providing direction and guidance," she says. "All you have to do is study hard what they give you."

An expert swimmer and captain of the Agnes Scott swim team, Krutko is a two-time winner at the NCAA Atlantic States Division III championships. She holds a number of school records and was named Collegiate Women's Athletic Association player of the week and rookie athlete of the year. She is also a member of the student-athlete advisory committee.

"The most important thing to me about Agnes Scott," says Krutko, "is just the spirit here that pushes you to do strong things."

"I think of Agnes Scott as a college without borders." — YEVHENIYA KRUTKO '07



DAVID WITBECK

Heading into the Tsunami



With a commitment to a country and a love for its people, Jan Bowman Dixon '60 chose to return to what had become a land of devastation. BY MELANIE S. BEST '79

The earthquake and tsunami that upended life in Indonesia last December touched Jan Bowman Dixon '60 and her husband, Roger, personally, for they had lived and worked in the country much of their adult lives.

They were living comfortably at their home in Bedford, Va., when the news came.

"The first reports estimated 5,000 dead. But we knew it had to be tens of thousands, at least. Even that was an underestimate," says Dixon.

Given her language fluency and acquaintance with Indonesian culture, Dixon felt compelled to join the massive rebuilding effort. A Christian group with which the Dixons had been affiliated welcomed her offer of aid, so on Jan. 28 Dixon found herself in northern Sumatra, surveying the devastation and figuring out where to begin.

From 1965 until 1995, when the Dixons moved back to the United States, they were based on the island of Java, working with local churches to expand their outreach. This year, in Aceh, where the tsunami's force hit hardest, Dixon helped in assessing victims' needs for shelter and

supplies. In the process, another urgent need emerged: long-term mental health support and job training for female survivors.

"For every woman in northern Sumatra, there are now three or four men," says Dixon. "The women had a much harder time fighting the water. They hadn't been taught to swim. They were the ones reaching out to save the children. Their physical weakness kept them from surviving."

Girding for the social and economic consequences that will follow from this lopsided gender imbalance, those on the relief effort's front lines hatched a plan to establish a women's center in Meulaboh, one of Aceh's hardest hit cities. The counseling part of this project became the focus of Dixon's work.

The seeds were planted

Reared in Virginia and Tennessee, Dixon is not an obvious candidate for relocation to a distant tropical culture. But the compass seemed to have fixed eastward from the start, as a string of experiences during her college years primed her for a life abroad.

Dixon became a Christian while a first-year student at Agnes Scott. The following summer she met her future husband. "Within a week," she recalls, "I knew I wanted to marry him."

Roger intended to become an overseas missionary, and his subsequent three-year Army tour of duty in Germany gave Dixon time to adjust to the idea. Meanwhile, she spent a month in Malaysia at the home of a college friend and spiritual mentor, Mildred Ling Wu '59. The seeds of her attraction to Asia were planted.

Following Roger's seminary training, they were dispatched by their sponsor, an interdenominational mission agency, to Singapore for language instruction and then on to Indonesia. With two young children in tow, they arrived in Jakarta amid immense social and political change.

The capital was ramshackle, Dixon recalls, an ethnic hodgepodge. Great numbers of people lived alongside the canal system, using it for washing and bathing. After a few years there, the Dixons, now with a third child, moved inland to Bandung, located in a former Dutch resort area.



Jan Bowman Dixon '60 (center) is working with Indonesian women to restore order following the tsunami.

While Java's cities hosted the country's economic boom, Dixon found her favorite aspects of Indonesia outside the urban centers. The dramatic landscape swells with volcanoes, some still rumbling. Boundlessly fertile soil, thanks to centuries of ash deposits, and a six-month rainy season render the rural areas lush and verdant. Dixon loved the luscious fruits she could not get in the States.

In the late 1980s, Dixon returned to the United States for three years to earn a master's in clinical psychology. This academic training, and the ensuing practical experience, paved the way for this year's Indonesian experience.

"We're going to rebuild"

Arriving one month after the earthquake and tsunami, Dixon joined a multinational army of relief workers. Meulaboh at that time hardly resembled a city. Vast expanses of rubble stretched in every direction, punctuated here and there by a building inexplicably left standing. In fields, Dixon saw abandoned cars, evidence of attempted escapes. Elsewhere, sofas and mattresses littered the ground. Bodies had been there, too, but had been removed.

At night, Dixon slept on the floor of a guest house in Medan. By day, she and colleagues handed out food and kitchen utensils in Meulaboh and Banda Aceh and canvassed residents for their most pressing rebuilding needs. To have a well cleaned out was a common request.

With the housing stock wiped out, people were living in "horrible, hot little tents," Dixon notes. "But every day they would come back to where their homes once stood and just sit amid the ruins."

"We're going to rebuild," they insisted.

As daunting as it seemed, rebuilding did get under way during these early months. Whole villages, not merely single houses, began to rise again, says Dixon, thanks to a communal effort instigated and financed by foreign relief workers. "Others would help one man build his house, then he would lend the next person his physical labor. The Acehnese have a lot of pride."

They're also very brave, Dixon observes, noting that the ground there in early 2005 still felt like jelly, shaking and rolling often.

"I would sit and talk with people. One woman told me all about her losses and I said, 'Don't give up.' She replied, 'We would have killed ourselves if we'd given up.'"

Coaxing people to talk about their tsunami experiences — hanging in trees for hours awaiting rescue, having children ripped from their arms — was part of the therapy Dixon found herself dispensing. This ad hoc crisis counseling evolved into a plan for a permanent counseling center. Dixon and the project developer began scouting

buildings that would make clients feel safe — that is, buildings without gaping foundation cracks and clean of water marks. She helped find something suitable — the former office of a nearby gold mine — and the United Nations and Samaritan's Purse committed funding for the first year of operations.

In April, Dixon went back to Virginia for a few months while the facility was being refurbished, and in July returned to Aceh to serve as an interim counselor while recruiting suitable



Indonesian staff. Besides its counseling area, the center houses rows of sewing machines and a large kitchen. The tsunami destroyed a local garment factory, so it is hoped that producing new workers with sewing skills will help the city attract a new factory and at least create home industries. The center will also teach women how to prepare Western food, so they'll be qualified to cook for nongovernmental organizations.

As for the social and emotional challenges women will be facing, Dixon expects the surplus of men will give most widows the chance to remarry. But it will also spur an exodus of widowers and single men from Aceh to urban areas, probably on Java, where females and jobs will be in greater supply.

"I don't know what these demographic shocks will do to the town," Dixon says with apprehension. In the meantime, the counseling center can get local women active again and divert their minds from the traumas of the recent past.

But, Dixon is certain of this phase of her career. "You can't stop trying to be useful. After all, what else is life for?"

Melanie S. Best '79, a freelance journalist living in Hoboken, N.J., specializes in international business and culture.

ABOUT INDONESIA

Location: Southeastern Asia, archipelago between Indian and Pacific Oceans

Geographic Coordinates: 5 00 S, 120 00 E

Area comparison: Slightly less than three times the size of Texas

Population: 241,973,879 (July 2005 est.)

Languages: Bahasa Indonesia (official, modified form of Malay), English, Dutch and local dialects, the most widely spoken of which is Javanese

Source: CIA World Factbook



Women, whose dresses are modeled after the Gambian flag, display a sense of national pride at President A.J.J. Yahyah Jammeh's birthday celebration in Kanali.

For Better or Worse

Gambia's women, Agnes Scott students learn, remain loyal to their homeland in spite of the hardships they face. BY AMANDA FURNESS '08



The aridity of the Gambian landscape can be deceiving when one first sets foot on this African soil. Amid the concrete compounds and barren trees peppering Gambia's countryside rests an underlying vibrancy, a remnant of hope and perseverance. This will to live manifests itself in the liveliness of that nation's people and in the occasional smattering of random wildflowers growing brilliantly in unexpected places. But the problems are many and real.

Perhaps Gambia's women best illustrate the refusal of its nationals to submit willingly to the

poverty and underdevelopment that reign here. Cloaked in boisterous clothing constructed from sheer lace, layers of thin cotton and intricate Mandinka designs, these women challenge the patriarchy that threatens to choke the life out of their daughters—and themselves.

Shortly after commencement, 15 Agnes Scott students departed on a two-week Global Connections trip to Gambia to learn first hand about the many issues jeopardizing the livelihood of Gambian women and girls. Violet Johnson, professor of history and department chair, and Elizabeth Hackett, associate professor of women's

studies and philosophy, led the group in exploring issues of gender in post-colonial Africa for several months in advance of the trip. But, all of them found the written word is often limited in what it can capture of a woman's pain and circumstance.

Traveling to Gambia meant meeting these women face to face, which group members did upon their arrival. The Forum for African Women Educationalists—Gambia Chapter played host to Agnes Scott's visit, and it was through them that Global Connections participants met female farmers, visited female students at Gambia College and heard first person exactly how hard it can be to be a girl in Gambia.

Moving toward self-sufficiency

By far the smallest nation in Africa, Gambia is 95 percent Muslim. Resting on the continent's western coast, it is surrounded on three sides by Senegal. Though tiny in stature, Gambia is a historical powerhouse whose geography bears several slave fortresses and the village of Juffure, believed to be the original home of *Roots* author Alex Haley's ancestor Kunta Kinte.

Residing in Gambia are several tribes who can trace their beginnings to the ancient African kingdoms that—as students in Johnson's history classes learned—boasted organized political and social systems centuries before Europeans even knew Africa existed. Mandinka, Wolof, Fula and Jolla all have legacies as varied and as steeped in tradition as the continent itself. In Gambia, these groups coexist peacefully and even intermarry. Ethnic differences have become irrelevant in the face of collective memory and in the effort to achieve Gambian self-sufficiency, self-determination and nationhood. Since claiming independence from Britain in 1965, the country has been moving toward these goals. Achieving them is difficult, especially when more than half of the population finds itself at a disadvantage.

Women comprise 68 percent of the 75 percent of Gambian adults who cannot read or write, and there exists a serious shortage of teachers—especially female ones—whose presence the Forum reps believe could help raise retention rates among girls in the educational system. Many girls leave school after the eighth grade and get married around the age of 15. On average, they will birth six children.

"I know that in Gambia, as in just about every other country in the world, women are more likely to be economically disadvantaged than men," says Yolanda Curtis '06, an international relations major. "I noticed many examples of this, but two things in particular that come to mind are women beggars and women vendors. For the most part, I do not remember seeing a male beggar on the street. Most of the beggars I came across were

women. I also noticed that women were more likely to simply ask 'a little something for me (or the baby)' than men were."

In many cases, the men are not around to ask. A local vendor and the matriarch of the market known as Mother Teresa says men often "get the girls pregnant and then leave." In Kololi, Gambia's tourist area, this merchant has seen countless young girls lured into affairs with older locals, tourists and visiting businessmen. Poverty is their introduction into these relationships and often paves the way for a shift to outright prostitution.

"Many girls, starting sometimes at 10 years old, are kept out of school and sent into the streets by their mothers to peddle peanuts, cashews or mangoes because the family needs the money," Teresa says.

This is where their troubles begin; the girls have little parental supervision and comb the streets all day, looking for customers to purchase their wares. Eventually, they're approached by men who buy not just one mango, but an entire plate of them. Impressed by their customer's buying power and by how fast the money comes, the girls strike up uneasy friendships. Perhaps they sense that the next time, a customer may try to stroke a leg or a breast as he buys mangos. More often than not, Teresa notes with sorrowful eyes, the relationship becomes a sexual one that reeks of unintentional prostitution.

Contracting HIV and early pregnancy are two consequences of such dealings. For some girls, a pregnancy before marriage may mean ostracism by their Muslim families. The men in such cases—often with one or two wives of their own—abandon Gambian girls with their children, leaving them alone, afraid and embattled in a cyclical struggle that seems impossible to overcome.

"When I went to shop in the markets, I noticed it would be much easier to bargain with women and to get lower prices from them," Curtis says. "I think that it is because women are more economically vulnerable than men, but that is only speculation. It could simply be that women are just more willing to compromise. At any rate, this was important because I know that many of the women vendors in the markets had children, although I am unsure of their marital status."



ABOUT GAMBIA

Location: Western Africa, bordering the Atlantic Ocean and Senegal

Geographic coordinates: 13 28 N, 16 34 W

Area comparison: slightly less than twice the size of Delaware

Population: 1,593,256 (July 2005 est.)

Languages: English (official), Mandinka, Wolof, Fula and other indigenous languages

Source: CIA World Factbook

MUSINGS ON GAMBIA

Journeys have a way of reshaping our perspective. Here are some realizations I encountered during my stay in Gambia:

- The world does not begin and end with your place of birth.
- Sometimes strangers can be kinder than those you call your friends.
- Women around the world struggle with similar hardships.
- What Africa lacks in development, it makes up for in the character of its people.
- Life truly is what you make it, regardless of material wealth.
- The past can never be undone, but the future can be what we want it to be.
- Professors are human beings, too.

Students dressed in African garb attend a celebration to honor President A.J.J. Yahyah Jammeh's birthday in his hometown of Kanali.

TO LEARN MORE ABOUT GAMBIA:

www.visitthegambia.gm
www.gambia.net
www.gambia.gm
www.gambiagateway.atSPACE.com

The poorer half of a nation

Warding off early pregnancy is just one battle that the Forum faces in its campaign to educate Gambian women. Representatives have found that getting girls to finish school is difficult because their families are often not supportive, in part because they expect their daughters to marry early. In marrying, girls cease to be a financial factor for their parents, which could mean a slight improvement in quality of life for the rest of the family. But for women and girls, this strategy is ultimately disastrous; undereducated, unskilled and ill informed, they continue to remain the poorer half of a nation that is already patriarchal in its social structure.

The Forum is addressing these issues. Members—which include female cabinet ministers, officials from the nation's department of education, teachers, volunteers and concerned mothers—hold regular sit downs with parents and girls at regional schools, present workshops intended to encourage and inspire women and work with male government officials to 'sensitize' them to women's issues.

Gradual gains are being made but change can be divisive. Affirmative-action practices at the collegiate level have been discarded because of complaints that such programs ignore the needs of boys, and there is a constant call for women activists to balance their calls for equality with the cross-gender partnerships necessary for national unity.

Hackett was impressed with how female leaders in Gambia handle this balancing act. "A lot of the women we met were negotiating a difficult place because they're committed to Gambia, and yet many of them have had Western educations; they've been educated by the colonizer," she says. "Figuring out how to stay sane in that space and to

GETTING READY FOR GAMBIA

Participants in the Global Connections Program trip to Gambia spent spring semester 2005 preparing for their journey to Africa. History professor Violet Johnson and women's studies associate professor Elizabeth Hackett met with 15 students on Friday afternoons to study Gambia's history, the quality of life of its women and to examine the remnants of colonialism that exist there.

Students received two credit hours for their work in the class, which included readings, watching a film about Gambia, participating in discussions and writing a paper based on their experiences in Africa.

have chosen not to abandon [Gambia], but to instead say 'I'm going to try to take what is useful from this and to use it in my country if I can,' is a whole layer I've never had to worry about. You've got these two sets of conflicting values that you've been taught. How are you going to make it work? Are you just capitulating to the oppressor? Being a member of the privileged racial and economic group has its problems, but one of them isn't that you have a split personality."

For the women of the Forum, the decision to fight for women's equal rights, education and consideration in their society is one that overrides the pull of Western culture. Persistent yet respectful of Gambia's norms, they march on in their efforts to remain connected to their nation, despite its faults. For better or worse, the Forum members remain faithful to the hope that at some point, their female children will enjoy the same opportunities Agnes Scott women do.

Amanda Furness '08, a Woodruff Scholar and a recipient of the college's Karen Green Human Relations Award, participated in the Global Connections trip.



Women's Education **THE UNFINISHED AGENDA**

"There are few subjects that match the social significance of women's education in the contemporary world."

Amartya Sen, Nobel Laureate in Economics, "What's the Point of Women's Education," address at Women's Education Worldwide 2004: The Unfinished Agenda, conference at Mount Holyoke and Smith Colleges, June 2, 2004



"Improvements in women's education have contributed the most by far to the total decline in child malnutrition; and mothers with a secondary education have children with mortality rates nearly 36 percent lower than mothers with only a primary school education."

First Lady Laura Bush, remarks to the United Nations Commission on the Status of Women on International Women's Day, March 8, 2002



"People ask me today is there still a role for women's colleges and I answer immediately, 'Absolutely.' What I hope we can do is spread women's education across the world. It could be one of America's greatest legacies."

Senator Hillary Clinton, commencement address, Agnes Scott College, May 14, 2005

Women's College Coalition: Promoting the World's Greatest Underused Natural Resource

Agnes Scott College
Decatur, Georgia
www.agnes-scott.edu

Alverno College
Milwaukee, Wisconsin
www.alverno.edu

Barnard College
New York, New York
www.barnard.edu

Bay Path College
Longmeadow, Massachusetts
www.baypath.edu

Bennett College for Women
Greensboro, North Carolina
www.bennett.edu

Brenau University
Gainesville, Georgia
www.brenau.edu

Brescia University College
London, Ontario
www.brescia.uwo.ca

Bryn Mawr College
Bryn Mawr, Pennsylvania
www.brynmawr.edu

Carlow University
Pittsburgh, Pennsylvania
www.carlow.edu

Cedar Crest College
Allentown, Pennsylvania
www.cedarcrest.edu

Chatham College
Pittsburgh, Pennsylvania
www.chatham.edu

The College of New Rochelle
New Rochelle, New York
www.cnr.edu

College of Notre Dame of Maryland
Baltimore, Maryland
www.ndm.edu

College of Saint Benedict
St. Joseph, Minnesota
www.csbsju.edu

College of Saint Catherine
St. Paul and Minneapolis, Minnesota
www.scd.edu

College of Saint Elizabeth
Morristown, New Jersey
www.cse.edu

College of Saint Mary
Omaha, Nebraska
www.cs.m.edu

Columbia College
Columbia, South Carolina
www.columbiacolleges.edu

Converse College
Spartanburg, South Carolina
www.converse.edu

Cottey College
Nevada, Missouri
www.cottey.edu

Douglass College of Rutgers University
New Brunswick, New Jersey
www.douglass.rutgers.edu

Georgian Court University
Lakewood, New Jersey
www.georgian.edu

Hollins University
Roanoke, Virginia
www.hollins.edu

Judson College
Marion, Alabama
www.judson.edu

Mary Baldwin College
Staunton, Virginia
www.mbc.edu

Meredith College
Raleigh, North Carolina
www.meredith.edu

Midway College
Midway, Kentucky
www.midway.edu

Mills College
Oakland, California
www.mills.edu

Mount Holyoke College
South Hadley, Massachusetts
www.mtholyoke.edu

Mount Mary College
Milwaukee, Wisconsin
www.mcm.edu

Mount St. Mary's College
Los Angeles, California
www.msmtc.ca.edu

Peace College
Raleigh, North Carolina
www.peace.edu

Pine Manor College
Chestnut Hill, Massachusetts
www.pmc.edu

Randolph-Macon Woman's College
Lynchburg, Virginia
www.rmw.edu

Regis College
Weston, Massachusetts
www.regiscollege.edu

Rosemont College
Rosemont, Pennsylvania
www.rosemont.edu

Russell Sage College of The Sage Colleges
Troy, New York
www.sage.edu

Saint Joseph College
West Hartford, Connecticut
www.sjc.edu

Saint Mary-of-the-Woods College
Saint Mary-of-the-Woods, Indiana
www.smw.edu

Saint Mary's College
Notre Dame, Indiana
www.saintmarys.edu

Salem College
Winston-Salem, North Carolina
www.salem.edu

Scripps College
Clovermont, California
www.scrippscollege.edu

Smith College
Northampton, Massachusetts
www.smith.edu

Spelman College
Atlanta, Georgia
www.spelman.edu

Stephens College
Columbia, Missouri
www.stephens.edu

Sweet Briar College
Sweet Briar, Virginia
www.sbc.edu

Trinity (Washington) University
Washington, DC
www.trinitydc.edu

Ursuline College
Pepper Pike, Ohio
www.ursuline.edu

Wellesley College
Wellesley, Massachusetts
www.wellesley.edu

Wesleyan College
Macon, Georgia
www.wesleyancollege.edu

Wilson College
Chambersburg, Pennsylvania
www.wilson.edu

The Women's College of the University of Denver
Denver, Colorado
www.womenscollege.du.edu





AGNES SCOTT COLLEGE

THE WORLD FOR WOMEN

141 E. College Ave.
Decatur, GA 30030-3797
www.agnesscott.edu

ADDRESS SERVICE REQUESTED

NONPROFIT
ORGANIZATION
U.S. POSTAGE
PAID
DECATUR, GA 30030
PERMIT NO. 469



*****AUTO**3-DIGIT 305*****R005 6210 82 507

Ms. Virginia Milner Carter
690 Covered Bridge Rd
Hoschton GA 30548-3701

Experience a Global Connections trip to Gambia. See page 30.



AMANDA FURNESS '08