



# AGNES SCOTT

ALUMNAE MAGAZINE SUMMER 1993



# EDITOR'S NOTE

*From the life of Bonhoeffer, who died for faith amidst a corrupted culture, the Agnes Scott community probed its own issues of integrity, justice and sacrifice*

A barefoot actor in wire-rim glasses and tattered undershirt stands alone on a darkened Agnes Scott Winter Theatre stage. The set is stark: bare floor, narrow cot, a rough wooden chair and table scattered with books, paper and pen. Against the wall hangs a red banner with black swastika. The place: cell 92, Tegel Prison (outside Berlin). Words revealed the man:

*Sleep a little.*

*Strengthen body and soul,  
head and hand.*

*For people, houses, spirits and hearts are aflame.*

*Till your day breaks*

*After blood red night—stand fast. . . .*

The writer, Lutheran theologian Dietrich Bonhoeffer, knew that there was no sleep in the blood-red night that had settled over his native Germany by 1944.

In the dark of the holocaust, each individual wrestled with life and death issues, with what it meant to act according to conscience and to live as a person of faith.

The life and words of this modern martyr—expressed in the one-act play, "The End, the Beginning of Life: the Prison Experiences of Dietrich Bonhoeffer," by David Newton; and in the documentary film, "The Life and Times of Dietrich Bonhoeffer"—provided a poignant centerpiece for the "Lives of Conscience," a symposium sponsored during the spring semester by the Faith and Learning Committee of Agnes Scott's Board of Trustees.

As the character playing Bonhoeffer probed his own mind and heart, the words stirred members of the audience to confront, to reflect upon and to wrestle with issues of personal integrity, justice and sacrifice. "What a person knows academically, what we have experienced and what we decide to do according to conscience," commented ASC Chaplain Patti Snyder, "this is where learning and faith intersect."

If the experience provoked those of us in Winter Theatre



to focus on the responsibilities and consequences of personal choice, it also raised provocative questions about collective responsibility. Bonhoeffer's particular concern was for the community of faith.

As Nazis secured key positions for themselves in German denominations, Bonhoeffer asked, point-blank, will the church Nazify its gospel or teach the gospel of Jesus Christ? He concluded: *We saw the lie raise its head, and we did not honor the truth.* When

the state demanded that all church leaders take an oath of allegiance to support Hitler, Bonhoeffer would not.

*We saw our brethren in direst need, and feared only our own death,* he lamented, as Hitler turned the force of a nation's self-hatred toward a religious minority. Over and over he called on the church to take a prophetic stand. But officially, the church remained silent. "It has not raised its voice on behalf of the victims," Bonhoeffer grieved and concluded, "It is guilty."

After 18 months confinement, on April 9, 1945, the 39-year-old Bonhoeffer was executed—just days before he would have been liberated by advancing American troops.

Following the Lives of Conscience symposium I re-read from Bonhoeffer's *Letters and Papers from Prison*, the poem, "Night Voices in Tegel."

*I am waiting for that midnight,  
In whose fearfully streaming brilliance  
The evil perish for anguish  
And the good overcome with joy. . . .  
Holy strength is at work,  
Setting right.*

*Celeste Leanington*

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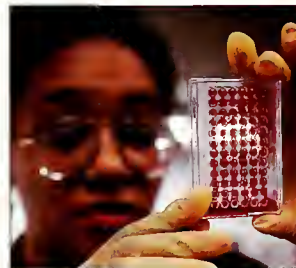


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# LIFESTYLE

*Highlights from the lives and work of alumnae doing everything from book marketing and yoga to ministering in a diverse D.C. congregation*

## CLEAR-CUT ENGLISH

*Author and Seminar Leader Lucie Barron Eggleston*

Lucie Barron Eggleston '68 remembers well the grueling weekend she spent in the Agnes Scott library outlining a paper on Hamlet. But the expression that crosses her face when recalling that assignment is a smile, not a grimace. The experience 25 years ago shaped the business she

owns and manages today, Letter-Perfect Communications.

Eggleston tells Fortune 500 employees nationwide to invest their time in organizing thoughts first—then the writing will take care of itself. "Most people don't think through a letter or report before writing it. They think 'I've got to do this by the end of the day.' It's a task to be completed. They don't think about what the

written word can do, or what its results will be after

the receiver gets the communication.'"

The English graduate-former English teacher and bank training and development director, has also authored a book, *What They Never Told You in English* 101. In her self-help guide, the Columbia, S.C., author

debunks writing myths and gives readers basic principles. "A lot of people were taught what they shouldn't do." Eggleston's focus is on the positive.

—Leisa Hammett-Goad



## FOOD FOR THOUGHT

*Food Bank Consultant Virginia Love Dunaway '56*

Most Americans are aware that programs exist to feed the needy. But many may be unaware of the complex structures necessary to keep the poor fed adequately and efficiently. Virginia Love Dunaway '65 is a part of this web. The ASC history and political sci-



ence major founded the Memphis Food Bank and is now a consultant to Second Harvest National Food Bank Network.

Dunaway travels to different food banks each month to monitor how effectively they distribute donated goods. She monitors how the food banks conduct their business and their finances, how

their boards govern and whether their executive directors practice sound leadership. In addition, she examines how these banks relate to their communities and how they store and distribute their food. Based on her findings, she suggests improvements. Monitoring food banks assures manufacturers that their donations are handled judiciously, she notes. —L.H. Goad

## IN A VOLATILE MARKET

*Marketing director Cheryl Carlson '84*

Last year, when the publishing industry overall achieved a meager one percent income gain (up from no gains the previous year),

revenues at Heinle & Heinle of Boston quadrupled, to \$20 million. Heinle & Heinle attributes its remarkable growth to successful marketing ventures and to the acquisition of three publishing houses.

As marketing director for Heinle & Heinle Publishers, 30-year-old Cheryl Carlson '84, is focused and articulate. In less than five years she has developed a reputation for having the business savvy to market a company that dominates language materials publishing among competitors that include McGraw Hill, Houghton and Mifflin, and Holt, Reinhart.

"Publishing is a volatile industry," says Carlson. "Funds for books are closely related to the economy. If the market is down domestically, it might be up internationally. So we publish in a lot of markets."

Carlson's goal is to maximize revenues for her list of books. "I'm evaluated on whether we're growing, and if I'm within my budget," she says. By her own admission, the past five years have been marked by tremendous stress, growth and change.

During her tenure, Carlson has endured a reorganization in which half the staff were laid off and three



IN MOTIV LITTELL/CREA PHOTO

companies were acquired.

Acquiring new companies meant that "overnight I had twice as many titles, twice as many authors, and twice as many new markets," says Carlson.

Also, the corporate management style was radically altered and new management techniques were introduced. The company adopted a form of team management. "This means basically I have to live and die by my own decisions. And when you're making large financial decisions, it's initially overwhelming."

As one of the few native-born Americans on the 70-person staff, Carlson has learned how communication style is connected to culture. Her supervisor is Mexican and her editorial counterparts are Austrian and Argentinean. Working on cross-cultural teams

"brings a lot of texture to what we do," she says. "We all have different ways of managing."

"Coming to a decision as a group, without letting any one person drive the agenda, and making the decision that is best for all concerned, has been a real challenge for me," she admits. "I'm very independent and autonomous. I really prefer working by myself."

Although Carlson had studied French since kindergarten, it was a year abroad in France that proved the catalyst for her love of languages and for her "mission to see people learn languages better."

After graduating from Agnes Scott in 1984, Carlson worked in Atlanta for an international consulting firm. She handled CEO executive searches and researched mergers and acqui-

sitions. Two and a half years later, Carlson felt she'd gone as far as she could without an MBA from Harvard University or the Wharton School. But, before plunging into graduate school, she decided to take some time off.

At the encouragement of Tiz Faison '84, an Agnes Scott classmate who was working in Paris, Carlson headed for France. She studied language, literature and art history at the Sorbonne.

"Living in France was the most wonderful experience," says Carlson. "I wish I'd been brave enough to do it earlier."

With her newly acquired fluency in French, and her degree in English and economics from Agnes Scott, Carlson was hired by Heinle & Heinle, publishers of language materials in French, German, Italian, Russian and Spanish.

Headquartered in Boston's aristocratic Statler Building, Carlson's inner sanctum of mahogany paneled walls, art deco furniture and windows of leaded glass offers a breathtaking view of the city's Public Garden.

Although her office seems calm, the pace outside is frenetic.

"There are lots of deadlines, details and a 1,001



priorities—yours, your boss's, your colleagues', your authors', your customers'. And everyone thinks something different is important."

As marketing director, Carlson describes her job as primarily "number-crunching. I figure out what kind of story numbers tell and put it into words," she explains.

"I prepare monthly, quarterly and year-end reports, write sales forecasts, draft business plans and plans for venture capital."

"Cheryl's strength is managing," believes Heinle & Heinle designer Jean Duvoisin. "She has a high-pressure job and spends thousands of dollars. Her strength is in her ability to schedule her time and be a promise-keeper. There's always the illusion that there will be more time. But there never is."

Aside from working on two management teams for Spanish/French and German/Italian, she writes and

produces promotional pieces. She also meets with customers, attends conferences, sets up focus groups and spends time with new authors. (Annette Cash, chair of ASC's Spanish department, is a new author for Heinle & Heinle. Her book *A Cue Si* is due out this spring.)

"Most books are signed on a prospectus and an outline, maybe one chapter," she explains. "We sign authors because we're ex-

tremely interested in their research. Some might have a really unique concept."

Until this fall, Carlson traveled three weeks a month. But the exhausting pace began to take its toll. "It was hard to keep any normalcy or maintain a personal life with that kind of schedule," she says. "It's important to those of us who don't have things that root us, to not pull our roots up too often."

As demands on her time and energies grow, she has set priorities.

Once a week, she works at home. Her spacious apartment overlooking Beacon Street is a comfortable retreat—drenched with light from atrium skylights.

She also maintains a balance in her life through volunteer activities. "You realize there are much bigger things in life than whether a book is going to be a week late," she says. As a member of the Junior League of Boston, Carlson spends one day a week, and one weekend a month, working with homeless kids—taking them ice skating, preparing dinner for them, helping them with crafts. "Sometimes it's overwhelming with 30 kids in a small room. The noise is outrageous. I always have a headache when I leave. But I'm

## TWIST AND SHAKE

*Yoga Instructor Ruby Mae Laney Sewell '39*

At 75 Ruby Mae Laney Sewell '39 says she's past the age of baring her midriff, but she's not too old to practice Middle Eastern dancing, a.k.a. belly dancing. Neither is she too old to teach others— young and old—the joy of movement, including Yoga, her favorite.

The French and psychology graduate began taking dance lessons as a child, took every dance course Agnes Scott offered, and began teaching dance in her home when her children were

young. Over the years she has taught hula, oriental and folk dancing, too. Sewell was past 50 when she learned Yoga's gentle stretching movements from a book loaned by a friend. She fell in love then with Hatha Yoga, which emphasizes exercise rather than meditation.

To refine her skills, Sewell frequently attends Yoga and Middle Eastern

dancing workshops in New York and California.

"Someone asked me once, 'Ruby, when are you ever going to learn enough?' She chuckles.

"This is my continuing education."  
—L.H. Goad



surprised how generally happy the kids are—how sweet and anxious to please. And then, there are a few hell-raisers,” she admits with a laugh.

She traces her motivation for volunteering with homeless children from lessons learned at Agnes Scott.

“I was taught that to be a productive, happy person in our society, it’s important to take care of yourself and to love the people around you.

“No matter how busy you are, if you’re too busy to lend a hand to your friends and your neighbors or your town, there’s something wrong.”

Learning to put appropriate emphasis on her professional life and not letting it overwhelm the rest, says Carlson, is essential to her own sense of success.

*Carolyn Blunk is a freelance writer living in Boston, Mass.*

## TAKE A BREAK?

*Consultant Polly Brooks Simpson '61*

**O**ption 1: Find a job after high school or college graduation.

Option 2: Go to college or graduate school.

But Option 3? What is it?

Polly Brooks Simpson has all sorts of answers. It’s her business.

The former social worker and private practice therapist now consults with teens and young adults who need to fill in that proverbial year-off.

Simpson is a prime resource for students looking for a great way to delay college or take a break before continuing university study or pursuing graduate work, or before “entering the real world” of work.

She helps clients who wish to live abroad, learn a foreign language, do a community service project overseas or work on an environmental project.

She gives direction to students who simply say, “I’m tired and I don’t want to go to school next year.”

Simpson helps her clients explore their fantasies and possible career paths, then she researches and recommends several options which may include volunteer and internship opportunities.

The payoff for Simpson: watching transformation among her clients who gain confidence and self-esteem or a new life direction during their “sabbaticals.”

The one problem, Simpson finds, is that sometimes she would like to pursue the intriguing options that she finds for her clients. —L.H. Goad



## DIVERSE COMMUNION

*Pastor Garnett Foster '64*

**W**hen the Rev. Garnett Foster '64 peers from her pulpit into her 225-member congregation she sees diversity—Anglo-Saxons, Africans, African-Americans, Caribbeans. Among them are high-powered Washington lobbyists, Environmental Protection Agency employees and at least 35 lawyers. It’s a crew, she says and chuckles. And the challenge posed by this motley

membership at Takoma Park Presbyterian Church in Takoma Park, Md., says Foster, their spiritual leader of two years, is to help match social commitment with theological understanding.

In her sermons the ASC English major and Princeton Theological Seminary graduate tries to give parishioners a new lens through which to view the biblical text and new ways of seeing life.

“One of my goals,” says Garnett, “is to develop a community whose life in the world flows out of theological understanding.”

—L.H. Goad





LINDA, AGE 43

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I don't want to come back here.  
Because you hear crying at night of some of the women and you  
know what the children are going through. They realize their dreams  
just aren't coming true. I still have lots of dreams.

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# JUST LIKE US

Photographer Laura Sikes intended to take candid photos

of life in the Moreland Avenue shelter for women. But she

changed her mind. She decided not to invade that private space.

Instead, she posted a sign-up sheet

for portraits and the following Sunday converted a small dining room into a studio. By the time she had put up the seamless and turned on the lights, a line of women—many with children—filled the hallway. She saw mothers combing their children's hair, women putting on lipstick and Dorothy styling her wig. "I think of the result as real intimate," says Sikes who later exhibited the photos to help Atlanta's homeless. "I learned a lot from those women, you know." ♡ Women and children are the fastest growing homeless population. In



CLYDE, AGE 81

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"I used to stage dance, tap, Charleston, all that. Ballet. Well, after a certain age, I stopped 'cause I done lived my life and I know I can't live nobody else's, so I stopped that dancing. I didn't want to die dancing. I'd rather die with a prayer in my mouth."



DONNA WITH AMBER, 5, and VIRGINIA, 3

I've been a nurses' aide. A maid. A cook. I'm not afraid to work. I've tried to get jobs and they tell me, 'I'm sorry we just don't think you can handle it.' I need a job. I'm in a shelter but I want out. My goals are to have my children and myself in our own home.



response to that, concerned women like Sikes are getting involved. ♡ “I can’t walk out of the door and say today I am going to end homelessness or world hunger,” reasons Agnes Scott’s assistant publications manager Mary Alma Durrett. “But I can say I will fix dinner for these six homeless families at the Trinity shelter.” ♡ Durrett is one of several ASC staff and students whose lives connect with those of the homeless as they prepare meals and act as night directors at Trinity, one of Atlanta’s 14 shelters (providing 600 beds) for women and children. Early one morning as Durrett helped a young mother bundle up four kids hot with fever, she remembers worrying. By 7 a.m. they would have to leave the shelter and head into the cold. “Where do these women go during the day?” Durrett wonders. ♡ “The question that always rolls through my mind is how can I address the larger issues of homelessness?” ♡ Members of the Agnes Scott community are dealing with that. With nine women’s organizations (including Atlanta’s



DOROTHY,  
FORMER  
TEXTILE MILL  
WORKER AND  
MIGRANT  
LABORER

---

“Before I came here, I was living in my car and sleeping in the park. I’d like to have my own apartment. I really would. Or just a little room with a little hot plate and a shower. That would be plenty for me. I don’t feel sorry for myself and I don’t want nobody else feeling sorry for me.”



### BECKY WITH ALEX, 2, AND DANIEL, 9 MONTHS

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I work on the labor pool. I make \$25 for eight hours; sometimes I can make \$15 or \$20 for six hours. I'm glad I got a place to stay. Most people ain't. They be sleepin' outside in the cold. I have a roof over my head. I mind my own business and stay out of trouble.



Junior League and Women's Chamber of Commerce) this year they formed the Women Helping Women Coalition to build a Habitat for Humanity house in Atlanta's Reynoldstown.

☛ For months, ASC Habitat chapter members spent off-hours sanding, nailing, painting and selling 250 Main tower-shaped birdfeeders—and President Ruth Schmidt personally donated \$1,000—to raise \$5,000 toward construction materials. ☛ Then Saturday after Saturday, volunteers



JERE AND HER SON, DESMOND

"The hardest thing is not being able to come home to a home like your own private apartment, and Desmond and me we sit down and have dinner and talk. I have to talk to him more to get him to realize things will be better again one day; he's like, every day, 'Do you think we'll move soon?'"



## MAKING A HOUSE A HOME

Agnes Scott joined in the Walkathon among Women Helping Women Coalition volunteers to raise money for the Women's House entirely funded and built by women.

found themselves sloughing through mud and rain to help Mary Brown build a home for herself and children Shakeivious, 9, and Johnny 3. For this Women's House, even the construction site supervisor was a woman, Habitat's Jeanne Shorthouse. ♡ Toward the end of a busy Saturday in April, Mary Brown in coveralls and large dangly earrings draped an arm around the sup's shoulder, squinted at her new house and smiled.

"It's gonna be pretty. I can see teal trim on the front of the house. Can you see that, Jeannie?"

♡ From the beginning, all workers on the site have been women, only. Among the 50 in mauve paint-spattered jeans, boots and billed caps that day was Pam Ruffin. Since 8 a.m., she had installed insulation in the attic and crawl space of the house. "Even though we may not have experience in building," she said, "women can do anything."

—Celeste Pennington











Written by Jane Zanca  
Illustrated by Ralph Gilbert

# SCRATCHING OUT A MIND

Studies show co-education has not served women well. The women's college advantage may be re-emerging, an idea whose time has come.

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*The pictures of ill-fated Abelard with his pupil and lover Heloise were drawn in the illuminated initial letter of an ancient manuscript, Historia Calamitatum. This is the only medieval depiction of Abelard. The face of Heloise has been scratched out.*

**H**ELOISE AND ABELARD. Remember those tragic figures of French literature and medieval history, brought together as a youthful, brilliant student and a renowned logician and teacher. The two became lovers. And tradition holds that for the indiscretion, both were punished: he by castration, she by confinement for life in a monastery, where she rose to

the position of abbess. Is there not a significant hole in the traditional interpretation of this tragedy?

On the Richter scale of the 12th century, a scandalous sexual relationship—even one involving clerics or bishops—might register about a two. That translates to a raised eyebrow, a titter behind one's hand, perhaps a delay of hierarchical favors.

The education of women—now there was a shocking topic.

Teaching one's daughters in those days was a private matter, carried out (if at all) in isolation with a tutor or in the cloister of a convent. Either setting sufficed to keep girls from dipping into the currents of knowledge that swirled through the 12th century. There was a rationale for this, of course. Put simply, women incited lust which men were incapable of controlling. Therefore men perceived women as antithetical to the pursuit of knowledge.

That the union of Heloise and Abelard began with an attraction to each other's

## THE AMERICAN SYSTEM OF EDUCATION: BREAKING WITH CENTURIES OF EXCLUSIONARY TRADITION

### THE 1700s

*Settlers leave behind 18th century European traditions that hold, as Jean Jacques Rousseau put it, educating women is important, as it is relative to men: "To please them, to be useful to them, to make themselves loved and honored by them. . ."*

1778

*Happily, Rousseau dies.*

### TO THE EARLY 1800s

*Most teaching occurs at home. Elementary classrooms open—to boys and girls. (Young women are warned against reading romantic novels, believed to cause overexcitement of sexual organs and uterine disease.)*

*Throughout the 1800s America races westward. Insatiable demand for teachers to tame new frontier contributes to birth and growth of women's colleges.*

1821

*Troy Female Seminary opens. Founder Emma Hart Willard has radical*

minds, a shared excitement about learning—to the 12th century mind, that was not only impossible, it was unthinkable.

NINE-HUNDRED YEARS LATER, the world allows Heloise to go to school, but as with her 12th century counterpart, it may not take her education too seriously.

That this philosophy survives and that it has a terrible impact on girls has finally been documented.

One of the most recent reports, commissioned by the American Association of University Women [AAUW] and compiled by the Wellesley College Center for Research on Women from more than 1,000 publications about girls and education (including hundreds of research studies), charges that ignoring or demeaning girls is a tradition central to the American school system. Teachers pay less attention to girls than boys; some tests remain biased against girls/women; some textbooks ignore or stereotype women; sexual harassment/stereotyping occurs, both from male classmates and teachers.

Unfortunately this gender bias begins as early as kindergarten and has far-reaching effects on women's self esteem and confidence, on their work options and earning power. In its latest analysis of the high school class of 1972, the U.S. Department of Education found that while these women obtained higher level educations than men, they had not come close to achieving parity in the labor market. Another report noted only seven of 33 major occupations did women earn pay equal to that of men. Only one percent of top corporate managers are female. A former surgeon general called the absence of women in medical research "scandalous."

Explains Mary Williams-Norton, chair of the physics department at Ripon College in Wisconsin, in a *Fortune* magazine article, "Often girls' grades are based on low-level learning like memorization of fact. One reason that girls don't achieve more later on is that they don't get praised for independent thought, creativity and higher order thinking."

For girls and women, co-education has built fences where bridges to learning and opportunity should stand.

Still, for every fence the system builds, there are Heloises who slip through. They retain a bright-eyed excitement about knowledge, embrace learning as a lifelong lover.

These women create a lifestyle that fulfills a deep need for growth and personal mean-

ing—whether it is in tending the hearth for a family or spinning off predictions for the stock market. Usually they can be spotted by the trail of dust they raise, kicking up accomplishment after accomplishment throughout their lives.

WHO ARE THESE WOMEN? Increasingly, they are singled out as graduates of women's colleges, institutions that empower women. Says Ruth Schmidt, President of Agnes Scott College, "A woman's college provides the very environment which will enable women to succeed."

Indeed, compared to women graduates of co-ed colleges, graduates of women's colleges are six times more likely to be on the boards of Fortune 500 companies or to be named in *Business Week's* list of outstanding corporate women. Surveys by several groups have shown that women's colleges produce a higher percentage of females with degrees in physical science, life sciences, math, economics and business. Nearly half of graduates from all-female schools have advanced degrees. They are twice as likely to pursue a doctorate.

Graduates of women's colleges are also more likely to make inroads into traditionally male jobs, and they place in those jobs at the higher end of the pay scale. After establishing a career path, median salary for graduates of women's colleges is typically \$8,000 more than for women from co-ed campuses. Graduates rarely regret their choice of an all-women's college: 71 percent of women's college alumnae say they would choose the same college again.

This track record is more impressive in light of how the educational system educates girls, from the beginning. The AAUW notes that in the traditional classroom, boys are encouraged to be ambitious, adventurous, curious; to ask questions, even to challenge authority. Girls are rewarded for being neat, nice and well-behaved. They learn not to ask questions or challenge assumptions. Soon they are barely seen, much less heard.

Day after day, school year after school year, the two different messages are reinforced, and girls begin to lose faith in themselves.

THE COLLEGE EXPERIENCE may be a first chance, as well as a last chance, to break the mold of 12 or more years as a second-class citizen. Single-sex colleges, according to author Alexander Astin (in his analysis of college environments in *Four Critical Years*), provide



more positive patterns: "Students become more academically involved, interact with faculty frequently, show large increases in intellectual self-esteem," he writes.

Victor Wilson, assistant dean of students at Agnes Scott, also notes that this single-sex college experience challenges the status quo: "Here I don't see the societal notion to pamper women, the 'We'll take care you, little lady' type of thing. Here, the little lady can take care of herself."

There are many implications in taking care of oneself. In the classroom, it rules out the possibility of receiving an Agnes Scott education as a spectator. It means that instructors will invite or demand participation. "When I see a student playing with her hair instead of answering the question, I tell her there is no

right or wrong answer, but I want to know what she thinks," says Donna Sadler, associate professor of art.

After a lifetime of being ignored, it can be a shock—especially when those infamous Agnes Scott first-term grades come out—to find that the instructor took one's work seriously.

To foster gender equity really means "equipping our graduates so they can compete in the larger world, and that means not spoon-feeding them, not giving them special courses 'designed for women,' but giving them the kind of courses that equip them to meet the standards of the larger world," says Richard D. Parry, F.E. Callaway Professor of Philosophy. "My own view is, my role in the classroom is to be tough and demanding. Challenging."



**I**t is noted in a recently released Carnegie Foundation study, *College: The Undergraduate Experience in America*, that in co-educational settings, men talk more and what they

say carries more weight. (A consistent finding in research spanning 20 years is that this kind of activity begins early: boys call out answers eight times more frequently than girls in lower grades.) Patterns of college classroom interaction, with the emergence of leaders and followers, are set very early in the term.

"In many classrooms, women are overshadowed. Even the brightest women students often remain silent."

The training to be silent is difficult to undo.

Although experiences in the Agnes Scott environment vary, some women remain quiet, reflects Elizabeth Cherry '95. "In my classes here, the students are less outspoken than those in my high school classes," she says. "We [at Agnes Scott] tend to be more quiet. . . . When competing with women, I don't want to win. I would prefer a tie."

It is interesting that Cherry's latter observation encapsulates another of the AAUW's

findings: girls' approaches to learning are different from boys', and these differences are ignored in the traditional classroom. Girls tend to learn better in groups, says the report, with the group shaping multiple solutions instead of the one "right" answer that boys tend to pursue.

Girls tend to identify personally with a subject, to be careful listeners, to depend on experiential logic behind ideas, notes Nancy Goldberger of the Fielding Institute. In classrooms where adversarial debate reigns, says Goldberger in a Phi Delta Kappan interview, girls fall silent.

Comparing teaching experiences at Harvard University and Agnes Scott College, Christine Cozzens, assistant professor of English and director of women's studies, noted these distinctions, as well, and found them so unnerving that she never felt she was fully prepared for class (*see following story*).

Ginger Patton-Schmitt '89 has taken a sobering inventory of such distinctions during her first-year law study at the University of Georgia Law School: "All first-year law students take the same curriculum. Only one-third of law students are female. All of my substantive courses are taught by men. . . . It has been a much different environment." She and two past and present classmates, Vanessa Elliot '92 and Amy Bridwell '92, have compared

*approach. She takes girls seriously. To some parents' horror, she emphasizes mathematics and physiology.*

## 1828 - JACKSONIAN YEARS

*Concept of education for all (White) children emerges via the move to give the vote to all (White) men, regardless of property ownership. Although slavery laws forbid education, a few African-American women conduct schools in Louisiana, South Carolina, Georgia.*

## 1833

*Oberlin founded, first as a seminary, later as college. Open to persons of all races and either sex, Oberlin takes education of women seriously.*

## 1834

*Wheaton College founded.*

## 1837

*Mount Holyoke College founded.*

## 1847

*Society of Friends Established Earlham College.*

## 1849

*Overcoming continuous insults and sexual overtures, Elizabeth Stone Blackwell becomes first woman physician in U.S., graduating at the head of an otherwise all-male class.*

1852

Mills College founded.

1861

Vassar College founded.

## THE 1860s

*First free high schools for girls open in Boston and Philadelphia.*

## MID- TO LATE-1800s

*Women organize around shared interests in sewing, reading, Bible study; discussions soon take up issues of slavery, temperance, women's rights, employment and unionization. This makes men nervous.*

1869

Chatham College founded.

1870

Wellesley College founded.

1875

*Smith College—the first to be endowed by a woman—opens. Entrance standards equal those of contemporary men's colleges; require Greek and Latin.*

1880

Bryn Mawr College founded.

impressions and believe one professor harangues women, to see if they can hold up under pressure. "If I had not had my Agnes Scott College foundation, I could not have held my own so well," concludes Patton-Schmitt.

President Ruth Schmidt believes that vital to empowering women is the quality and timing of the intervention. "The undergraduate years are a crucial time in women's lives," she says. "They are deciding with whom they want to spend their lives, what their careers will be. Women's colleges provide an opportunity to step outside of a sexist society during that period."

President Schmidt points out that, because the underlying premise of a women's college is that women are valuable, such colleges have been tuned in to the changing needs of women and offer an environment where women are the discussion leaders, the innovators, the student body leaders, the star scholars.

Nancy Duggan Childers Lansing '83 believes that Agnes Scott provides excellent preparation for effecting needed change. Lansing, director of communications for the Boy Scouts of America Atlanta Area Council, succinctly describes her setting as male-dominated. "There have been times in my work that I have had to be very patient in waiting for gender biases to dissolve," she says. Learning to be open-minded and forthright and learning to articulate ideas are among the most valuable lessons she learned at Agnes Scott. "If [a woman] is intimidating or defensive, she will never communicate her purpose," warns Lansing.

IN SPITE OF ALL that women's colleges offer, since the 1960s enrollment for many has languished (with 600 students, Agnes Scott has been holding its own). Worse, the number of women's colleges has dropped dramatically, from 298 in the early 1960s, to 110 in 1981, and now, to 84 and counting.

Primarily for financial reasons, many have opened their enrollment to men, thus relinquishing something, if not all, of their unique identity. How deeply that identity can be cherished was made clear in May 1990, when the Board of Trustees at Mills College in Oakland, California, besieged by financial woes, announced that it would admit undergraduate men. As the trustees soon learned, the danger of teaching women to lead is that they will.

From May 3-18, students and alumnae shut down the campus in protest. It was, as the

Mills Quarterly termed it, "A Very Civil Disobedience"; nevertheless, it had teeth. With wide media coverage, support for the protest poured in from all over the country. Women at St. Catherine's College in Minnesota sent a box containing locks of their hair as a sign of unity. On May 18th, the Trustees relented.

For similar reasons, Wheaton College opened its doors to men. President Schmidt has taken a special interest in the progress of events there. She explains: "I taught at Mary Baldwin in the '50s—I didn't catch on to the real advantages of women's colleges at that time. It wasn't until the late 60s and early 70s, the years of the women's movement, that I became aware. I chose Wheaton because I felt that it was possible to incorporate into the curriculum there, the findings of the new research on women." Wistfully, she adds: "Wheaton should have downsized a little and stayed female. . . . It isn't the same there any more."

HAS AGNES SCOTT COLLEGE ever seriously discussed going co-ed? President Schmidt affirms that the topic was raised at the time of the centennial celebration, mainly because the centennial seemed an appropriate milestone for thoroughly reviewing everything about the college. She has since "left the door open" to discussing the topic at other, appropriate times, and has always been surprised that it doesn't come up. "Certainly, we'll be the last one to go, if they all go," she says.

Now, nearing the turn of another century, women seem to be looking, once again, at the value of a women's college education. USA Today reports that 1993 applications at Wellesley College are up 11 percent, Barnard's are up 13.7 percent, Smith, 10 percent. Spelman College in Atlanta enrollment is holding steady this year, but only after a thunderous 92 percent increase between 1986 and 1991.

Why this renewed interest in women's colleges?

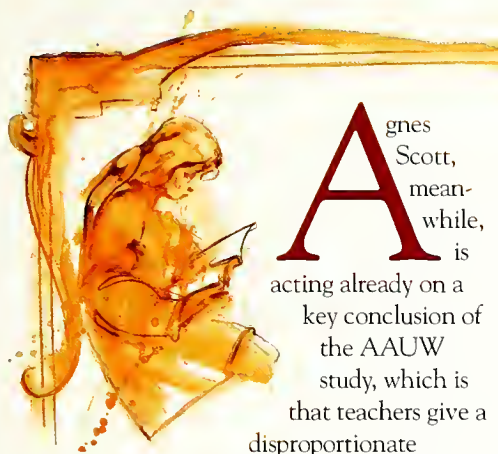
In part, it may be that women are reading between the lines. Studies show that women are three times as likely to earn a baccalaureate degree in the life sciences, physical sciences and mathematics at a women's college than at a coeducational institution. The percentage of majors in economics, math and the life sciences is higher in women's colleges than it is for men at coeducational colleges. (Only two institutions of any size in the country have more graduates in physics than does Bryn



Mawr, according to a spokesperson for the Women's College Coalition [WCC], Washington, D.C.)

A survey by WCC found that a significant number of women candidates in the 1992

elections were graduates of women's colleges. It is apparently not lost on women that Hillary Rodham Clinton—likely to become one of the most forceful women ever on the American political scene—is a Wellesley graduate.



Agnes Scott, meanwhile, is acting already on a key conclusion of the AAUW study, which is that teachers give a disproportionate

amount of encouragement and attention to male students and must be made aware of what that does to girls in the classroom. Once educators see what they're doing, they become "like converts," highly motivated to recreate the system, says the AAUW. In addition to its carefully nurtured philosophy and active, ongoing discussions of women's issues, Agnes Scott College has initiated efforts specifically targeted to teachers. One of these is focus of the new Master's in the Art of Teaching degree (see story, page 16).

Another is a research program offered during the summers of 1991 and 1992 for area high school science teachers and a select few of their female students. Called SHARP! Women (for Student Honors Association Research Program), it links participants with faculty members and students from Agnes Scott's own science departments, for the purpose of collaborating on laboratory research. The SHARP! Women program could not be more timely or more appropriately targeted. One of the most potent lessons that young women have internalized from the school system is that boys are rewarded for math and science endeavors, but girls aren't.

The consequent exclusion of half of the nation's population from these disciplines imposes very high human, social and cultural costs. Individually, young women who avoid science and math exclude themselves from 75 percent of all science majors.

Says Sue V. Rosser, author of *Female*

*Friendly Science*, "These are the majors leading to many of the higher paying jobs in our technological society."

Both the Master of Arts in Teaching [MAT] Secondary English and the SHARP! Women program will have to work quickly, because the United States faces imminent mindpower shortages. Both the Office of Technology Assessment and the National Science Foundation are alarmed at the severe shortage of American-trained scientists that the country will face by the late 1990s. That's just one college generation away. We also face teacher shortages.

AS WAS TRUE IN HELOISE'S TIME, it is true in the closing years of the 20th century that civilization will flourish in proportion to how well and how thoroughly each individual—man and woman—flourishes. One of the most poignant anecdotes in *A World Without Women* by David F. Noble reveals how powerful are the historical and cultural undercurrents that shape individuals and society today. He describes an illuminated manuscript of Abelard's autobiographical *Historia Calamitatum*, which belonged to Petrarch. "A portrait of the ill-fated couple was drawn in the illuminated initial at the first of the text, providing the only medieval representation of Abelard," he writes. "The face of Heloise has been scratched out."

It boggles the mind to contemplate how many present-day problems might have been solved centuries ago if the human race had cherished the intellect and talents of its women.

For women wanting to do their part, and contemplating a choice of colleges, President Schmidt offers a cue from the example set by African-American colleges: "You will flourish where you are believed in."

Zanca '83 is a writer for the American Cancer Society, Atlanta, GA.

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1881

*Spelman College founded.*

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1889

*Agnes Scott founded, first as a seminary, then as a women's college.*

---

1901

*Sweet Briar College opens.*

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1919

*By his own survey, Frank H. Gaines, first president of Agnes Scott College, conservatively estimates the number of current college women in the United States at 250,000.*

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1921

*One year after women gain the vote, Gaines asserts that "All vocations are open to women."*

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## 1921 TO THE PRESENT

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*Educated women try to make Gaines' words come true.*

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1960s

*Total number of women's colleges begins to drop from 298.*

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1967

*Yale and Vassar negotiate a merger with little opposition from Vassar women. Looking back on this period, a*



# A CONSPIRACY OF IGNORANCE

Culture, laws and tradition have worked against women's education. Yet a few enlightened minds have illuminated the path toward today's success.

see the undercurrents, any interpretations we make of the seascape are distorted by what we don't know and can't see.

In *A World Without Women: The Christian Clerical Culture of Western Science*, Noble tosses us into the currents of women's attempts to be educated, despite religious traditions, laws and cultural forces that conspired to enforce their ignorance.

In early Christianity, says Noble, equality of women was basic belief that was fostered in many ways. He cites the existence of double monasteries as evidence that, throughout Christian history until the Middle Ages, there was a serious and durable attempt for men and women to relate as equals and to bond as fellow seekers of *learning*. Because the inhabitants of these monasteries were separated by sex and committed themselves to celibacy, they circumvented the usual pitfalls of relationships between men and women. Thus, they were set free to relate, to become friends—as did St. Francis and St. Claire—and together, to achieve great things.

What rides atop the waves is that the double monasteries faltered. In the undercurrents, we find that they rose again and again from time to time, right into the 20th century, when the Shakers established double monasteries in the United States.

Noble believes that the ideal of equality came under attack when, in the Middle Ages, the story of Adam and Eve and the Garden of Eden, was reinterpreted. In early Christianity, loss of the Garden of Eden represented the loss of free will. In the Middle Ages, a revision of

member of Vassar's last all-female class notes that the integrity of the college had been surrendered by its employing a predominantly male faculty with unenlightened perspectives on women.

1971

An article in the Agnes Scott student Profile reports that Chatham College declines to admit men. In

**T**o the ears of turn-of-the-20th-century women's, Jean Jacques Rousseau's declaration that they should be educated for their roles in relation to men invokes all the pleasure of a dentist drill. In the context of his time, however, it was quite radical to propose that women should be educated at all.

The message of history seems to be that girls and women have always had their noses pressed against the window panes of education.

According to a new work by David F. Noble, professor of history at York University, Toronto, this wasn't always so. Noble confirms what I have always suspected—that in studying history, we look upon a pounding surf. We see only what is tossed to the surface by the force of the waves. Because we can't



the interpretation cast Eve (and ultimately, all women) as a temptress and a distraction from learning. In this version, Adam was also reduced. He became a slave to his lust.

It was at this same time, notes Noble, the institutions of learning forged an unholy alliance with militarism, creating a rather strange but nevertheless functional creature: the learned man with a lust for conquest. University students (all male, of course) were encouraged to be verbally combative in the classroom and physically rowdy elsewhere.

There was little room for women in the world that developed from this alliance. Lacking education, women were excluded from nearly everything that had meaning in their culture.

Nevertheless, Noble indicates that many girls and women fought for every scrap of learning they could grasp. If they were so fortunate, an enlightened father or uncle might provide a tutor, usually with the stern admonition that it was unseemly for women to show off what they knew.

Lacking a tutor or other formal education, women often tapped into vital networks that they had established among themselves. Noble provides ample lists to show that there have been learned and accomplished women throughout time. His lament is that it was against this backdrop that the tenets of Western science were formulated. As he concludes, the exclusion of women from science resulted in concepts of science that were only half-human.

It was this burden of history that was packed into caskets and trunks and loaded onto the ships that brought settlers to the New World. Had there been a Holiday Inn at Plymouth Rock, the traditions might have held, but the shores of the new continent were no place for rigid traditions or fainting ladies. Women's roles were redefined from day to day, depending on how many trees had to be cleared, whether a suitable source of water had been found, and how many men still survived after epidemics, raids and injuries.

These upheavals in roles continued into the settlement of the West. As Lillian Schissel says in *Women's Diaries of the Westward Journey*, "Whether the issue was riding

astride instead of sidesaddle, or wearing trousers when riding or working, or driving teams of cattle, the frontier continually expanded the work assigned to women." Schissel suggests that it was because of the backbreaking work that women determined to see their daughters educated, thus gaining an easier life.

The frontier presented a uniquely volatile and at times amorphous situation. In this new country, geniuses and crackpots had an equal shot at founding a town or writing the laws. A lot of ideas that couldn't get off the ground in the mother country coasted like seagulls in America. Quaker ladies spoke their minds in meetings and set out to educate girls and black people. Men who had been in debtor's prison in England became ranchers holding grand stakes. In the midst of all this, the notion of hiring women to teach the burgeoning population of children didn't seem very radical. In fact, it seemed a great idea, because uneducated women could be paid much less than men with college degrees.

It soon became evident that the premise of low salaries for women was going to work, but the lack of proper education made a very unsatisfactory teacher. In response to the need for competent teachers, women's colleges were born. Agnes Scott was one of these, though it was a latecomer, established at the end of a century that was ablossom with new colleges for women (see "Timeline"). For its location in the South, however, it was right on time. In 1921, Frank H. Gaines, first president of Agnes Scott College, wrote, "Year after year [Agnes Scott College] has sent out its graduates to be teachers. For several years it has been impossible to supply the demand for its graduates."

Of course, as with the other colleges, teaching was but one focus at Agnes Scott. Women graduates, said Gaines, were found "in all the 'learned professions,' in almost every sphere of human activity, and more than two-thirds of them are found in three spheres, the home, teaching and religious work." Those three spheres circumscribe a safe and well-defined world, but it appears that Gaines wanted a much larger territory for Agnes Scott women—perhaps a whole world, one in which women would be included. Thus, he simply declared it so: "All vocations are open to women."—Jane Zanca

another article, Beatie Divine '72 moans, "Why is there only one woman senator out of a total of one hundred?"

## 1985

Harvard study shows that male students dominate classroom discussions, but when instructors are women, female students talk three times as much as when men are teaching.

## 1989

Though women have been the spine of American primary and secondary education for a century and a half, nationwide only 13.6% of full professors are women.

## 1990

Citing financial difficulties, the Board of Trustees at Mills College votes to accept men and quickly finds that the danger of teaching women to lead is that they will lead. Students and alumnae shut the campus down and drum up increased financial support from donors. Humbled, the trustees reverse themselves.

## 1991

Nationwide, only 12% of college and university presidents are women.

## 1993

Twenty-two years since Beatie Divine's plea about female representation in the Senate, four female senators serve on Capitol Hill.

# ENLIGHTENING TEACHERS

Through MAT, ASC provides vital model for teaching.

One irony of the report released by the American Association of University Women [AAUW] is that in most instances, the "chilly" classroom environment that silences girls has been, in large measure, created and nurtured by teachers—and most of these teachers have been women. Could gender-based expectations and behavioral norms have been so internalized by girls that, as adults, they repeat and reinforce these patterns?

If this is so, changing the classroom must begin with enlightening the teacher. Indeed, this is one of the AAUW's conclusions.

From its founding, Agnes Scott College has provided a vital model for the concept of teaching. At the dedication of Agnes Scott Hall, John Scott, the son of Agnes Irvine Scott (for whom the college is named), described cherished memories that turned entirely on his mother's efforts to educate her children: "Her early education had awakened in her the love of the true and the beautiful; hence, the first of all books to her was the

Bible; and after this, and her devotional books, she appreciated Shakespeare and Burns."

In response to nationwide demand in the late 19th century and throughout the 20th century, the college has produced its share of teachers, always regarding the field with respect and demanding the same high standards of academic and professional performance that were demanded in other programs. More important, Agnes Scott has traditionally been very choosy about who stands at the head of its classrooms. As writing is emphasized across the curriculum, the art of teaching has always been emphasized across all departments.

BECAUSE OF THESE CIRCUMSTANCES, Agnes Scott College is uniquely qualified to address the deficits described in the AAUW report. The Master of Arts in Teaching Secondary English program is just one year old. It seems unfair to thrust upon this neophyte the task of changing thousands of years of gender inequities, but Ruth Bettendorf, Ph.D., associate dean of the college and director of graduate studies, feels that the program is ready to take up the challenge. A sourcebook of information on gender bias has been developed for student use, and Bettendorf anticipates that faculty will reference it as well.

"Information on gender bias will be incorporated into the classroom," she says. "We're providing information that is sorely needed by teachers. Our goal is to make them aware of how their reactions to students affect other students, male or female. It begins with awareness." The MAT program will make use of the AAUW's consciousness-raising video, "Short-changing Girls."

As an instructor of writing in the program, Christine Cozzens plans to overlap or recreate teaching techniques that encourage the broadest range of student participation possible.

"De-centering the classroom is important," she says. "Working together to solve problems and a collaborative approach are methods that encourage the skills that girls and women bring to education." —Jane Zanca

Agnes Scott's new MAT program is designed to assure student graduates will become teachers who are role models sensitive to the benefits of "genderless" education. By helping to create a teaching corps aware of gender stereotypes, ASC moves the profession toward an era in which no one will be able ever again to scratch out the faces of the *Heloises* of the future.





# APPLE'S ARK

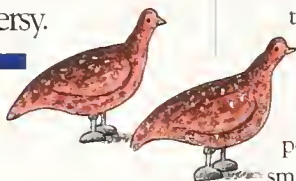
Collector/historian Mary Apple '67 traveled to Eastern Europe to find the origin of "American" antique arks • *By Celeste Pennington*

At an antiques show in Connecticut, Mary Audrey Mitchell Apple '67, a collector of American folk art, finally found it. Noah's ark. It was 13 inches long with a sliding panel door. Out of its old hull spilled more than 100 hand-carved and painted wooden animals. For less scholarly collectors, the search might have ended with the acquisition. But doubts nagged Apple (whose history degree is from Agnes Scott) as she tried to verify the ark's origin.



*Camels, birds, giraffes and all manner of beast—few larger than an inch or two in height—tumbled out of the ark Mary Audrey Apple's toy ark. Her quest for learning the ark's origin led the ASC alumnae on three trips behind the Iron Curtain.*

Apple smiles. In the world of American antiques, her research stirs controversy.



Professional curiosity led her to a major folk art museum in Williamsburg, Va. Among the authoritative writings on such American artifacts, she was surprised to find very little original research: "Basically everyone copied everyone else." After her search at the Abby Aldrich Rockefeller Folk Art Center, Apple laments, "I had no more information." She did have an educated hunch, however—the real voyage of her child-sized ark might be traced to Europe.

"It became my goal not to copy what everyone else had said."

Apple, well-spoken and dressed in a polished, European-looking suit and hat, smiles a little mischievously. In the world of antiques, she admits, "I am very controversial."

Eventually Apple made three trips behind the Iron Curtain, beginning in Dresden and then Seiffen, in former East Germany (near the Czech border), to learn the truth. Her findings were published in several periodicals including the December 1991 issue of the slick *Antiques* magazine. And if Apple's research forever changed the way American collectors perceive their toy arks, the experience also radically changed her own global view.

"At different times," she notes, "things happen that turn your life around."

APPLE'S QUEST began in earnest when she

Apple's granddaughter Betsy doesn't get many opportunities to play with the ark's figures. But the ark itself has become a symbol of Apple's hopes for the youngster: "I want her to be able to interact in other cultures—to speak the language, to eat the food, to know the people and their souls."



took a sabbatical from her job as head librarian at the lower school of The Westminster Schools in Atlanta and set out for Eastern Europe.

After trying unsuccessfully to obtain a visa she went, alone, to the border of East Germany with her handwritten invitation from Manfred Bachmann, a high level official in the communist art world working in Dresden. On instructions, she approached a particular guard gate and waited to see "if the political winds were blowing in the right direction" so that she might enter the country on a one-day pass.

Without incident, she crossed the border.

At the appointed time she met with Bachmann who welcomed her.

"An analogy would be if a fanatic of the Civil War Battle of Kennesaw Mountain came to Georgia from Europe to do research." She laughs. "Bachmann turned out to be this wonderful, grandfatherly man. He showered me with books from his collection [he had written 20 books on the subject]."

He also made the contacts necessary for her to proceed with her investigation. "This is a serious researcher, do whatever she wants," he instructed colleagues.

That seemed like a fantasy, she says: "I was under the umbrella of Bachmann's protection."

Apple freely explored villages and museums in the toymaking regions of Germany and Italy and began to draw her own conclusions about the ark's murky past.

She learned that as a result of a faltering mid-19th century economy based on agriculture and coal, the countryside surrounding the Zschopau and Flora rivers (including the villages of Seiffen, Olbernhau, Walkirchen, Grunhainichen, Heidelberg and Hallbach) emerged as a worldwide center for toy ark production and distribution.

Ark-making grew as a cottage industry (described as proto-industrialization or outside the factory system). One group cut the wood. Another sliced and painted the animals. Another painted the arks. Often family members worked together to produce the animals—even children could sand the figures, glue on ears, horns and tails. A family of six might produce six thousand animals a week and deliver them to the Olbernhau warehouses for final assembly.





Unique to the Erzgebirge region was a method for cutting many animals from a single ring-shaped section of wood, thus providing a cheap and abundant source of small figures. (Apple learned that by 1851, these “ring-turned” animals were included in an illustration of Heinrich Hoffman’s story, *Koenig Nussnacker und der arme Reinhold*, eventually the basis for Pyotr Illich Tchaikovsky’s *Nutcracker Suite*.) This time- and wood-saving process allowed wholesalers to assemble and export thousands of sets of Erzgebirge arks through the 19th and early 20th centuries along routes to England, Spain, Russia, Mexico and the United States.

Through catalogs she traced export of the arks from Germany “into the United States, into the nurseries of children.”

With the ark mystery solved, Apple returned home from the sabbatical with plans for a bicycling tour of Germany. Instead she contracted encephalitis and suffered some brain damage. “It took a year to get the noodles back. That was also a turning point in my life. . . .

“I had two choices. I decided to go back to my history. I had the skills, the mind-frame of the historian.”

INTELLECTUAL PURSUITS have remained constant throughout Apple’s life journey, although she chose no straight career or education paths.

After two years at Scott (at age 19), she married, moved with husband Jim to Michigan and enrolled for her junior year at Michigan State University. “The education I was getting there did not compare to what I had before. We saved every penny so I could return to Agnes Scott.” But education did not end with an ASC graduation.

“I have never, never stopped going to school.”

With each of her husband’s career moves, Apple juggled babies (two sons), career and education: a master’s of library sciences from the University of Michigan in Ann Arbor and a master’s in education from Spalding College, Louisville, with continuing work in German and Dutch languages and computer science. She also participated in the 1991 Scholar’s Program at the Winterthur Museum, and now is studying comparative history of labor, tech-

nology and industrialization in her home away from home—Heusden, Holland.

Her career has taken some interesting turns, from parochial school librarian to weaver and fairy tale teller to librarian at Westminster to guest curator in the Erzgebirgisches Spielzeug Museum, a toy museum in Seiffen, Germany.

“My generation had these boundaries, marriage and family that we chose and treasured. We also had this intellectual energy. At Agnes Scott we were told that you don’t have to shut off that energy.

“The Germans have a word for it: *lebenslustig*. Life-love.”



THIS *LEBENSLUSTIG* now embraces Apple’s grandchild Betsy and a growing circle of internationals. While in Germany, Apple visited schools and antique shops—collect-

ing acquaintances—from an elderly man who was once a Nazi youth, to children who were students in the 11 English classes she taught there. “I was always making connections with schools. I was the first American that many of these kids had known.”

Apple’s own intercultural experience has continually pushed the limits of her understanding of education. “Even though I had my doubts at first,” she admits, “now I feel so strongly about the direction that Agnes Scott is taking with its emphasis on international experiences and diversity.

“It was interesting to hear the European people talk about what is happening now. We in America have had our share of the pie and more. We don’t understand. There is pressure from the East to have a piece of this pie. We can no longer protect our ‘Buckhead world.’ It exists only in pockets and it cannot exist much longer. . . .”

After a brief holiday stay in Atlanta, Apple returns to the home she has made in Holland. The opportunities to voyage from continent to continent and move freely among peoples of many cultures is a dream she now holds for little Betsy.

“I want my granddaughter to be able to go into a village in Africa or into an Eastern Bloc country, to be able to interact, to feel at home. I want her to be able to walk the streets of Czechoslovakia, to speak the language, to eat the food, to know the people and their souls.

“The only chance for my granddaughter to cope and survive in this world,” believes Apple, “is to have that kind of education.”

“My generation had boundaries and intellectual energy. At Agnes Scott we were told that you don’t have to shut off that energy. The German word for it is *lebenslustig*. Life-love.”



# A MATTER OF DEGREES

By Mary Alma Durrett

For almost 20 years now, non-traditional age students have found a niche in ASC's Return-To-College Program

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For more weekends in 1992 than she'd like to count, Karen Reed '95 found herself at a grocery cash register, keying in the prices while trying to ignore the pain of her swollen ankles. Reed, hell-bent on completing a college degree she began 15 years ago, will hurdle any obstacle to achieve her dream.

After two marriages, two divorces, three children and a five-year stint in the U.S. Air Force, this fast-talking Lithonia, Ga. native came home to re-group and pursue the degree that had eluded her. "I had given enough time to marriages," says the 34-year-old Reed. "It was time to go back to the original plan."

In 1991, Reed enrolled in Agnes Scott's Return-To-College (RTC) program.

Designed for women of non-traditional age (average is 37) who want to earn a college degree, the RTC program is almost 20 years old. Most live off-campus and, like Reed, rear families.

As one of the 100 Agnes Scott RTCs (ranging in age from 25 to 84 years), Reed is halfway through the course work for a biology degree, and moving toward her ultimate goal, an M.D. "I want to be the physician who works with the people. The dirty, the poor, the messy, the whole bunch."

Reed is focused: she has completed an externship in medical technology at Atlanta-area hospitals and an internship at Grady Hospital. Recently, she has been working as a pharmacy technician in a federal penitentiary.

Her constant challenge is to manage mothering, studying, participating in an internship and working 30 hours a week. Reed lives with her three children and her mother.

REED'S HECTIC SCHEDULE is not unlike other RTCs, who represent almost 17 percent of Agnes Scott's student body (up from 6 percent just 10 years ago). The average RTC maintains a 2.9 a grade/point average, has school-aged (or younger) children, and works part-time. Many RTCs had started college

after high school, then dropped out to marry, bear children and/or work. Some have experienced divorce or the loss of a spouse. Some have adult children. Others care for aging parents or support dependent children.

They handle complex personal responsibilities (and initial anxieties about stepping back into academia) to become a stable, committed student population. The RTC retention rate is higher than that of traditional-age students, explains Stephanie Balmer, assistant director of admission, responsible for RTC recruitment. "Some have wanted to return to college for 15 years and some have to walk through fire to get through college."

"I have known RTCs who were nurses, who worked 24 hours on the weekend so that they are free to study and attend classes during the week," notes Kathy Monturo '92 of Lilburn, an RTC graduate who conducted a senior-year independent study of the "Effects of Returning to College on Non-Traditional Age Women."

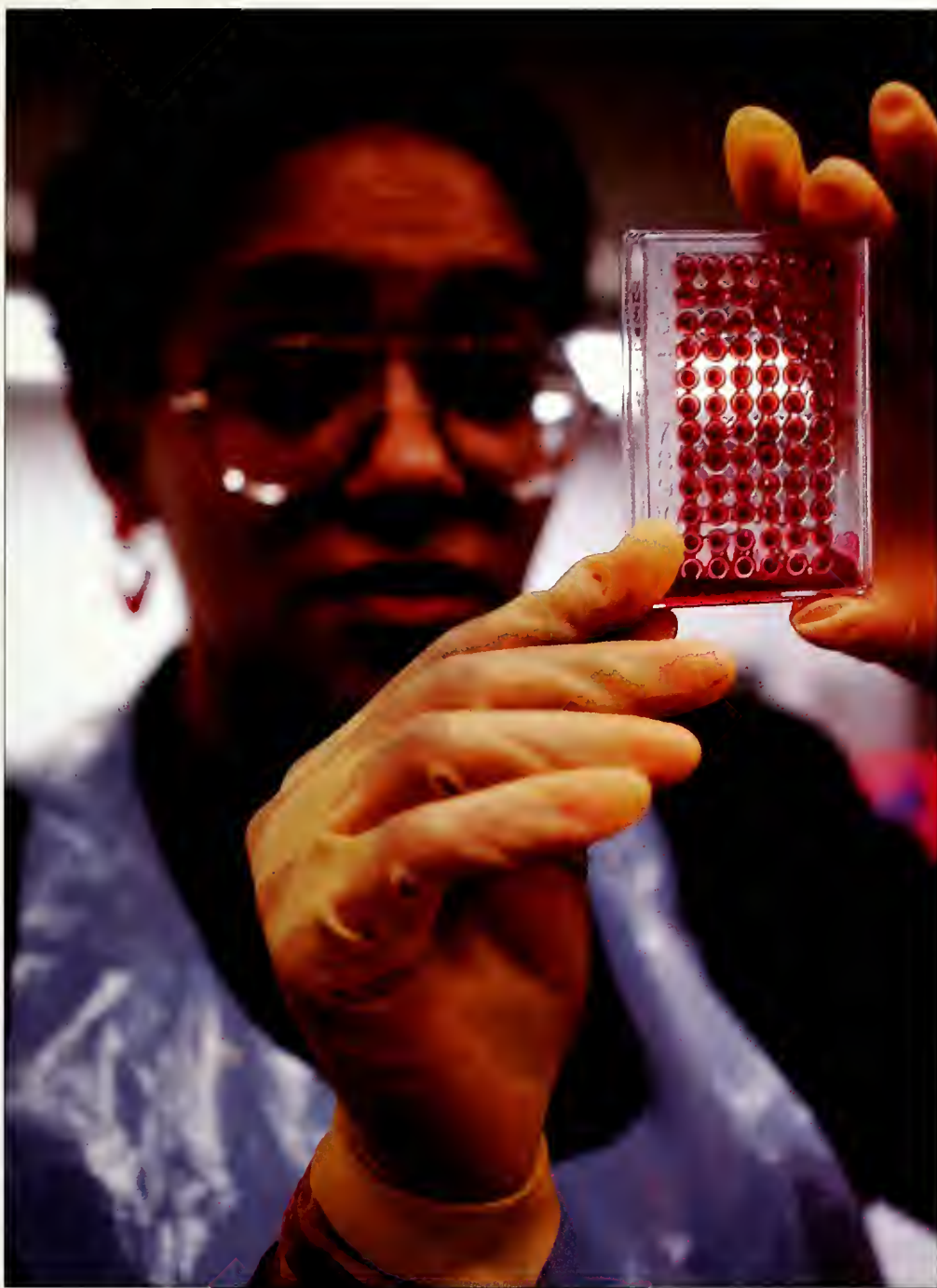
"When they get here, these women are very focused," continues Monturo, a soft-spoken Brooklyn, N.Y., native who moved Atlanta in 1979. "They know what they want, they just don't always know how to get it. Some adult students must limit the hours they work and that limits their financial resources." Others give up the paycheck.

Monturo discovered that demands of study affect relationships with parents, spouse, children and friends. "One major question for the adult learner is whether the time, effort and sacrifice are going to pay off. Truly, the older student comes to the classroom with more than just a burning desire to learn."

Florence Hardney-Hinds, a December '92 graduate, agrees. "I had to decide on a field of study that was marketable. I asked myself what I could do. I had always been a volunteer, teaching adults to read, organizing projects for Jamila's [her daughter] school." Teaching emerged, the natural choice.

An easygoing 45-year-old, Hardney-Hinds





PHILIP SPEARS PHOTO

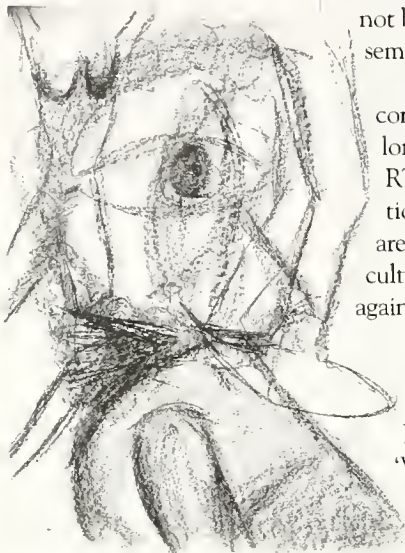
To be an in RTC student, Karen Reed must maintain a disciplined life: every Tuesday and Thursday morning after seeing her children off to school, Reed walks or catches a ride to the bus stop, then transfers to a MARTA train at Avondale to reach the Decatur station. From there she walks to campus. She's careful not to schedule classes before 9:25 a.m. and she tries to finish her studies before returning home to help the children with theirs. On Monday, Wednesday and Friday, she works at the pharmacy from 7:30 a.m. to 4:30 p.m.

enrolled in ASC's fledgling Master of Arts in Teaching program and also student teaches in DeKalb County's Open Campus, an accelerated high school program for special students.

Her own return to college (she first enrolled in the mid-1960s) was nudged by her daughter's move into adolescence. "I had been very devoted to her and realized that I might [be trying] to live a life I hadn't had, through her. I didn't want to be consumed by that."

**REALIZING A LIFELONG DREAM** is how Sandi Harsh, a junior English major and secre-

tary of ASC's annual fund office, describes her return to college. "The program seemed to be tailor-made for me." Harsh began a degree at the University of South Carolina after high school, but dropped out to marry. She traveled with her husband and two daughters to Kentucky and eventually moved to Atlanta, her husband's home, where she became a successful real estate agent. Yet her desire to return to the classroom persisted. When the Atlanta real estate market bottomed out, she says, "That really made me think this was the best time to pursue my education."



This quick self-portrait by Susan Buckley '93 became an affirmation of her new career direction. A 50-year-old RTC student and Phi Beta Kappa who ran on ASC's cross country track team, Buckley hopes to pursue an advanced degree in psychology and a career in art therapy.



Starting over was not easy. "At 18 I didn't have any anxiety about going away to school but I did when I came here," confesses the 47-year-old Harsh. "I was concerned that I had forgotten what I learned before or that I had so few prerequisite courses that I might not be able to make it. The first couple of semesters can be overwhelming."

This is not an isolated experience, according to Margaret Shirley '81, a counselor for ASC since 1987 and one of the first RTC students in 1974. "RTCs and traditional students are more alike than they are different, but part of the RTC's difficulty is in learning how to be a student again."

Shirley, who returned to the classroom after years of working as a bookkeeper, observes, "Self-esteem may be low and the students may be saying, 'We're not sure we can do this.'"

Some have problems with concentration, writing papers or gleaning the most important information, writes Anne Bianchi in her *Smart Choices, A Woman's Guide to Returning to School*. "Add to that . . . statistics that show women in general to be lacking in math skills, and the picture becomes fairly bleak." But Bianchi points out that non-traditional-aged women also bring to the classroom "many years' experience facing and overcoming problems. They have a will to succeed that, in most cases, has enabled them to move from problem to solution in the shortest amount of time. . . . On average [it takes] only six weeks to boost their school skills to a point of functionality. Even in math."

Says Shirley, "That's the most wonderful thing about Agnes Scott—you gain self-esteem. You find that you have a voice of your own. I see that within the women I have gotten to know—they are personally powerful."

The discovery can be exciting yet overwhelming: with new consciousness may come a flood of new questions, new dilemmas. Demands can grow unwieldy, leaving her feeling fragmented and isolated. One RTC verbalized her angst in a bulletin board note: "I've gradually dropped activities and people from my life. Choral Guild was the first to go—Mary Ann's friendship with it. I gave up aerobics for the three hours per week it gave me for reading and research. My marriage was the next casualty, my exit accompanied by the loss of daily contact with my children. Then my church—my feminist awareness was growing

work of friends it included. Finally, in an effort to finish college by my 50th birthday, I left my job last June and with it my income."

Reordering priorities may become the constant in an RTC's life. "It's a day-to-day, moment-to-moment process," says Monturo. "You have to make judgments all the time. You say this is something I can do; this is something my husband can do; or this is something we're just not going to be able to do."

For Susan Buckley, 50, the College has offered an opportunity for discovery. Disillusioned with her nursing career, she came to ASC in 1988 at a friend's suggestion. As a pastoral assistant at her parish church, she had an interest in earning a degree in Bible and religion. Then she took a studio arts class with Terry McGehee, chair of the art department. It was a eureka experience. All Buckley could think was, "Wow! This is where I need to be."

A LIVELY DISCUSSION of *Othello* in Peggy Thompson's English class draws comments from RTC Karen Reed. "Othello is proud and regal and black. He is everything that a man should be," observes Reed with predictable confidence. "He's not a snake," she continues, comparing him to the unscrupulous Iago. Her street-wise candor draws laughter.

"Overall I think my Agnes Scott experience would be worse without the RTCs," says Willa Hendrickson '94, a 21-year-old biology major. "They come at things from a whole different perspective than we do. They have a lot of real-life experience to add."

Agrees Assistant Dean of Students, Victor Wilson, "It would be a totally different campus without them."

And their numbers are likely to increase. The national "birth dearth" of 18- to 21-year-olds, the in-migration of Latinos and Asian-Americans over the past 30 years and the growing "older population" continues to impact American college campuses.

U.S. Department of Education figures indicate that of the 13.6 million students in college and professional schools in 1990, two-fifths were over the age of 25 and 60 percent of them were women. By 2000, nationwide, half of all students will be adults over 25.

SHEER SIZE of the non-traditional-age learning pool and the cost factor will probably affect future recruitment. The older student is less expensive to attract and to retain. Agnes Scott spends an estimated \$400 to recruit an RTC, substantially lower than recruiting an 18



year old, notes ASC admission's Stephanie Balmer. And the average need-based financial aid package for an RTC in fall 1991 (\$4,310), was \$800 less than the average for traditional-age students.

"Financial aid was crucial for me," says Melanie Pavich-Lindsay, 41, a December 1992 history graduate who wants to pursue a doctorate. She worked part time at Rich's Department Store and helped raise her husband's son from a previous marriage during her five semesters at ASC. "Sometimes I looked at the traditional-age students and envied their less complicated lives. I wish I had recognized at their age how important education is."

Monturo agrees, "One problem that you have to deal with when you discover this in mid-life is that learning is addictive. You want to learn everything. When you look through an [academic] catalog, it's like being in Tiffany's and saying I want to have one of these and these and these."

Monturo laughs at her zeal. One morning she had driven halfway to campus before realizing that she was wearing only a slip and blouse. "I went home to finishing dressing but was praying that I wouldn't have a wreck or get stopped along the way."

A RECURRING COMPLAINT among RTCs is that they do not feel they are an inte-

gral part of the campus community. Most live off campus (although residence hall life is an option for RTCs). Observes Victor Wilson, assistant dean of students, "When student groups want to meet on Sunday, it's hard for an RTC from Douglasville to drive in." The situation produces a kind of schizophrenia in RTCs. Assimilating "just takes awhile." Stresses Admission's Cooper: "We want them to have the total college experience."

Ruth Wiles came to ASC with the same idea.

She arrived in her late 50s, during "one of the lowest ebbs of my life. . . I couldn't get stable work." The political science major (who began drawing Social Security last year) has immersed herself in campus life. In February, Wiles joined other sophomores who received class rings during a formal ceremony. In the audience were Wile's 11-member contingent of children and grandchildren. "The whole family is very supportive," says the Memphis native. "I bet they'll be here for my graduation. They want to see me get through."



HARRISON MCGUIRE FOR THE JOURNAL

*A role in Blackfriars' Spoon River Anthology is just one way RTC student Ruth Wiles has involved herself in ASC life—she's also served as vice president of the Return-To-College Student Organization and as one of two RTC representatives in the Student Government Association. In January she traveled to Washington to participate in a "Women and Public Policy" seminar.*

# RTC

## The in's and out's of Agnes Scott's Return-To-College program

- **Application process:** High school transcripts, previous college transcripts and application forms must be submitted with two recommendations. Entrance interview in lieu of SAT or ACT scores.
- **Financial Aid:** RTCs must take at least six semester hours of course work to qualify for financial aid and may apply for financial aid (grants or loans), including the Middle Income Assistance Program (\$3,000 grant) if income is between \$20,000 and \$60,000.
- **Orientation:** Tailor-made for the non-traditional age group. Students are assigned "Big Sisters" to help them through the first days.
- **Personal counseling:** Counselors help with a variety of scholastic and personal problems. An RTC support group

meets weekly.

- **Focus groups:** Approximately 12 students meet weekly for the first seven weeks of the fall semester to help cope with college life.
- **Return-To-College Student Organization:** a primary support and information group.
- **RTC Lounge:** In this Alston Student Center lounge with comfortable furnishings and desks, RTC congregate to study, talk and sometimes sleep.
- **Transfer credit:** A student must earn a minimum of 60 semester hours at Agnes Scott toward the 124 semester hours required to receive a degree from ASC.
- **Timetable:** Eight years to complete a degree if an RTC begins as a first-year student.



*Cell biology lab offers valuable hands-on experience to sophomores Estelle Matheu (right) and Ayanna Whitfield.*





In 1991, the magazine reported on first-year student Estelle Matheu and the Class of '95. In this update, she seeks balance as sophomore academic pressures build with labs, papers and semester final exams.

## THE ODESSEY OF DISCOVERY

Written by Celeste Pennington  
Photographed by Monika Nikore

# HALFWAY THERE

**S**tressful is how Estelle Matheu '95 describes her biology courses at Agnes Scott. Like the one she's just finished: cell biology. "It was not easy." She laughs quietly. "I'd like to say it couldn't get any harder."

For Matheu, who just completed her sophomore year at Agnes Scott, this course is the first step beyond introductory

level science courses. That means she's not only learning the theory of cellular structure and function, but also she's moving into the realm of critical thinking and more challenging laboratory work.

Cell fractionization. Gel electrophoresis. DNA restriction mapping. Photomicroscopy. Spectrophotometry. For three hours a week, she and the other

students separate molecules on the basis of size and charge, or photograph cells through cameras mounted on microscopes or cut the DNA with enzymes, then pinpoint the cuts.

"This is all valuable hands-on experience—I am not doing this for them," notes John Pilger, chair of the biology department. "That's one of the benefits of being in a smaller college."



• Biology major Matheu with department chair John Pilger.

CLASS OF  
95  
AGNES SCOTT COLLEGE

In this and any future upper level courses, Matheu must begin to integrate what she's learned in chemistry and biology during the previous semesters as she digs for new information.

"Traditionally," Pilger notes, "a student will perform a lab exercise that is 'cookbook.' They follow the steps, one by one. We want our students to be more

investigative.

"We want the students to act more like scientists."

If the coursework is challenging, so is the department grading scale which starts at 93 for an A (rather than 90); 84-93 is a B.

Matheu says her grade point average does not always reflect what she knows. And, she admits, "I don't think I would have learned so much if I hadn't had to

work so hard."

This spring she met with Pilger to declare her major. While still interested in medical school, Matheu—a member of GreenPeace—is also looking into ecological and marine biology.

For students with career interests in ecology, biotechnology and gene engineering, Pilger believes the department is positioned particularly well.

More than a decade ago, other biology departments focused on cellular and molecular biology at the expense of organismal and field biologies.

"We were more traditional. We didn't fluctuate with the trends," says Pilger. "But we have kept our eye to the future of national biological education. I think we can be proud of the fact we have continued to value

laboratory and field experiences as well as theoretical background."

This spring, Matheu became one of 49 (including 10 who graduated) biology majors at the College. With that number, the biology department is second to psychology for the department with the most majors.

Nineteen from the Class of '95 declared biology majors. Half are minority students.



A quick party in the residence hall among ASC friends or fast food with Georgia Tech senior Christopher Coleman fill Matheu's shrinking social life.







Wedge in between studies and a campus job are free moments. "I can see you this weekend for an hour," she tells best friend Chris Coleman. They push each other to study.

Matheu and Coleman are "best of friends."

Striking a balance. Along with a full academic load, Matheu, like almost a third of the students at Agnes Scott, is in the work/study program. Ten hours a week she assists with library circulation/reference tasks.

For more than a year, she's also been seeing lanky Christopher Coleman, a senior engineering major at Georgia Tech. "We go to museums. Ice skating. We went to the ballet—Giselle. We see plays. Chris hadn't experienced much of this before. So we are learning. Expanding our horizons."

For academic balance, this semester Matheu offset science courses/labs with classes in world religions and art history. She is drawn to art. Aesthetically "bombarded" is the way she describes feeling. "Because of this class, when I go to museums I know more what to look for in art and how to interpret

it." She was studying world religions during the standoff between government troops and David Koresh of the Branch Davidian cult in Waco, Texas. She felt that course gave her insights. "Religion is a powerful thing. When you understand that, you have a sense of what rules a person's life."

But no matter how hard she's tried to make time for academics, work and social life, the balance has been weighted toward study.

Week nights, her contact with Coleman may be a phone call during study break. "Both of us respect each other's time. If I have an exam, he knows I need to study. There have been weeks when I will tell him, 'I can't see you until

Saturday.' Or 'I can see you this weekend for an hour or so. But I have to study.' He really encourages me. We push each other to do well."

Matheu's from Houston. Coleman's from Baxter Springs, Kansas. They met at an ASC dance and since have grown in one another's company. "With other people I've dated, the relationship got to the point that it was just me and that other person. Chris and I don't date other people. But we are not just bound to each other. We go out, often go in groups, with friends. We just have fun being ourselves.

"Together, we have seen time go by. It seems like we just turned around and already, it's been a year."



Working in the library with Kelly Holton '94.



**A**t the close of each semester, balloons bob up and down Agnes Scott residence hall walls, waiting to be popped. Each represents a final.

Among the balloons taped to the walls outside her room on third

floor, Rebekah Scott Hall, five belong to Estelle Matheu.

Customarily she locks herself in the room with a squeeze bottle of water and studies for finals, non-stop. Later to stay awake, she's downing Coca Cola. Sugar and adrena-

line kick in and if necessary, Matheu continues studying straight through until morning.

Last semester she had fewer finals, spaced out and interrupted with Christmas celebrations and one late-night tromp to the Alumnae Garden

to throw a newly engaged friend in the pool.

This semester, memorizing facts for history, she says, provided "kind of a break" from very comprehensive science finals. But her finals had to be scheduled one right after another.

She closes her eyes. "Why didn't somebody tell me it would be like this? I pulled three all nighters, in a row."

She grins. "Talk about *sophomore slump*."

That phrase has had a special ring for generations of Agnes Scott students. "Histori-

cally," says Mollie Merrick '59, associate dean of students, "sophomores have experienced a let-down from the excitement of that first year. They feel the pressure to declare majors. While those decisions are not irreversible, they do

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Matheu's cure for sophomore slump is "Don't give up." That kind of determination sees her through finals. For five back-to-back exams, she studies 72 hours, non-stop.

"Why didn't some one tell me it would be like this?" moans Matheu.

Locked in her room, she begins the finals marathon.



have consequences, like causing a student to take more time to graduate."

Emily Pender, one of Matheu's contemporaries, describes it this way: "About the time you have declared a major and you believe this is what you want to

do with your life, you take a higher-than-100-level course. Then you suddenly realize you really know nothing about this subject and think you are not going to make it."

The first year is so new that students are ready to jump in, academically and socially,

notes director of recruitment Jenifer Cooper. "In the sophomore year students see three years ahead. By the junior year, they begin to see the light at the end of the tunnel. And they hit their stride, academically."

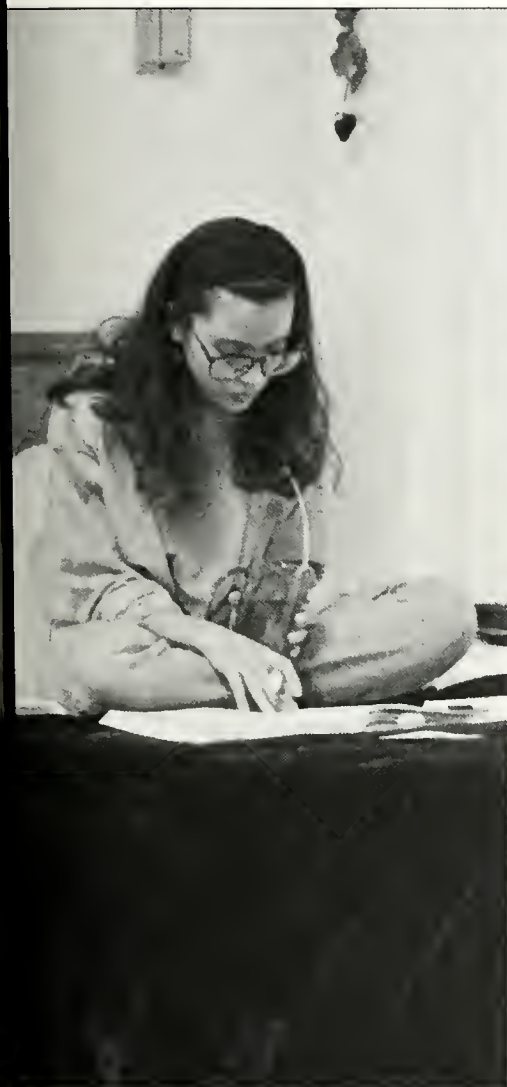
Estelle Matheu stoically followed her own prescription for getting through sophomore slump. "You can't give up. For one exam. For one quiz. You can't say, 'I'm tired. I'm not going to study.' You just don't have time. If you do that, you just have

to work that much harder."

During finals, as the fragrances of spring evenings and sounds of music from car stereos wafted through the window, Matheu went the distance with her marathon of study. "I had to." She sighs. "I still had balloons

out in the hall."

If she has a regret this year, it's that she may not have done as well as she could have. "I really loved all my classes. But I found myself cramming. I just wish I could have taken each class separately so I could get the most out of it."



As Matheu packs, roommate Kathy Durkee pops her finals balloon. "The education here is superior," says Matheu. "So it's all worth it."

# ETCETERA

*A potpourri of opinions, news, notes and quotes—and cultural lessons—from the Agnes Scott College campus and from around the world.*

## BESNEDEN? GESNEDEN?

*Language and other cross-cultural lessons by Kimberle Swaak '90*

One day, after visiting museums and mailing pretty postcards to friends and family back in the United States, I discovered that my vacation was over. It was time to make The Netherlands home.

That day started with a bang: I got lost in Amsterdam and drove for two hours before mustering up the courage to ask, quite timidly in English, for directions.

I knew then how powerless one feels without language.

Even in a country as small as Holland, where American culture has made its mark with CNN television newscasts, with American movies in local theaters and Americans to befriend—I discovered the worth of a thin Dutch dictionary.

More often than not, my cross-cultural experiences became lessons in humility.

A normal trip for groceries took three hours, time

enough to look up English translations for words on Dutch signs and food labels. (I'll remember that, the next time I'm tempted to subtract 20 IQ points from anyone who speaks broken English.)

*Besneden, gesneden*—what's the difference? Those words I got mixed up at the bakery only to discover I'd ordered *circumcised* bread.

A harder lesson came as I sought employment. I wanted work that was intellectually stimulating and fulfilling—something not requiring command of the national language. Hmmm.

Another (but never final) lesson came in understanding how my own identity is tied to language: even witty, gregarious personalities change when conversation is reduced to a struggle with basic vocabulary and grammar. At times, trying to adjust to a new culture, its customs and idi-

oms left me frustrated and wondering who I was and why I had come here.

Perhaps I could have lived in The Netherlands without ever learning the language.

But the week I arrived here with my Dutch husband, I decided to begin language lessons.

After a year of intense study, I feel confident enough to speak Dutch.

I have a job. I am making it in another culture.

I have begun to understand the world from another viewpoint.

And yes, I now distinguish *besneden* from *gesneden*.

Still, when I walk into the bakery to order a loaf of bread, the proprietor always manages to greet me with this knowing smile.





## TWO GREAT GIFTS: LOVE, EDUCATION

*NationsBank Executive Veronica Biggins lauds parents of graduates*

When my daughters were born, my father told me there were two things I should give them: love and education. These are the two greatest gifts any parent can bestow upon a child, he said, so give them generously and without regard to self," Veronica Biggins told families of graduating Agnes Scott seniors during the 1993 commencement address in May.

"To all parents here,

let me say this: These young women owe a great debt to you. You've



made real sacrifices to see your daughters get to this day.

"This morning breathe in deeply and open your hearts to the pride and joy of the

moment," encouraged Biggins, Corporate Community Relations Executive with NationsBank.

"You've done right by your daughters. You've loved them and you've educated them."

Biggins, an alumna of Spelman College, recently was named by President Bill Clinton to serve as one of six on the U.S. delegation to the 37th Session of the Commission on the Status of Women in the United Nations.

## MARGARET THATCHER ADVISES DISSENT

*Student encouraged to fight for all-female college, alma mater to a number of world leaders*

When Somerville College, one of two all-female colleges at Oxford University in England, considered allowing men to enroll, alumna Margaret Thatcher encouraged student dissent.

According to a story in the *Washington Post*, the former Prime Minister wrote a letter to Joanne Baker, a 19-year-old student at Somerville. In it, Thatcher said, "I believe that women who want a good academic qualification should be able to choose an all-woman college."

Somerville is the alma mater of four former Prime Ministers: Indira Gandhi of India, Golda Meir of Israel, Sirimavo Bandaranaike of Sri Lanka and Thatcher.

If men do move into the architectural hodge-podge of buildings around Somerville's as planned, St. Hilda's will be the only one of Oxford's 26 undergraduate colleges reserved for women.

## JANE FONDA SPEAKS OUT

*RTCs urged to turn their crises into life-long opportunities for growth*

After renewing acquaintances during her 25th class reunion at Emma Willard, a girls school in New York, Jane Fonda says, "It seemed our lives had turned out different from what we'd expected. It

seemed we all became the men we were supposed to have married."

Fonda, millionaire producer of the top grossing video of all time: *Jane Fonda Works Out*, and twice Academy Award winning movie star, was at Agnes Scott in April at the invitation of Return-to-College students at an hour-long convocation.

"At Emma Willard," says Fonda, "we could be as

strong and bright and athletic and active as we wanted to be."

In a booming voice, she touched on her volunteer work with the Atlanta Project, the powerful effect of women networking with women, the trauma of divorce, and a life of learning.

"The main opportunities for growth," said Fonda, "are the lows and the crises of life."



Decatur, GA 30033-3025

## Doonesbury

by Garry Trudeau



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With studies showing gender bias in co-ed classrooms, the women's college education may be re-emerging as an idea whose time has come.  
Story, page 14.