

V 70 # 2

AGNES SCOTT

ALUMNAE MAGAZINE WINTER 1994



A Woman's Image
Exploring Women's Studies at ASC

EDITOR'S NOTE

Changing landscapes: it is important not to step in the wet concrete or be entangled by the web of computer cables—either literally or figuratively

Years ago a magazine assignment took me to snowy, treeless plains around Nome, Alaska. My subject, a wiry fellow named Bill Webb, was putting together a team of huskies to compete in the Iditarod race from Anchorage to Nome. He invited my husband and me to join him for his first dogsled ride that season—as Webb began hooking up his team, he told us to put our full weight on the sled brake. These dogs were bred, trained and ready to run.

After experiencing a delightful—no, exhilarating—ride through Nome's frozen wilderness, I was surprised to learn later that Webb and his dogs never got a good start in the Iditarod. The problem seemed to be the wooded country around Anchorage. His normally hardworking team careened, snipped, fought wildly and finally balked. They simply couldn't get beyond the trees.

That image kept coming to mind as I finalized content for this magazine. In one way or another, most articles reflect Agnes Scott's own changing landscapes.

Faculty, students and staff mumble and grouse as they leap trenches, test wet concrete and tiptoe around barriers or upended brick walkways in a literal landscape disrupted by installation of fiber optic cables in a computer network that will forever alter how we access information and how we communicate. "Plugging into the Future" (page 26) reminds us that as we focus on progress, the pain of stubbing toes on loose bricks quickly ebbs.

Some changes are heartfelt.

In early January, former ASC Vice President for Development and Public Affairs Bonnie Brown Johnson '70 assumed new responsibilities as executive director for development and assistant dean of the Emory School of Medicine. We in publications already miss her humor, strength and wise rapport. It was Johnson's idea to pursue an article on women and philanthropy (page 20). Both she and President Ruth Schmidt (who will retire June 30)



ART LASSER PHOTO

are models of charitable giving.

Women's roles—women's awareness—change constantly. Writer Mary Alma Durrett helps us understand the impact of Women's Studies at Agnes Scott and other institutions as they reshape the ways the world views women . . . and how women view themselves ("A Woman's Image," page 6).

Over the past two decades, undergraduate institutions in this country have changed significantly. Out of greater diversity grow complex and often highly charged issues related to language and culture, race and faith. Administration

and faculty find themselves under scrutiny from the outside, with performance defined and evaluated according to corporate models. Students shoulder increased responsibility for life-forming matters from academic direction to morality and faith. In an increasingly violent society, institutions seek to protect their own. Their economies reflect the effects of an unpredictable national economy.

In its spring issue, the *Alumnae Magazine* will examine some of these trends and their effects on the College.

The constant challenge for Agnes Scott's community is to consider and clearly define its purpose, then to maintain its bearing as it moves through ever-changing landscapes. During senior investiture for the class of 1994, Christine Cozzens, director of Women's Studies at Agnes Scott, described the beauty and frustration of such work as a perpetual wrangle between tradition and change: "That struggle tests the value of anything we think or do, and the sparks that fly upward ignite our creativity and our purpose."

Alceste Leanington

CONTENTS

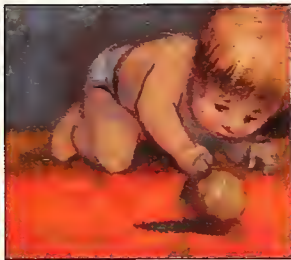
Agnes Scott Alumnae Magazine
Winter 1994 Volume ~~70~~⁷¹, Number 2

6

A Woman's Image

by Mary Alma Durrett

*For the first time, women are taking control of the way women are portrayed in American culture—
Women's Studies programs are helping to set the agenda*



16

Mother Tongue, Father Tongue

Written by Emily Style

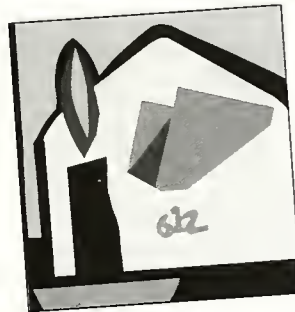
The differences in the way women and men use language is significant—and revealing

20

The Power of Giving

by Celeste Pennington

New studies are proving the old admonition that "it is more blessed to give than to receive" is not only true, but underrated. There's also a matter of influence . . .



23

The Gift

by Jane A. Zanca '83

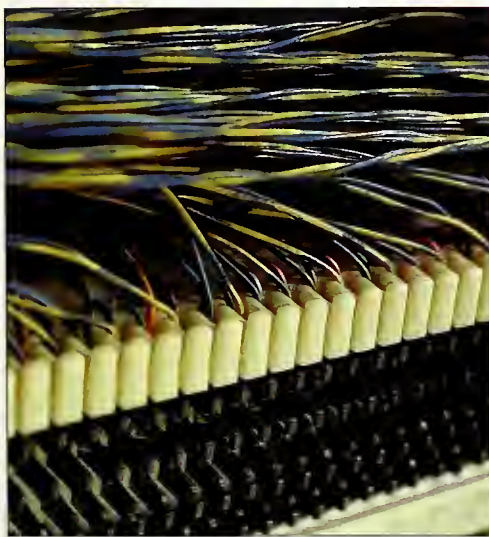
You don't know the significance of a gift until it's received—and even then you may not know for years.

26

Plugging into the Future

by Sheryl S. Jackson

The new information technology project will link ASC computers across the campus and around the world.



DEPARTMENTS

2

Lifestyle & Update

30

Classic

31

Etcetera

36

Feedback

AGNES SCOTT

Editor: Celeste Pennington.

Contributing Editor:

Mary Alma Durrett.

Editorial Assistant:

Audrey Arthur

Design: Everett Hullum and Harold Waller.

Student Assistants:

Elizabeth Cherry '95

Willa Hendrickson '94

Teresa Kelly '94

Emily Pender '95

Vicki Vitelli '97

Publications Advisory

Board: Jenifer Cooper '86

Christine Cozens

Carey Bowen Craig '62

Sandi Harsh '95

Willa Hendrickson '94

Bonnie Brown Johnson '70

Randy Jones '70

Kay Parkerson O'Briant '70

Edmund Sheehey

Lucia Howard Sizemore '65

Copyright © 1994, Agnes Scott College. Published two times a year by the Office of Publications, Agnes Scott College, Buttrick Hall, 141 E. College Avenue, Decatur, GA 30030, 404/371-6315. The magazine is published for alumnae and friends of the College.

Postmaster: Send address changes to Office of Development and Public Affairs, Agnes Scott College, Decatur, GA 30030.

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

LIFESTYLE

Religion in the South, reading the Presidents' mail, taking the high road in Haiti, healing through art and achieving academic success at home.

THE NEW SCHOOL HOUSE

Home School Teacher Linda Maloy Ozier '72

Linda Ozier dreamed of one day starting her own school. But never in her wildest dreams did the Boston resident imagine that her first pupil would graduate from high school and take Harvard course work, all by age 15 1/2.

But that's just what the oldest of her two home-schooled children has done.

By spring this son, Owen, will have completed his high school curriculum in two years. The boy's education has included part home-schooling, part advanced high school courses and classes at Harvard Extension, Harvard University's community college program. Upon graduation he hopes

to attend Massachusetts Institute of Technology.

Her other pupil, younger son Drew, is also accomplished, answering college Scholastic Aptitude Test [SAT] questions by age nine.

The boys are following models for accelerated learning set by their parents. Their mom skipped her senior year of high school and at age 16 enrolled in Georgia Institute of Technology—majoring in math. Ozier was 17 when she transferred to Agnes Scott.



Home-school teacher Linda Ozier with son Owen, at Harvard.

IN THE WHITE HOUSE MAIL ROOM

Volunteer Elise Gibson '29

Ford. Carter. Reagan. Bush. For more than two decades, Elise Gibson worked in the White House and, among other things, read these Presidents' mail.

The ASC graduate was one of many volunteers in the White House

Greetings Office.

Her duties included addressing special greetings from the President to folks celebrating their 50th wedding anniversaries and 100th birthdays. Sometimes she opened the First Lady's and the children's letters.

But her favorite assignment was to work alongside United States postal employees in the White House mail room. There, after each piece of mail had been slit open and X-rayed—ensuring none contained bombs—Gibson read and sorted mail from the “hinterlands, telling the president what was wrong with the country.”

Gibson recently left Washington to return to the hometown named for her ancestors—Gibson, N.C., population 500—where she plays a little bridge, reads and volunteers for the local church and literary council.

The ASC math major taught public school math in North Carolina for 13 years and pursued graduate work at the University of North Carolina.

She interrupted her

studies during World War II when she was offered a job with the National Security Agency in Washington.

Until her retirement in the mid-1960s, Gibson worked as mathematician, analyst, trainer and personnel staff member at NSA. But she insists that she has worked harder as a White House volunteer than she did as an employee of the NSA.

In addition to White House duties, she taught adult literacy, served as a church deaconess and was secretary and treasurer for Washington's ASC alumnae club for many years.

REMEDY FOR BITTER MEMORIES

Art Therapist Frances E. Anderson '63

Clay in hand is a window to the soul." The words belong to a survivor of childhood incest. Working through the medium of clay, this woman has dared to reflect on her own wounded life.

"This engages the senses—especially the

WHERE KIDS COUNT

Child Care Publicist Elizabeth Seward '91

For a year Seward lived with no running water, no electricity and sporadic telephone service—and she loved it.

As director of public relations for the International Child Care Hospital in Port-au-Prince, Haiti, Seward's duties included driving busloads of United States and Canadian visitors cross country to see evidence of the organization's successful fight against childhood diseases in a country where infant mortality is 106/1000 (compared to 9/1000 in the United States). With no driving laws—and pot

holes large enough to swallow tires—the tours proved as treacherous as Seward was adept.

It was the Republic of Haiti's quickly escalating political tensions and violence that made necessary the abrupt departures of Seward and other missionaries recently. The ASC economics major felt heartbroken to have to leave the tiny country in the West Indies two years before the end of her assignment.

It's returning to life in the United States—"a country with everything"—that has been the adjustment for Seward. She re-

members fondly that despite extreme poverty, Haitians met her with a smile or hearty laugh. "They always looked for a better day."



RICHARD HECKS ILLUSTRATION

eyes and the sense of touch," explains the woman's art therapist, Frances Anderson, who chose clay as her medium when she earned art and psychology degrees from Agnes Scott and master's and doctoral degrees from Indiana University.

According to Anderson, one out of four women and one out of six men are sexually molested

as children.

Over the years Anderson became fascinated with how working in clay seemed to become a channel for the traumatic emotions that most incest survivors have learned to block.

During art therapy sessions, she found survivors can mold messages about their rage, their sense of healing and

recovery. "It becomes a direct conduit to the inner self," says Anderson, a distinguished professor in art at Illinois State University and a pioneer in a profession now three decades old.

The Louisville, Ky., native has compared the outcomes of incest survivors in art therapy with those in engaged in traditional talk therapy.

PHOTO © 1992 FRANCES ANDERSON



Repeatedly the findings have confirmed Anderson's hypothesis, as summed up by a woman who had undergone 20 years of counseling prior to art therapy: Never before, she told Anderson, had she come so far in healing.

The ASC graduate has created a video tape of her findings, "Courage/Together We Heal—Art Therapy with Incest Survivors," which documents her art therapy program, portrays the power of art versus verbal therapy and highlights the widespread problem of incest.

Anderson admits she has a strong sense of mission regarding people who have experienced incest. She also has a need to "make a contribution to society" which she describes as "a core family value. As an art major at Agnes Scott, I asked myself, how do you contribute to society? Of course, the art you create is a contribution. But being an artist can be seen as an inward-looking process. With art therapy, I'm involved in art and I'm helping society."

Another form of

figures are connected with one another—a metaphor,

says Anderson, for

what occurs in the art therapy sessions.

✓ People Pots are currently on exhibit at galleries in Peoria and New Harmony, Ill., and will be shown at Notre Dame College in Belmont, California, next fall.

Anderson's professional contribution: she has used art to teach disabled children in public schools. "Art is intrinsically motivating," believes Anderson, who has designed special programs after discovering how art enhances the self-esteem and motivational levels of these children.

The work led her to Illinois State, which boasts the country's fifth largest special education program. Her graduate and doctoral students learn from two textbooks she has authored (including *Art for All Children—Approaches to Art Therapy with Disabled Children*, now in its second edition).

As a result, Anderson has created a series called "People Pots." Small, painted three-dimensional figures—groups of child-like people and animals—interacting and climbing in and out of rough clay bowls. Many of the sculptured clay

her fascination with the "powerful influence of the South's peculiar brand of religion" in a book, *The Christ-Haunted Landscape: Faith and Doubt in Southern Fiction* (University Press of Mississippi).

A recipient of a Coolidge Research Colloquium Fellowship, Ketchin narrowed a wide field of contemporary Southern authors to a "biblical 12." Her book includes interviews, representative excerpts from their works and critical commentary on the literary imagination of each writer—including Will Campbell, Lee Smith, Reynolds Price, Allan Gurganus and Ketchin's husband, Clyde Edgerton.

She interviewed blacks, whites, Catholics, Baptists, Methodists—and

FAITH AND DOUBT IN SOUTHERN FICTION

Author Susan Ketchin '70

Any lover of Southern fiction knows the essential ingredients of the genre: food, family, race and religion. Ketchin has blended her lifelong passion for that literature and



ALEX HARRIS PHOTO FROM THE CHRIST-HAUNTED LANDSCAPE: FAITH AND DOUBT IN SOUTHERN FICTION

UPDATE

Tracking ASC interns in the tough job market.

discovered the novelists to be “deeply spiritual people who had a love/hate relationship” with their religious upbringings. “I had no idea of the depth, sincerity and anguish of these writers,” says Ketchin, who jokingly describes herself as a recovering Calvinist.

Ketchin has been steeped in literature since her ASC graduation. She taught sixth grade and high school English and earned a master’s in English from the University of North Carolina at Chapel Hill where, she says, her famous author husband met her. Ketchin also taught at North Carolina State University, was an editor at Algonquin Books and has edited fiction for *Southern Exposure* magazine since 1988.

As a team, husband and wife write and perform folk music. The couple has released two albums. Their most successful tune, (named by Ketchin): “A Quiche Woman in a Barbecue Town.”

When not performing, Ketchin, Edgerton—and their 11-year-old daughter—live in Durham, N.C.
—Author Leisa Hammett-Goad is a freelance writer in Nashville, Tenn.

FROM INTERN TO EMPLOYEE

In September, Tracy Peavy '93 was part of the stage crew for the annual Open House for 45,000 children and parents at The John F. Kennedy Center for the Performing Arts in Washington, D.C.—just one of her tasks as an intern with the National Symphony Orchestra [NSO].

Peavy, a flutist and music major at Agnes Scott, learned about the internship after stopping by the office of Career Planning and Placement [CP&P] to inquire about a possible internship with the Atlanta Symphony Orchestra. Instead, Laurie Nichols, assistant director of CP&P, steered Peavy to The Kennedy Center.

For three months, Peavy will work in Performance Plus in the NSO, an education arm of the program. “One of my goals,” Peavy admits, “is to get a job here.”

Also in Washington, D.C., this year was Laura Barlament '93, a summer intern copy editor in the



Kennedy Center intern Tracy Peavy hopes to become full-time.

Money section at USA Today, coordinated through the Dow Jones Newspaper Fund Scholarship Program. After completing graduate study in Germany, she may follow up an offer from Gannett Communications to work on their newspapers.

Many recent graduates, including Karen Anderson '90, Kristin Lemmerman '92, Emily Perry '92 and Suzanne Sturdivant '91, have successfully turned internships into full-time employment.

Anderson has moved quickly through party ranks after a post-graduation internship at the Georgia Democratic headquarters in Atlanta. During the Presidential campaign, she was a political director of the Democratic Party of Georgia. Since

May she has been in the White House, one of two liaisons between the Democratic National Committee's Political Department and the White House Office of Political Affairs, working directly with a special assistant to the President responsible for 24 Eastern states.

Perry is a financial analyst with the Federal Reserve Bank in Atlanta after serving an internship there.

In March '92, Sturdivant served as an intern in the political unit of Cable News Network [CNN] in Atlanta, and now works as an editorial assistant and writer there.

Lemmerman, an intern at CNN's Futurewatch and then Network Earth, is now a public information assistant at CNN.

A WOMAN'S IMAGE

For the first time, women are taking control of the way women are portrayed in American culture — Women's Studies programs are helping to set the agenda

Written by Mary Alma Durrett

Photographs of ASC Faculty by the Author

A flawless, chestnut-haired child of six stares out from the ad with a faint turn of a smile. In her arms, crossed in front of her bare chest, she holds a collection of pear-shaped Halston perfume bottles. The sensual overtone is clear and goes beyond the now-routine message of most American advertising, that women must be young and thin. In this case, the little girl becomes the ideal of feminine beauty and sensuality, explains educator Jean Kilbourne in her 1987 video "Still Killing Us Softly: Advertising's Image of Women."

Even more disturbing are the statistics that follow the images: 25 percent of reported rape victims are under 18, one in four little girls (and at least one in 10 little boys) has been sexually molested in childhood. "Images like the one in this ad contribute to the problem," stresses the researcher, "by creating a climate in which it is increasingly acceptable for children to be looked upon in this way."

Kilbourne's video and sobering findings are commonly used in ASC psychology and Women's Studies classes to serve as catalysts for discussion.

SO WHO SHAPES the images of women today? How have women been perceived throughout history? What aspects of women have been ignored? What perspectives and accomplishments, left out? How can women be more fully represented? These are the sorts of questions pondered in Agnes Scott's Women's Studies program and in the 600 other similar programs nationwide.

"Women's Studies seeks to place women in the curriculum in every respect," explains

Christine Cozzens, assistant professor of English and director of ASC's Women's Studies program. "It's not just recognizing the Harriet Tubmans and Sojourner Truths but in bringing to light the perspectives, problems and creativity of women—to include them in every sense."

Nationally, women's studies courses began to surface some 20 years ago as a natural outgrowth of the women's movement. On the academic front, women were no longer tolerating the omission of women from the canons of academic research and learning.

Photographs By Nancy Marshall

Photographs accompanying this article are by Nancy Marshall, an Atlanta photographer whose works were included in a Fall 1993 exhibit at Agnes Scott. Marshall uses an 8-by-10-inch view camera with a portrait lens that softens images. She hand tints her photos with gold, platinum and palladium to accomplish a dream-like quality. Marshall's daughter and her friends are her primary subjects.

Recent exhibits of Marshall's works include Jackson Fine Arts Gallery and Georgia State University in Atlanta; Macon (Ga.) Museum; and McNeese State University in Lake Charles, La. She is a teaching affiliate in photography in the art history department of Emory University and is past director of Atlanta's Nexus Photography Gallery.







Here, feminist scholarship took shape.

Explains Bari Watkins, a contributor to the book *Theories of Women's Studies*: "What distinguishes feminists from other scholars is their commitment to a movement for social change, and their conviction that women have been excluded, devalued and injured by many aspects of human society, including the traditional academic disciplines.

"Feminists have also found that they must challenge the institutional arrangement of the university," continues Watkins. "The models and paradigms of existing scholarship did not simply leave women out; they did not permit satisfactory explanations of women's experiences. It was therefore necessary to transform and reconstruct traditional ideas and methods in order to include women."

While the women inside academe began the search for their lost histories, women outside began to push for recognition and equal status.

TO WITNESS THE CHANGING VIEW of women in the decade from 1960 to 1970 one needed look no further than television. The happy homemaking (and occasionally dancing) wife/mother Laura Petrie, portrayed by Mary Tyler Moore on "The Dick Van Dyke Show" in 1961, was replaced by the independent-minded, single Mary Richards on "The Mary Tyler Moore Show" in 1971. Laura Petrie smoothed out the ripples so that husband Rob did not alienate his boss or lose his client or get a demotion. A decade later, Mary Richards was a woman at loggerheads with her boss over pay or authority or their portrayal of women.

These sorts of societal shifts helped spur Women's Studies programs. The first programs emerged at larger institutions—the "grandmother" of them all was University of California at Berkeley—then cropped up later at smaller institutions such as Smith College. "Formal studies came *much more* lately to women's colleges," observes ASC Women Studies Director Cozzens.

"Women's colleges may have been ahead of others, originally, because they were teaching women and thought that women's perspectives were being addressed." But women's colleges often continued the more traditional, male-centered canon.

AT AGNES SCOTT, a kernel of interest in



WOMEN'S STUDIES DIRECTOR CHRISTINE COZZENS

women's studies sprang up in the mid-1970s. Gail Cabisius, associate professor of classical languages and literatures, taught the first course at ASC in 1976—"Women in Antiquity," dealing with the lives of women in ancient Greece and Rome. She had taught the course at Boston University and remembers when she offered to teach it at Agnes Scott, the former department chair seemed "a little reluctant to put it on the schedule." Within a year, the College scheduled both Cabisius' course and a woman-centered psychology course. A year later, "Women in Antiquity" boasted an enrollment of more than 40. "That was the very beginning," says Cabisius. "We were developing a brand new field."

Among those joining Cabisius to shape the Agnes Scott Women's Studies program were Caroline Dillman in sociology, Kathy Kennedy in history, Sally MacEwen in classical languages and literatures, Ayse Carden in psychology, Beth Mackie in Bible and religion, Linda Hubert in English, Rosemary Cunningham in economics and Cathy Scott in political science. Formally, the faculty accepted Women's Studies [WS] as a program in 1987; Mackie served as its first director. "Getting a separate listing in the catalog was a victory," remembers Cabisius.

The number of WS courses has grown to 20, yet some question the College's commitment to the program—the director must split her time between directing the Writing Workshop and the WS Program. "The administration wants to have Women's Studies but doesn't want to spend any money on it," observes Cabisius.

In the university structure, explains Dean of the College Sarah Blanshei, "you might find Women's Studies as a department but I don't think any small liberal arts school has a separate department." To critics who question whether Women's Studies should be a part of the liberal arts at all, Blanshei answers: "Women's Studies is the

Perhaps because women were teaching and thought women's perspectives were being addressed, "formal Women's Studies programs came much more lately to women's colleges."

In Martha Rees' class on women, health and society, students profile a doctor as an "Anglo shaman"—wealthy, white, male, all-knowing. In the culture, say students, doctors are "holy men."

offspring of the liberal arts." The move to take a fresh look at history "came not out of a political movement" but from an historical standpoint from the realization that there was *more* history. "As part of the development of liberal arts, we were taking a newer approach to history. A new social history was emerging. Women's Studies came out of this. I think you will find that those classes are well enrolled."

Of the 573 students currently enrolled at Agnes Scott, 17 percent have taken or are taking a Women's Studies course. Today those courses range from "Women, Health and Society" to "Female Identity and the Making of Theatre."

"These classes are charged the way no other classes are charged," observes Cozzens.

In "Women, Health and Society," Sociology/Anthropology Assistant Professor Martha Rees uses *Our Bodies, Ourselves*, *The Woman in the Body* and *Medical Anthropology in Ecological Perspectives* as class texts. Every student is required to interview a woman from another culture about her life. Each student leads a discussion on a topic ranging from body image to religion, trances and mental illness.

During a class last semester, Rees' students gather around a table to discuss health practitioners in the Western world. In previous classes, students explored Western attitudes toward women's puberty and Rees had asked about students' "first bra experience." This time she asks if students remember their first visit to the doctor. "I

remember stepping on a big, old, rusty nail and I had to go to the doctor to clean it and get a shot," volunteers a student. "The doctor got mad at me for being scared and my mother got mad at me, too." An international student tells about biting her attending physician as he was preparing her for a tonsillectomy. He left her tonsils in. Rees also asks students about their first visits to the gynecologist, and the group intones a collective "ugh." The student's profile of a doctor takes shape as an Anglo *shaman*—wealthy, white, male and all-knowing. "They are holy men."

After the lively discussion, a senior says, "This is one of the only classes I really look forward to going to."

SINCE THE ASC PROGRAM began five years ago, nearly 260 students have taken a WS course. Now they may pursue either minors or self-directed majors in Women's Studies. Karen McNay '92, one of two ASC graduates who hold degrees in Women's Studies, hopes to use her specialized knowledge in a career in immigration law with a focus on women. "There was a real emphasis on feminist critical thinking," says McNay of her courses at ASC, which she thinks will be a life-long benefit.

The Agnes Scott WS program is driven largely by faculty and student interest, says Cozzens. "Some of the most fruitful research here has been in Women's Studies." In a recent Women's Studies 100 course, students produced a variety of essays about women's service organizations in the At-

Women's Studies for Alumnae

"Today was one of the most invigorating days I've spent in a long time. It reminded me of how I felt as a student at Agnes Scott: the passion and intensity of all involved."

This was the response from one of 50 Agnes Scott alumnae and friends who gathered last year for a Women's Studies seminar for alumnae. Speakers included Michele Gillespie, ASC assistant professor of history; Kent Leslie, a fellow from the Institute of Women's Studies at Emory University; and Tina Pippin, ASC assistant professor of Bible and religion.

The success of this program "took us by surprise," admits Christine Cozzens, assistant professor of English and director of ASC's Women's Studies Program. Younger alumnae were targeted as most likely to attend. But "older ones were also enthusiastic. Many have lived through experiences we talked about."

Lucia Sizemore '65, director of alumnae affairs, says the idea for the seminar came from a survey of alumnae. The seminar was so well received that a follow-up, "Women's Creativity," was held recently.

—M.A. Durrett

lanta area. In her essay on the National Black Women's Health Project, Malikah Berry '95 writes, "Visiting the project validated feelings and thoughts that being an African-American woman was much more than being born female and black. *Vital Signs* [the newspaper of the NBWHP] was of particular interest to me now because of my goal to start *Nandi*, the African-American student newspaper on Agnes Scott's campus. *Vital Signs*' unique voice is necessary for healing black women all over the world as is *Nandi* necessary for healing the black women on this campus."

Other topics run the gamut from "Girls Scouts: Not Just Cookies" to "The Women's Basketball Coaches Association." In advanced level courses, students have explored on a scholarly level a range of subjects from the life of a slave mistress to lesbian ethics.

Even though classes at ASC are well attended and students are engaged in class discussions, Cozzens says WS remains on the academic periphery, nationally. Women's Studies programs fall when budgets are cut. "At Agnes Scott," says Cozzens, "our curriculum has grown over the years and more and more faculty [hired in other departments] have Women's Studies backgrounds. It's what's hot out there right now."



ASST. PROFESSOR OF ENGLISH CHRISTOPHER AMES

Bringing information about women into the courses has depended on the level of interest or commitment of individual professors. There is no institutional mandate to include women in every course.

A quick scan of titles in the College bookstore hints at what's being taught: *Lucy: Beginnings of Humankind* in anthropology; *Soviet Women*, *Victorian Women in England*, *France and the United States*, *A History of Their Own*, and *Black Women Abolitionists* in history; *Engendering Democracy* in political science; and *Women In Love*, *The*

Girls of Slender Means, *Jane Eyre*, *Orlando* and *Wide Sargasso Sea* in several English courses.

To redress a one-sided curriculum, "We have a two-pronged approach," explains ASC Associate Professor of English Christopher Ames. "We look at the canon, the great books, asking new questions, such as, 'What do they say about women in their time?' and we look to new sources—collected works of women, diaries, letters, novels—and ask, 'Is there a women's tradition that has been ignored or overlooked?' It's hard to believe that there was a time when we didn't ask these questions."

Cathy Scott, associate professor and chair of political science concurs. In her PS 103 course, *Bananas, Beaches and Bases: Making Feminist Sense of International Politics* is the primer. "We look at the ways women have been excluded from politics and the ways women's roles are affected by international politics. It's a revelation to ask these sorts of questions," says Scott. "I try to address them in every class. It makes the classes much more interesting."

In natural sciences, the approach is being modified as well. For the past two years, the biology department has been studying its programs, says John Pilger, associate professor and chair. As a result they are developing a new curriculum which will be implemented in 1995-96. It will reflect both changes in classes offered and, says Pilger, changes in "the way we organize classes, to include all that we know about feminist pedagogy."

AN EMERGING EMPHASIS is to teach science in a female-friendly manner.

"Women don't like to be distanced from the data; they like to have more contact with the subject. Women approach problems differently; they form different hypotheses, often devise different experiments," explains Pilger. The department intends to build a support system to help the young woman scientist establish a sense of confidence in her knowledge and work that will carry her into graduate study and into her profession.

Helping women students overcome low self-esteem in certain academic fields is another challenge being addressed by ASC Mathematics Chair Larry Riddle who tries to counter stereotypical attitudes formed during high school concerning gender-re-

"We look at the books, asking new questions: 'What do they say about women in their time?' 'Is there a women's tradition that has been overlooked?' It's hard to believe there was a time when we didn't ask these questions."



lated aptitudes in math. "A lot of our students report that they don't feel prepared for calculus even though their grades might reflect that they *are* capable."

As women and women's issues receive greater attention, in the broader academic community there continues a national debate over whether Women's Studies ought to be a separate discipline, or whether women's contributions should be a component of every course, fully integrated throughout the curriculum.

From the autonomous approach to women's studies, argue some, grows an "intellectual ghetto." Eventually, say others, an integrationist approach could transform the prevailing curriculum so that women's studies as a separate discipline were no longer

necessary. Others question both the content and the approach to women's studies, and they wonder which brand of feminism or feminist theory should be advanced. Wendy Kaminer's article "Feminism's Identity Crisis," in the October *The Atlantic Monthly*, addresses this issue. "A majority of Ameri-



ASSOCIATE PROFESSOR OF ART DONNA SADLER

"In my courses, I talk about the absence of examples of women painters." Only 19 women are included among the 2,300 artists in the *History of Art* text.

The Artist Within

Young Artemisia Gentileschi was a creative woman of promise living in 17th-century Rome. Under her father's tutelage, she mastered the rudiments of drawing; then began advanced instruction from Agostino Tassi.

Although Tassi and Artemisia were chaperoned, she accused him of raping her and stealing some of her father's paintings. In a trial that followed, Artemisia was subjected to cross examination under torture; Tassi maintained his innocence.

Tassi spent a few months in jail for the theft, but was acquitted of the rape charge.

Artemisia fled Rome. She was later credited with bringing the style of Michelangelo Merisi da Caravaggio (dramatic representations of humans, brightly lit against dark backgrounds) to Florence, Genoa and Naples.

By age 23, Artemisia had joined the Academy in Florence.

Women Artists: An Illustrated History describes Artemisia as "The quintessential female painter of the Baroque era." The portraitist's reputation eventually rested on a group of religious paintings—heroines of the Old Testament—in which she depicts biblical characters with



great drama and emotion. Among them is *Judith Beheading Holofernes* (below) in which a maid servant restrains a writhing Holofernes while Judith, elbow locked and jaw set, bears down on a blade that severs Holofernes' head from his body. What adds to the drama of the work, points out Donna Sadler, associate professor of art at Agnes Scott, is that the face of Judith is drawn in Artemisia's likeness. Perhaps the artist's frustrations over the alleged rape and subsequent trial motivated her to project her own image into the work and cast herself in a role of power.

In her courses, Sadler discusses the general lack of texts offering examples of women artists. A sparse 19 women are among the 2,300 artists in H.W. Jansen's *History of Art*.

In her classes, Sadler not only discusses women artists' abilities, but also addresses society's expectations and treatment of women. She believes inclusion of artists such as Artemisia Gentileschi "is a way to redress the imbalance."

This spring Sadler focuses on women artists in "The Rise of the Woman Artist," a Women's Studies art course.

—M.A. Durrett



can women agree that feminism has altered their lives for the better . . . But the same polls suggest that a majority of women hesitate to associate themselves with the movement." Some puzzle over which, in a long list of often vying factions, to support: Poststructural feminism, political feminism, different-voice feminism, pacifist feminism, lesbian feminism, careerist feminism, liberal feminism, anti-porn feminism, eco-feminism and womanism. . . .

"FEMINISM HAS NEVER been a tranquil movement, or a cheerfully anarchic one," continues Kaminer. "It has been plagued by bitter civil wars over conflicting ideas."

An article in a recent *Mother Jones*, also calls into question the quality of many WS classes, accusing professors of "coddling and counseling" the so-called oppressed, rather than requiring of students the mastery of objectively conveyed subject matter. In the article "Off Course," writer Karen Lehrman notes, "Most of the courses are designed not merely to study women, but also to improve the lives of women, both individual students and women in general. Professors often consider a pedagogy that nurtures voice just as, if not more, important than the curriculum. In many classes, discussions alternate between the personal and the political, with mere pit stops at the academic."

ASC senior Mary Wohlfeil of Charles-

ton, S.C., expressed her own disappointment over a recent Women's Studies/history course in which members of the group "seemed to reinterpret history for their own convenience. Too many times I think people take these specialized courses without having taken the basic courses. I thought there was too much emphasis on feelings and not enough on logic." She also expressed dismay that the student who introduced a differing point of view in class was looked upon as if she "hadn't 'seen the light.'" There wasn't much respect for the other side." But Wohlfeil admits her response to the class was atypical. "A lot of students like Women's Studies because classes are more informal and there's not the academic pressure felt in other classes."

How women study and what women study, believes Cozzens, is central to Agnes Scott's Women's Studies. These issues are also critical to a woman's sense of value and self-understanding.

It could be that one goal of women's studies—to attain gender-balanced curriculum—will put the program out of business, admits Cozzens. "But since I don't see that happening in the next century, we don't really have to worry about that. The best scenario is to have both [autonomous and integration approaches] working together, side by side. We have to continue to ask 'Are both genders fully represented?'"

"It could be said that the goal of Women's Studies—to attain gender-balanced curriculum—is to put itself out of business." Since that isn't likely to happen anytime soon, educators worry about how best to autonomize and integrate WS into curriculum.

Women's Studies Booklist

If you are interested in learning more about Women's Studies' theories or topics, you may want to consider, in addition to books mentioned in this article, some that Agnes Scott students are currently reading:

- ❖ *After Patriarchy: Feminist Transformations of the World Religions*, edited by Paul Cooley, William R. Eakin, Jay B. McDaniel, Orbis Books, Maryknoll, N.Y., 1992.
- ❖ *A History of Their Own, Vols. I & II*, Bonnie Anderson, Judith P. Zinsser, Harper Perennial, 1988.
- ❖ *Becoming Visible, Women in European History*, edited by Bridenthal/Koonz/Stuard, Houghton Mifflin Co., Boston, Dallas, Palo Alto, 1987.
- ❖ *Engendering Democracy*, Anne Phillips, Pennsylvania State University Press, University Park, Pa., 1991.
- ❖ *Feminist Research Methods*, edited by Joyce McCarl Nielsen, Westview Press, Boulder, San Francisco, 1990.
- ❖ *Gender Issues in the Teaching of English*, edited by Nancy Mellin McCracken and Bruce C. Appleby, Boynton/Cook Publishers, Portsmouth, N.H., 1992.
- ❖ *Southern Women*, edited by Caroline Dillman, Hemisphere Publishing, New York, 1988.
- ❖ *Working Together: Gender Analysis in Agriculture*, edited by Hilary Sims Feldstein, Susan V. Poats, Kumarian Press, West Hartford, Conn. 1989.



MOTHER TONGUE, FATHER TONGUE

Written by Emily Style
Illustrations by Ralph Gilbert

Remember the sky that you were born under,
know each of the stars' stories...

Remember your birth, how your mother struggled
to give you form and breath. You are evidence of
her life and her mother's, and her's...

Remember the earth whose skin you are
Red earth yellow earth white earth brown earth
black earth we are earth...

Remember that all is in motion, is growing...
Remember that language comes from this.
Remember the dance that language is, that life is.
Remember to remember.¹

¹From the poem "Remember," from *She Has Some Horses* by Joy Harjo. © 1983 by Joy Harjo.
Used by permission of the publisher, Thunder's Mouth Press.

When I first encountered this poem by Native American Joy Harjo, I began using it in my high school English classes to teach about Native American understanding of the web of connection that sustains our human lives.

Language is very important in that it helps us acknowledge what grows in our hearts and what meaning we make of life.

Let's consider, again, what Joy Harjo says: Remember that all is in motion, and that it is growing. Remember that language comes from this. Remember the *dance* that language is.

Another writer who has instructed me on the dance of language is Ursula Le Guin. In the 1986 commencement address at Bryn Mawr (in *Dancing at the Edge of the World*, Grove Press, 1989), she made what I find an illuminating distinction between mother tongue and father tongue. I want to offer them to you on Founder's Day since this place was named for the mother of a founder.

FATHER TONGUE, in Le Guin's view, is traditional public discourse and one dialect of it is speechmaking. It lectures and no answer is expected or heard. The audience is expected to be silent.

Le Guin insists that father tongue isn't everybody's native tongue. Furthermore, using father tongue one can speak of mother tongue only, and inevitably, to distance and distort it. It comes off as inferior because mother tongue is, for example, the primitive *ahs* and *uhs* of telephone conversation. It seems repetitive like the work sometimes called "women's work," like doing the dishes and laundry, like the work ordinary people do, like the common, ordinary dimensions of all our lives.

As you probably already know, all the founders of this College, the institution established for women and named in honor of a woman, were men. It was not until 1982 that the College would have in Ruth Schmidt its first woman president, and not until its centennial year in 1989 that the College would have its first woman, Betty Cameron, as chair of the board of trustees.

It was rare, indeed, in earlier times for women to have any role in the public sphere of society. A woman's sphere was a domestic one, her talents and potential for fulfillment were to be realized in the home,

Mother tongue
is language
not as mere
speechmaking,
but as relationship.
Its power is not
in addressing or
debating, but
in relating.

as wife and mother. Agnes Irvine Scott was not the founder, but a mother of one of the founders of the College.

The male founders believed that curricular strength and rigor for women were to be tempered by the ideals of womanhood characteristic of the times.

As late as 1932, an Agnes Scott biology professor told students at a major College ceremony that the “primary career of woman is in the home, but the responsibility of training a girl for practical housekeeping does not lie with the college.” In other words, get educated in father tongue, speak mother tongue at home and never imagine an intertwined language useful in both public and private places.

To further flesh out Le Guin’s distinction, as a way of honoring the founder’s mother, one might conclude that mother tongue is language not as mere speechmaking, but as relationship. Its power is not in addressing or debating but in relating; not in establishing superiority or making finished speeches, but in evoking conversation.

MOTHER TONGUE is language always on the verge of silence and often on the verge of song. It is the language stories are told in.

So I want to offer to you, as part of this quilted speech, some stories to make this

public discourse a dance of mother tongue and father tongue, a multicultural discourse that invites you into a conversation with your own reflections.

First, I would like to retell two brief stories told by Peggy McIntosh, who co-directs the National SEED Project with me. It is about teaching science. Her own high school physics teacher introduced that course by saying—in father tongue—that understanding physics is like climbing Mount Everest: many attempt it, but few can accomplish such a feat. In contrast, Peggy’s daughter had a physics teacher who began the course by saying in mother tongue, that when you were a baby in your crib, batting around a ball, you were doing physics; in this course we’re going to put names on some of the physics you have been doing all of your life.

In the spirit of Founder’s Day, I invite you to remember the crib you came from and I hope that you might be open to learning new names for your ways of being, then and now.

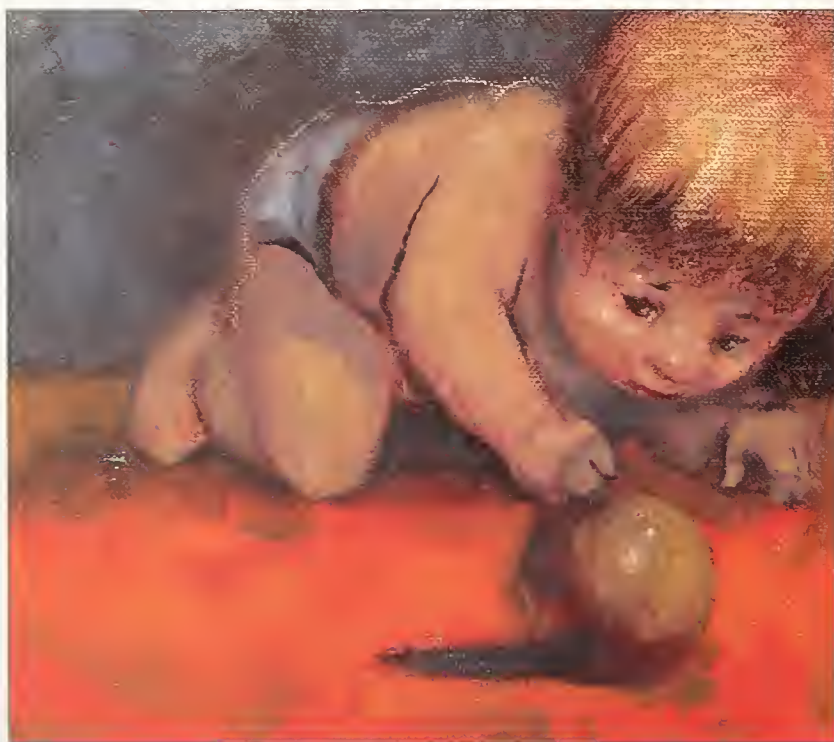
I am Emily. I’m the daughter of Emily, who was the daughter of Elizabeth who was the daughter of Dorothy. Now Dorothy was an unwed teenager in 1909 when she was sent away from her Presbyterian preacher father’s house to give birth to the Elizabeth who was to become my grandmother. The midwife who delivered the baby, and whose name was also Emily, adopted Elizabeth and raised her for the first years of her life.

And that’s as far back as I can name the female caretakers who are responsible for my being here, in the flesh.

I am not a Native American, but a web of connection has brought me forth.

ONE OF THE REASONS I became a teacher is because I wanted to “be somebody” other than my mother who “just” had seven kids. Now, a history teacher never stood up in front of class and told me directly that a “mother” never did anything, but I learned this from the culture at large, and from the silences in school. Mothers were not taught about, but were mentioned only in relation to the really important people like the founder of this college, for instance, whose mother is actually honored *in relation to him*.

A couple of years ago, my own Women’s Studies scholarship (and my lived experience) reached a point at which I had to



re-think my own mother's role in history. I put together, belatedly, for myself, for my own daughters and for my mother, Mom's History Book, which documented with photos and words my mother's very worthy "ordinary" life.

All parents/caretakers are one part of the web of connection that I want school curriculum to stop evading. Historian Sara Evans taught us years ago, "Having a history is prerequisite to claiming the right to shape the future." For me, that has involved some very intimate homework, taking what I like to call the textbook of my life as seriously as any other text.

Marilyn Schuster and Susan Van Dyne, two women who teach at Smith College, first taught me (also a teacher) that it is just as important for students to have an acknowledgements page as part of their research papers as it is to have a bibliography page. In the latter, they remember the scholarly sources they used; in the former, they remember the web of connection that supported them so that they could complete the project—because no one does a research paper without help from family, friends and pets, and strangers, too, sometimes.

To be *silent* about the realities of our interdependent lives when we teach and structure curriculum is to dismiss them, institutionally, as lesser, inconsequential, not worth noticing or studying. The fact of the matter is, to use the words of Peggy McIntosh, another woman from whom I've learned volumes, the lives of us all are sustained by what she calls the "making and the mending of the daily fabric."

It is not sentimental or inappropriate to structure attention to this dimension of life into the school curriculum, to speak *mother tongue* in school. In fact, to ignore this dimension of life is to reproduce within the school a deeply *inaccurate* version of what life is really like. The teaching of father tongue without mother tongue breeds barrenness, a monolingual climate, which cannot create new life in the way that mother tongue and father tongue, spoken together, can.

I OFFER ONE MORE STORY from my life text. This story took place over time, involved change and continuity like culture itself. It's about my husband's Mom and Dad. You see, his mother, who is gone now, was a homey quiltmaker who kept scraps of

material in piles all over her house. When I married their oldest of four sons, it was clear to me that my father-in-law regarded my mother-in-law's rag piles as a nuisance. (In the face of so much father tongue spoken in the house, this dear woman was often found silently quilting.)

We all lived long enough, thank goodness, to watch the *curriculum frame* of the culture change: quilts turned into art and so eventually Dad proudly drove Mom to senior citizen fairs where she would display and sometimes sell her quilts. He even took photos to document her work.

Time changes and so frames life in new ways.

I'd like to conclude with words from Susan Griffin:

*I know I am made from this earth,
as my mother's hands were made from
this earth
as her dreams came from this earth
and all that I know, I know in this earth....
these hands,
this tongue speaking,
all that I know speaks to me through
this earth
and I long to tell you,
you who are earth too...
Listen as we speak to each other
of what we know:
the light is in us.²*

As you venture forth into the future, may you measure your steps so that you understand the rhythm of your own stride; may you be open to dancing with others, and may you become skilled in speaking mother tongue and father tongue, even as you invent sibling tongues for a globe becoming more and more conscious of its multicultural nature.

And don't forget to see the world in a grain of sand—in your own shoe—as you savor the privilege and responsibility of walking paths forged by those who've come before.

Do your own dance on them, though!

Style co-directs of the National SEED Project on Inclusive Curriculum, Wellesley College Center for Research on Women. This excerpt is from a speech made at ASC in February 1993.

² From the book, *Woman and Nature: The Roaring Inside Her*, by Susan Griffin. © 1978 by Susan Griffin. Reprinted by arrangement with HarperCollins Publishers.



Time changes
and so frames life
in new ways.
The speech of
mother tongue
and of father
tongue blends
into the sibling
tongues of a
multicultural globe.

New studies are proving the old admonition that "it is more blessed to give than to receive" is not only true, but underrated. There's also a matter of influence . . .

A DAUGHTER of the Rockefellers told a gathering on National Philanthropy Day in New York City that when she was a child her father had her label three boxes: *mine*, *savings*, and *others*. Each week he gave her a 15-cent allowance and she put one nickel in each box. Before Christmas, she and her father would open the *others* box, count the nickels and thoughtfully select a charity.

As an adult she continues to give one-third of her income to charity.

"People helping other people has distinguished American society," notes Bonnie Johnson, former ASC vice president for development and public affairs.

As with the Rockefellers, for many, giving reflects family values and tradition. Yet according to preliminary research, there are distinct gender patterns in giving. For instance, women who give generally divide the amount into a number of small gifts; men give more. In its 1990 report on philanthropy, the *Independent Sector*, a non-profit coalition of groups that encourage

giving, reported that women give 1.8 percent of their income; men give 3.1 percent.

For men, giving often has been wrapped up in business and business relationships—philanthropy comprises a real investment with returns that include recognition and power. "Few women understand the power equation," says Johnson, now executive director for development and assistant dean of Emory University School of Medicine. "The power of associations with others who give—men understand that."

"We are ceding power," Nicky Newman Tanner told Wellesley women who did not want to talk about money during the college's five-year campaign (which resulted in Wellesley College raising \$167 million, a record for all liberal arts colleges). The power of giving often translates into the power of serving on boards and influencing the use of funds. Today less than five percent of corporate/foundation giving flows into programs for women and girls, says Joan Fawcett, member services director for the National Network of Women's Funds.

Women are ceding power even as an in-

THE POWER OF GIVING

Written by Celeste Pennington

Illustrations by Ralph Gilbert



creasing number of women are moving into positions of leadership, according to statistics published by the National Network on Women as Philanthropists [NNWP]. Women account for 55.2 percent of college enrollment. By A.D. 2000, 63 percent of new entrants into the work force will be women. Already women are assuming greater responsibility for an array of financial resources, from earnings to inheritance. Over the next 20 years, baby boomers will inherit \$8 trillion—and, as NNWP reminds, “women outlive men by an average of seven years.” So the future of charitable giving will be in women’s hands.

Philanthropy, Donna Shalala, Secretary of Health and Human Services, told women during her address to the NNWP last year, is the *last frontier of the women’s movement*.

THE ESSENCE OF PHILANTHROPY is one-on-one contact, writes Douglas M. Lawson in his book, *Give to Live*. More than half of all American adults—men and women—volunteer 20 billion volunteer hours yearly. It’s that personal expression that Frances Freeborn Pauley ’27 recalls—as a youngster accompanying her mother, a volunteer at the cotton mill day care. “I remember how terrible the place was, how dirty,” says Pauley. “The experience was so upsetting to me, I went home and cried.” Pauley never forgot her mother’s compassion. Later, she helped establish the school hot lunch program throughout DeKalb County. She also helped start the DeKalb Clinic. “During the Depression, my family had a hard time, but we had everything we needed—I couldn’t stand the fact that children didn’t have enough.”

There is strong evidence that, for both genders, attitudes toward service and giving are closely tied to religious belief.

Deeds of giving are the very foundation of the world, admonishes the Torah. The Old Testament tithing (a plan for offering 10 percent of one’s income) is a philanthropic thread that also runs through both Catholic and Protestant giving.

It is a part of life that Holly Markwalter ’86, daughter of a Methodist minister, continues within her own family circle. She is also motivated by New Testament models of sacrificial giving like the widow who gave two mites, a small offering except in the sense that it was all she possessed—and by the modern philanthropy of a Christian

friend who feels compelled to give something to any stranger who asks her help.

ACCORDING TO STUDIES, women tend to give from the heart to causes that can make a tangible difference, often to improve life for others. Women also give to bring about change. In contrast, a man often gives to preserve a cause or institution and is usually more receptive than a woman to have a building or institution named for him. “Men give for self-glory—and football tickets,” jokes Faye Allen Sisk ’73, former executive director of product development for HBO & Co. in Atlanta and now teaching at Mercer University.

Women tend to invest in a cause or organization only after gaining an understanding of its operation. Notes ASC’s Acting Director of Development Jean Kennedy, “Women want to know that their money is used for a good purpose.”

Often women donate their time first, then money. When approached to give, men are more apt to open the checkbook and ask, “How much?”

IN THE PAST, women of means often relied on men—fathers, brothers, husbands or other advisors—to administer their wealth.

Yet with shifts in the distribution of wealth, and as more women are managing their resources, that picture is changing. Today, 6.5 million women own their own businesses. Of all executive, administrative and managerial positions in the U.S. today, 43.6 percent are held by women. Even though women make only 75 cents for every dollar earned by men, women now control 60 percent of America’s wealth.

Of the 3.3 million Americans with gross assets of \$500,000 or more in 1986, 41.2 percent were women, according to the IRS Statistics of Income Bulletin. On the average these women were 6 percent wealthier than the men, held slightly more corporate stock and were considerably less in debt.

As donors, these women are giving to causes that reflect their range of concerns. For instance, a retired school teacher recently donated \$345,000 to help provide equal women’s/men’s basketball programs at a co-ed institution in the Midwest. A prolific children’s author funds a foundation supporting a variety of children’s education projects; a top fashion model has donated \$70,000 to a hospital to help families of

Women’s new and rising economic status has opened doors of opportunity for women’s philanthropy. But will old patterns of giving (and not giving) dictate how women in years ahead will spend their money?



“I can’t see how any person can possibly be happy without sharing either her money or herself.”



children with cancer. A businesswoman donates 50 percent of her gross sales commission to charities; in 1992, that fund distributed nearly \$1 million to grassroots organizations serving battered women, the homeless and people with AIDS.

As both donors and fundraisers, according to *The Chronicle of Philanthropy*, women play substantial roles. Women now account for 75 percent of the chief development officers in museums. Fifty-eight percent of the 13,500 members of the National Society of Fundraising Executives are women. And about one-fourth of foundation CEOs/board members are women.

WOMEN HAVE BEGUN to develop their own philanthropic networks. Since the mid-1980s, women have organized more than 60 funds (mostly financed and directed by women) to support women’s causes; their assets now exceed \$50 million. Nationwide, the number of funds that provide money for organizations that educate women concerning charitable giving has exploded.

Since the 1980s, the dollar amount of grants designated for programs for women and girls has increased nearly five-fold, from \$36 million to \$184 million. This may also have implications for the philanthropic organizational structures themselves, notes Marsha Shapiro Rose in a paper prepared for the 1992 Conference of Association for Research on Non-Profit Organizations and Volunteer Action at Yale University.

Instead of hierarchy and rigid division of labor found in male-directed organizations, women may bring a less bureaucratic, more interactive structures, stressing collective decision-making/de-centralization of authority.

MARY REIMER '46 REMEMBERS her mother hand-wrapping edible food scraps to give to hungry transients during days of the Depression. Reimer also remembers donating food stamps to Agnes Scott to help the College purchase sugar and meat.

“That,” says Reimer, “was a lifetime ago.”

Reimer, who later “married a Georgia Tech man and helped rear six children,” now volunteers from 8:30 a.m. until noon each day at the Decatur Emergency Assistance Ministry, which operates a food pantry and offers money to people who need help with utility bills or “other necessities.”

For two or three weeks out of the year,

when she gets home from her volunteer work, Reimer sits down at one corner of her large dining room table and writes a few notes to Agnes Scott classmates, encouraging them to give to the College’s Annual Fund. She methodically bundles the notes and mails them in groups of 20 until she has ticked off all 117 names in her class.

“Some people say they are on a fixed income and can’t send the College anything. I ask, ‘Can you send \$5? That will raise our percentage goal as quickly as will the \$1 million gift.’

“I can’t see how any person can possibly be happy without sharing either her money or herself,” says Reimer.

IN WOMEN’S PHILANTHROPY, the newsletter for the NNWP, directors Sondra Shaw and Martha Taylor encourage women to begin viewing charitable efforts, especially giving, as central to life. Like children and professional achievements, philanthropic investment outlives the giver.

It is also an important part of managing resources. The woman who earns/spends \$2,000 a month throughout adulthood will have handled and managed more than \$1 million. The person who consistently gave a simple tithe of those earnings, for instance, would have given \$100,000 over that same period.

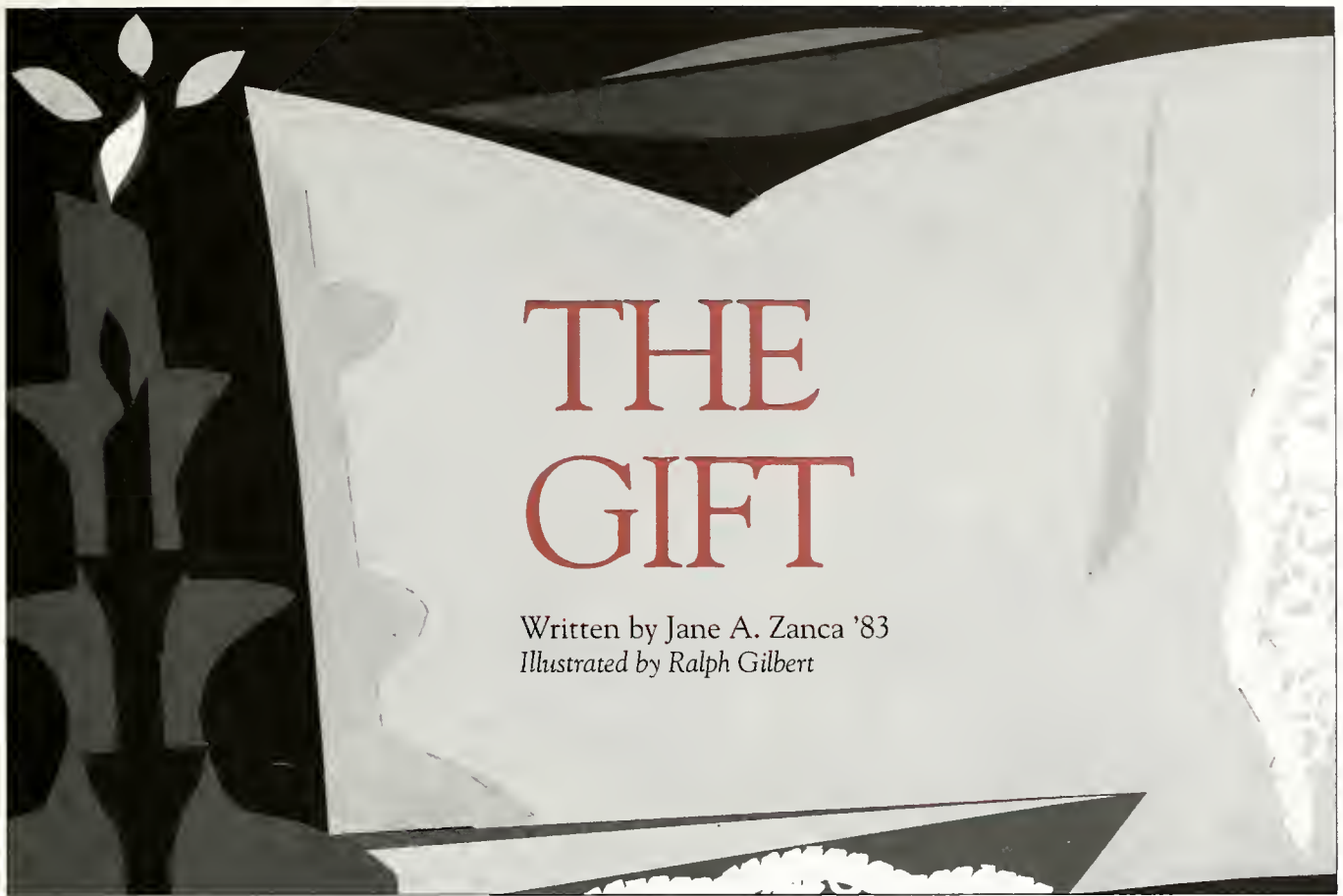
“We are helping women from all walks of life to learn about financial planning,” says Fawcett of the National Network of Women’s Funds, “from what to put back for retirement to how to invest, to finding ways for giving. Women are care givers. We think in terms of having money for groceries and paying for rent. What do we do with our discretionary money?

“We need to look at how we use that money. Giving may require sacrifice: brown bag lunch once a month or look twice at that \$110 suit we want to buy. Just save back some money and learn to give.

“Whether the gift is \$5 or \$10,000, it will make you feel good to be a giver.”

In the final analysis, writes Lawson in *Give to Live*, the act of giving is an act of love. Recent studies, he says, show that acts of charity and devotion to worthy causes improve physical well-being in the giver and are key to mental health.

“Instead of the old slogan, ‘Give until it hurts,’” writes Lawson, “it seems we should say, ‘Give until you feel great.’”



This is a thank-you that is long overdue. Someone—I don't know who—bought me a pair of brass candlesticks for Christmas 1982 during my senior year at Agnes Scott. 🍷 That was the year I turned the bend on a 12-year journey toward my college degree. I began accumulating college credits in 1972, and by 1977 had completed more than a year's work. In 1980, my marriage came apart, and consequently my family income shrank to less than half. 🍷 Against this backdrop, I registered as a Return-to-College student at Agnes Scott. A partial scholarship answered the question of how to pay the tuition, but how were my two children and I to live? I didn't know. I sold our house. This was the first of three moves during my years at college, and each was "downward." 🍷 In my journal I noted: *The temperature has been 105 for days; we can open the windows only three inches, then secure them with nails. Our neighbor, Mr. E., believes that his wife is messing around with R., who lives across the street. Mr. E. went over with a small cannon and blew holes in the walls, roof, and his own foot.* 🍷 Later we would remember that neighborhood as one of the better ones. But our eyes were open. We never doubted that our circumstances could be worse. 🍷 Each move meant letting go of things we valued. 🍷 Fall 1980: *Goodbye oak china cabinet, sofa that I upholstered, lace curtains, antique desk. Two ladies fought*

For an ASC Return-to-College student, two candlesticks became a symbol that her present struggle prepared a brighter future.

over a bicycle—I sold to the highest bidder.

In fall, 1981 and 1982, Agnes Scott's financial aid increased my scholarships; I was named a Dana Scholar. Clearly, somebody believed in me. That was one of the things that kept me going. The other was that half my life had been spent typing. If I didn't keep moving forward, that was what I had to go back to.

I took student loans, and the annual arrival of those checks was bonanza time. Dance lessons for my daughter—the one extracurricular activity I could give her in a decade. For both of the children, the biggest boom boxes I could find in K-Mart. For me, pantyhose. The rest: brakes for the car, emergencies, bills.

In late fall of my senior year, English professor Pat Pinka informed me that I had won a scholarship from the American Association of University Women. My rent was due so I was amazed at the timing of this gift. The recipients were honored with a beautiful reception at the home of the President of Spelman College. I remember the candles on the mantle, the earnest handshakes from a hundred women I did not

know, the surprise of finding my daughter's school librarian in the crowd and the fear that someone would spot my scuffed, run-down shoes.

FROM MY FIRST DAY ON CAMPUS, personal difficulties were laced with academic challenges. Early winter 1981, I met with Señorita Eloise Herbert about my procrastination in her Spanish classes. She wanted to know everything. So I told her. She said, "You know, we live inside ourselves. We *must* do that." I had no idea what she meant.

The stress I was experiencing was a visible pox. I could not afford insurance or health care, so I worried endlessly about every twinge. Elizabeth Zenn, at the time chair of the department of classical languages and literatures, packed me off to her own ophthalmologist when I feared my

vision was failing. Psychology professor Miriam Drucker tactfully probed and reduced the shattered bones of my life:

I am so angry. I should have kept on typing. This isn't fair to my children. I feel so helpless.

One day in fall 1981, I checked my campus mail box, 612, and in it found an envelope with \$60 inside. I had no idea what it was for or who had put it there. I hid it deep in my wallet for three days. Then I took it to the grocery store.

Shortly after, Dean Julia Gary asked me to help her move into a beautiful new home. She had a wall of bookshelves in the den. My job was to unpack her books, including fragile volumes of Dickens. *This is how I want to live someday*, I thought.

IN JANUARY 1982, Señorita Herbert invited her Spanish students to celebrate *El Día de los Reyes*. She created a tasty Christmas tree of greenery and boiled shrimp. On the table were three kings, whose crowns were candleholders. I tried not to be nosy, but my eyes wandered from room to room. Her home was glowing with warmth and serenity. *Someday*, I told myself. *If not the serenity, at least the warmth*. I was keeping my apartment thermostat at 58 degrees—we were always cold.

In spring 1982, I had just begun *Beowulf*—the center on which my love of the English language turns—when I fell and shattered my right wrist. This cost \$600, two months in a shoulder-to-fingertips cast, and several missed classes. On my return to campus, Margaret Pepperdene who taught the *Beowulf* course, summoned me to her office. I would report to her, regularly, at such-and-such a time, for one-hour sessions. In those hours, she delivered the entire lectures that I had missed. Under her shrewd, watchful eyes, I knew what was expected of me: finish that course.

My notes on *Beowulf* are scrawly and unbound, the best I could do with my left hand. I love those notes and take them out often to marvel at them.

My scratchy journal entry on May 7, 1982: *Aced Beowulf*.

Envelopes continued to appear in Box 612. Enough to buy books. Enough to pay the phone bill. Enough to buy some groceries and a pair of pantyhose. Sometimes the handwriting was different. Clearly, my benefactor preferred to be anonymous.

One day in fall 1981, I checked my campus mail box, 612, and in it found an



envelope with \$60 inside. I had no idea what it was for or who had put it there.

There was a great kindness embedded in this arrangement.

Even with the “care packages,” each month seemed harder. At the end of fall 1982, when I used \$6 from one of the envelopes for a ticket to a performance of Benjamin Britten’s “Ceremony of Carols,” I felt like a thief. The music billowed through my soul, sweeping away everything: my own screeching when the children ate all the cookies in three days; the snarling man at the electric company; the knowledge that our power would be turned off because our payments were three months behind.

For in this rose contained was/Hevene and earthe in litel space. Res Miranda.

In the *litel space* between the final breath and the rise of applause, it occurred to me that I had read *Paradise Lost*, had studied Chaucer and medieval civilization and Biblical literature and the history of art. And I understood every one of the allusions in the libretto of the “Ceremony of Carols.”

I was rich!

A few days later, an envelope arrived in the mail at my apartment with \$300 in it. I put the money on the kitchen table and stared at it. The heat wouldn’t be turned off. We would be warm for Christmas.

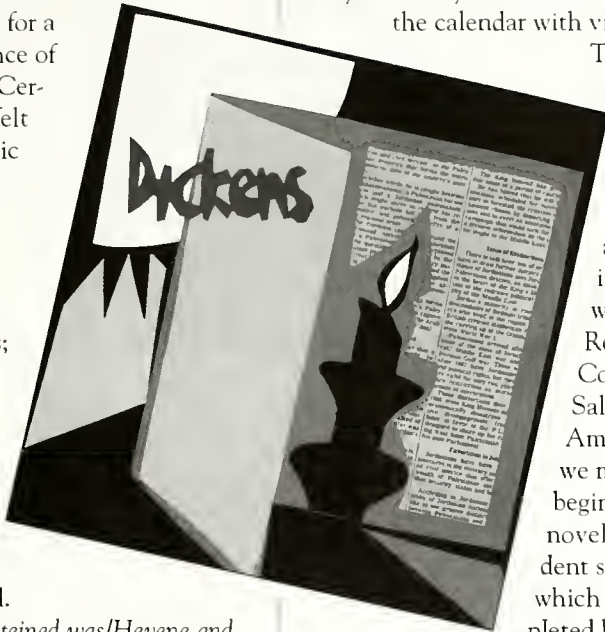
The next day, after I paid the electric bill, I took a walk through Stone Mountain village. In the window of my favorite shop glimmered a pair of brass candlesticks. I had just enough left to buy them.

I put them on the table where, the day before, I had stared at the money. I thought of Señorita Herbert’s abundant kindness, of her kings with candles on their heads. Finally, her message made sense. With a six-dollar concert ticket and a college education and a pair of brass candlesticks, I was learning the serenity of living inside myself.



THE WEEK AFTER CHRISTMAS, I labored at my desk—typing a story about four children trapped in a blizzard that had

taken their power. *Grandma placed her candle in the window. A layer of frost covered the pane, except for a warm, moist circle where the tiny candle flame danced.* I finished the story in six days and tore the last of 1982 off the calendar with vigor.



The early weeks of 1983 were a nightmare. My son was assaulted. We had to move again, this time into a house with a sister Return-to-College student, Sally Stevens.

Among the things we moved were the beginnings of a novel, an independent study project which had to be completed by June. I broke

down in Dean Marty Kirkland’s office. She hugged me with her voice and promised that a better day was coming.

Spring 1983: The magnolias are peeking open, it’s graduation time.

My mother and brothers drove from Mississippi and New Orleans to witness my graduation. I was the first in my family to have made it. That morning, while I set out a hasty breakfast, my-brother-the-fireman taught my son to shave. I remember people bumping into each other in the hall, rushing to get out of Sally’s house on time. I remember a breeze billowing the last of my lace curtains, flicking at the brass candlesticks that graced the table that day.

They grace it still. Whoever you are, I want you to know that this decade of silence has not been an ungrateful one. I have been busy, among other things, paying it back.

We have our own house now, with a wall of books and lace at the front door. Recently I received the check for my first, soon-to-be published book. The money is earmarked for renovations to my kitchen—nails and pipes and such—but first, I live inside myself. First, something beautiful for my table, to go with the brass candlesticks.

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

My job was to unpack her books, including fragile volumes of Dickens. *This is how I want to live someday, I thought.*

PLUGGING INTO THE FUTURE

Written by Sheryl S. Jackson
Photographed by Phillip Spears

BACKHOES and shovels, loops of wire being dragged through each and every building, the fragrance of dozens of freshly unpacked computers and discarded cardboard boxes, noisy telephones and the unflagging work of computing services staff as they double-checked installations and made adjustments—all added to the hubbub of students' arrival at Agnes Scott this fall and spring semesters.

As Director of Computing Services Tom Maier surveys the scene he says, wryly, "We are succeeding beyond our wildest night-

The new information technology project will link ASC computers across the campus and around the world.



mare.” He refers to the project’s ambitious timetable: in one year the College will establish a system that would normally require three-to-five years to put in place.

The project, called the Information Technology Enhancement Program [ITEP], will provide a comprehensive computer network throughout the College and will link this community with institutions and libraries and scholars around the world.

When complete, the technology (including upgraded student and staff PC systems, computerized classroom, Macintosh lab, library automation system, new administration system and campus network) will move with ASC into the 21st century.

“Our students are used to working with computers in high schools and they expect the same convenience when they arrive in

our classrooms,” President Ruth Schmidt says. “The ability to communicate electronically and collaborate with colleagues at other institutions is also crucial to faculty members as active scholars.”

THE IDEA FOR ITEP grew out of Agnes Scott’s Strategic Plan, 1990-91. In her follow-up report, *Choosing Our Future*, President Schmidt noted the critical need for technological improvements. During its January 1993 meeting, the ASC Board of Trustees unanimously passed a resolution to provide \$5.1 million dollars for the project.

In addition to these funds, the College received grants, including a \$1 million grant from The Lettie Pate Evans Foundation Inc. and a \$75,000 grant from The Tull Charitable Foundation Inc. of Atlanta.

“Students are used to working with computers in high schools and they expect the same convenience when they arrive in our classrooms.”

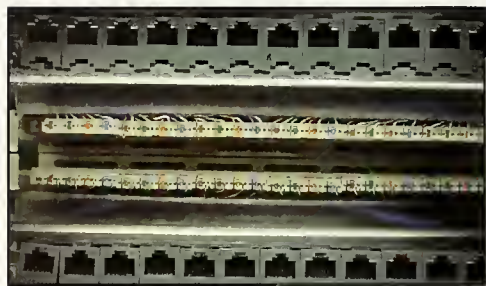


Both The Coca-Cola Company and the IBM Matching Grant Program provided computer systems to upgrade existing personal computers around campus.

Already underway are computer upgrades, installation of specialized labs and introduction of new software. The project will be complete in September 1994 when the network links all computers on campus and offers access to outside networks.

The most time-consuming aspect involves wiring each building to provide necessary links. It is also costly, says Director of the Physical Plant Elsa Peña—more than \$500,000 to wire the buildings and another \$1.2 million to lay underground cables. To add to the complexity, Peña notes that the work is scheduled to cause minimal disruption to students.

This year’s calm has been disrupted by the roar of earth moving equipment (above). Chair of Mathematics Larry Riddle demonstrates equipment to Emily Pender ’95 in the new Macintosh Lab in Dana Fine Arts (left).



Because Agnes Scott must compete with many technologically advanced institutions for the same pool of students, ITEP's initial focus has been academics.

Forty-two student computer stations located in the academic computer center and at satellite locations in various buildings, including residence halls, have been upgraded to DEC '486 personal computers capable of running the latest software.

To meet specialized needs of art students, eight Macintosh computers with state-of-the-art graphics and design capabilities have been installed in the Dana Fine Arts Building. These computers are capable of being expanded as new software is released.

The new computerized classroom, The Interactive Learning Center, contains 22 work stations. The classroom name offers a clear sense of the benefits of this technology

and reflects changes in teaching as well.

Math/physics major Elizabeth Cherry '95 describes that center as "wonderful."

"Before, we had only one computer, the image on its monitor was projected on an AV screen—the professor was the one who entered the information. Now," says Cherry, "each student is able to have a one-on-one conversation with the computer and to discover solutions to problems by herself."

"For instance, in my Differential Equations course, we plug in the equations and specifications, then the computer automatically plots the points and draws the graphs. Having these computers not only helps us find new solutions to our math problems but it also breaks the barrier between student and computer. That's important because employers really expect graduates to have a working knowledge of computers."

ACTIVE STUDENT PARTICIPATION is what Chair of the Mathematics Department Larry Riddle enjoys most about the new capability. Before, he was limited to a lecture/demonstration format. Now students are "able to share ideas and solutions with classmates since the computers are networked and information can be projected onto a screen to promote class discussion."

Installing state-of-the-art equipment now will move the College into the future, says Director of Computing Services Tom Maier.



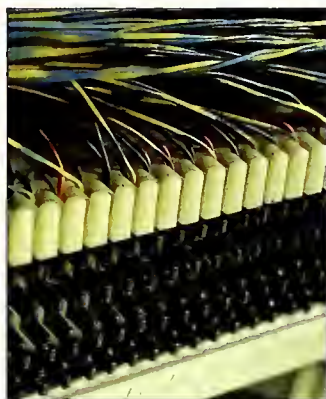
Associate Professor of English Christine Cozzens believes the ease of moving blocks of copy or making other adjustments to manuscripts on the computer should also help her students produce better work. "Word processing," says Cozzens, "makes it much easier to change things you would like to change but might not if it meant re-typing or rewriting an entire page."

AS STUDENTS BENEFIT from the academic application of this technology, so will Agnes Scott faculty members who now have personal computers. Once these are linked to the network, says Maier, it will "not only help faculty with administrative activities—like writing memos and reports and developing tests—but it will improve their ability to advise students as they have convenient and ongoing access to student records, class schedules and grades."

Just as these new technologies facilitate work, Dean of the College Sarah Blanshei, who serves as chair of the oversight committee for ITEP and coordinates the disparate parts of the program, acknowledges that learning to use the technology poses distinct challenges. "Never have we asked any other generation of teachers to learn so much, so fast and to embrace a new way of thinking and doing things," she notes.

Maier agrees. He emphasizes that the project requires close teamwork and he calls the faculty "the driving force" behind the ITEP success. "That is why we're offering workshops, individual training and attendance at national conferences to help faculty members enhance their current skills and develop new uses for technology."

In support of the academic program, ITEP will include library automation. As a first step, the library has reclassified its inventory, moving from an outdated Dewey Decimal to the Library of Congress system. The second step will update the system with an automated check-out /check-in using bar codes and scanners. Then the database will list everything in the College library and that information will be "on-line" so a student may search for the book and discover, immediately, whether it is on the shelf.



"Another benefit," says Maier, "is an improved collection development process. We will have data about the use of books and periodicals. This will enable us to add to our collection more effectively."

OTHER UPGRADES in the administrative computer system include staff computers with access to software developed for specific administrative tasks.

"ITEP means that all staff members' computers will be networked so we will be able to share information and communicate by electronic mail," says Manager of Stewardship Anne Schatz. "We are also converting all of our current development files into a new program, Benefactor, which allows us to expand the amount of information we keep on alumnae and friends.

"This will help us keep more detailed, more current records."

Tying the campus' computers together will be the third phase, called Agnes Scott's Local Area Network (SCOTTLAN), which carries the new telecommunications system, the computer network and the capability for cable television throughout the campus.

Maier notes two primary benefits of installing the cable network at this time. First, new wiring will not only replace the out-of-date telecommunications system but will offer additional features such as Voice Mail for each telephone.

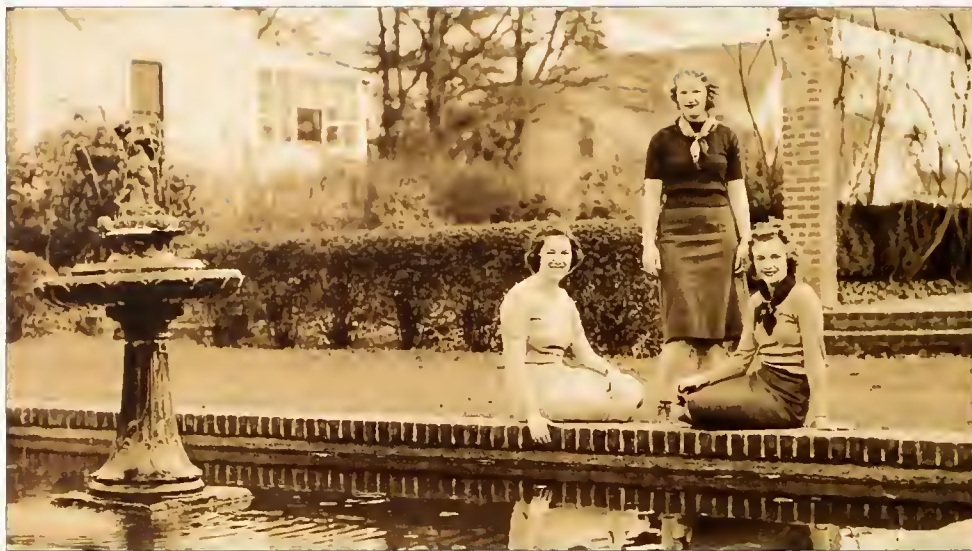
The other benefit involves ASC's participation in INTERNET, a world-wide computer network system accessed through PeachNet, a statewide network operated by University System of Georgia. This network will enable faculty and students to access information from other schools and libraries. Everyone will have an electronic mail address making it easy for Agnes Scott faculty and students to collaborate on projects with other people at other schools.

If Maier jokes a little about the pressures inherent in this project, he fully appreciates its ultimate accomplishment. "Implementation of ITEP at this time makes it possible for us to install state-of-the-art equipment that not only meets today's needs, but also prepares us for the future."

Benefits of the new system range from instant lookup of library books to an E-mail system that connects faculty and students with other schools.

CLASSIC

For ASC's alumnae gardeners, it's proved "the best work."



ALUMNAE GARDEN: AN EASY ROW TO HOE

Toward the little fountain nestled between the hydrangeas marches Bella Wilson Lewis '34 with toilet brush in hand.

She scrubs away the algae that have accumulated since the previous Wednesday when she joined a handful of others to work in the Alumnae Garden. Frances Gilliland Stukes '24, clad in blue jeans, waits patiently, then the two walk over to Evans Dining Hall.

Stukes recalls when there was no Alumnae Garden. During her ASC years, she spent a lot of

time looking down from her Inman window onto Faculty Garden, where faculty women and wives maintained plots. "As to who had the first gleam in her eye about putting a formal garden behind Inman, there's controversy," she says. But by the late 1920s, the alumnae "took the garden away" from the faculty and except for a few years have managed the garden since.

Young Stukes served on the first Alumnae Garden committee with chair Louise Brown Hastings '23 (whose husband's family owned an Atlanta landscaping business). Hastings had both a "knack" and the right connections—she gave hundreds of Hastings' bulbs to ASC.

The lily pond in the garden was part of a gift from the Class of '31. Its landscaping included a pergola of wooden slats and brick pillars planted with rambling roses which tumbled over its archway. Stukes remembers a wedding there. Actually, what she recalls with a laugh, is the bride's long, delicate veil picking up twigs and leaves as it trailed along the Garden path.

In the 1930s, couples seeking a bit of privacy found the garden's kissing corner, where shrubbery formed a high screen around a small bench.

Engagement dunkings in the pond escalated—by the 1960s as a College tradition took firm root in the garden. About that

same time, the College hired a landscape architect to rework the garden. The pergola had rotted and he replaced flower beds with grass and four dogwoods.

The high standards of Frances Stukes, Caroline "Callie" McKinney Clarke '27 and other alumnae were offended, briefly, when the College wrested control of the garden in the 1970s. But by 1974, an alumnae proposal to resume managing the garden was accepted—with misgivings. Wrote James Henderson, vice president for business affairs: "I'm delighted we have people who are interested in shouldering some responsibility, although I have real reservations as to how long this committee will last." By 1991, committee members Nelle Chamlee Howard, Lewis, Stukes and a Winthrop College graduate Louisa Wannamaker, each had 16 years of continuous service. Clarke donated the fountain in the lily pond to honor her mother, Claude Candler McKinney, who "was on the front steps of the Decatur Female Institute as it opened its doors in 1889." Wannamaker's con-

ETCETERA

Beauty amid Moscow's crumbling infrastructure, update on the President search, Mexico outreach, news from several College fronts, and lots of letters

tributions are highly regarded, as well: "She's the best weeder we ever had," notes Lewis.

The wonder of the garden has caught the interest and comments of on-lookers from faculty to Decatur neighbors.

Students who drop by the Alumnae Garden to sun or spend a peaceful moment away from books, sometimes volunteer to work side by side with these gardening experts.

While the Alumnae Garden committee meets infrequently now, Stukes shows up regularly, carrying her basket of garden tools. Her strong, gloved hands pull weeds or plant flowers or coax growth.

Before Alumnae Weekend, Lewis slipped on wet leaves and broke her hip. Now she, Howard and Wannamaker are "retired."

Lewis admits, "Never have I done anything in my whole life that has received so much praise—from the casual garden stroller to faculty, students and parents. It's no wonder we work so hard; it's the best work."

—Caroline Bleke '83 is manager of alumnae programs, Agnes Scott College.

NEW PARIETAL RULES

The Board of Trustees passed new parietal regulations and accompanying guest regulations in its January meeting, responding to students' desire to have a choice concerning individual living arrangements.

Based on a proposal by the Parietals Committee, the Residence Hall Association and the Representative Council, and subsequently modified by the Judicial Committee and the Student Affairs Committee of the Board of Trustees, the new regulations offer three options. The first option is identical to policy stated in the student handbook with male visitors in the residence hall rooms until midnight Sunday through Thursday and until 2 a.m. on Friday and Saturday. The other two options are set hours for male visitors until midnight Sunday through Thursday and all of the weekend beginning

at 2 p.m. on Friday, and 24-hour visitation, seven days a week. All current students have the option to change current living arrangements for the remainder of the 1994 spring semester.

Each upper-class student may choose among the three options during room sign-ups this spring for the fall 1994 semester. First-year students will not have 24-hour visitation.

The Board also adopted a series of rules for all male visitors. Among the rules, males must sign in with the resident assistant and must be escorted. They must use men's restrooms and abide by Agnes Scott residence hall policies.

Associate Dean of Students Mollie Merrick '57 who worked closely with the students as they framed different versions of the policy says Agnes Scott has had set parietal hours for more than a decade. "Parietals have been on the national scene for years now and 24-hour parietals are common across the country—not universal, but common."

While some colleges (like Presbyterian in Clinton, S.C., and Wesleyan in Macon) do not have a 24/7 (24-hours a day, seven days a week) policy, students in a growing number of institutions have pushed for extended residence hall visitation. Terry Sichta, director of housing at Georgia Institute of Technology, notes that for 20 years Tech had limited in-room visitation policy—then about two years ago Tech involved students in a vote on the 24/7 option, by dorm. "I don't know of any Tech dorms that have gone with less than 24 hours," says Sichta. Emory University also offers a 24/7 option each year in a dorm by dorm vote, with most choosing that option.

This past fall Agnes Scott student leaders called for a 24/7 visitation policy. Instead of taking the proposal through established channels to the Board of Trustees, they took the vote to the students, by residence hall. "We knew that every change to rules in the stu-

dent handbook had to be approved by the board," says Residence Hall Association President Jessica Lake '94, "but we felt that we should be the ultimate decision makers in this case." After two-thirds of the residents voted in favor of the change, student leaders indicated that residence halls would no longer uphold the old parietal regulations. Student Government President Missy Mullinax says for her it was an issue of power as much as parietals. "Parietals was something that students could rally behind."

For Dean of Students Gué Hudson, the issue of parietals was heightened by immediate concerns for maintaining trust and a working relationship between administration and students, and also for the College's traditional stance on student self-governance and the honor system. Hudson noted that the honor system is one of the aspects of life at Agnes Scott that she values. She wanted to work to preserve that system, in and outside classrooms.

Hudson, who took an informal survey of private and public institutions,

says that compared to other southern women's colleges, Agnes Scott's parietal policies "started out as more conservative. Recently I have thought we were out of step with student needs and with other colleges, and I think some changes were definitely needed in college policy. But I was very grieved for the students to go around a process that had not failed them."

Although students wanted to be the ultimate decision makers in this case, Hudson noted that as dean of students, she is accountable for what happens in residence halls. She said, "You can't have total power in setting rules unless you have full responsibility."

Even as students have new freedom to choose how they live, the College is urged to take a "more proactive role in providing an opportunity for discussions about values so that all students can carefully work through the life decisions they are making," says Trustee Wardie Martin '59, chair of the Board's student affairs committee which finalized the policy that later was passed by the Board.

Trustees and others at Agnes Scott wonder how the change will affect the College. Students who don't want the pressure of time restrictions on male visitors say they feel more relaxed with the new policy. The student who chooses not to have a male guest may at times welcome the roommate contract—it requires her full consent to her roommate's male guest; the student without a male guest has priority right to the room.

To some alumnae, the change marks the end of an era. "By allowing men access to the dorms at all hours, the women at Agnes Scott risk altering the unique character of the college they attend," laments alumna Caroline Bleke '83. "Male visitation is fine, in moderation. Twenty-four hours, seven days a week—the Univer-

sity of Georgia provides that kind of atmosphere at a fraction of Agnes Scott's tuition." Agrees Katie Pattillo '90, "These students may never know what they are missing in terms of that bond among women."

For this reason, and for reasons of transition from home to college, restrictions on first-year students is probably a good idea, thinks Junior Class President Charmaine Minniefield '95. "First-year students need time to understand how things are done here, the traditions of the College, the honor code. This gives them time." The policy puts responsibility on upper class students, where she believes it belongs. "I don't feel that we come to college to be in a parentally controlled environment. . . . My support of the 24-hour policy is not in any way

HOW ASC RATES

As of June 30, 1993, Agnes Scott's endowment had a market value of more than \$205 million. The College received an "AA-" from Standard and Poor's and an "Aa" rating from Moody's Investor Service. These ratings place ASC among the elite of U.S. higher education institutions in terms of credit rating.

supporting premarital sex—aren't we women enough to tell a man when it's time to leave?"

On many levels, the change in parietals "has been a very difficult issue," admits Director of Alumnae Affairs Lucia Sizemore '65. "Students today view their space not just as a place for sleeping but more like an apartment. It's where they have their stereo and television. It's where they like to spend time and entertain their friends.

"All of us are aware that it's a changing world. Each generation has dealt with difficult questions. For the Class of 1947, it was whether or not students should be allowed to dance with men.

"We as alumnae need to trust that today's students will be as thorough

and thoughtful in their adult decisions as we thought we were in our day."

SUMMER ARTS

The buttressed walls of the Dana Fine Arts Building will be burgeoning with creative energy July 18-24, when 15 artist instructors and their students converge for "Summer Studios at Agnes Scott College."

This expanded arts program (in its second year) will feature 15 weekend workshops in visual arts, music, creative writing, theatre and expressive therapy; and six, week-long studios: monotype, watercolor, creative book structures, ceramic sculpture, paint programs and

digital image processing and photography. The sessions will be presented by Frances Anderson '63, Carol Barton, Amanda Gable, Valerie Gilbert, Roy Grant, Anthony Grooms, Ann Kresge, Carol Lee Lorenzo, Tom Love, Michele McNichols, Kathryn Myers, Mark B. Perry, Karen Robinson, Karen Sullivan and Betty Ann Wylie '63.

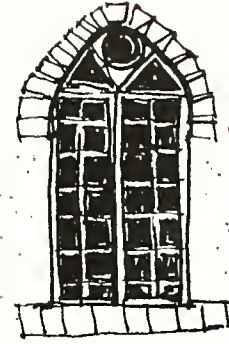
The program offers "serious students a unique opportunity to immerse themselves in the creative process."

Workshop and studio tuition ranges from \$125 to \$300; room and board is \$75-\$195. Some continuing education (CEU) credit courses are included in the offerings. Registration deadline is June 1.

For more information, contact Myrna L. Goldberg, director of special programs, at (404) 371-6184 [after March 12, 638-6184].

MOSCOW SKETCHES

Polluted water pouring out of hotel faucets, technical school hallways

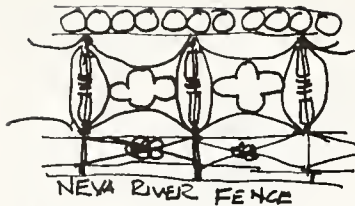


dark for lack of lightbulbs, crumbling city walls and unkempt campuses are among the graphic descriptions—and sketches—that Elsa Peña, director of the physical plant at Agnes Scott, brought back from Russia and Estonia this fall. "We thought Russia would have standards of maintenance close to ours," comments Peña, "but what we found there was evidence of deterioration over a long period of time. We were shocked."

Peña was among 15 maintenance supervisors who visited technical universities, hospitals and clinics, a factory, churches, hotels, an architectural firm, and the offices of the mayors of Tallin and St. Petersburg. They talked with officials on site, then followed up the visits with written evaluations and reports.

Over and over, the group was questioned about the possibility of U.S. investment. "All the





people know is that it will take lots of money to fix things. They see this as a big mountain. It overwhelms them. They don't know where to start."

Russians face difficult choices, including whether to use limited resources to restore architecturally unique buildings or repair public facilities and rebuild crumbling infrastructures.

At one time the gov-

ernment had a large force of workers responsible for making repairs throughout the country, but since the quasi-privatization of property, physical plant maintenance, says Peña, "does not exist."

At a large St. Petersburg hotel, Peña noticed that the elevator only to the third floor. "Three years before, the hotel caught fire. Rather than make repairs, they just closed off the upper floors. It was unbelievable."

COMPUTER CRAZY IN MEXICO

The same year Salinas, a small village in Oaxaca, in southern Mexico, got electricity, ASC Assistant Professor of Sociology/Anthropology Martha Rees introduced computer technology. "They went crazy," says Rees.

That was in 1988. Since then, Rees has been visiting Oaxaca each summer to help where she can and to observe the different co-operative groups who grow food to sell and who purchase food in mass quantities to resell.

In the blazing heat of

July 1993, she returned to her friends in Salinas. "We reviewed spreadsheets from last year, and I taught them about word processing," says Rees, "so they could document their community history and what they are doing in their co-op groups."

This year Rees took three students with her. Ken Sturrock from Georgia State University "tuned-up" the computers for the trip and helped with computers on-site. The Research Experience for Undergraduate students [REU] program which promotes women and minorities to participate in current research made it possible for Meg McDonough '93 and Mimi



ADMINISTRATIVE REVIEW

An administrative review committee has been set up to examine areas of administrative responsibility and coordinate with the academic review, mandated in 1993 by the Board of Trustees, to plan the most efficient and effective administrative support for the College and its evolving academic program.

Both academic and administrative reviews will report regularly to the trustees. Final reports will be given no later than the May 1995 Trustees' meeting.

This new committee will have six administrative staff, the officers of the College, two faculty members, two students and a trustee liaison.

Saunders '93 to work alongside Rees in Salinas and to do research in other villages in the valley. While in Mexico, Rees and students stayed in middle strata urban houses—with dirt floors and no running hot water.

Others who hear about Rees' trips realize the importance of her efforts and are generously providing support. After reading about Rees in December 1992 *Main Events*, Barbara Gerland '43 and her husband decided to donate a computer. Later, after speaking with Rees about her work in Mexico, Carlos Seville of the company Saw Horse donated seven computers.

Rees holds in high regard the people of Salinas. "Ninety-nine percent of the time, they know exactly what they want. They're an inspiration."

—Elizabeth Cherry '95

THE PRESIDENT SEARCH

Agnes Scott has begun a search to fill its president's office which becomes vacant June 30

with the retirement of Ruth A. Schmidt. The first woman president, and the fifth president in the College's 105-year history, Schmidt has held the office since 1982.

Chairing the presidential search committee is Clair McLeod Muller '67, Atlanta City Council representative and a member of Agnes Scott's Board of Trustees.

The committee has held its initial meetings and plans to enlist the services of an executive search consultant by February.

"We want to be as thorough as possible and gather as much information from as many constituencies as possible," notes Muller. "We do not want to rush the process and certainly having an interim president would not be ruled out."

Serving with Muller are trustees Louise Isaacson Bernard '46, JoAnn Sawyer Delafield '58, Frances Bailey Graves '63, Douglas W. Oldenburg, Jesse J. Spikes, W.G. Tittle Jr., Sara Ector Vagliano '63, and Joseph Gladden Jr., chair of the board (ex-officio); faculty members Michael J. Brown, profes-

REPORT FROM SACS

Following the Southern Association of Colleges and Schools (SACS) regular 10-year reaccreditation process, a peer committee submitted its exit report dealing with Agnes Scott College, its faculty, staff, resources and students. The visit on January 26 followed a campus self-study.

The written report of the committee with the recommendations to which the College must respond will be forthcoming. After the exchange of information necessary in the review process, the College will receive word concerning accreditation in a later meeting of the Southern Association.

sor of history; Gail Cabisius, associate professor of classical languages and literatures; and Karen J. Thompson, assistant professor of biology; president-elect of the ASC Alumnae Association Lowrie Alexander Fraser '56; registrar Mary K. Owen Jarboe '68; students Sylvia Martinez '96, sophomore class president; and Charmaine Minniefield '95, junior class president; Lucia H. Sizemore '65, director of alumnae affairs; and Lea Ann Grimes Hudson '76, special assistant to the president (ex-officio).

"The committee not only reflects a desire for full participation by all,

but represents a composite microcosm of the strengths and diversity of our community," said Gladden. "Each member brings a reserve of experience, judgment and perspective to the task, and each will make a significant contribution to a most important undertaking."

According to the Washington, D.C.,-based Women's College Coalition, Agnes Scott is one of five women's institutions (Converse, Randolph-Macon, Stephens and Texas Women's University) currently conducting presidential searches. Locally, Emory University, Georgia Tech and DeKalb

College are also reviewing candidates for their presidents' offices.

Commenting on the number of presidential positions open, Muller said: "I do not think that the current climate will change the way we conduct our search. The average term of a president is now five or six years so there will always be other searches going on.

"This will be a very attractive job because of our quality, our financial strength and our location."

If you have nominations or other suggestions, please send them to Clair McLeod Muller, chair, Presidential Search Committee, ASC, 141 East College Ave., Decatur, GA 30030-3797.

ASC AFFIRMS CONVENIENT WITH SYNOD

A covenant between Agnes Scott College and the Synod of the South Atlantic of the Presbyterian Church (USA) has been formalized by the Board of Trustees of the College.

The Synod should

ratify this covenant at its next meeting in September. The new affiliation will give Agnes Scott greater access to potential students and supporters in Presbyterian churches in the three states which comprise the synod of the South Atlantic: South Carolina, Georgia, and Florida.

Though affiliated with the Presbyterian Church since its founding by Presbyterians in Decatur in 1889, the College has had an unclear relationship with the Church in recent years, given its reunification and the reconfiguration of boundaries.

The text of the covenant is based on a statement approved by the Board in 1989. The additions to the statement deal mostly with the responsibilities of the Synod toward Agnes Scott.

The College will continue its custom of being financially independent, not requesting funds from the Synod. The Board will continue to be a totally independent and self-perpetuating body.

A statement is available to those who request it. Write the College for a copy.

FEEDBACK

❖ Interesting summer issue of *ASC Alumnae Magazine*. Good work you do. Of interest to me, especially: Jane Zanca ["Scratching Out a Mind"] was my "Big Sister" in 1982. But I beg a question: The article by Mary Alma Durrett ["A Matter of Degrees"] and specifically page 29. Why no mention of financial aid in the Bo Ball RTC Scholarship? It's specifically for RTCs.

*Sally Ann Stevens
Portland, OR*

❖ I am completing my Ph.D. in counseling psychology and two of my specialty areas are the homeless and gender/women's concerns. I found the article on homelessness to be written well and with respect for her subjects. I was also very pleased to read about the involvement of ASC with several homeless shelters, etc., in the Atlanta area.

My dissertation topic addresses the main article of education for women from a self-efficiency viewpoint. Specifically I am researching when the change occurs in boys' and girls' self efficiency for specific academic and life tasks such as athletics, close friendships, math, science, etc. I believe there is a major shift for girls to start believing they are not smart and capable in school subjects about the 6 or 7 grades. . . .

I agree wholeheartedly with the premise set forth in the article of working

very hard to keep women's only colleges open and viable.

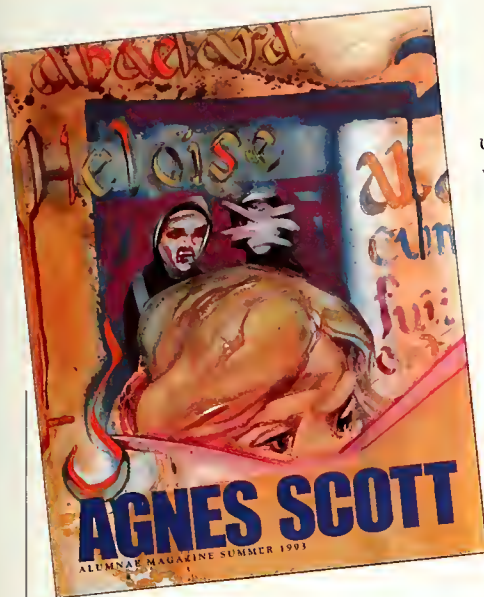
*Laurel Allegra Kramer
'75
Columbia, MO*

❖ In 1836, Wesleyan College was chartered by the Georgia General Assembly as the first college in the world authorized to grant degrees to women. Mount Holyoke, which was founded in 1837, one year after Wesleyan, was a female seminary and only later became a college. Your time line noted the founding of Mills College, Wellesley College, Smith and several others. I am very surprised in all your research you did not come across Wesleyan.

*Kathy A. Bradley
President
Wesleyan College
Alumnae Association
Macon, GA*

EDITORS NOTE: *President Ruth Schmidt notes that we missed Salem College in Winston-Salem N.C., founded in 1772.*

❖ Unfortunately you have missed another milestone in women's educational history! In 1850, the first medical school for women was founded, the Female Medical College of Pennsylvania. The college has been committed to, and involved in, educating women to be physicians, and preparing them to serve as researchers, educators and practitioners in all parts of the world.



undergraduate years. . . .

When the Coral Gables chapter of NOW staged a sit-in in my office at the University of Miami in the spring of 1972, the greatest ally the women had was my Ruth. Fortunately, I

had already appointed a Women's Commission about a year before to examine the status of women on our campus. . . .

Jane Zanca's article reminded me that it was 40 years ago last week that the Regents of the University System of Georgia dispatched me to Milledgeville from Atlanta, where I was Assistant Chancellor, to be president of the Georgia State College for Women and "save it as a women's college."

I was tremendously impressed with the quality of the education there in those distant days and with the enthusiasm of the young women on the campus. Yet I faced tremendous political and financial problems.

We had two large residence halls in the middle of campus completely vacant, and yet the University System institutions in Statesboro and Carrollton were having to turn away students, both men and women, because of lack of space. I once suggested to the chairman of the Board

of Regents, Robert Arnold of Covington, and the Chancellor, Harmon Caldwell, that the College would have to admit men in order to become politically and financially viable. I will never forget Mr. Arnold's retort to that suggestion, which revealed the chauvinist view of the day: "Henry, we must maintain one woman's college in the University System of Georgia, where we can provide culture and refinement for the young women of this state and where they can eat supper on white tablecloths with white napkins!"

I remember observing during my years at old GSCW the advantages that Ms. Zanca's article proclaims for women's colleges.

Forgive me for having dictated such a long letter.
Henry King Stanford
President Emeritus
The University of Georgia and
University of Miami

❖ It's gratifying to know that my efforts have some value for others, and that the message gets conveyed by other hands. Your article ["Scratching Out a Mind"] was incisive and compelling. Right now I'm working on the companion volume [to *A World Without Women*], *The Masculine Millennium*, about the religions/mythologies informing Western Technology—an equally grim tale, I'm afraid. (*A World*

Without Women is in paperback, published by Oxford University Press.)

David T. Noble
North York
Ontario, Canada

❖ Just arrived—an absolutely stunning issue of the *Agnes Scott Alumnae Magazine!*

Margot Gayle '31
New York, NY

❖ I just finished "A Matter of Degrees" in the [Summer '93] *Alumnae Magazine* and felt compelled to write to tell you how well it captured the spirit of the RTC program as I experienced it. Each RTC has a different story to tell and yet each story carries a common "thirst for learning" theme that I believe binds all of us. I "knew" those students you interviewed even though I attended from 1983-1989 and their names were different then. Thank you for putting our spirit into such eloquent words.

Linda Harris '89
Decatur, GA

❖ Your article on Lucie Barron Eggleston was so good! She happens to be a member of my church, Eastminster Presbyterian. Lucie and a few others went to Africa this summer to help build a hospital. Lots of plain physical work, as well as a spiritual awakening to realize you *can* live one day at a time. . . .

Elizabeth Bynum
Columbia, SC

The Medical College of Pennsylvania [MCP] as it is now called, was the first and is the only extant medical school founded exclusively for the education of women physicians. Now coeducational, MCP first admitted male medical students in 1969 (the last college to go coed).

Deborah S. Starnes
Administrative
Coordinator
Office of Faculty Affairs
MCP
Philadelphia, PA

❖ Heartiest congratulations on the *Agnes Scott Alumnae Magazine* [Summer, 1993]! Jane Zanca's article, "Scratching Out a Mind," was superb.

It is amazing what a mindset we men maintained over the centuries regarding the "appropriate" role for women.

The greatest feminist influence in my life has been my wife, Ruth, who completed two years at Agnes Scott before she transferred over to Emory to supervise my last two

Agnes Scott College
141 E. College Ave.
Decatur, GA 30030

Nonprofit
Organization
U.S. Postage
PAID
Decatur, GA 30030
Permit No. 469

6-3-8



After March 12, anyone and everyone connected to Agnes Scott College (who wants to be connected to the College) will have three important numbers to remember—6, 3 and 8.

Those numbers comprise the new prefix for ALL telephone numbers to the College. The subsequent four numbers on all lines will remain the same. For example, the alumnae office number before March 12 is 371-6323; the number after March 12 will be 638-6323. The telephone number change is a result of campus-wide networking project that will link all ASC phones and computers (*see story, page 26*).

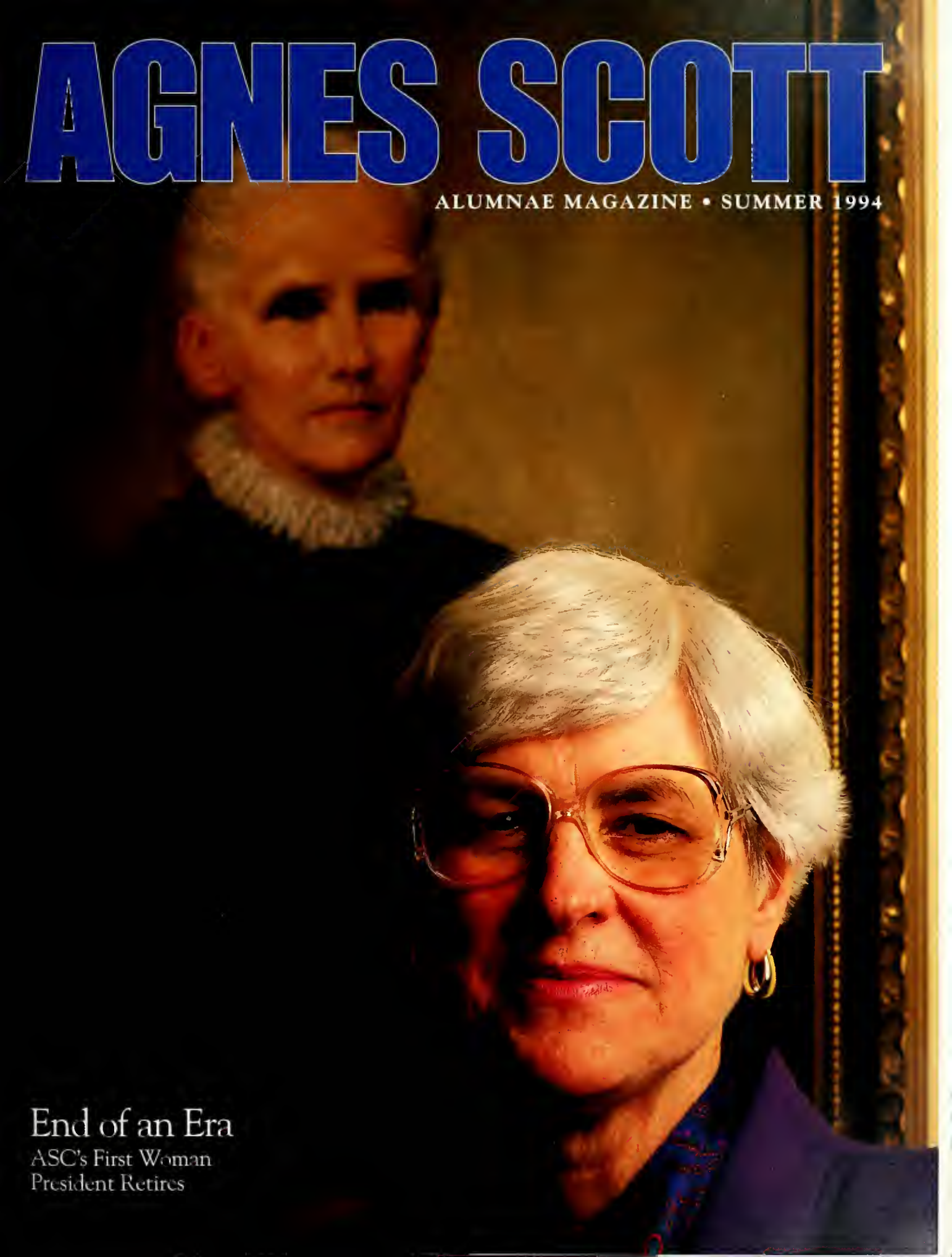
~~XXXXXXXXXX~~
Avondale Estates, GA 30002

AGNES SCOTT

ALUMNAE MAGAZINE • SUMMER 1994

End of an Era

ASC's First Woman
President Retires



EDITOR'S NOTE

Decades since Kwai Sing Chang broke ASC's faculty color barrier, the College has learned to view diversity as promise, difference as grace

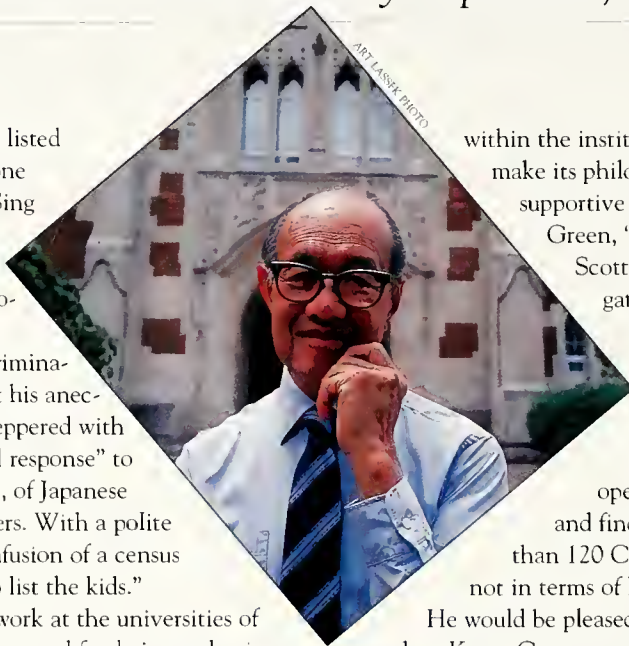
Only three Changs were listed in the Atlanta telephone directory when Kwai Sing Chang, an American of Chinese ancestry, came in 1956 to teach Bible and philosophy at Agnes Scott. He says he experienced isolation, not discrimination in his new hometown. But his anecdotes of those early years are peppered with moments of "that stereotypical response" to himself, his young wife Miyoko, of Japanese ancestry, and their two daughters. With a polite chuckle, he remembers the confusion of a census taker who "didn't know how to list the kids."

Chang had done his Ph.D. work at the universities of Edinburgh and Cambridge and moved freely in academic circles, both overseas and in the United States. He found it no different at Agnes Scott College. "I came when Dr. Wallace Alston was president. Because Alston and I had known each other at Princeton Theological Seminary—we had been roommates for a year—I felt completely at home."

As professor, Chang extended that kind of support and academic freedom to his students at Agnes Scott. Karen Green '86, remembers. Chang encouraged her when she wanted to explore African-American works that he also read and sometimes discussed in class. "When I chose to write a paper comparing Jewish and Black church tradition through music—both spoke about being oppressed—Dr. Chang said, 'This is excellent, Karen. We need to be sharing this with the class.' I was reared in the Black church tradition. Kwai Chang gave me the opportunity to fuse the curriculum with my experience."

In turn Green—who characterized herself as a "38-year-old African-American Return-to-College student who would not be shaken"—reached out often to traditional-age students. During their formative years, these students had few mature female African-American role models on campus. Green empathized that in the midst of trying to discover their own identities, almost by virtue of their presence, these young people "were the model African Americans in the dining hall, on the playing field, in the resident halls, in the student center." Explains Green, "Often, the 18-22-year-olds are not savvy enough to know they are carrying that burden. They just know they are tired and feeling isolated."

Green, a member of the ASC dean of student's staff for nine years, encouraged students to effect change by working



within the institution and she helped the College make its philosophical commitment to diversity supportive on a "day-to-day basis." Says Green, "I planted many seeds at Agnes Scott, but I wasn't going to be around for gathering the harvest."

Today, almost 40 years since a seminary friendship drew Kwai Sing Chang to Agnes Scott, the professor emeritus who broke the faculty color barrier here can open the Atlanta telephone book and find his name listed among more than 120 Changs. He talks about diversity not in terms of harvest but as pockets of progress.

He would be pleased to learn that in 1990 his former student Karen Green went on to advise multicultural student organizations at another college (and will soon enroll in Emory's Candler School of Theology).

Green would be pleased to see evidence of her influence reflected in the first edition of *Nandi*, a newspaper by and for African-American students at ASC. It contains an impressive list of 14 young African-American women who in 1992 held various elected student offices (including president of Honor Court, vice president of Student Government Association, president of the sophomore class and editor of the *Silhouette*).

Breaking ground through friendship—and as mentors, planting seeds—Chang, Alston and Green join a host of others, including retiring President Ruth Schmidt, who have helped shape and enlarge Agnes Scott's circle of diversity.

"Different Values" (see page 14), by staff writer Audrey Arthur, fills in with broad strokes ASC's diversity story that began nearly 30 years before the landmark Supreme Court integration decision, *Brown vs. Board of Education*. A timeline ("Milestones and Steppingstones in Diversity" pages 24-25) also compiled by Arthur, juxtaposes the growth of diversity at Agnes Scott with national policies and events.

As Arthur's report makes clear, we have learned to see ASC—and our nation—more as a mosaic than as a melting pot. Like the mosaic, each piece—each person—is *different*, but each makes a most valuable contribution toward creating the overall image of beauty, grace and promise that is today's—and tomorrow's—Agnes Scott College.

Alceste Pennington

CONTENTS

Agnes Scott College Alumnae Magazine Summer 1994 Volume 71, Number 1

6

The End of An Era

By Celeste Pennington

Colleagues and friends consider the life and work of ASC's first woman president.

10

The Beginning of an Era

By Tish McCutchen

This time of transition for the College is also a time of testing for higher education.



14

Different Values

By Audrey Arthur

On the 40th anniversary of Brown vs. Board of Education, ASC takes stock.

26

Tripping the Light Fantastic

By Carole Siracusa

Agnes Scott pirouettes into the future with a dance minor—and a generous gift.



31

Redressing the Student Body

By Mary Alma Durrett

Noting some highs and lows of Scottie hemlines and hairdos, from the Marcelled bob to Spandex.



DEPARTMENTS

2

Lifestyle

35

Et Cetera

37

Feedback

COVER: ASC President Ruth Schmidt poses before the portrait of Agnes Scott, the College's namesake.

Editor: Celeste Pennington

Contributing Editor:

Mary Alma Durrett

Editorial Assistant:

Audrey Arthur

Design: Everett Hullum and Harold Waller

Student Assistants:

Elizabeth Cherry '95

Willa Hendrickson '94

Teresa Kelly '94

Emily Pender '95

Vicki Vitelli '97

Publications Advisory

Board: Jenifer Cooper '86

Christine Cozzens

Carey Bowen Craig '62

Sandi Harsh '95

Willa Hendrickson '94

Bonnie Brown Johnson '70

Randy Jones '70

Kay Parkerson O'Briant '70

Edmund Sheehy

Lucia Howard Sizemore '65

Copyright © 1994, Agnes Scott College. Published two times a year by the Office of Publications, Agnes Scott College, Buttrick Hall, 141 E. College Avenue, Decatur, GA 30030, (404) 638-6315. The magazine is published for alumnae and friends of the College.

Postmaster: Send address changes to Office of Development and Public Affairs, Agnes Scott College, Decatur, GA 30030.

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

LIFESTYLE

From tip-toeing over active volcanoes to walking on coals, from help for the harassed to hope for a new novel, alumnae "sail" along



SOME LIKE IT HOT

Earthwatcher Evelyn Angeletti '69

Parking a well-oiled body, lemonade in hand, under a big beach umbrella constitutes a dream vacation to many. For Evelyn Angeletti, the ideal getaway is perching atop a volcano, camera strapped around her neck.

The Greenville, S.C., attorney has spent four vacations globe-trotting with British scientists on a mission to decipher the warning signs of volcanic eruption. Through an environmental research organization called Earthwatch, Angeletti has ventured to volcanoes in Sicily, Costa Rica and Nicaragua. During these

expeditions she has peered into the deep, bottomless void of a volcano; been within 100 yards of 10- to 20-foot pieces of red-hot tumbling lava; and descended with gas mask to the crater floor of a volcano which housed a boiling, yellow-green acidic lake.

Earthwatch funds the work of several volcanologists and other scientists in fields ranging from archeology to zoology. They are assisted by teams of graduate students plus volunteers,

such as Angeletti, who pay their own way for two-week work stints.

As South Carolina's volunteer field representative, Angeletti recruits potential Earthwatch volunteers, emphasizing that the only requirement for the tax-deductible trips is curiosity. "Agnes Scott graduates are extremely well-prepared to do these things," she says. "A Scott education encourages a lot of curiosity." On her first Earthwatch trip Angeletti helped researchers study bear populations in nearby North Carolina mountains.

Her volunteer work provides an expression for her "adjunct profession of photography, something more than just a hobby," she says. The Decatur, Ga., native frequently has vacationed—solo—photographing volca-

noes in New Zealand, Hawaii and Iceland. Her work has been exhibited in museums and galleries in various states.

Angeletti is currently in private practice, specializing in real estate, business and estate law. Her newfound knowledge of geology has proven useful in representing real estate clients, including the city of Greenville which she represents on solid waste issues.

■ For more information, write: Earthwatch, P.O. Box 403, Watertown, MA 02272, or call (617) 926-2200.

HELPLINE FOR THE HARASSED

Attorney Juliana Winters '72

A SC graduate Juliana Winters has helped the Federal Aviation Administration (FAA) successfully address sexual harassment. As an FAA senior trial attorney, Winters serves as a legal adviser to the organization's Sexual Harassment Helpline and has been cited by its southern region for her work on *The Sexual Harassment*



Helpline's Advisor Handbook.

The 20,000-employee southern region is the first FAA region to institute such a program. With one exception, the 15 cases reported to the Helpline during its first year were resolved without litigation.

"Our program is part of a trend to resolve problems before they get to trial. Our

courts are overburdened. If we can resolve things short of litigation, we're obliged as public servants to do so," says the Gainesville, Ga., native.

Winters has received feedback from non-government employed peers that the Helpline is progressive. "Often, legal departments have trouble convincing

management not to transfer or give a severance package [to a person who has filed a sexual harassment complaint]," she explains.

With the Helpline, a worker who believes he or she has been harassed may telephone the toll-free number and file a complaint with a trained FAA advisor who takes the concern to two

levels of management. Facts about the situation are verified and the employee is contacted within two days after the initial call.

"Sexual harassment is a drain on the workplace. Productivity goes down. Efficiency and effectiveness are lost among workers—even among those who are not the victim. Employees

THE FIRE WITHIN

Adventurous retiree Gwen McKee Bays '38

Walking on hot coals is a quest most folks would gladly forego. Not Gwen McKee Bays. When she took early retirement in 1981, Bays and her husband—both former foreign language professors—determined this new phase of their lives would be "an adventure."

Part of that adventure began when they attended a seminar in Orlando taught by Anthony Robbins, author of best-selling *Awaken the Giant Within*, and a lead trainer in NeuroLinguistic Programming (NLP). According to Bays, NLP teaches "attitude is everything" and a successful fire walk illustrates how one can alter one's mental state. "A state of fear, for exam-

ple, can be changed into a state of power."

Bays felt open-minded about participating in the NLP seminar, a gift from her son who is an employee of Robbins. However, when she saw seminar leaders dump a wheelbarrow of hot coals on the ground, Bays recalls wanting to run. Instead she crossed the glowing embers unscathed—being careful

not to look down and constantly repeating the words, "cool down, cool down."

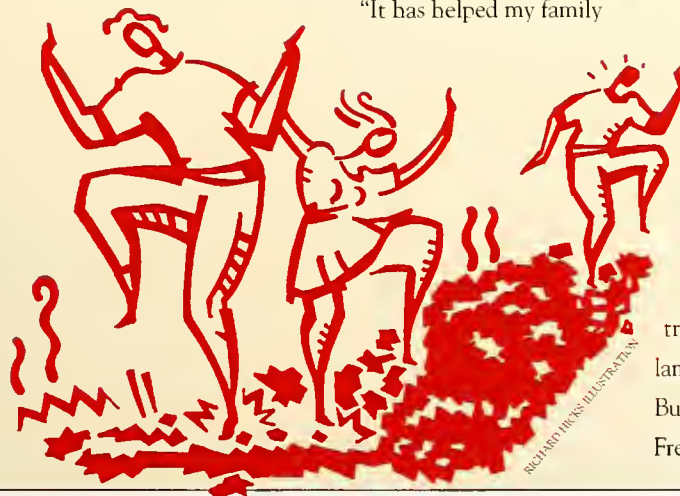
The ASC Greek major still marvels over the experience. "It's flesh touching hot coals that can burn you," she puzzles. "The far-reaching, profound and unseen effect this has had on my life is the lesson that when faced with difficulties you can solve whatever is at hand.

"It has helped my family

enormously in dealing with some difficult problems."

The Bayses call Atlanta home in summer and Hilton Head, S.C., their winter residence. In between those two stays the couple has lived in a Buddhist house in Berkeley, Calif., and spent time at Buddhist meditation centers in Virginia.

Bays meditates faithfully and is devoted to Buddhist teaching. Combining her devotion with her skills as a retired professor of French and German, she has accomplished another feat that she believes rivals the fire walk: translating for a Tibetan lama four volumes of the Buddhist canons from French to English.



are not able to thrive in an intimidating atmosphere.”

Winters finds work with the Helpline gratifying.

Her other duties include prosecuting civilians who carry guns beyond the airport checkpoints, airline captains who deviate from assigned flying altitudes, plus violators of no-smoking regulations, and providing counsel on the environmental impact of airport development.

Winters is the past president of the ASC Alumnae Association and a former member of the Board of Trustees. In May 1994, she was honored as an outstanding alumna in recognition of her service to the College.

FAIR TREATMENT FOR ALL

*Press Secretary
Louisa Parker '89*

During a typical work week, Louisa Parker may talk with the producers of “60 Minutes,” provide statistics to PBS “MacNeil/Lehrer Newshour,” pitch a story idea to the producers of “The Brokaw Report,” fax demographic charts to *The Washington Post*, talk with a reporter at a Seattle paper and be interviewed on a radio talk show.

The interviews, the faxed

information, the leads all pertain to what has become an American “crisis”: each year 300,000 to 500,000 illegal immigrants make their

home in the United States. As press secretary for the Federation for American Immigration Reform (FAIR), Parker explains that

these numbers are in addition to the 900,000 legal immigrants. These annual population surges, according to FAIR, affect numerous

A NOVEL MODEL

Author Robyn Perry '84

Scotties soon may find themselves between the covers of Robyn Perry's first novel, *Leo's Electric*. The author admits her first attempt at the great American novel has much in common with her alma mater.

The fictitious setting for her 300-page book is Margaret Chaser College, a small, proper school

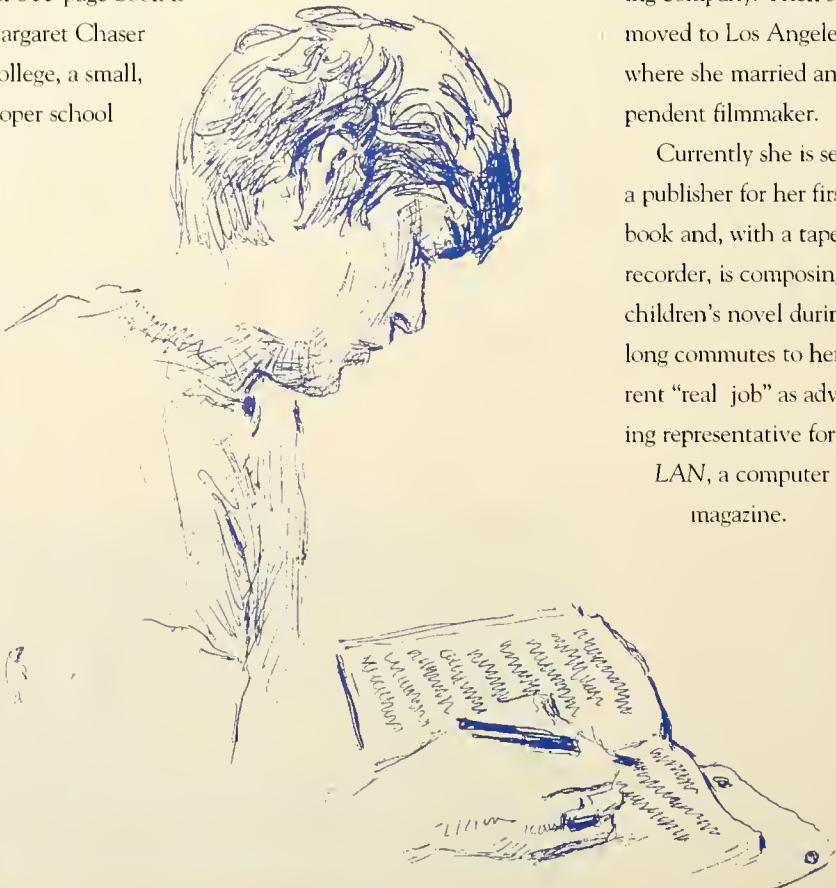
for women in Atlanta. Agnes Scott graduates may also recognize a favorite Ponce de Leon Avenue hangout, the Majestic. After “breaking out of the gates” of Margaret Chaser College, the young protagonist of the book, Maura, eventually becomes entan-

gled with a man who owns a Majestic-like restaurant called Leo's Electric.

Perry is a native of small town Bartlesville, Okla. After graduation from Agnes Scott she earned a master's in writing from New York University and worked for a publishing company. Then she moved to Los Angeles, where she married an independent filmmaker.

Currently she is seeking a publisher for her first book and, with a tape recorder, is composing a children's novel during long commutes to her current “real job” as advertising representative for

LAN, a computer magazine.



aspects of American life, from health-care and natural resources to education and employment.

The ASC graduate is responsible for conveying the message behind the Washington, D.C.-based, nonprofit, member organization's goal: to stop illegal immigration and hold annual legal immigration to the national historic average of 300,000, which she says would not add significantly to U.S. population growth.

Parker keeps a watchful eye on current events and calls reporters to tie those events to issues of immigration. During the current health-care debate, the ASC classical studies and history major called reporters' attention to the dilemma of providing universal coverage to a population that, according to current immigration figures, is ever-expanding. When the World Trade Center was bombed, Parker led "60 Minutes" to a story on political asylum.

The Gainesville, Ga., native trains and critiques FAIR colleagues for television and radio interviews so they make their points clearly and succinctly.

She also edits reports and publications as a part of FAIR's mission to educate U.S. citizens.



ON THE WINGS OF A DREAM

Anne Christensen Pollitzer '61

In September 1992, Anne Christensen Pollitzer, husband Rick and their youngest son set sail in their 42-foot sailboat Egre.

The first month, the Egre sailed calmly from Miami to Key West.

But the adventures began in late November as they entered the open sea, headed for Mexico. Amid an inky-dark night, the wind hurled 10-foot waves—soon Anne was battling sea sickness and the anxiety of sailing with a broken rudder. At midnight the Egre narrowly missed a tanker. By dawn the Pollitzers reached the boat of friends who had radioed ahead for a rescue boat. The next night the Pollitzers again navigated against a

strong Yucatan current. But by the time they crossed the Isla Mujeres reef they were gaily singing tunes of Jimmy Buffett.

The next six weeks the Pollitzers docked the Egre off a small, remote island near Cancun, ferrying to Yucatan where they studied local history, enjoyed Mayan dance, music and art and toured ancient ruins.

Nine subsequent days found the family sailing the rugged coast of Belize and finally anchoring inside the Belizean reef for a month. That, says Anne, was the idyllic life. Bathing in blazing red sunsets. Donning backpacks and Reeboks for rugged climbs. Enjoying the serendipity of a rousing serenade by a small Mexican Navy crew who upon routinely inspecting their boat had discovered the Pollitzers' son's guitar.

The southernmost point of their sea travel was Guatemala. The Egre wove

through a coral reef where they scuba-dived, swam with exotic fish and cut one salt-water bath short due to a visit by bull-nosed sharks.

A 300-page log of that 10-month journey accounts the trip of their dreams—and a welcome antidote to the world of work. For 20 years, Anne had directed the Montessori school in Beaufort., S. C. Rick is a retired pilot with Eastern Airlines.

At Agnes Scott, Anne was a math major who later joined the Peace Corps, using her second degree (in education from Emory University) to teach high school in Nepal and assist officials in redesigning the country's science curriculum.

Currently she's working with the board of directors with the Montessori school (that she founded), assisting with its capital campaign and substitute teaching. She's also redecorating her home on St. Helena Island, southeast of Beaufort.

But she admits, several months after their return home, she and her husband were still not adjusted to "inside" living.

They wonder, "when are we going again?"

—Leisa Hammett-Goad
is a freelance writer in
Nashville, Tenn.

THE END OF AN ERA

By Celeste Pennington
with Tish McCutchen '73 and Carolyn Wynens

After 12 years as the first woman president of ASC, Ruth Schmidt is retiring. She leaves a legacy of financial solvency, educational exploration and "a forever better institution."

AFTER THE RECENT "Hats Off to Ruth" retirement celebration honoring Agnes Scott President Ruth Schmidt, she told alumnae gathered in Presser Hall that on more than one occasion she had been introduced as Agnes Scott. Laughter rippled through the audience. "I'm certain," said Schmidt, "that this never happened to my predecessors."

As the first woman to serve as chief executive officer of Agnes Scott, Ruth Schmidt holds a unique place in the history of an institution named for a woman and founded for the education of women. Betty Scott Noble '44, trustee and descendant of College founder George Washington Scott, thinks Scott would have valued both the personal commitment and force of character Ruth Schmidt has brought to the task.

"George Washington Scott believed not only in education for women, but in equal education for women. That was a revolutionary idea," says Noble's daughter Betty '71—an idea articulated now 100 years later, in the life and work of Schmidt. Like the founders, she has acted on the belief that a Christian world view provides a sound intellectual framework for investigation of all fields of knowledge. The younger Noble reflects a moment. "You have to factor in that Col. Scott lived in a paternalistic society. But when it comes to Agnes Scott College having this woman president, I think he would have been pleased, very pleased. Ruth is such a strong person. She has been a strong leader. For 12 years she has provided an ever-present model for what this College advocates."

RUTH SCHMIDT HAS BEEN an advocate for women's education. "In my view, Ruth has been one of the leading advocates for women's colleges and women's education dur-

ing the last two decades," states Secretary of Yale University Linda Lorimer. "She has had a profound influence on the national scene as a catalyst: for too long women's colleges had seen each other as competitors rather than as complementary forces at work. Ruth not only talked about collegiality, she was exemplary."

As former president of Randolph Macon Woman's College, Lorimer worked with Schmidt on the Women's College Coalition. From 1986 to 1988, Schmidt served as WCC chair. She shared counsel with members and helped them think more ambitiously about ways to translate the benefits of women's colleges to the nation.

"Ruth has long understood the importance of gender issues in education," notes Marcia Sharp, a former WCC director of 14 years. "While provost at Wheaton College [in Massachusetts], Ruth worked on ways to create gender-neutral curriculum. She helped women's colleges focus on this issue and deal with it collaboratively. She was prescient if you consider all the attention being paid to gender issues in education today."

Schmidt's concern for balanced curriculum was reflected in the 1981 article in *The Chronicle of Higher Education*: "If liberal arts really have to do with human life," Schmidt noted, "and you haven't looked at half the human race, you don't know very much about the human race."

Her concern for equal education for women is evident in curriculum development and focus at Agnes Scott, and in those early skirmishes over matters such as gender-inclusive language. "We had a great debate in some corners about titles," recalls Mary Alvera "Bertie" Bond '53, administrative assistant to the president, "as we determined whether people would be called chairmen, chairpersons or chairs."

Bond, who has served as administrative



assistant to three ASC presidents, says Schmidt's contribution has "broadened our horizons in a lot of ways."

During Schmidt's administration, the College has developed a number of new programs including:

- ✓ an interdisciplinary Women's Studies minor
- ✓ a Master of Arts in Teaching (MAT) Secondary English with emphases on writing and gender-equity in the classroom
- ✓ a post-baccalaureate, one-year, pre-medical and allied health program
- ✓ a Global Awareness program designed to provide virtually every student an opportunity for cross-cultural study in less traveled parts of the world
- ✓ a formal student/faculty exchange program with sister Presbyterian-founded women's institution, Kinjo Gakuin University in Nagoya, Japan
- ✓ a Scott Free Year-5 program allowing ASC graduates to take a full load of courses, tuition free, the year immediately following graduation.

Schmidt has been instrumental in the College's move from NAIA (National Athletic Intercollegiate Association) to NCAA [National Collegiate Athletic Association] Division III membership, a step which enables Agnes Scott athletes to com-

pete with women from similar institutions (where the primary emphasis is on academics and no athletic scholarships are awarded), universities like Emory and Washington & Lee.

She has also encouraged the expansion of the Return-to-College program for women beyond traditional college age.

These all work together for empowering women, offering opportunities for students to step outside the pockets of a sexist society during a crucial time in their lives and pursue their educations.

SINCE RUTH SCHMIDT ARRIVED at Agnes Scott in the early '80s, an unstable economy has drained higher education in general and women's colleges in particular. During that time, nearly 30 women's colleges have either closed their doors or become coed institutions. Wheaton College where Schmidt served as provost, is now coed. "Wheaton should have downsized a little and stayed all female," Schmidt has said. "It isn't the same there any more."

And Agnes Scott? "Certainly we'll be the last to go, if they all go," she has insisted.

With that in view, Schmidt has led the College through difficult economic times with a strategic plan, strong fund raising and a string of tough decisions that have actually put the 105-year-old College on better financial

Ruth Schmidt has worked to ensure students have a "gender-neutral" curriculum. As the first woman to lead Agnes Scott College, Schmidt has "broadened our horizons in a lot of ways," says administrative assistant Bertie Bond '53.

“Wherever you walk on campus, you can see exactly what Ruth has done. She took a campus that had begun to deteriorate and made it into one of the most beautiful small colleges in the United States.”

footing than she found it.

A high point was the Centennial Campaign (1987-1990) which resulted in donations and bequests of more than \$36 million.

Under her administration, the College has consistently operated within budget—and the endowment has grown from \$35.5 million in 1982 to more than \$200 million today.

During this same time, Schmidt has overseen a \$23 million physical improvement project (renovating eight buildings, constructing two), bringing better spaces for teaching, athletics, residential life and worship.

The renovation has dramatically enhanced both the face of the institution and its infrastructure, from the re-wiring of the venerable dorms (one of her most important contributions according to Dean Hudson: “I no longer have to worry about whether I’ll get a call in the middle of the night that a dorm is on fire”) to the creation of the Robert W. Woodruff Physical Activities Building and the Gellerstedt Track and Field complex.

“Wherever you walk on campus, you can see exactly what Ruth has done for Agnes Scott,” says trustee Dorothy Holloran “Dot” Addison ’43. “She took a campus that we had let begin to deteriorate and she made it into one of the most beautiful small college campuses in the United States.”

Bond, who has served as administrative

assistant to Wallace Alston, Marvin Perry and now Ruth Schmidt, would agree. “We look better now than I’ve ever known us, and I’ve known us for a long time.”

BOND MAKES AT LEAST one other comparison among the three presidents: home entertaining. For the Alstons and the Perrys it was often a family affair, with wives managing the details. “When Ruth has to be in a meeting until a quarter to six and she has a meal scheduled for 6:15. . . .” Bond pauses. “Sometimes she’s running up the stairs, changing clothes, while I am at the front door greeting her guests.”

Bond and Carolyn Wynens, ASC manager of community relations and special events, and Elmira Pierce, custodian I, have worked out a system for entertaining 30-40 for baccalaureate or the alumnae board or trustees. “Usually these groups are large enough that it has to be buffet,” says Bond. “Afterward they’re invited to a performance in the College Events Series or a play.”

During Schmidt’s administration, mutually beneficial relationships have been developed on a larger scale, between the College and various Decatur and Atlanta groups and projects. For instance, Agnes Scott students have the opportunity to tutor youngsters in nearby public schools. The Atlanta Virtuosi and Theatre Gael use ASC performance space in exchange



for working with ASC classes.

These encounters have raised the ASC profile and strengthened relationships between “town and gown.” Decatur Mayor Elizabeth Wilson appreciates how the College is reaching into the community—and her association with Schmidt. “As a resident and as mayor, I am delighted that Ruth plans to continue to live in Decatur. I am sure I can find a half dozen things for her to do in the first year. She will be hearing from me.”

ON THE WALL OF HER OFFICE, Betty Scott Noble has a quote from retired faculty member Margaret Pepperdene describing an Agnes Scott woman: “She is tough, but extremely cordial and courteous . . . She is not a Southern belle. If her integrity is challenged or if she is treated like a fool, she’ll call your bluff. She’s tough inside.” That picture emerges when Noble and other alumnae, friends and peers describe the one who has served as ASC’s first woman president.

Bringing up the hard questions is characteristic of Schmidt, according to President of Brenau University John Burd. At professional meetings on statewide and national levels, “She asks about state budgets, how they are spent, how the money can best serve the most students. She values education. She is a committed Christian. It is very clear that her personal value system permeates her whole life.”

Observes trustee Anne Jones, “When she came here, as she approached difficult decisions, she put Agnes Scott first. Not herself. She saw what needed to be done and did it.”

Candid advice is what Ofelia Garcia, former president of the Atlanta College of Art and now President of Rosemont College, expects from Schmidt who served on ACA’s board. “If I am torn about an issue regarding the institution, I know I can pick up the phone and call Ruth. She will commiserate with me. But she will also give me an answer. Some people have some embarrassment about acting on principle. She is a person who believes something to be right or to be wrong. Absolute integrity is the word that comes to mind when I think about Ruth. There is no duplicity. Actions and words match.”

Brenau president Burd believes that the second woman president of Agnes Scott College will find a smoother path because of the work done by Ruth Schmidt. “She did the groundbreaking. She had to show a woman can handle this. The path that she paved is not a yellow brick road. But it is a solid, red brick road that will forever make Agnes Scott a better institution.”



After the Rodney King verdict inspired race riots in Los Angeles and Atlanta, Schmidt joined the ASC community in a prayer vigil.

BELOW: Among Schmidt’s most notable achievements is construction of the Gellerstedt Track and Field complex, completed in 1988. The stress on athletics was part of the president’s emphasis on a well-rounded education.



THE BEGINNING OF AN ERA

By Tish McCutchen '73
Photography by Laura Sikes

“Universities must strive to maintain both the appearance and the reality of high standards and intellectual freedom.

“It is idle to expect that faculty members will never fight in public and say outrageous things or to hope that the media will regularly report these quarrels with judicious restraint. The only feasible defense is to have university leaders strong enough to make it clear that academic standards and intellectual freedom will be preserved despite the battles that periodically erupt on their campuses.”

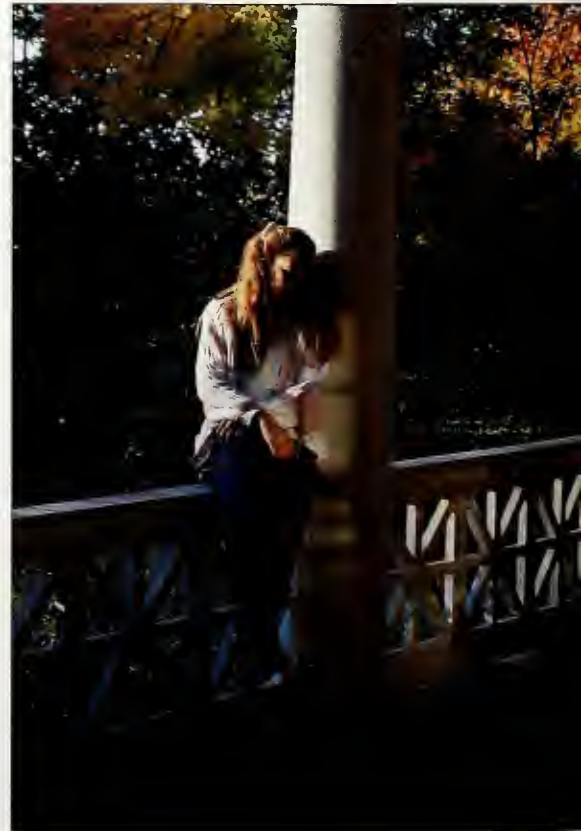
—Derek Bok, former president of Harvard University, in his final annual report, 1991

In a time of transition, Agnes Scott has an opportunity to re-examine “every square inch of the way we do things.”

FOR AGNES SCOTT COLLEGE, looking toward the future after a period marked by faculty turmoil, student malaise and economic challenge, and punctuated by the retirement this June of President Ruth Schmidt, the knowledge that “we are not alone” is reassuring. Former Harvard President Bok’s words are confirmation that institutions (and presidents) across the country are struggling with comparable problems. But more important, his words reaffirm the goal set out in Agnes Scott College’s mission statement:

“Agnes Scott College insists upon the highest standards of excellence in its faculty, staff and students, and provides a broad curriculum designed to develop all aspects of compassionate, inquiring persons. Its rich liberal arts curriculum seeks to enable women better to understand themselves and the world in which they live, and to integrate what they know into a humane perspective.”

For Agnes Scott and comparable institutions, preserving academic standards and intellectual freedom is still paramount despite severe pressures, external and internal.



External Pressures

THE EBB AND FLOW within national and global economies affect colleges and universities—directly and indirectly. Direct results of general economic belt-tightening are obvious: increased need for financial aid to students, fewer philanthropic sources of funding, increased operational expenses. Indirect results may not be so readily apparent. For example, as more students graduate and enter the workplace, a college degree is no longer a guarantee of a good job and salary. More and more students find themselves forced by economic reality to work in environments far removed from their field of study (although this has not been an issue with liberal arts students). The apparent lack of quick connection between one's college studies and the "real world" is one of the factors leading to a loss of public confidence in higher education today. As Lois B. de Fleur, president of the State University of New York at Binghamton, wrote in the winter 1992 *Educational Record*: "We read each day of this country's growing loss of confidence in higher education. Internationally, the United States is losing its competitive edge, while at home, the social and economic situations in our cities have reached crisis proportions. People are asking,

'Where is the return on our investment in higher education?' 'Why haven't universities led the way with new and compelling initiatives?'"

Colleges have always been a mirror for society, and today is no exception. The proliferation of society's economic problems is reflected on college campuses. University of Oregon president Myles Brand refers in the fall 1993 *Educational Record* to "the changing social values, personal problems and community issues students bring to campus." He adds: "Especially troublesome is the increased intolerance of difference. Bias against those who do not share one's ethnic, social or cultural predisposition or sexual orientation too often amounts to additional baggage a student carries to campus."

This greater diversity is more evident on campus than ever before. Generally, this is partly societal for this generation. For instance, the fastest-growing college-age group in the United States is Hispanic, and within a few years, the majority among high school graduates will be non-white students.

Next year, for the first time in years, demographics indicate that the number of potential high school and non-traditional-age college students will increase from the previous year.

More than ever before, the campus reflects society, both in racial composition and in age of students.

Campus Strengths and Challenges

IN ADDITION TO THE ECONOMIC and societal pressures shared with other institutions, Agnes Scott is preparing for a new president and a new era.

Schmidt inherited a deficit budget her first year at Agnes Scott; although her predecessor had begun renovation, the physical plant was generally in disrepair. She leaves behind an institution that is entirely renovated and on strong footing, financially. The next president will inherit a college with many strengths that have been undergirded during the 12 years of Schmidt's presidency (for more details, see "The End of an Era," page 6).

Agnes Scott's endowment is healthy, with a market value of more than \$205 million as of June 1993, reports Vice President for Business

ASC's increasingly diverse student body offers a learning experience in itself. The opportunity for interaction with others different from oneself helps students more effectively make the transition from campus life to "the real world."





In ASC's tranquil setting, turmoil would be unexpected. But after the year-ago events, many on campus encourage a season of bridge-building.

and Finance Bill Gailey. "When Standard & Poor's and Moody's looked at us for credit ratings, they were aware of all that was going on campus, and we received ratings of 'Aa' [from Moody's] and 'AA-' [from Standard & Poor's]. That puts us in the elite group of higher education institutions," he says.

Schmidt has also invested in programs that have set the course for Global Awareness, community diversity and matters of faith with the establishment of a full-time chaplaincy and a covenant between the College and the South Atlantic Synod of the Presbyterian Church, (USA).

The College has a new master's program and several innovative academic programs, including a tuition-free year for students who would like to enroll in courses immediately after graduation as well as a one-year post-graduate pre-medical and allied health studies programs.

In terms of its larger community, Agnes Scott has developed mutually beneficial partnerships with several Decatur and Atlanta organizations. The new president will also be positioned to take advantage of public opinion more favorably disposed toward women's college education.

At the same time, the College has been dealing with a strained relationship between the president and the faculty that came to a head in the Spring of 1993 when Schmidt vetoed a faculty committee's recommendation for tenure for an assistant professor. The faculty response was to vote no confidence in Schmidt. The Board of Trustees affirmed the president and called for a full review of the academic program.

The turmoil last spring produced hurt in a community torn by different sides of the issue. While some are still resentful of Schmidt's tenure decision and other decisions through the years, others are encouraging bridge-building among Agnes Scott's various constituencies—students, faculty, administration, alumnae and trustees.

"Our institutional psyche was skewed by the events last spring," says Dean of Students Gué Hudson, class of '68. "There is a lot of anxiety about the transition, which is normal. There is grieving over President Schmidt's leaving and over the change. But I think people are beginning to have the energy to think about change. We're ready to move forward. We're beginning to look toward the future."

Linda Hubert '62, chair of the English department, urges building on the positive attitudes that exist throughout the Agnes

Scott community. "There is a lot of good will here," she says. "It just needs to be nourished. Faculty energy needs to be directed toward teaching and exciting students. That's what we do that's distinctive; we invest in our students. That kind of tremendous investment is what has made Agnes Scott different."

The best way for faculty to do what they do best is currently under consideration by the Academic Review Committee. Between November 1993 and May 1995, this group of six faculty members, three students and three administrators will be looking at every aspect of the academic program. (A similarly composed committee will be performing an administrative review concurrently.) The academic review committee's commission from the board of trustees is to "re-examine the elements of the academic program, taking into account its available existing resources; the need for an identifiable and distinctive theme for the program; the need to enhance strengths and reduce or eliminate weaknesses; and the preservation of its character as a liberal arts college for women."

Dean of the College Sarah Blanshei says that such a review is overdue.

"We are struggling with issues here that were being dealt with 20 or 30 years ago elsewhere," she says. Students want to be heard. "For example, student evaluations of faculty—that's a controversial issue here; we don't have them. But 85 percent of institutions do have student evaluations, and many of them had them 20 years ago."

The suggestion of both the Southern Association of Colleges and Schools (SACS) accreditation committee and the Board of Trustees that Agnes Scott ought to look at "doing less, and doing it better"—fewer majors, and more focus on the programs the College can present most strongly—is unnecessarily threatening to faculty, according to Dean Blanshei. "Through recapturing our quality, we'll be able to find our market niche," she believes. "It doesn't necessarily mean down-sizing, but that's what students and faculty hear."

"We get criticized for running the College on a business model, but we have to. We must be in compliance with federal, state and regional requirements. There's much more accountability now than ever before." And accountability for a college goes beyond accreditation committees or government agencies. The College must be accountable to its "consumers"—the parents and students who pay the ever-rising tuition bills. As the

Chronicle of Higher Education reported in February 1993, "Educational philosophy can no longer be discussed without our thinking of economics."

Bonnie Johnson '70, now executive director of development and assistant dean of Emory University School of Medicine, was Agnes Scott's vice president of development for five years. She compares the fight over curriculum depth and breadth to another problem facing all of America: health-care reform.

"We in America have come to believe that choice is an inalienable right," she says. "But in a no-growth era financially, and in an era of proliferation of different ideas about what our choices should be, it's just not feasible.

"Just as we may not always be able to choose our own doctor, we can't always justify having all the possible choices available in a college curriculum."

Linda Hubert sees the problem from a historical perspective. "That was in an era of single-sex education, when there was recognition that quality education was found at single-sex institutions. Harvard and Yale were not available to women. For Agnes Scott, it was a question of picking among the students who applied."

Now, she says, Agnes Scott College suffers from a self-esteem problem.

She cautions against too much introspection, and against placing students, faculty and staff in "contrived" situations in order to try to force a sense of community. "Ideas come naturally in the course of academic life—that's part of the meal on which we thrive. If we can stop staring at our navels and start staring more into the faces of our students, then we'll do better. We have overdosed on introspection."

One solution she proposes is to spend the money necessary to create programs that will attract students, and that raises questions of the budget which will continue as a point of contention for various constituencies as the College moves into the next century. Only with continued careful stewardship of the endowment can Agnes Scott hold her own, cautions vice president Bill Gailey.

Schmidt has indisputably been a good steward of Agnes Scott's financial assets. That talent fits the profile of many college and university presidents who took office in the 1980s, according to the *Chronicle of Higher Education*, which suggests that more than a few of the presidents who are resigning, retiring or being replaced now were hired for their fund-raising skills. Today's college presidents may have a greater need to communicate well

on campus than to do so away from campus, says Don Hood, a psychology professor at Columbia University. "To make deep cuts in the expense base of a university, you need knowledge of the inner workings of the place, the confidence of the people and the courage to go out and make decisions before you reach a consensus," he says.

The Next President

FINDING OUT what kind of person should be Agnes Scott's next president will be a "great opportunity for us," says Clair Muller '68, chair of the presidential search committee. "Times have changed, and we need to be changing also," she says. "We need to be looking at every single square inch of the way we do things.

"This is going to be very much a 'we' process. We're not just filling the seat of the president. We are redefining ourselves."

Before the formal search begins, a series of focus groups, including all constituencies of the College, are being conducted on campus and across the country by Academic Search Consultation Service, and academic consulting firm that will assist the committee in its efforts. "Before we start looking for a president, we've got to decide what we want to be," says Muller.

Whoever becomes Agnes Scott's sixth president will share a daunting set of challenges with college and university counterparts across the country.

Severe financial constraints, curricular battles and increased demands for accountability threaten a college's stability—these problems demand a long-term commitment although the average term of a college or university president is only from five to seven years. It will be interesting to see if Agnes Scott will be like other colleges or follow the tradition its of presidents serving until retirement. The high level of visibility that goes with the job can place the officeholder at the mercy of public opinion. The challenges run deep.

As the College nears the 21st century, it looks for a president with the vision to lead it onward; the wisdom to look backward from time to time, in order to keep the College's bearings; and the strength to be able to deal with today's problems today.

During Schmidt's tenure, the College has strengthened its emphasis on science. Recently, ASC developed a one-year post-graduate pre-medical and an allied health studies program.

As part of the presidential search, ASC is redefining and refining itself. "We've got to decide what kind of a college we want to be."





A MIRROR OF CAMPUS DIFFERENCES: MALIKAH BERRY '94 (TOP AND CLOCKWISE) PINKY BALAIS '94, CINDY ACEVES '96 AND PAM PEEL '95.

DIFFERENT VALUES

By Audrey Arthur

THE MORE DIVERSE the constituency, the more difficult it is to satisfy everyone," believes Miriam Drucker, ASC professor emerita of psychology. "The more people you have, the more they want their needs met. What pleases one is what another is opposed to."

An original co-chair of Agnes Scott's President's Committee on Community Diversity, Drucker taught at the College for more than 35 years. In that time the campus came to grips with integration, then civil rights and then moved on toward cultural diversity.

"When I came to Agnes Scott the interest was in whether there would be integration," Drucker recalls. "I think most of the administration and faculty (Wallace Alston, president, and C. Benton Kline, dean of faculty) were delighted to discover that there was nothing by charter to prevent Agnes Scott from integrating. We didn't need to undo anything."

The impetus for Black/White integration at Agnes Scott, as well as at other colleges and universities, can be traced to the Supreme Court *Brown vs. Board of Education* decision that discrimination in schools would not be tolerated. That was 40 years ago.

The focus, initially, was on the classroom with questions about which schools would close or remain open and how to implement busing and how to handle federal funding for schools. For the most part these issues pertained to Blacks and Whites. Today the challenge is more complex as teachers face multi-cultural, multi-lingual classrooms and as institutions deal with issues of religious diversity, racially—and ethnically—inclusive curriculum, the hiring and retention of culturally diverse administrative and teaching staffs and

the legalities of it all. Now integration involves African Americans, Whites, Hispanics, Asians, Pacific Islanders, Native Americans, Indians. . . .

THE '50S AND '60S WERE PIVOTAL for America as African Americans demonstrated with frequent lunch-counter sit-ins and marches to secure equal rights. Agnes Scott faced its first decision related to that movement when in 1961 a young African-American woman applied for admission and was denied, according to an official statement, due to an "incomplete application." Following its annual meeting in February 1962, the Board issued another statement: "Applicants deemed best qualified . . . will be admitted without regard to their race, color or creed."

In 1965, Gay Johnson McDougall became the first African American admitted to Agnes Scott. She soon tired of students coming into her room, "telling how well they treated their Negro maids at home," McDougall recently told the *Washington Post*. "The times when people thought they were being nice were really, you know, just emphasizing how separate and apart our realities were." After two years, McDougall transferred to Bennington College in Vermont. She holds degrees from there and Yale Law School and currently serves as the only American member of the Independent Electoral Commission, an international group that will oversee the democratic reconstruction of South Africa.

A high school classmate of McDougall, Edna Lowe Swift '71, became the second African-American woman to enroll at Agnes Scott—her daughter Shanika '94 graduated from Agnes Scott this spring.

With measured words, Swift recalls her

At Agnes Scott College, an appreciation for diversity has been a tradition that is rapidly becoming a way of life.

four years at the College, beginning in 1967. "I think a few of the professors were a bit out of touch with African Americans. I can recall a few comments in class that didn't seem to demonstrate compassion or concern for African Americans. But I just took it in stride."

Swift was the first African American to graduate from Agnes Scott, a fact, she says, that "wasn't played up. It wasn't a big deal." She compares her experience to that of her daughter who arrived at a time when the College has actively sought diversity among its students. "Shanika was able to participate



JOSEPHINE BRADLEY
INSTRUCTOR OF SOCIOLOGY

"We must therefore create a climate within our community that goes beyond simply acknowledging our differences and learn from one another."

THE BITTER AND THE SWEET

In the early days of integration, schools "for everyone" were mostly for the courageous

UNLIKE THE LITTLE ROCK NINE who first integrated an Arkansas high school in 1957, Josephine Bradley did not have a support system of peers when she enrolled as the only African American in Greensboro, N.C., High.

Years later she gained no national attention as the first African American to graduate from an integrated high school in North Carolina.

What she did receive were the sweet and bitter fruits of integration—from the power of courage to the trauma of discrimination.

"If I had to do it over again, I'd take another Black student with me. I never had the pleasure of looking around and seeing someone like me," says Bradley, an instructor of sociology at Agnes Scott since 1992. "It was very lonely."

Rather than experiencing first-day-of-school excitement, Bradley remembers her introduction to Greensboro High as a time overshadowed by protest and anger. "There was no physical violence from those gathered, but I could feel the hatred and there was a lot of verbal protest." To her surprise, students, rather than their parents, reacted. Some dropped eggs on her head as she made her way into the school. Later, students harassed her as she ate in the cafeteria.

But Bradley recalls three students—Jenny, Monica and Julie—bold enough to step outside that gathering tide of hatred. They would walk to class and eat lunch with her. "Doing what they did, I think, instilled in them a sense of sisterhood and Christianity," she says. "Rather than just talking about it, they lived it out. The centeredness that Christ gives allowed them to do what they did and feel good about it."

The experience reinforced Bradley's own spirit of "patience, tolerance and inner strength. Even though there were people who were kind, I still had to rely on what I

took with me. I had to sharpen my survival skills."

Her historical journey began after the 1954 Supreme Court ruling on desegregation, *Brown vs. The Board of Education*. As public school systems across the country began to integrate, Bradley's mother, father and maternal grandfather decided to transfer her from the all-Black Dudley High School to the all-White Greensboro. "The quality of the education at Dudley was good, but my parents felt I should not have had to ride 10 miles to go to school. Then too, my grandfather felt that school should be for everyone."

Evaluating efforts to break through the status quo of "separate but equal," Bradley says, "Integration has had limited success. Even within fully integrated schools, students tend to group with those like themselves. But I can say it has afforded African Americans the opportunity to come to places like Agnes Scott. So, educationally and economically, integration has been beneficial."

From Greensboro she went on to become one of two African-American students at Clark University in Worcester, Mass.; she earned a bachelor's degree from North Carolina Central University and later a master's from Michigan State University. In December, she expects to complete her doctorate at the Institute of Liberal Arts at Emory University, concentrating on American and African-American studies.

Bradley's career, first as a counselor in government work and then as a teacher, has given her opportunities to move among culturally diverse people. This, along with her personal struggle for integration, affords her a perspective that other people can only speculate about—and a riveting message of tolerance.

—Audrey Arthur

in more things than I did. She ran cross country and worked on the yearbook, sang in Joyful Noise and was a member of Witkaze (African-American student group). She felt more a part of the campus than I did."

More than a decade earlier, in 1956, the faculty color barrier was broken by Kwai Sing Chang. An assistant professor of Bible and philosophy of Chinese ancestry, Chang joined the faculty under the presidency of Alston with whom he had roomed at Princeton University. He immediately felt at home. "I was completely accepted on campus," recalls Chang. "The only problems I encountered were in non-academic settings." For instance when he and his wife went to Sears to buy pots and pans, the salesperson asked if Chang were employed in a restaurant. It was a stereotypical response. "All in all it was a happy experience at Agnes Scott," says Chang who retired after 30 years of teaching at the College.

With a steadily increasing minority population, in the 1970s and 1980s, many U.S. academic institutions, including Agnes Scott, began looking to minorities as crucial to future enrollment.

"The motivation for me [in terms of cultural diversity] is educational, but if we want the institution to grow we need to find out where and who the students will be," comments President Ruth Schmidt.

At an ASC convocation in 1991, Schmidt noted the College's commitment: "Diversity is desirable and essential to a rich and stimulating intellectual community, but it does take more effort on everyone's part to learn to live with and appreciate the contribution of persons and groups quite different from one's own. We must therefore create a climate within our community that goes beyond simply acknowledging our differences and learn from one another," she stated. "We must create an environment in which individual students, faculty and staff feel welcome, appreciated and understood for who and what they are."

UNDER SCHMIDT'S GUIDANCE, several programs have developed, both to help build understanding and to cope with situations encountered in culturally diverse college communities. One of the first was the President's Committee on Community Diversity. It took shape soon after Gué Hudson '68, dean of students, and Jenifer Cooper '86, director of admission, attended a diversity seminar at Swarthmore College in

1985. They felt Agnes Scott needed to actively address diversity issues.

"The conference was an eye opener," recalls Hudson. "It made us ask 'Are we meeting the needs of our African-American students?' It made us realize we didn't have an ongoing sensitivity training for faculty and staff. We were just not talking about the differences between being African American, Hispanic, Asian American, etc."

"The Committee on Community Diversity was designed to be inclusive because we have all types of people on campus," explains Schmidt. Reflecting the character of the College, the committee set out to make recommendations and to lay the groundwork for non-confrontive means to deal with issues surrounding diversity. Since its inception in 1986, the committee has passed a resolution concerning the need for faculty to hire more African-American members. It has brought influential, racially diverse speakers to campus. The committee has also sponsored workshops including Racism Free Zone (RFZ) and the National Coalition Building Institute (NCBI).

The goal of RFZ, a non-profit organization based in Baltimore, is to encourage individuals and groups to "take the responsibility to eliminate racism," says RFZ founder and executive director Bahati Ansari who helped organize the first chapter at Agnes Scott. Under the wing of RFZ, in 1991 a diverse group of students, faculty and staff banded together to deal with racial tensions on campus. That fall during a convocation, RFZ members stepped forward to declare the Agnes Scott campus a "racism free zone" and almost 400 members of the community joined them by signing an RFZ statement (see page 20). Although that effort gained good support, later evaluations of RFZ effectiveness have been mixed.

A more recent (and some believe the most successful) effort is NCBI. The organization addresses discrimination related to visible differences like race, class, gender, age and physical handicaps as well less visible differences like sexual orientation and religion. The NCBI premise is that all have experienced some form of discrimination.

Associate Professor of Biology John Pilger is a founding member of Agnes Scott's chapter of NCBI. He has trained several of Agnes Scott's staff, faculty and students in facilitation tech-



HEATHER A. GOOGE '97 (left)
AMANDA LOCKHART '97

"Each race or group doesn't face just one type of racism, but several different kinds. All people have stories to tell."

niques and the philosophy of NCBI. "Each race or group doesn't face just one type of racism, but several different kinds. All people have stories to tell." During NCBI workshops, participants move in and out of groups and subgroups to explore and confront the discrimination in their own and others' lives. A Catholic male feels isolated on the campus of a Presbyterian-related college for women. A young African-American student vents anger at race/gender bias she encounters in a class led by a white male—and she laments the color-difference discrimination she finds off-campus among peers in her own racial group. Explains Pilger, "By understanding these many facets of our own diversity and by understanding how we hurt people, we can begin to learn to build bridges. The NCBI philosophy is to be pro-active, rather than reactive."

Pilger says that NCBI recognizes both individual racism and institutional racism. Rather than attack either, he says that NCBI tries to bring a sense of wholeness and healing to the individual, so eventually "we can bring healing to the institution." Being involved in NCBI has heightened Pilger's awareness of diversity at Agnes Scott and it has "opened up communication. People miss the opportunity for friendships of all kinds because of barriers."

WHILE THE FIRST African American was admitted to Agnes Scott in the 1960s, other minorities—Asian, Cuban, Portuguese—had attended the College as early as the 1920s. Philrey Kim Choi from Korea became the first Asian student to earn a degree at the College in 1926. But for decades, diversity here and in institutions around the country, was on a small scale. However, the idea for greater diversity was on the minds of many including Priscilla Offen '73 who wrote an editorial in the student newspaper, *The Profile*: "I feel that Scott must take the initiative; we must seek after these students. If minority students will not come to us, then we must go to them. We must encourage these students even more than others who apply."

By 1978 Agnes Scott's minority student population consisted of 12 African Americans, four Asian Americans, 10 Hispanic and 25 international students.

By 1988 these numbers had increased to 36 African Americans, eight Asian Americans, two Native Americans, 11 Hispanics and 17 internationals.

In 1992 the College's total undergraduate student enrollment was 605 with 75.6 percent

White; 17.6 percent minorities and 5.3 percent internationals (457 Whites; 77 African Americans; 11 Asian American/Pacific Islanders; 17 Hispanics; 32 internationals; two Native Americans and nine, race unspecified).

Generally, those percentages compare well against other small private colleges in the South and across the country. Shorter College in Rome, Ga., for instance, has a total enrollment of 773 students with an 11 percent minority. Southwestern College in Winfield, Kan., has 747 students with 14



AYANNA WHITEFIELD '95

"Over the past decade, Agnes Scott has been opening up all kinds of new perspectives that reflect the changing interests and needs of our society."



PINKY BALAIS '94

percent minority.

Observes Dean of the College Sarah Blanshei, "We have a higher percentage of minority students than other colleges our size because we've evidenced a strong commitment to diversity in the last 10 to 12 years with our faculty hiring and our curriculum." In 1982 only 19 courses in the College's curriculum concentrated on diverse cultures. In 1993 students could choose from 56 courses that included Latin American and Caribbean Civilizations and Culture, African Diaspora, Native Peoples of the Americas, Asian World

to Modern Times and the Psychology of Cross-Cultural Contact.

"Over the past decade we have been opening up all kinds of new perspectives that reflect the changing interests and needs of our society, with study and with international experiences in Latin America, Japan and Africa," says Blanshei.

Another evidence of the College's commitment to diversity is its work to increase the Hispanic presence. In 1991 a \$163,000 Knight Foundation challenge grant was awarded, requiring that the College provide



TWINS KEISHA AND KREISHA SHROPSHIRE '96



LAURA SPICZKA '96



KARINA HERNANDEZ
ASSISTANT DIRECTOR
ADMISSION

“Higher education has to cease being a European-American paradigm in terms of policies and programs. These need to be re-oriented.”

matching funds. The grant is a three-year, three-fold project (recruitment, retention and special programs for cultural awareness/training). With money from this grant, each year Karina Hernandez, assistant director of admission, travels five weeks to states with large concentrations of Hispanics to recruit students. At the onset, the goal was to enroll 15 Hispanic students per year. However, for 1992-93, the College admitted seven. “The College did not realize how hard it is to recruit 15,” says Hernandez. “It’s difficult partly because Hispanic families like their sons and daughters to stay close to home.” Some also have the misconception that education in a small, private colleges is unaffordable. To help retain those Hispanic women who enroll—and to aid in the transition to college—the office of the dean of students has established a mentor program involving professionals from Atlanta’s Hispanic community.

RETAINING MINORITIES is paramount to maintaining a culturally diverse environment, says Darlene York, visiting assistant professor at Agnes Scott. York, a White American, has studied cross-cultural conflict, culture shock and methods to train people who work with members of different cultures.

She notes that although a number of minorities attend predominantly European-American colleges, graduation rates among these groups are often low. A report released in March by the American Council on Education indicated that 56 percent White students obtained bachelor’s degrees, compared with 32 percent of the African Americans, 41 percent Hispanics and 30 percent Native Americans. However, Asian Americans outstripped all groups with 63 percent graduates.

To increase retention of minority students, York suggests, “Higher education has to cease

being a European-American paradigm in terms of policies and programs. These need to be re-oriented. Study what makes historically Black colleges tick because African-American students are graduating from these schools. We also need to look at ways racism occurs through student/faculty interactions and peer/peer interactions.

Racism Free Zone^(TM) Declaration, 1991

We believe the racism that exists in our society also exists on our campus and is hurting everyone here. In order to establish a safe and trusting environment that recognizes the worth of all individuals and the value of their differences we will:

- ❖ Recognize that no one who is privileged by our society is free from racism.
- ❖ No longer remain silent or tolerate racist remarks or actions in ourselves or in others. In taking responsibility for them we will reach past blame and guilt toward dialogue.
- ❖ No longer be threatened by confrontation. We will be receptive to others when they help us recognize the pain we cause them and the injustice we condone.
- ❖ Strive to create an atmosphere conducive to the advancement and fulfillment of all people on this campus.
- ❖ Establish a Racism Free Zone of trust and goodwill to stop the abuse of power that is the heart of racism.

“One of the things my colleagues fail to do is take the time to examine cultural differences. Because a person who is in the minority comes on our ‘turf,’ we assume she is willing to become desensitized/deculturized. True, as a part of college you grow and change; but that does not include complete cultural distancing,” says York.

Another concern for administrators today is hiring and retaining minority faculty. The minority faculty at Agnes Scott stands at nine: two Africans, two African Americans, one Asian and four Hispanics. In 1992 there were four minority members. Ten years ago there were two.

Harry Wistrand, an associate professor of

biology at ASC for more than 20 years, concedes the faculty was partially responsible for these low numbers. “We were dragging our heels in hiring minority faculty. There was a gulf on campus—few middle managers were Black and with the lack of Black faculty, the dean and the president put pressure on the faculty to diversify.”

In response, in May 1988, the faculty passed a resolution: We, the Faculty of Agnes Scott College, recognize the importance of having a diverse faculty in an academic environment. . . . The addition of minority faculty members, particularly Black faculty members, will not only foster that appreciation but will also aid in recruiting and retaining minority students. We believe, therefore, that we must dedicate ourselves to exploring every opportunity to recruit faculty from all minority groups, especially Blacks.

Wistrand adds, "I don't think we were afraid to hire—we were afraid to fire. If they [minority faculty] didn't work out, there was a fear of backlash. My attitude has been that you don't hire the most qualified, but rather you hire a qualified person who fills the role—who fits the niche."

Assistant Professor of Chemistry Vincent Anigbogu, a native of Nigeria, has been in a number of academic settings where he was the only minority faculty. Through one-on-one relationships, he tries to promote understanding and to diminish stereotypes. "No one can



PRIYA SIVANESAN '97

see the whole picture," he says. "But with cultural diversity you can see the world through the lens of another culture and that can only be beneficial."

And he admits, "The willingness to be culturally diverse is an individual journey. It doesn't come immediately for all."

AS CULTURAL DIVERSITY increases on campuses, often tensions escalate. According to a Justice Department report, in the last five years racial incidents on college campuses have increased 50 percent. At Georgia State University in 1992, African-American students protested against racially derogatory messages scrawled on a campus garbage can. Last year at the University of California at Los Angeles, Hispanic students erupted both in riots and peaceful protests after the administration decided not to turn the Chicano-studies program into a full-fledged department. Last February at Claremont College in California, 100 African-American students forced the closing of administrative offices to demand the college hire more minority faculty members.

Gladys Brown, director of human relations at University of Maryland at College Park (UMCP) has studied the causes and results of such conflicts. She believes the problems are exacerbated by tough economic times and the dramatic shift in the ethnic make-up of student populations. "We also find more complaints involve things professors say in the classroom which are not illegal, but stupid. Our solution is to say to faculty this is an academic institution and you are smart and educated. Act on what you know but keep an open mind that this is a life-long process of learning."

Brown coordinates a task force, sponsored by the Anti-Defamation League and UMCP, which put together a conference "Bigotry 202: Developing a Pro-Active Campus Approach," providing college administrators with resources, expertise and ideas for policy to help their institutions deal with difficult issues surrounding diversity and bigotry.

Agnes Scott has not been immune to race-related differences. As violence broke out in the streets of Los Angeles and in Atlanta over the initial Rodney King decision (not to convict the L.A. policemen who beat King), racial tensions also erupted here with students writing racial epithets on a sheet posted on the bulletin board in the Alston student center. In the fall of 1991, Black and White students alike protested—with posters and mes-

Some believe increasing racial tensions on campuses are exacerbated by tough economic times and the dramatic shift in the ethnic make-up of student populations.

sages scrawled on sidewalks—the administrative withdrawal of African-American senior Tara Somerville. In a formal statement to the community, the College indicated that the action was not racially motivated but taken to safeguard the community against threats made by Somerville. The case is still in litigation.

“Problems on college campuses are a sign of the times,” says Victor Wilson, Agnes Scott’s first African-American assistant dean of students. “It used to be ‘un-chic’ to say anything racist. Now, it’s getting to the point that people like David Duke are looked up to.” Since coming to Agnes Scott in 1992 Wilson has worked on several cultural diversity projects including the introduction of a multi-cultural component to Orientation Weekend for first-year students. The component touches on stereotypes of various cultures and poses questions about how students deal with discrimination. After the multi-cultural workshop last August, responses from students in the Class of ‘97 included:

“I feel fortunate to be in an ethnically diverse school.”

“The problem with being politically correct is that it keeps a person from learning about controversial subjects.”

“Is calling people ‘Black,’ insulting to them now?”

“Everyone I meet has things to teach me.”

IRONICALLY IT MAY SEEM, tensions arise in institutions officially seeking cultural diversity when policy denies minority students the option of being separate. Supporters of the Harambee House at Brown University (a residence hall set aside for African Americans) say it promotes cultural awareness and identity. Its detractors call it separatism.

That debate could occur daily in dining halls at almost any college or university—Asians tend to sit with Asians, African Americans with African Americans, Whites with Whites.

According to a study from the University of Michigan, students from every ethnic sector are less likely to mingle with those of other ethnic groups when their own group represents a significant percentage of the population. Nearly 69 percent of Asian-American and 78 percent Mexican-American students dined with someone of a different ethnic group, compared with 55 percent of African-American students and only 21 percent White students. Says Bing Wei of China, ASC instructor of physical education, “We simply feel more comfortable with those

speaking our own language.” Yet Pinky Balais ‘94, who is Filipino and Spanish, counters, “I don’t like it. I’m tired of letters in The Profile about the lack of cultural diversity. The problem is obvious—students haven’t changed their consciousness on this campus. They talk about it, they preach about it, but don’t actually do it. The dining hall is a prime example.”

As Miriam Drucker would point out, in issues of diversity, what pleases one is often opposed by another.

For Kahn Tang ‘96, issues of cultural



ELIZABETH CHERRY '95

As retired professor Miriam Drucker points out, in issues of diversity, what pleases one is often opposed by another.



OSJHA ANDERSON '96 AND CLAIRE LAYE '94 SINGING “LOLLYTOODUM”

diversity at Agnes Scott should have gotten beyond Black and White. Priya Sivanesan '97, a native of Madras, India, expresses surprise that "people at Agnes Scott are so accepting of different views and ideas. Maybe they don't share the same beliefs as I do, but they accept me." Malikah Berry '94, founder of Nandi, the African-American student newspaper, says she was deeply disturbed by what happened to Tara Sommerville. "I'd sum up Agnes Scott's efforts at cultural diversity as bittersweet. It's been a hard road."

Dean Hudson, who works day in and day out with students, and has struggled with com-

plicated relationships growing out of a small and an increasingly complex population, says, frankly, "If I had to grade Agnes Scott compared to of other colleges and universities I would give us a strong C+, because we are talking about diversity. There is no college or university that would honestly rate itself an A. We all have to improve our grade. We at Agnes Scott are doing that with NCBI techniques and Racism Free Zone."

What it boils down to, she believes, is that "we need to listen to each other respectfully. We need to learn from the oppression we have all experienced and we need to learn to trust."

THE WAY OF NONVIOLENCE

Two generations of Bashirs are committed to "help people learn to get along."

TOGETHER, LAYLI MILLER BASHIR '93 and her mother have volunteered at the Martin Luther King Jr. Center for Nonviolent Social Change: Bashir, a facilitator, has trained others to understand and use King's methods of nonviolent conflict resolution. Her mother is a representative for Coretta Scott King and a consultant to the Center's multi-cultural education projects.

At workshops and seminars for college students at the King Center, Bashir has taught King's six principles of nonviolence:

- nonviolence is a way of life for courageous people;
- nonviolence seeks to win friendship and understanding;
- nonviolence seeks to defeat injustice and not people;
- nonviolence holds that suffering can educate and transform;
- nonviolence chooses love, not hate;
- nonviolence believes that the universe is on the side of justice.

During the workshops Bashir has noticed a marked difference between the reactions of her own and her mother's peers as they confronted issues surrounding diversity. "My mother's generation was involved in the civil rights movement. They had a vision and they were fighting for that. My generation thinks it's tried integration and the process is too painful. We are backing off and going back to our own groups where we are comfortable."

Bashir, however, has not backed off.

While a student at Agnes Scott, she was a vocal advocate for racial harmony.

Charmaine Minniefield '95 recalls an incident during an intercollegiate non-violence seminar (held shortly before the trial of Los Angeles police officers charged with the beating of Rodney King), that illustrates Bashir's assurance. "A lot of students arrived at the seminar with preconceived notions of nonviolence, that it basically was not working. The conference provided an opportunity for them to vent their frustrations. Layli was leading a seminar and she got a lot of negative feedback because she was white and the students felt she could not relate. But Layli never backed down. She kept presenting the message of nonviolence and told of her personal experiences. She was a woman giving her testimony and no one could dispute that."

To help open campus avenues for instigating change, she participated on the President's Committee on Community Diversity, in CHIMO, an organization for international students, and she served as a trainer on the National Coalition Building Institute (NCBI). "I think in many ways Agnes Scott tried sincerely to promote cultural diversity. But the College could perhaps focus more on everybody's needs to address this issue and not just point fingers. I think NCBI is a wonderful step toward this. It does not focus the blame of prejudice on anyone, and that elevates the discussion to solution."

Now at American University, Bashir is working on a master's in international relations and a juris doctor in international law. Armed with both degrees, Bashir hopes to "help people to get along." —Audrey Arthur



TRACI CORUM DUNN
FIFTH YEAR STUDENT
WITH SON GREGORY, 2 DAYS

"My mother's generation was involved in civil rights. They had a vision. My generation thinks it's tried integration and the process is too painful. We are backing off and going back to our own groups."

MILESTONES (AND STEPPING)

26 Philrey Kim Choi, first Asian Agnes Scott College (ASC) graduate.



56 ASC hires first minority faculty member, Kwai Sing Chang, assistant professor of Bible and philosophy.



63 About 200,000 gather in Washington, D.C., to support African-American demands for equal rights. Martin Luther King Jr. shares his dream: "I have a dream that my four

67 Thurgood Marshall named first African-American U.S. Supreme Court Justice.

68 Assassins kill Martin Luther King Jr. and Robert F. Kennedy.

31 ASC's YWCA chapter sponsors forum to discuss race issues with Spelman/Morehouse students.

33 Three ASC students attend Southern Student-Faculty Conference in Atlanta marking "first time white and colored students have planned and conducted such a meeting for the consideration of mutual problems of both local and international importance." 1/11/33 Agonistic.

57 Nine African-American students integrate all-white high school in Little Rock, Arkansas

ASC students donate part of the Junior Jaunt proceeds to National Scholarship Fund for Negro Students.

little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character. . . one day right there in Alabama, little black boys and little black girls will be able to join hands with little white boys and white girls and walk together as sisters and brothers."



71 Elma Louise Swift is first African-American graduate of ASC.

26 31 33 41 42 52 53 54 56 57 61 62 64 65 66 67

42 US confines Japanese-Americans on Pacific Coast to internment camps during WW II.

52 Passage of the U.S. Immigration and Naturalization Act removes last racial and ethnic barriers to immigration.

53 Student Chor Jee Goh Chow '54 of Singapore chairs ASC World Affairs Committee.

54 Brown vs. Board of Education prohibits segregation of public schools.

61 First African-American student applies to ASC. Acceptance denied due to "incomplete application."

ASC faculty (97 percent) signs statement urging public schools to remain open despite the Georgia governor's threat to close schools if U.S. government forces desegregation—426 ASC students issue similar statement.

41 ASC enrolls Trina Lopez Perez '44 of Cuba.



62 University of Mississippi enrolls first African-American student, James Meredith.

ASC Board of Trustees issue statement that student applicant considerations will be based on academic qualifications without regard to race.

64 ASC Christian Association declares: "It is our conviction that as Christian students we are compelled to encourage and to work for understanding and acceptance of individuals of all races." 11/2/64 Profile.

Omnibus Civil Rights bill bans discrimination in voting, jobs and public accommodations.

66 Three "special students" arrive at ASC from Peru, Denmark and El Salvador.

U.S./India Women's College Exchange Program brings from India visiting professor Aley Thomas.



65 ASC enrolls first African-American student Gray Johnson.

72 Students form international students organization, CHIMU.



75 Aleida Martinez joins ASC Spanish department.

76 ASC students form Students for Black Awareness (SBA). Name later changed to Witkaze.

STONES) IN DIVERSITY

76 Aysel Ilgaz Carden '66 of Turkey, returns to ASC as psychology professor.

81 W. Burlette Carter '82, African American, first ASC student Truman Scholar.



84 ASC hires first African American faculty member Carolyn Denard.

85 Students elect African-American Mia Puckett as president of ASC Honor Court.

90 ASC begins summer Ford Scholars Teachers Program to recruit minority high school students for careers in teaching.

91 Administrative withdrawal of African-American student Tara Sommerville.

ASC receives Knight Foundation grant to increase Hispanic student presence on campus and to develop Hispanic programming.



91 Community declares ASC a Racism Free Zone.

93 ASC hires two African Americans and three Hispanic Americans, raising the number of full-time minority faculty to eight.



ASC names African-American Jennifer Cooper '86, director of admission.



8 71 72 75 76 81 84 85 86 88 89 90 91 92 93 94

86 President Schmidt institutes President's Committee on Community Diversity.

ASC hires African American Karen Green '86, director of student activities and housing.

88 ASC faculty pledges to recruit minority members.

89 ASC Student Government Association (SGA) approves designated CHIMO seat.

SGA denies seat to Students for Black Awareness (SBA). With encouragement from President's office and faculty, SGA later approves SBA seat.

ASC names Joyce Essien, M.D., first African-American member of its Board of Trustees.

To promote Hispanic awareness at ASC, students organize Espiritu Latino

92 Fifty-two people killed in Los Angeles riots after jury acquits white policemen accused of beating African-American Rodney King.



91 Students elect African-American Charmaine Minnick '95, class president (and continue to re-elect her—

she serves as class president all four years)

Kinji Gakuin University in Japan and ASC establish exchange program.



Kyoko Ito

94 Shanika Swift—daughter of first ASC African American graduate Edna Lowe Swift '71—graduates.



African-American students publish newspaper, *Nandie*.

TRIPPING THE LIGHT FANTASTIC

By Carole Siracusa

Photography by Bill Denison

Illustrations by Ralph Gilbert

Agnes Scott is enhancing its dance facilities and has added a minor in a discipline where in grace and beauty balance “the college’s rigorous academic demands.”



“YOU
CAN
HAVE
IT ALL”

THAT’S WHAT A MENTOR told Marilyn Darling when she began developing a dance program at Agnes Scott College. That idea guided Darling, now chair of theatre and dance, during her more than 20 years as head of the program. That same idea she tries to instill in each of her students.

With a new minor in dance at Agnes Scott and with the more recent establishment of the Martha Wilson Kessler Dance Fund, having it all will be even more possible for the students and the College. The accumulated gift of almost \$400,000, donated by Martha Kessler ’69 and her husband Richard, will enable Agnes Scott to add a new dance studio and greatly enhance its dance facilities. It also will bring nationally- and internationally known professional dancers and choreographers to the campus.

At the dedication of the new dance studio during Alumnae Weekend, Martha Kessler, who began studying dance at age five, remembers that dance at Agnes Scott brought balance to “the rigors of the academic demands.” She also expressed pleasure that ASC dance had led to fulfilling careers for classmates.





With humor, Richard Kessler said at age five he had also had a brush with dance—tap dance—and he hoped that their gift would be used to further Agnes Scott dancers and dance in its many forms.

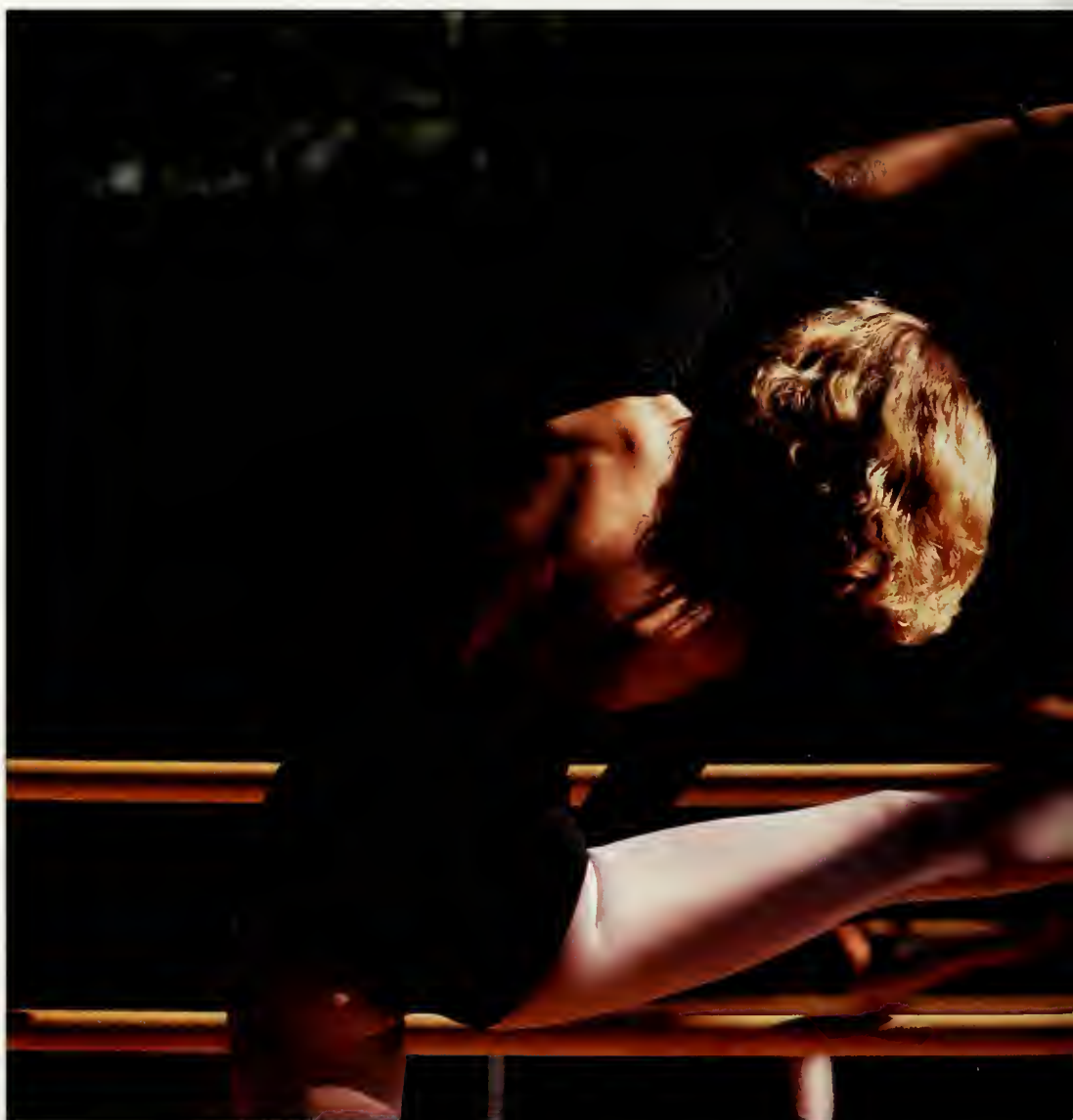
The gift will equip the main studio for performances by adding a lighting and sound system, a new marley floor (a rubberized mat) and motorized shades. The gift will be used to purchase instructional equipment including a video recording system, tapedecks and CD players, pilates machines to help dancers build strength and flexibility and two new studio pianos. It will provide live accompaniment for every class.

The gift also provides \$100,000 to be allocated to the College's endowment to provide residencies by visiting artists, ballet and modern dance accompanists, commissions of choreographic works and student internships for the next five years. As a result of the gift,

students have already enjoyed changes in the dance program last fall with the residence of New York choreographer Jane Comfort who has worked with Merce Cunningham, Maggie Black and Janet Panetta. She set a new dance for Agnes Scott's Studio Dance Theatre titled "Pretty Is as Pretty Does." The gift also provided a four-week residency for two of the four artistic directors of Pilobolus to adapt a piece for the Studio Dance Theatre.

Darling, professor of dance, theatre and physical education, is especially pleased that the gift will allow Agnes Scott dance to attract outstanding artists to campus. "It will be like bringing New York and Europe and Australia to Agnes Scott. People speak different languages through dance," she explains. "The gift will help move our students from regional dance into national and international ways of thinking. The Kessler money will do wonders, more than wonders."

"It will be like bringing New York and Europe to Agnes Scott. The Kessler gift will move our students from regional dance to international ways of thinking."





“BUT IF YOU LOVE DANCE”

STARTING IN 1971 WITH A GROUP of six students who had concentrated on modern dance, Darling has deliberately shaped Agnes Scott's program to embrace a variety of dance forms. "Agnes Scott's program is very diverse and rich for its size," acknowledges Sally Radell, director of the dance program at Emory University. "Marylin is an inspiring leader and she brings wonderful

opportunities to her students."

Today, Agnes Scott's Studio Dance Theatre features 25 students who perform modern, jazz, ballet, tap, forms of Baroque and Renaissance dance. In April, for instance, Pilobolus set a piece, "Duet," for physics major Kara Moore '96 and political science major Vicki Sturdivant '97. Pilobolus dancer Jude Woodcock worked with them on basic steps and movement. Then they rehearsed with artistic director Robby Barnett from 4:45 p.m. to 9 p.m. daily for more than a week, working on the "mood and feel of the piece."

"This was not your traditional dancing, a tendu here, a jeté, there," says Moore. "It was mostly partnering. It took a lot of physical strength we didn't know we had. At first we said, 'We can't do that lift.' It was an intense, unbelievable experience. It gave me a whole new outlook on what dancing is." She laughs. "I am completely inspired to go off and dance."

The program brings that kind of experience to many students. "We give dancers a wide range of styles, whereas some companies only do ballet," explains Darling. "We do it all, and I think we do it all very well."

In many ways the program reflects the breadth and intensity of Darling's own experience. She has studied with many of the outstanding dancers and choreographers of the last half of this century, from Martha Graham, Alvin Ailey, Bob Fosse, José Limón Alwin Nickolais of New York to David Roche and Maria de Baroncelli at Florida State University. "She has tremendous drive to explore dance in all its art forms, and her choreography is extremely well rounded," comments alumna Mary MacKinnon '85, an Atlanta choreographer. Agrees Joanne Lee, director of the Chastain School of the Atlanta Ballet: "Her knowledge of all forms of dance is her greatest strength."

Moore, whose career dreams may now include dancing on Broadway, says, "If you are serious about academics, but you love dance, Marylin is the best. She knows so much."

Already, the Agnes Scott program has produced dance students with strong academic credentials who have gone on to perform professionally with Erik Hawkins, Alvin Ailey, Bella Lewitsky and other well-respected companies.

The Agnes Scott Studio Dance Theatre is a dance company housed on a college campus (to be distinguished from the more commonly formed college student dance groups). For more than a decade, student performances

The Agnes Scott program has produced dance students with strong academic credentials who have gone on to perform professionally.



“At Agnes Scott, we’ve always taken a holistic approach to education. Dance is a wonderful bringing together of the mind, body and creative aspect.”

have been framed by professional choreographers. Since 1978, visiting artists have taught master classes here. And now the Kessler gift will enable the College to engage such artists for whole semesters at a time.

This, says Darling, “makes a dancer a better dancer, and the better the dancer, the better the program.” Having a dance major at Agnes Scott would attract an even greater number of students who would pursue careers in dance. But right now the College is concentrating on the new minor and progressing one step at a time.

“At Agnes Scott, we’ve always taken a holistic approach to education, emphasizing the cognitive, spiritual, physical and social aspects of learning. Dance is a wonderful bringing together of the mind, body and creative aspect,” says Dean of the College Sarah Blanshei. “The minor in dance was a coming of age for Agnes Scott’s dance program. With the minor and the establishment of the additional studio, we will have a program that not only is enriched in its own right, but also is a significant enrichment of our fine arts program.”

With pleasure, Darling points out, that no matter what their majors or career choices,

Agnes Scott dancers “never stop dancing.”

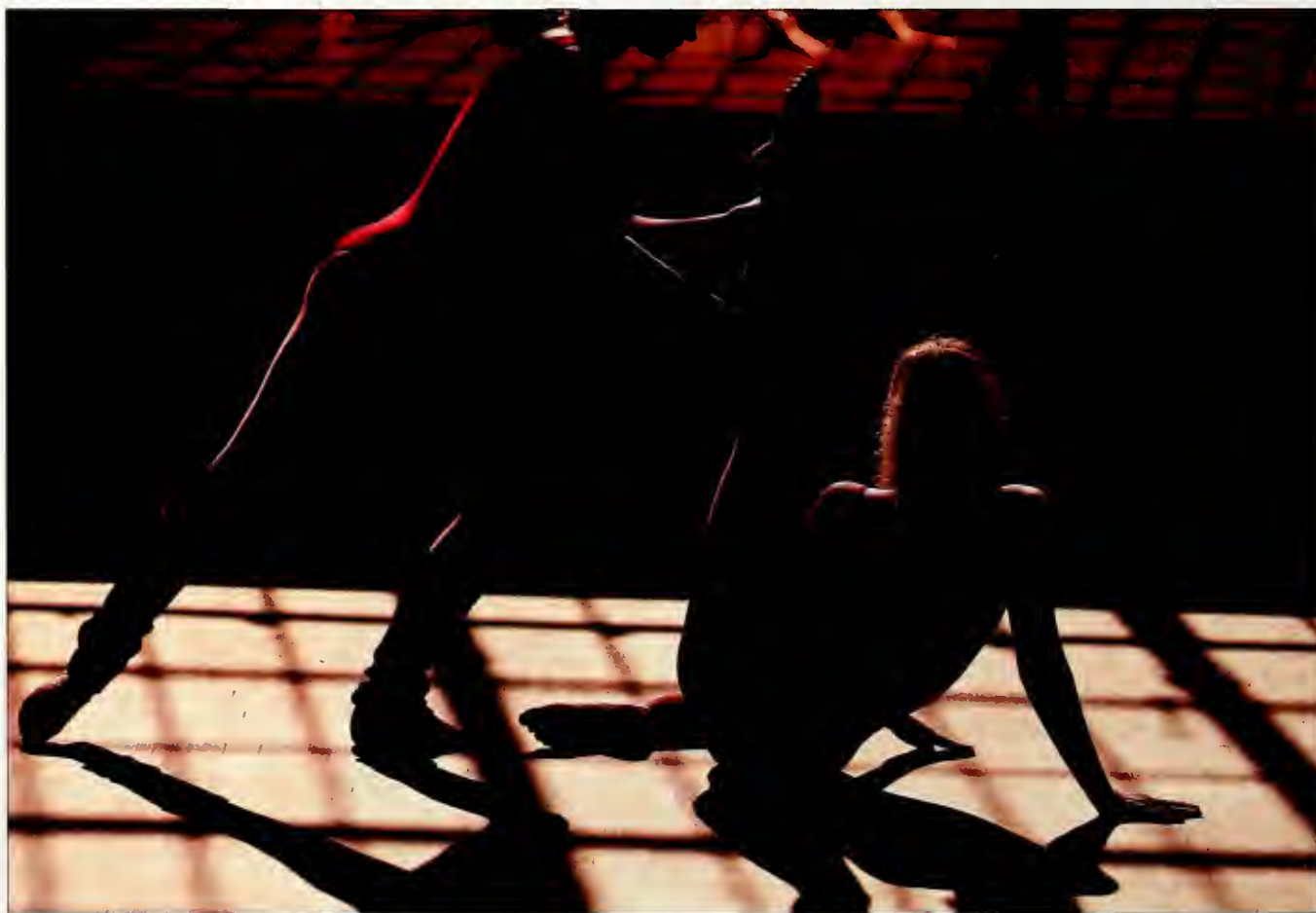
Meda Stamper '87, an employee of The Coca-Cola Company, regularly performs in community theatre and musicals.

Sarah Campbell '81 was a junior biology major mulling over career paths when Darling hooked her up with a dance therapist to study dance movement. Today Campbell has a master’s degree in dance movement therapy and works at the Moses Cone Memorial Hospital in North Carolina. Darling, says Campbell, “is very powerful as a mentor and a motivator.”

MacKinnon experienced that. “When I first joined the company, I never thought I would choreograph.” Yet Darling recognized MacKinnon’s potential and urged her to choreograph several pieces while at Agnes Scott. MacKinnon slowly discovered that she enjoyed the creative aspect of dance more than the performance. Today she does freelance choreography.

“It’s unusual for a dancer to come from a liberal arts college, but I have students who can dance professionally and later pursue other careers. For instance, one young woman who was a professional dancer is now a lawyer,” says Darling.

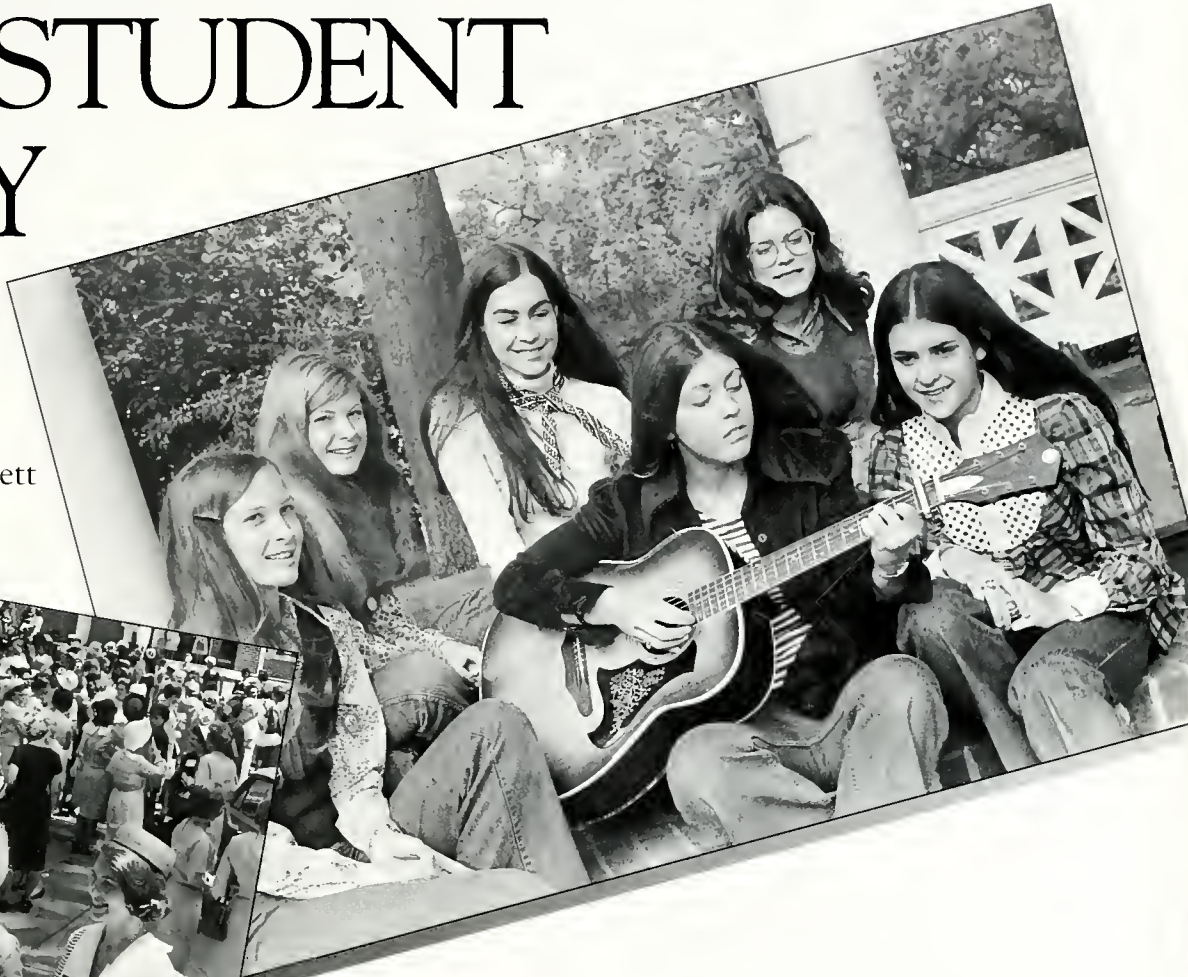
She smiles. “You see, you can do it all.”



REDRESSING THE STUDENT BODY

A History in
Hairdos and
Hemlines

By Mary Alma Durrett



A h fashion!
German
economist
Werner Sombart
called it “capitalism’s
favorite child.”

Every mother is fond of tossing out fashion axioms to her daughters before sending them off into the difficult world of dress. You remember: “You will not leave this house without the proper foundations . . . without creaming your elbows . . . without painting those toenails, girls, if you’re going to wear sandals. . . . Avoid horizontal stripes. . . . Remember, no white shoes after Labor Day.” Every mother has them. Every mother

The truth is, the crisply-dressed, well-heeled Hottentot of old has been replaced by a new Scottie with casual inclinations.

hopes her daughters will retain a few.

In the world of today's young fashion adventurer, these maxims are likely met with a yawn, or perhaps a more vehement gesture. The truth is, the crisply dressed, well-heeled Hottentot of old has been replaced by a new Scottie whose casual inclinations tend toward dusty Dr. Marten battle boots over pretty pumps. She is a fashion soldier of this generation—Agnes X we'll call her. She, not unlike the late comedian Gilda Radner, bases much of her fashion taste on "what doesn't itch." Agnes X personifies the confluence of social, economic and ethnic change.

Her cache of togs no longer bears the wears of a century ago—corsets (a hobbling device of the first order) and floor-length skirts, or of 50 years ago—pullover pastel sweaters, plaid skirts, pearls, ankle socks and saddle oxfords. Comfort rules the '90s Scottie who crosses campus in high-top Chuck Taylor sneakers, cut-offs, a T-shirt (not unlike her '60s-era mother) and a ball cap with the bill flipped to the back—or treks about the Quad in plaid boxer-style shorts and running shoes. Her hair (if anything is done to it at all) may be pulled back in a ponytail or secured with a wide sweat band. On alternate days, Agnes X may don a thigh-high spandex skirt (a hobbling device of the highest order) or a long, tie-dyed (bolder than ever) sarong or tights and an oversized blouse and toss back her headful of cascading curls or cornrows or crimped locks. Occasionally she might wear heels. On rarer

occasions she even wears makeup.

There are days when students break out in preppy chino skirts and cotton sweaters or crisp khaki pants and dirty bucks. But those of today's world of fashion experimentation grew up accepting underwear as outerwear: Thanks a lot, Madonna.

From her part to her heart, Agnes X may also bear a dozen pierces for earrings, noserings and other decorations. Her gauzy dark rumped dress brushes low against her tattooed ankle (yes, tattooed) and she is likely footed in Birkenstocks. Through dress and ornamentation, she enunciates the angst and interests of an age. Grunge rules!

"There's the mainstream kind of fashion that's not markedly different from generation to generation," says Vicki Vitelli '97 of Florence, Ala., whose cranberry-on-brunette shoulder-length locks hint at her fashion leanings. "I think a trademark of today is subversiveness. Fashion today challenges traditional beauty standards. Anything that's against the norm makes us question traditional values. I think that's a good thing, whether it means questioning gender stereotypes or fashion."

The fashion "whys," naturally, are among the many questions that emerge in healthy youthful debate. Why is one thing pretty and another not? Do we have to define beauty the same way our mothers did?

"My guiding clothing philosophy is (coming from a small conservative southern town and being a raging liberal at heart), I want to be as big a freak as humanly possible during my college years," says Vitelli. "I'll settle down later and drive the Volvo."

Contrast that with the "white bread" world into which Mollie Merrick '57, associate dean of students, arrived as an ASC student in 1953. "We were wearing those Villager blouses with Peter Pan collars and dainty flower patterns." To Miami-native Merrick's surprise, classmates were also wearing socks with their shoes. "There was homogeneity. This was the way you dressed and everybody did it. Everybody was in sync."

For years, dress was one of many aspects of student life dictated in loco parentis by the College; dresses were the standard. "The College assumed authority over student dress as part of its efforts to graduate accomplished and proper young ladies," explained Lee Sayers '69 and Associate Professor of English Christine S. Cozzens in their book, *A Full and Rich Measure*.

Varying notions of "appropriate dress" or "beauty" have been, through the history of the



College, exactly that—varied.

Maybe Coco Chanel said it best: “Fashion is made to become unfashionable.”

The earliest *Silhouettes* capture the whims of student fashion. In those first years students cut hour-glass figures in late-Victorian corsetted garb, despite specific instruction in the College catalog that “dress of schoolgirls be simple and inexpensive.” Within a few years (the 1910s), the look moved toward man-tailored ensembles (better for bicycling you know) with Scotties wearing classic Gibson-girl hairstyles, swept up off the shoulder and rolled or folded with rattling into a bun. Their skirts were floor-length; blouses, high-necked, often accented by a tie or bow. On their feet they wore tight-fitting, laced or buttoned, ankle-high boots.

By 1925, nearly every Scottie had a variation of bobbed hair: Egyptian, mannish, Marcelled, windblown, the Charleston or faun. Skirts, likewise, were shortened a dozen inches; white hose dominated and shoes featured modern, slender, high heels. Mainstays on the athletic field and in the gymnasium: bloomers and middle blouses.

The twenties fostered a “Beauties” photo section in the yearbook judged by some outside, objective highly visible

writer or artist or group of cadets from West Point. In 1946, Hollywood photographer Paul Hesse chose the beauties, a majority of whom sported shoulder-length, wavy, wartime hairdos.

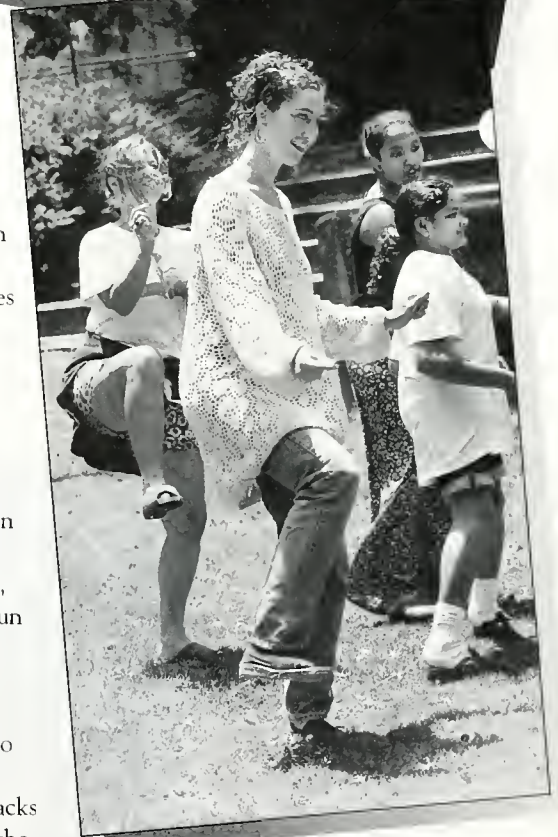
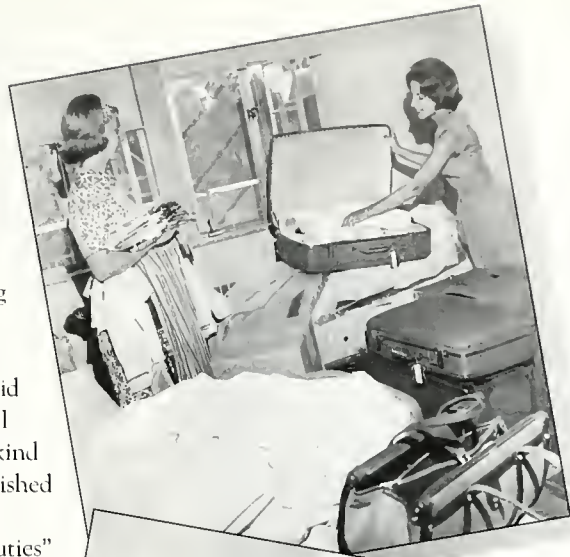
In 1951, Princeton University’s Student Body President Richard W. Murphy was charged with the task. He lamented: “. . . you have an unusually good-looking crop of girls; and my selections have to be made on the basis of pictures and not the girls themselves.” After three days of poring over photos of 20 Scotties, Murphy chose Mary Beth Robinson (Stuart) ’53 with her tiny pearl choker and “Love That Red” lip color, to top the beauties list. “We just wore what other Southern girls were wearing at the time,” says Stuart, who

remembers sewing many of the skirts that she brought to College. “I look at what they’re wearing on campus today and it’s just a hoot. We weren’t really dressing like anyone as they seem to do today. Of course Lana Turner did stand out and I guess I thought my hair did kind of look like hers. I relished that.”

By 1969, the “beauties” section of the *Silhouette* had gone the way of the hula hoop, but a good amount of attention was still paid to dress. The ASC Lecture Committee and ushers retained their standard black dress and pearls as a “uniform” at guest lectures.

“Of course there was that whole contingent who wore stuff over their pajamas to class,” notes Bonnie B. Johnson ’70, executive director for development and assistant dean of Emory University School of Medicine, one of eight students who served on Representative Council’s Special Commission on Rules and Policies (SCRAP) in 1969. “Our focus was on the ‘non-negotiables.’ It was a kind of stripping down and rebuilding the rules on that foundation. We dealt with smoking, drinking, drugs, sign outs. Dress was one of those things that was evolutionary, the changes had already begun to emerge.” But SCRAP clinched the decision to nix dresses as required garb. Good-bye fish-net hose; hello bell bottoms!

Until 1970, shorts and slacks were anathema in Buttrick, the galleries of Dana, Agnes Scott Hall (except to sign in and out of the Dean of Students’



Nowadays, the advice Mary Beth Robinson Stuart's mother sent her away with: "Pretty is as pretty does," would probably fall on deaf ears.



office), the library, and in faculty and administrative offices, classes and science/art labs. For about half the students the "mane attraction" was long, straight "Cher" hair—the other half rolled and teased their hair into astronaut helmet-like styles. They could only appear in public en curlers covered with a scarf on Friday night or Saturdays in the lower Evans Dining Hall. "Rolling hair was definitely an issue peculiar to Agnes Scott," says Merrick, "and an issue in the rewiring of the buildings because we wanted to have enough electrical power for dryers and electric rollers."

With the SCRAP landmark decisions, the dress code itself moved from maxi to mini—a single paragraph: "Each student is urge[d] to dress neatly and appropriately for all occasions. Responsible consideration for faculty and staff members, administrative officials, other students, and for campus visitors is expected." Cutoffs, here we come! "Students are much more casual now," concludes Merrick. The student of the '90s, she believes, has "other things to worry about—economic concerns, social issues, what goes on in dating situations, career choices, mobility."

Choices do make the "clothes thing" seem a bit insignificant. And trying on a new "look," whether grunge or prep or funk, has got to fit today's youthful pocketbook already drained by college costs. So contemporary clothes are not just saying the wearers are the picture of convention or that they hate what mainstream America wears; they're also saying, this outfit is pulled together for \$10.

Or some may be speaking a very subtle language to a small group of people—perhaps even one. Explain Joanne B. Eicher and Mary Ellen Roach-Higgins in *Dress and Gender*, "... some of the information that is transmitted

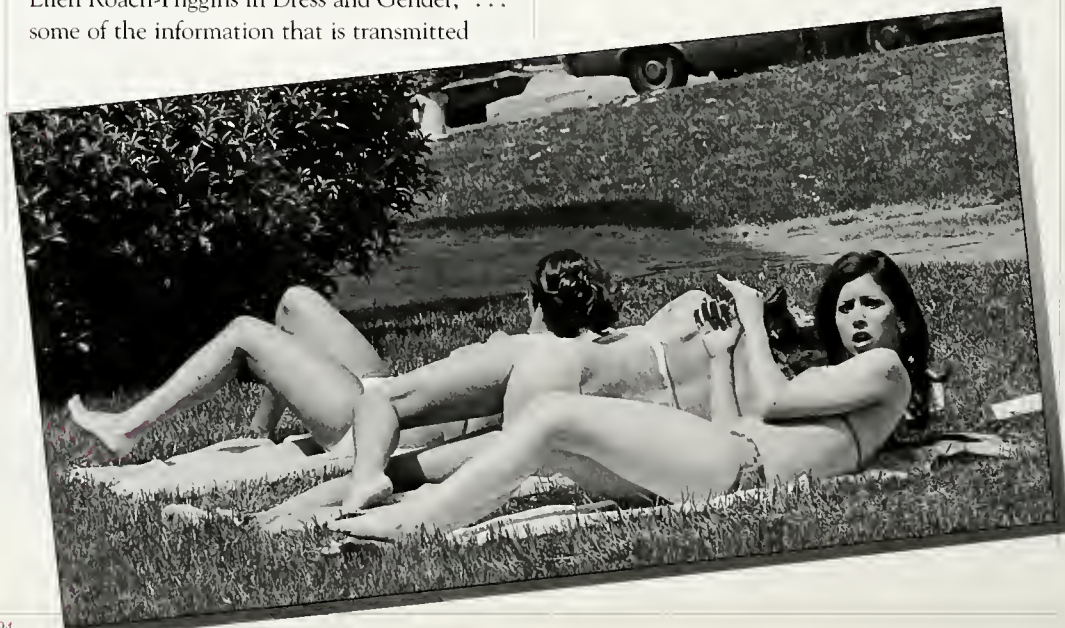
from person to person by dress is not easily translatable into words." With a single article of clothing or a piece of jewelry or a tattoo, a young woman may be propelling herself along the road toward her own personal psycho-sexual destiny, hoping along the way to attract some interested party. When she dons an off-white chemise, she may be simultaneously asking "who am I?" and saying "this is who I am."

"Beauty is a very personal, outward expression of yourself," acknowledges Vitelli, who emphasizes her looks with a pierced nose. "Attractiveness is power." Many of today's authorities would agree. Like Valerie Steele, in her *Fashion and Eroticism*: "The concept of beauty is sexual in origin, and the changing ideal of beauty apparently reflects shifting attitudes toward sexual expression. At the deepest level, the meaning of clothing in general and fashion in particular is also erotic."

Eros, who according to *Bulfinch's Mythology*, "issued from the egg of Night," has always lived in the clothes closet. What Eros presented for wearing has depended on who was standing at the closet door and at what time she arrived. Vitelli's loose and flowing garb bears a striking resemblance to that of her favorite period of costume—the Italian Renaissance. "It managed to be breezy and bohemian but sort of formal."

Vitelli and her cohort of Scotties are cutting their feminine and feminist teeth on such tomes as *Backlash* and *The Beauty Myth*, not *Dress for Success* or *The Official Preppy Handbook*.

Nowadays, the advice that Mary Beth Robinson Stuart's mother sent her away with: "Pretty is as pretty does," would probably fall on deaf ears. Either that, or become a tattoo forever etched on her . . . arm.



ET CETERA

A new garden, outstanding alumnae, Fulbright scholars, culture shock for Japanese, high marks from Princeton Review and other campus news

RENEWING THE SECRET GARDEN

On a sketch of the small terrace attached to the back of the McCain Library is a quote from John Milton: "Beholding the bright countenance of truth in the quiet and still air of delightful studies." It captures the original intent of the library architects and the more recent hope of a generous alumna who wished to create such a space on campus.

Spring 1994 marks the restoration, and April 20 (during Alumnae Weekend festivities) the dedication and renaming of the enchanting and secluded Secret Garden.

Designated originally as the outdoor Reading Terrace when McCain Library opened in 1936, the original terrace is shown in archival photos as a study

area complete with weather-proof chairs and tables with umbrellas. Eventually the furniture deteriorated and was discarded and the garden fell into disuse.

The Class of 1979 renovated the garden as its gift to the College, using the expertise of Charles Bell, father of Glenda Bell Chastain '79 and owner of the Atlanta Garden Center. When renovation was complete, crape myrtles, azaleas and hollies

adorned the garden, bordering the walls.

Fifteen seasons later, the garden was once more in need of attention. A member of the Class of 1944 decided to create a secret garden to help celebrate her class's 50th reunion. Perennials, wild flowers, flowering trees and spring bulbs now decorate the area with winding borders.

A garden seat has been added near the entrance (at the base of the stone steps leading up from the third floor of the library).

An opening in the wall

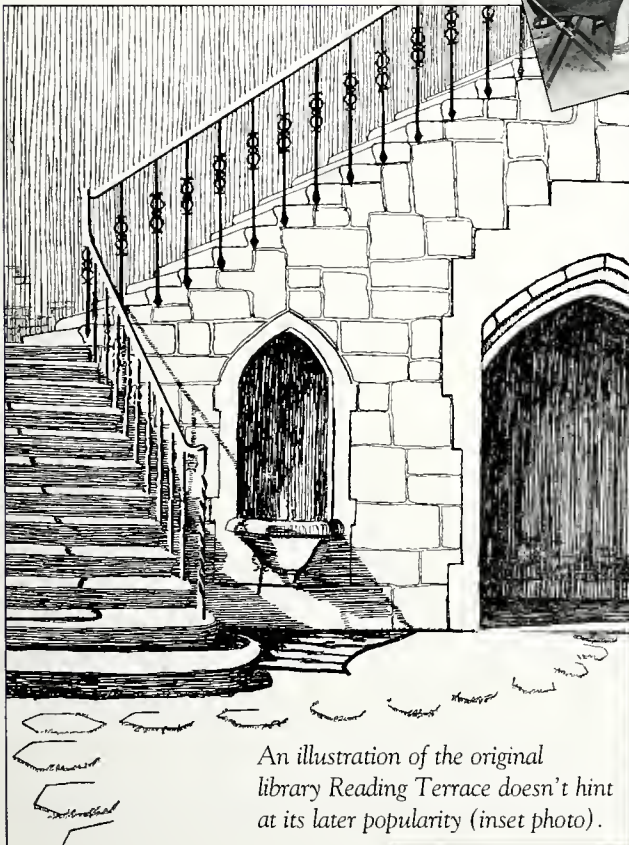
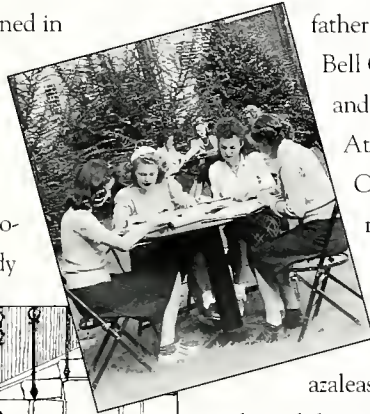
facing the Alston Campus Center will be constructed this summer.

As its gift to the College, the Class of 1994 has donated a birdhouse for the Secret Garden.

—Sara Pilger
director of communications

TOP ALUMNAE

Virginia Milner Carter, Virginia Love Dunaway, Susan Elizabeth Coltrane Lowance and Juliana McKinley Winters were recently named outstanding alumnae by the Agnes Scott College Alumnae Association. Both Carter '40 and Lowance '55 received awards recognizing distinguished careers. Carter founded A.L. Williams and Company which grew and merged with Primerica Financial Services in 1989. Lowance is director of the program for senior executives at Massachusetts Institute of Technology. Dunaway '56, founder of the Memphis Food Bank, received the award for distinguished community service. Winters '72, a lawyer who has served Agnes Scott



An illustration of the original library Reading Terrace doesn't hint at its later popularity (inset photo).

as president of the alumnae association and who helped establish the ASC "Distinguished Centennial Lecturer," received the award for distinguished service to the College.

The alumnae association presented the awards during the Alumnae Weekend in late April. Newly elected officers for the Alumnae Association Board of Directors are: Lowrie Alexander Fraser '56, president; Vernita Bowden Lockhart '76, vice president for alumnae advancement; Liz Steele Forman '81, vice president for chapter advancement.

FULBRIGHT SCHOLARS IN GERMANY

Laura Barlament '93 is a Fulbright Scholar completing a study of German literature at the University of Constance in late summer—Jennifer Jenkins '94 will be a Fulbright Scholar leaving the United States in August to conduct field studies in European politics in Frankfurt.

Barlament's Fulbright has allowed her to continue an undergraduate project begun at Agnes Scott, exploring the changing roles of women characters in Dr. Faustus, the

magician of German legend who entered a compact with the devil. Her research at Agnes Scott covered a period from the beginning of the Dr. Faustus legend through the 19th century—the Fulbright entails research through the 20th century.

Jenkins, an international relations major/German minor, will conduct field studies, including interviews with Germans from east and west Germany regarding the effects of reunification.

Jenkins is especially interested in being in Frankfurt, the heart of liberal politics in Europe, during the German national elections in October, and in observing the impact of the elections on the conservative government of German Chancellor Helmut Kohl.

Jenkins and Barlament join a number of Agnes Scott alumnae—including Nancy Duvall Hargrove '63 (who has had a total of four Fulbrights, studying in Sweden 1992, Belgium

1984-85 and France, 1967-77 and 1963-64) and Priscilla Shepherd Taylor '53 (London, 1953-54)—honored with Fulbrights since the scholarships began in 1947.

LANGUAGE ACROSS-THE-CURRICULUM

Any student having completed four semesters of a language may now add to her language skills by enrolling in Language Across the Curriculum (LAC) study.

Through the LAC pilot in 1992, for example, a student of German enrolled in European history 1914-45 could participate in an additional hour of class each week with discussions about the material, conducted in German with authentic German texts. A discipline faculty member teams up with a language faculty member to teach the added language component.

This spring semester,

LAC courses combined French study with Medieval Art as well as Spanish with Native Peoples of the Americas.

Proposed for the 1994-95 school year are French with the History of Art II, German with Europe since 1945 and Spanish with Women in Latin America.

The goal of LAC is to enrich the study of various disciplines by allowing students and faculty the opportunity to study original texts in foreign languages and also to exercise language skills beyond foreign language classrooms.

The program is supported by a three-year, \$152,000 National Endowment for the Humanities grant.

CULTURE SHOCK FOR JAPANESE

When interviewed in the 1994 Kinjo Gakuin College catalog about their 1992 exchange experience at Agnes Scott, Japanese women noted the homey atmosphere of ASC and the importance of strong English skills.

Two students, Tomoko Yokoi and Asako Shimada, also commented on the importance of being able to hold their own in class dis-

DEPOSITS, RETENTION UP

Admission reports 143 new students have made deposits by May 30, up from last year (124) and significantly ahead of two years ago (116). Student retention is also up. Although fewer students are eligible to return in the Fall 1994 compared with 1993, eligible students who have re-registered is up 4.8 percent.

FEEDBACK

SENIOR CAMPAIGN SETS RECORD

Seniors pledged \$7,700 to Agnes Scott Annual Fund over the next five years representing 59 percent participation, according to Molly Dohm, assistant director of the annual fund and coordinator of this year's senior class campaign. These pledges surpass the previous record high set in 1990 for 46 percent participation and \$6,900.

cussions. "American students present their opinion as well as listen to others. I felt this sort of attitude is lacking among the Japanese and this was a culture shock for me," said Yokoi.

"American students were certainly more aware of social matters. They are strongly interested in politics and economics and they know well about their country, culture and society. They probably read newspapers well," said Shimada.

In a statement concluding the interview, Yokoi warned prospective Kinjo exchange students about the need to develop strong English language skills before

studying at Agnes Scott. "If you consider studying abroad just an amusing experience or a way of learning English, you will be in trouble after getting there."

Kinjo Gakuin is a host institution to Agnes Scott Global Awareness students every two years and has regular Japanese student and faculty exchange programs with the College.

HIGH MARKS FOR ASC

The *Princeton Review: The Best 286 Colleges* ranked Agnes Scott number one for the beauty of its campus and dormitories, number two for professors who "bring material to life" and third for "best quality of life." ASC ranked in the top 20 in 14 categories including fifth and tenth, respectively, for good town and gown relations and for smoothness of its operation.

The Princeton Review surveys 40 independent college counselors and rankings from both *US News & World Report* and *Money* magazines, then it surveys nearly 40,000 students who respond to 61 categories of questions ranging from academics to operations.

❖ I have just received the Winter 1994 issue of the magazine and want to commend you and your staff on continuing to publish a wonderful magazine.

I found every article interesting, timely and supportive of women and their continued development and honoring of themselves.

I was disturbed, however, by a part of one article, "The Power of Giving" where it appears to admonish women for not giving more. I believe it said the history between the sexes shows women "divide the amount into a number of small gifts; men give more." . . . Unfortunately it is not also stated that women may give in smaller amounts because they have less discretionary funds available as a result of making 60 percent of what men are paid for comparable jobs.

While I agree with the authors that making a consistent and habitual effort of giving helps make a dent in our impoverished world, and I also agree that money is power and women need to find ways to alter that in the current market (as Betty Freidan's newest book addresses), I disagree with

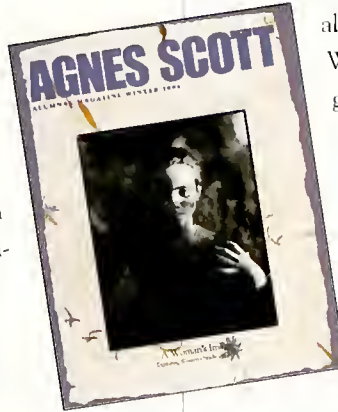
the tone of this article, set by comparing women and men's giving. Doing this highlights a man's way of giving and devalues a woman's way of

giving that is not always monetary. Women do give generously of their time, their talents and their knowledge in numerous volunteer projects which have

made this world a better place. . . . I would like to have seen the honoring of this style and then a pitch to add the monetary gift as well.

I am on my internship this year after six years of doctoral education. I have depleted my savings, I am not eligible for loans and I am grossing \$15,000 this year with no job secured for August at this time. Therefore, shaming women and me into giving more [money] does two things: One, giving would rob me of using that money for necessary items such as food, education and small pleasures to nourish my heart so that I could continue giving in the ways I am able to give right now (see "The Gift" also in the winter issue); and second, it decreases the satisfaction of what I do give.

Laurel Allegra Kramer '79
DeSoto, ILL



Agnes Scott College
141 E. College Ave.
Decatur, GA 30030

Non-profit
Organization
U.S. Postage
PAID
Decatur, GA 30030
Permit No. 469

DON'T FORGET
ALUMNAE WEEKEND
April 28-30, 1995



RACHEL BRAUN '96 AND KARA MOORE '96

INSIDE THIS ISSUE

The Ruth Schmidt era ends . . . the College charts a new course for the 21st century. Among the certainties is the need to encourage diversity. And the need to incorporate aesthetics—the arts—and athletics into the world of academics: we illustrate that with a report on the new emphasis on dance at ASC. There's also our look at the one ever-changing certainty of campus life: hemlines and hairdos. And a final note among the issue's final notes: Despite this period of transition, ASC still ranks among the nation's best educational institutions: The *Princeton Review* lists the Agnes Scott number two for professors who "bring material to life," number three for "quality of life" and number one for beauty of campus and dorms. To a century of Scotties, that's no surprise.



AGNES SCOTT

ALUMNAE MAGAZINE • FALL 1994



ASC Helps
Students
Find Success
In the
Job Search

EDITOR'S NOTE

The signs of academic trust: Agnes Scott's honor code has become the cornerstone of the entire structure of campus life.

While chatting with prospective students and parents in Houston about Agnes Scott's non-proctored and self-scheduled exams, take-home tests and general atmosphere of trust, associate professor of English Christine Cozzens noted a response akin to shock: "Their jaws dropped. They began to talk about how their high schools were under siege." Increased cheating, theft and violence in high schools—in Houston and around the country—and the moral malaise in higher education today, seem to be focusing public interest on ways to wed education with character-building, moral reason, promise-keeping and general honesty.



ART LASSEK PHOTO

What contributes to the viability of the nearly 90-year-old Agnes Scott honor code has been analyzed recently by Todd Robert Holcomb and reported in his case studies of honor systems at six institutions (Agnes Scott, The Citadel, Davidson, Longwood, the University of Virginia and Vanderbilt). Holcomb notes good success at both The Citadel and Agnes Scott. He cites student-to-faculty ratio (8-1), students housed on campus, and institutional/student support of the code as contributing factors here.

Perhaps more central to the issue, through the years Agnes Scott has purposefully built the honor code into its academic life. This is not something that occurs with the "wave of a wand," insists a long-time staff member. Applicants sign the code as part of the admission process. As a class, first-year students sign a parchment copy of the code that is later posted in Buttrick Hall. Each student writes and signs the pledge on each paper or exam for which she receives credit. The honor code, according to the student handbook, is the cornerstone of the entire structure of Agnes Scott life.

Peer influence is the other key. It is students who oversee the honor system, from reporting code violations to making subsequent investigations, to meting out discipline which is "pretty amazing, if you think about it," says Bertie Bond '53. As a student she served on the executive committee in a function parallel to today's student member of honor court. She knows it is a tough, soul-searching process. "I vividly remember my first case involving a student who was caught cheating. We voted to send the stu-

dent home. I worried about whether she should have had a second chance." Suspension or dismissal is heart-rending for a student who violates the code. During her years as administrative assistant to the president, Bond has observed many anxious parents awaiting an honor court verdict. "I have seen a lot of tears."

While students think unreported academic infractions are rare, the Agnes Scott honor code also calls for its high standard of behavior *as a way of life*. This distinguishes the Agnes Scott honor system, and is the point at which the system is most vulnerable. Student critics cite everything from unreported, underage drinking in residence halls to misdemeanors. "If you leave your Mick's Oreo Cheesecake in the refrigerator," explains one, "you have to attach a sign, 'Do not eat or you're dead.'"

To underline community commitment to the honor code, this fall the Class of 1998 signed their copy during orientation in a ceremony attended by parents. In a gesture of support, Interim President Sally Mahoney added her signature. While the honor code does not create a perfect world, Mahoney later reasoned, it "creates an environment of support for that aspiration."

In her honor court convocation address in late September, Agnes Scott Chaplain Paige McRight '68 reiterated the value of the College honor system in a world crying for relationships of trust. As example she noted the recent transfer of power in Haiti. "The U.S. 82nd Airborne is in Haiti holding the military accountable to live out its pledge, but holding off an armed conflict because the pledge that has been given. A system of honor, a community built on trust, is always a mixed bag, a fragile creature dependent on the keeping of promises. Such a community, I believe, is the environment that best promotes life and growth for individuals and for the world. At Agnes Scott, we have a system for learning how to make it happen and as we are shaped by that system in our years here, we become people equipped to share that system as a way of life."

Alceste Pennington

CONTENTS

Agnes Scott College Alumnae Magazine Fall 1994 Volume 71, Number 2

7

The Science of Life

By John Pilger and Christine Cozzens
*In retrospect, the life and legacy of distinguished
ASC professor/scientist: Mary Stuart MacDougall.*



14

Stopping the Nightmare

By Jane Zanca
Illustrations by Mac Evans
*Sexual harassment is fact of life—for many women entering
the work force. But, say ASC experts, there are ways women
can handle sexual advances with dignity and coolness.*

18

Cultural Immersion

By Celeste Pennington
Photos by Paul Obregón
*Two alumnae form the core of an artists colony
working and living on a shoestring in Mexico.*



26

Hire Education

By Mary Alma Durrett
Photos by Gary Meek and Mary Alma Durrett
*ASC's Office of Career Planning and Counseling helps
graduates make the transition into "the real world."*

30

Fifty Years Ago—A Remembrance

By Marybeth Little Weston Lobdell
*In half a century, a lot has changed at Agnes Scott College,
but the basics have remained the same.*



COVER: Mary Jordan '94, a TV reporter in Dothan, Ala., found hard work, preparation and timely tips from ASC's career counselors helped her land just the job she wanted. PHOTO BY GARY MEEK

DEPARTMENTS

2

Lifestyle

34

On Campus

35

Classic

37

Et Cetera

41

Feedback

Editor: Celeste Pennington

Contributing Editor:
Mary Alma Durrett

Editorial Assistant:
Audrey Arthur

Design: Everett Hullum
and Harold Waller

Student Assistants:

Rolanda Daniel '98

Jennifer Odom '98

Leigh Anne Russell '97

Samantha Stavely '97

Ashley Wright '96

Photo Archivist:

Willia Hendrickson '94

Publications Advisory

Board: Christine Cozzens

Bill Gailey

Ellen Fort Grissett '77

Sandi Harsh '95

Tish McCutchen '73

Kay Parkerson O'Briant '70

Emily Pender '95

Sara Pilger

Edmund Sheehy

Lucia Howard Sizemore '65

Copyright © 1994, Agnes Scott College. Published for alumnae and friends twice a year by the Office of Publications, Agnes Scott College, Buttrick Hall, 141 E. College Avenue, Decatur, GA 30030, (404) 638-6315. Postmaster:

Send address changes to Office of Development and Public Affairs, Agnes Scott College, Decatur, GA 30030. The content of the magazine reflects the opinions of the writers and not the viewpoint of the College, its trustees or administration.

LIFESTYLE

A true kids' teacher, the molecular structure of patents, caring for the people of other cultures and a job that puts out fires—literally.

THE DANCE OF LEARNING

*School Teacher
Ellen Granum '62*

Inspired by music she was playing for her class from the "Sleeping Beauty" ballet, elementary school teacher Ellen Granum '62 began twirling around the room like a ballerina. In the midst of the dance, she says, "One shy little girl got out of her seat, pulled on my skirt, looked up at me and said, 'Is you a child?'"

"The music makes me want to dance," said Granum. "So we all began to dance like ballerinas. I loved opening the children's eyes and their experiences to a different perception of adults and the world around them."

Granum's strategy hasn't changed much since the mid-'60s, when she began teaching the children at Center Hill Elementary School, the first integrated school in Atlanta. There, changes in the school system and in the neighborhood weren't easy adjustments for any of the teaching staff. But



MONIKA INKORE PHOTO

Granum arrived, a "young idealist, full of energy and wanting to change things."

Later, stimulated by the issue of the "culturally deprived child," Granum earned a master's degree at Bank Street College of Education in New York, highly regarded for its innovative and creative approaches to teaching.

For the last seven years, Granum has taught at the National Presbyterian School, a small, Washington, D.C., school that enrolls 200 children in nursery through grade six.

Situated in a low stone building on Nebraska Avenue across from the Japanese embassy, National Presbyterian is a private

*Elementary school teacher
Ellen Granum: A mission to
reclaim the soul of teaching.*

school. Students include children of diplomats, congressmen and women, corporate executives, doctors and lawyers. Tuition ranges from \$8,000 to \$10,000 annually. Each year, only 20 percent of those who apply are accepted. It is a competitive situation, she admits. "Parents get very uptight about it. They think if their children go to a certain school, they'll be fixed for life."

Students are screened primarily during a 45-minute session of interaction with other children. Teachers and administrators observe a child's

language development and perception of surroundings. Granum, who has taught in both settings, admits that teaching in a private school does not insulate her from

problems like child neglect. "Parents, out of ignorance of what young children need, abandon them to nannies and au pairs. It's very sad. Children become neglected in a situation where you would not expect it."

In the classroom, these students often seem more needy and demanding. "A child will be half asleep, because their routines are unsupervised," says Granum. "Or a child will come to school perennially late, because the parent is rushing and wants to drop the child on the way to work."

On this particular day, rays of light filter through a rain forest canopy as kindergartners reach toward the huge tree in

the center of the classroom. Vines, gigantic leaves, flowers and parrots cover the ceiling. Butterflies dance in the mist while the peculiar music of chattering monkeys mingles with the notes of songbirds. The children focus their attention on a 6-foot boa constrictor (made of felt and stuffed with tissue) that Granum twists around the limbs of the tree.

"Teaching is as much theatre as it is training," says Granum who has taught early childhood education for 17 years. "I've often felt that I was as much an actress as a teacher."

A nurturing, imaginative woman, Granum creates a place where children feel confident and free to learn. "You make it a place that children want to be. You want them to come in and say, 'WOW! What's this?'"

Children respond to having their environment turned into the place you're trying to teach," Granum explains. "The way you project the information and present it, is as important as the information itself. You want to capture the child's imagination and interest."

When teaching about marine life, Granum created

an ocean realm, hanging paper streamers from the ceiling so that the child moving through the room felt like a swimmer. Huge sea creatures hung from the walls and ceiling. The children dissected a real squid and wrote their names from the "ink of the squid" and sang songs about the ocean.

"I love building on the excitement of something the children are interested in," she explains. "To see a child's eyes sparkle, and know the children are really excited about something, is very rewarding, very rewarding."

Recently, Granum, 53, has taken a sabbatical. "It's very tiring at my age—bending over little tables," she admits. "Buttoning, zipping and picking up, and teaching the children to do it as well. As much as I love kindergartners, I don't have the energy anymore."

She serves on a committee to determine admission for the following year, judges science fairs, and on occasion substitutes in one of several private academies. It's just one more way for Granum to ensure involvement in her passion of education.

—Carolyn Blunk is a freelance writer in the Boston area.

A PATENTED CAREER

*Molecular biophysicist
Jasmine Chambers '77*

For more than a decade, molecular biophysicist Jasmine Choy Chambers '77 worked in laboratories from Duke University to the National Institutes of Health, cloning antigens linked with auto-immune diseases and identifying genes that could one day revolutionize medicine and drug development. Part of her research involved cloning genes from strands of DNA in an effort to find clues to diseases such as Alzheimer's, Parkinson's and multiple sclerosis.

In 1989, Chambers left her laboratory work for a post as a patent examiner for the U.S. Patent and Trademark office in Arlington, Va. Discoveries in gene sequencing and molecular biophysics during the 1980s had fueled phenomenal growth in the number of biotech firms seeking new ways to halt deadly or debilitating diseases and a "gold rush" among major drug companies seeking exclusive rights to their discoveries.

Weekly, Chambers reviews an average of 6 to 10 patent applications. Her job includes literature

searches to "see if the invention has been described by others" and ultimately, her judgment of the validity of each patent application claim. (A patent grants exclusive rights for a period of 17 years which excludes others from making, using or selling a drug or invention without permission or licensing agreements.)

"It's very interesting work because I get to look at the scientific data before it's published," explains Chambers. "I get to read about science at the cutting edge."

Chambers specializes in patents involving transgenic animals. Recently she approved patents to Harvard University for a "mouse that's a model for studying prostate cancer, and to NIH for a rabbit infected with HIV, useful in monitoring and developing a treatment for AIDS."

Five years ago, when Chambers began at the patent office, she was among 45 scientists specializing in biotechnology. Today, with the flood of patent applications steadily rising, her division has grown to include 175 examiners in a patent office employing 1,500 examiners.

—Carolyn Blunk

FLICKERING IMAGES

CARE's Kathy Doherty '67

Climbing among the volcanic shards outside Goma, Zaire, Kathy Reynolds Doherty '67, public relations manager for CARE, came across the peaceful form of a child. It took a few moments for her to reconcile her first impression that he was sleeping, with the reality. Once again she was staring into the face of death.

"This was a healthy looking boy, about to bloom into adulthood," she reflects. "It broke my heart to see he was not alive. I stood there awhile, just to be certain."

It was the "casualness of death" that struck Doherty in July during her second trip to African refugee camps where CARE is

KATHY DOHERTY PHOTO



Scenes of starvation and deprivation are common for ASC alumnae Kathy Doherty (below, right) with Country Director for CARE Somalia, David Neff. Doherty travels the globe for the international hunger relief agency CARE.

helping those who escaped civil war-torn Rwanda. (Earlier, in May she was with 330,000 Rwandans who had fled their country to neighboring Tanzania, in the largest refugee camp in the world.)

Among images still moving through her mind are Zaire's dazzling landscapes with grassy hills and

sharply rising cloud-covered peaks juxtaposed with the river of displaced and dying people. She found frail, orphaned babies "that looked like ancient people," tents crowded with cholera patients and a road leading north toward Uganda, "bodies piled up along the side."

Temporary camps of Rwandans dressed in rags and "dying, right and left" she contrasted with a "city of satellite dishes" quickly set up at the airport where hundreds of writers, photographers and camera crews from the major U.S. and international networks and news services had converged to gather and transmit their reports. "It was an intersection of two cultures," says Doherty.

"Camera generators, high tech equipment on one side—people scrounging for firewood on the other."

Much of Doherty's work is at these intersections, helping members of the international media report on crises among the 53 countries where CARE is already at work. From CARE's national headquarters in Atlanta, she also trains CARE workers in media relations and coordinates coverages. Relationship-building is how she describes the work which may include lining up an interview for the BBC one moment, answering questions for Reuters Ltd., news service or providing leads to *The New York Times* or members of the media in

JAMES MITCHELL PHOTO, ABC



Europe, Canada or Africa.

Her first overseas experience with CARE was in Somalia, December 1993. Her job was to accompany CBS's John McWethy as he worked on a piece dealing with United Nations peacekeeping. They flew to projects in Somalia and Mozambique where CARE provides food security and is retraining soldiers for other work.

Sometimes Doherty can track the results of their work, as in Somalia. "CARE was instrumental in bringing pictures of the victims of the famine to the United States. That resulted in an outpouring of aid," notes Doherty. "Once 220 were dying in Somalia every day. That number dropped to 20, once Americans responded.

"Americans" Doherty says, "made a difference."

CARE has been making a difference since 1946, and Doherty will help bring focus to the celebration of the organization's 50th year celebration.

"We started with small CARE packages after World War II," says Doherty. "Today CARE is big and its 'packages' are in the form of emergency relief with huge supplies of

food, health care and equipment." For instance, in Haiti, CARE feeds 660,000 people, six days a week, regardless of who happens to be in power. "The U. S. State Department evacuated all dependents in Haiti, but CARE doesn't evacuate. When things get rough, we keep doing what we are doing."

Doherty, the daughter of a minister, majored in English at Agnes Scott, took some journalism courses at Georgia State, then turned a varied career (newspaper experience in the '80s, press secretary in three political campaigns and later work with international contacts for Ketchum Public Relations, organizing the Ramses II exhibit for the Mint Museum in Charlotte, N. C.) into a job that she says "feeds my soul."

The need she encounters through her work can be haunting.

Like the two children, maybe aged five and six, she saw waiting alongside a road in Zaire: "I drove back and forth along this road, three times. Each time I found these two little children just sitting. Not knowing what to do. Totally alone."

—Celeste Pennington

SOME LIKE IT HOT

Firefighter Adele Clements '88

After driving all night from Florida, Adele Clements '88 remembers much of her Agnes Scott College graduation ceremony as a blur. She had to be nudged by a friend when her name was announced for the Suzanne Goodman Elson Award for 1988. In disbelief, she made her way to the stage amid cheering and a shower of champagne. Her peers had voted her undergraduate who reflects "those qualities of kindness, decency and integrity

Scott experience even more meaningful for her fellow students."

Four months later, in September, Clements found herself in a world starkly different from the one she had left at College. As a new firefighter for the City of Decatur, working out of a firehouse across the street from her alma mater, Clements found those qualities of character recognized by her peers being put to the test. While fire fighting school had prepared Clements for the physical rigors, she still shudders as she describes

her first day at work: the scorching summer afternoon when she walked into a Decatur Housing Project apartment to



MONIKA NIKORE PHOTOS

which combined with an unusual intellectual curiosity on her part would make the Agnes Scott

discover the body of a dead woman. The odor "I could not get out of my system for days," says Clements. "It really did affect me. . . . I was very saddened that this woman was discovered because of the stench and not because anyone missed her." The same day after dinner, Clements found herself in the middle of a shoot-out in the south side projects. While competently handling the situation—the nervous, excited crowd, the hysterical mother, the wounded teenage son, bullets flying up the hill—Clements had only one other thought: that "this was not in my job description."

As the second woman to work at the Decatur Fire Department, Clements discovered that many challenges were just as unexpected.

While she knew that rookies go through a rite of passage with some initial harassment, throughout her training she had the confidence of her commander, Bob Stills. Yet Clements soon learned that few of the firemen shared his confidence. "They were skeptical," she admits, then says with a smile, "They also thought that if I came from 'that woman's college,' I

must be a leftist feminist, and they wanted to see how far they could push me." Commander Stills acknowledges that Clements had to tough it out with the men. She slept in the same barrack-like dorm rooms. She complained about the "girlie magazines" left around the station and she has stood her ground when some suggested that women might be better suited to secretarial tasks or kitchen duties.

Stills compares working out the new relationships among fire personnel to learning to relate as siblings—"there are differences, but they get along."

Getting along is necessary to the teamwork required to fight fires. Clements vividly recalls her first fire assignment at a construction site burning in the middle of the night.

After the fire was extinguished, the crew was overhauling, checking for remaining hot spots, when an eight-foot wall collapsed on Clements. She suffered no injuries but had to be pulled out. Her peers seemed surprised that she was ready to go right back to overhauling—some seemed more shaken by the incident than she was and took her back to the truck to rest. Her feeling

was that if she had been a man "they would not have pampered me so much."

After six years, Clements has seen some change in attitudes and acceptance as part of the team. For one, the department has finally banned the girlie magazines from the fire house. And while some co-workers still hold the belief that a fire station is no place for a woman, says Clements with a shrug, "We agree to disagree. That's one of the most important things I learned at ASC—not to blur the lines of difference, but to respect and learn from them. We all don't have to be alike to get along. We can learn from everyone to make ourselves better."

While working full time, Clements has one continued her education—she has one master's degree and is currently working on a second.

She looks back at her ASC education and experiences as favorably shaping her identity as a woman, providing many strong role models and encouraging her independence and sense of self.

Clements believes that the college atmosphere, vibrant with debate, not only made her fearless to voice her opinions but also

open to respecting other people's ideas and values.

She also looks back with a sense of nostalgia. Although she studied racism and world hunger and was involved in community-based projects like Habitat for Humanity, as a student, Clements remained unaware of those who lived just blocks from campus. "At ASC we never saw the worst of society—the poverty and hopelessness that can lead kids to shoot each other over a pair of basketball shoes."

She has lost some of the idealism of her student years. "ASC encouraged me to make a difference, but this job has taught me just how difficult it can be to do so."

Yet that occasion for making a difference sustains her: "Out of every ten rescue calls we get—nine might be nothing, but then there is that one person, one family, that needs and appreciates our help."

When asked why she ever picked this job, she laughs and says, "They pay me to climb roofs! Can you believe it? That's what got me into the most trouble at ASC."

—Monika Nikore is a
freelance writer/
photographer in Atlanta

THE SCIENCE OF LIFE

By John F. Pilger and Christine S. Cozzens

At work on her dissertation at the Marine Biological Laboratory at Woods Hole, Mass., in December of 1922, the young biologist Mary Stuart MacDougall feared she had reached a dead end. The problems suggested by her dissertation director at Columbia University had already been solved, and even her cultures of protozoa—microscopic, single-celled life forms—had died. Accepting what appeared to be her fate, she wrote President Frank Gaines to say that she simply could not do research and would be back to resume her teaching duties at Agnes Scott College in February.

While packing to leave the MBL, MacDougall rediscovered her microscope slides of abnormal protozoan cultures that she had almost discarded months before. Now armed with a better understanding of genetics and cell biology gained through courses taken at the MBL, she looked at the slides once again and noticed something new. By morning, a triumphant MacDougall had outlined her dissertation on chromosome behavior in protozoa. From this moment, the words of Louis Pasteur, “Fortune favors the prepared mind,” would drive her research and provide meaning for her teaching.

Mary Stuart MacDougall brought a comprehensive scientific imagination, intellectual rigor and a sense of the thrill of discov-

ery to her research and to her teaching at Agnes Scott, where she was a member of the faculty and chair of the biology department from 1919 to 1952. With two doctorates, a Guggenheim Fellowship, 14 published papers, significant contributions to malaria research and a major textbook to her credit during those years, she also defended the value of science at a time when the humanities dominated the liberal arts curriculum.

MacDougall challenged the assumption that the study of science held only practical value and that it was devoid of cultural worth:

“the highest service of Science to mankind

has been in the emancipation of the mind, in freeing men from the bondage of superstition, and in helping man to know himself.

The message of science has ever been the message of intellectual enlightenment and liberty—

“To know the truth, and the truth shall make you free.”

For MacDougall, the study of science underlay all great intellectual achievement: “Science has so enlarged the mental horizon,” she wrote, “that the imagination may take a bolder flight.” That soaring imagination made faith possible: “The mystery of life means more to the biologist than anyone else—that marvel of a bit of protoplasm, a single celled animal, self-sustaining, repairing and perpetuating, presents a sub-

ASC biology professor Mary MacDougall challenged the assumption that the study of science held only practical value and that it was devoid of cultural worth. Her legacy endures at Agnes Scott.



MARCH 1931—ATLANTA JOURNAL-CONSTITUTION PHOTO



BUT FOR A TWIST OF FATE, MACDOUGALL MIGHT HAVE BEEN A HISTORY MAJOR. BECAUSE OF HER MORNING JOB, SHE RECALLED, "I COULD ONLY TAKE THE SCIENCE COURSES SCHEDULE IN THE AFTERNOON."

ject for wonderment beside which the seven wonders of the world are foolishness."

Born in 1882 in Laurinburg, N.C., MacDougal lost both parents when she was a teenager, and to help support younger brothers and sisters, worked as secretary for a local civic leader who encouraged her to attend college at North Carolina College for Women and later at Randolph-Macon Woman's College. An M.A. from the University of Chicago and several teaching positions prepared the young scholar for the duties she would take up at Agnes Scott. According to Margaret W. Rossiter's *Women Scientists in America*, until the 1950s women's

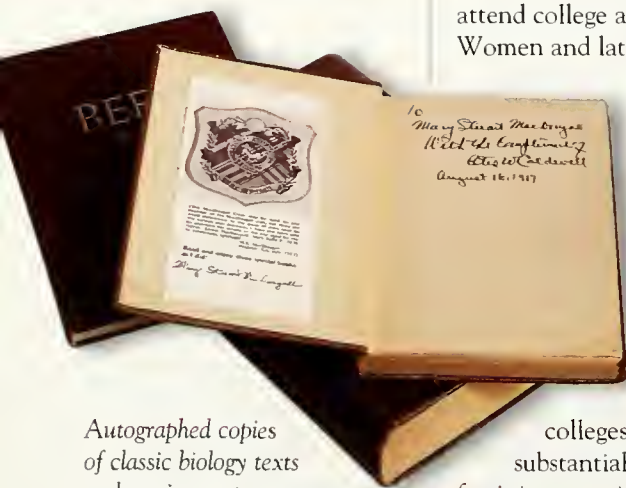
colleges—with their surprisingly substantial endowments, their "almost feminist commitment to excellence in women's higher education," and their enthusiastic students—were the primary employers of women in science. Agnes Scott was determined to prepare students for the best graduate and professional programs in the coun-

try, and MacDougal's commitment to research suited this vision.

A permanent job with demanding teaching responsibilities only increased MacDougal's desire for further education. The MBL, where she completed her dissertation research, had been founded in part to educate women in science. The presence of so many other women scientists in courses and laboratories must have inspired young researchers like MacDougal, who regularly brought Agnes Scott students with her when, summer after summer, she returned to Woods Hole to teach and carry out her research.

Beginning with her dissertation, MacDougal investigated the cell biology of the protozoan, *Chilodon uncinatus* Strand 1926 (protozoa whose locomotion is mediated by cilia or hair-like appendages).

Although she performed basic studies on the cultures and morphology of subcellular structures, her more important contribution was a description of chromosome behavior during maturation. MacDougal was the first to induce sustained mutations in protozoan cultures (1929) using ultraviolet (UV) radiation. Today, we hear often of the power of



Autographed copies of classic biology texts and a microscope are among the items in Agnes Scott's MacDougal collection. (Art Lassek Photos)



MACDOUGALL CONSIDERED THE WORLD-FAMOUS CELL BIOLOGIST DR. E.B. WILSON, WHOM SHE MET WHILE DOING GRADUATE WORK AT COLUMBIA UNIVERSITY, TO BE “HER GREATEST TEACHER.”

UV light in sunburn indices, SPF numbers on sunscreens, and precautions to reduce the risk of cancer.

Though relatively new in this country, protozoology was already well entrenched in Europe, and the laboratories of several prominent scientists were within MacDougall’s reach for study, if only she could get there. In 1931, she won one of the first Guggenheim Fellowships in science awarded to women—a group that included Nobel laureate Barbara McClintock—which took MacDougall to the *Kaiser Wilhelm Institut für Biologie* in Berlin. The allure of the great city and the welcome she received at many laboratories and marine stations of Europe captured her imagination and influenced her science for years to come.

In his popular book, *Of Scientists and Salamanders*, Stanford University biologist Victor Twitty remembered meeting MacDougall in Berlin:

“Professor Mary Stuart MacDougall . . . complained to me one day that as an unescorted woman she was unable to explore Berlin’s celebrated nightlife, and frankly proposed that she subsidize an

evening’s tour of some of the better known spots under my guidance. . . . I had feared that Dr. MacDougall might disapprove of what we would encounter; instead, she enjoyed the evening immensely and could not have been less abashed. Her most memorable reaction came after surveying with objective detachment a group of well-endowed young women posing in their full epidermal glory: ‘Humph, I’ve seen lots prettier girls in the swimming pool at Agnes Scott College.’”

During her European sojourn, MacDougall went as far as the Soviet Union. On another occasion, her sense of adventure took her to a rally where Hitler spoke. She commented that he sounded like “one of those queer radio evangelists.”

In 1936, MacDougall earned a *Science Docteur* at the *Université de Montpellier*—complete with a dissertation in French—and became one of the few women of that era to hold two doctoral degrees. But Agnes Scott students remembered Miss Mac, as she was affectionately known, as much more than an accomplished researcher. In the labs of Lowry Hall

MacDougall’s explorations in Europe in the early 1930s captured her imagination and influenced her science for years to come.





MACDOUGALL MET DR. ROBERT HEGNER AT THE COLD SPRING HARBOR LABORATORY AND TAUGHT WITH HIM IN THE MEDICAL ZOOLOGY COURSE AT JOHNS HOPKINS UNIVERSITY. THIS ASSOCIATION LED TO THE CO-AUTHORSHIP OF THEIR TEXTBOOK, *BIOLOGY: THE SCIENCE OF LIFE*.

Microscope accessories box with condenser lens, below, and box of microscope stage components, right.



or on the sunny porch of her home at Ansley Cottage—where she grew begonias, cyclamen and “everything from holly to hawthorn”—MacDougall loved to tell stories of the scientists she had known. “She made it sound like it might be fun to be a biologist,” recalled Betty Fountain Edwards Gray '35.

As if to rouse her students' curiosity, she put her own research table in the teaching laboratory; years later, students who went on to careers in science wrote of her inspiring example.

Though she filled her weekdays with teaching and her weekends with research, MacDougall would regularly invite colleagues to listen to her fine collection of classical recordings in her book-lined rooms at Ansley Cottage. Her essays and speeches sparkled with quotations from poets and philosophers, some of which she read in the original French or German. She collected rare editions of fairy tales, and according to Margaret Bland Sewell '20, “while urging on pupils an increasing interest in amoebae . . . took time out to read my poems and to encourage me in continuing to write.”

Impatient with people who didn't value the life of the mind as she did and something of an autocrat, MacDougall could be intimidating. A student who had struggled through an embryology course remembered Miss Mac saying, “You will never be a great scientist—the only thing you can do for Agnes Scott is marry a wealthy man and leave the money to Agnes Scott for a new science building.” In the letter describing this incident, the student apologized to her former teacher for falling short of her expectations once again by marrying “an average income dermatologist.”

At academic processions, the five-foot eight-inch tall MacDougall “cut quite a figure” in her crimson and ermine European-style regalia. She had adversaries on campus—including the equally formidable English professor Emma May Laney. As one colleague reported, when Miss Mac wanted something to go her way, “she would simply write a letter to the president of the college and the thing would be done.”

A complex woman who set high standards for herself and others, Miss Mac influenced generations of Agnes Scott students. Eleanor Newman Hutchens '40 recalled,



MACDOUGALL WORKED IN THE LABORATORY OF DR. MAX HARTMANN WHILE AT THE KAISER WILHELM INSTITUTE IN 1932. THERE SHE LEARNED VALUABLE PROTOZOAN CULTURE TECHNIQUES. THE SCIENTISTS AT THE INSTITUTE SCATTERED WHEN HITLER CAME TO POWER.

“She was a highly unusual personality: constantly annoyed by small things . . . chronically indignant about larger ones, and yet sociable and on the whole good-natured.” Alluding to the two sisters mentioned in the Bible, MacDougall said of herself, “My name is Mary but it should have been Martha, for I am careful and troubled about many things.”

MacDougall finally achieved the broad recognition that her contributions had so long deserved. In 1943, *The Atlanta Journal* honored her with their Woman of the Year in Education award. Miss Mac created a lasting memento of this honor by rooting the sprigs entwined in her celebratory corsage. Descendants of those plants still thrive in the gardens of her friends and near the main entrance to Campbell Hall.

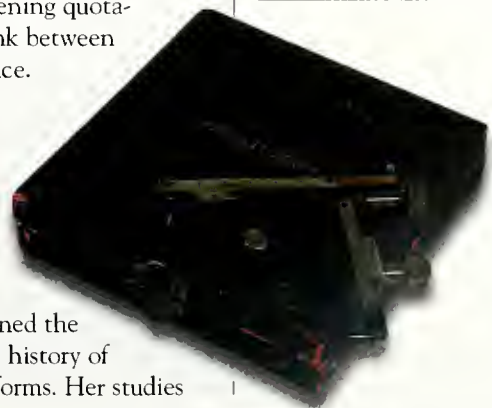
The nominating letter for this award described her as “modest and unassuming, with a quiet determination . . . a very quiet lady who never seeks publicity.” Colleagues, students and friends who knew Miss Mac tell instead of a proud woman who relished recognition of her accomplishments and of her leadership within the faculty and professional organizations such as the Association

of Southeastern Biologists. A woman of such intellectual stature and reputation must have posed something of a puzzle to the male college presidents and educators who chose her for the honor.

Spurred on by the increased need for trained medical personnel during the war, in 1943 MacDougall published her celebrated college-level textbook, *Biology: The Science of Life*, though her co-author Robert Hegner died while the book was in final draft, leaving her to finish it. An immediate success, the book was adopted by more than 90 institutions. Balancing taxonomic survey with founding biological principles, the text also included chapter-opening quotations that reaffirm the link between the humanities and science.

During the war, MacDougall returned to research on malaria as a government consultant. Because of her earlier experience, she was assigned the task of describing the life history of two prominent malarial forms. Her studies

“She was a highly unusual personality: constantly annoyed by small things . . . chronically indignant about larger ones, and yet sociable and on the whole good-natured.”



One student of MacDougall wrote years later: "Your making us dig out the facts for ourselves in lab has been invaluable training for work in adult life."

made valuable contributions to the epidemiology of the disease at a time when American forces were fighting in malaria-infested areas of the world.

For years, MacDougall had planned the new science building that Agnes Scott intended to build when peace came. In the late 1940s when that project was finally under way, she would haunt the building site, notebook in hand. "Campbell Hall was her dream," recalled Professor Emerita Jo Bridgman '27: "She put a lot of pressure on the architects to get things the way she thought they should be." The dedication of

the new building with the latest in laboratory facilities finally took place in 1951, just one year before Miss Mac retired.

Upon her retirement, former students and colleagues wrote of her influence and example. "I have long since forgotten the facts learned in courses taken at Scott," wrote Louise Capen Baker '27, "but I think your making us dig out the facts for ourselves in lab has been invaluable training for work in adult life." Letters from colleagues thanked MacDougall for friendships that had lasted many years. President McCain told her, "I am very grateful for your friendship. . . . No one in my long years has

THE LEAP INTO SCIENCE

Science study/research remains an ASC priority

By Mary L. Lee

When Theresa Hoenes '94 enrolled at Agnes Scott College four years ago, one thing was certain: she would major in French. Yet today she wears a white lab coat and works at the Centers for Disease Control and Prevention (CDC) in Atlanta.

"This sort of job was the furthest thing from my mind," says Hoenes who graduated last May with a bachelor of arts in biology. Now she's engaged in AIDS research at the CDC, with the formidable task of doing DNA sequencing on HIV-1, the virus that causes AIDS.

She and other researchers are looking back at case studies on the transmission of the virus, trying to determine how it evolved and how it entered this country.

Although she never intended to make the leap into science, Hoenes was influenced by the quality of courses offered at Agnes Scott and by faculty who encouraged her. She says she almost couldn't help herself after the first biology course with Associate Professor of Biology Harry Wistrand, who has been with Agnes Scott for 20 years. "I loved it, so I thought, I'll just take the next course to see how it is," she says. "I did really well, so that made me decide to stick with it."

One of the youngest professional staff

GARY MEEK PHOTO



Alumnae like Theresa Hoenes, an AIDS researcher at the CDC in Atlanta, are spiritual descendants of Professor Mary MacDougall.

shown more real devotion to [the College's] high standards or worked more earnestly for them." In a revealing comment to her long-time adversary, Emma May Laney wrote, "I am full of admiration at your achievement, and realize fully how much you will be missed at Agnes Scott. Giants like you . . . are not often found among the women of a faculty."

A fall in 1949 had left MacDougall with a badly broken hip, and during her last years, though she was not as active as she had been, friends remember her as cheerful and alert. She continued to exchange letters with students—scientists, missionaries,

housewives, and poets—scattered across the country and around the world. When Miss Mac died in 1972, she was buried in Laurinburg in the crimson regalia remembered by so many generations of ASC students.

In 1936 MacDougall wrote, "Science increases the richness and resources of the inner life, it offers ballast, making for steadiness and poise and broad sympathy." Mary Stuart MacDougall had all of these gifts and generously shared them during the course of a life of science.

—John Pilger is associate professor and chair of biology and Christine Cozzens is associate professor of English.

members at the CDC, Hoenes, 22, found she was well-prepared for the transition from the college lab to the high tech CDC environment. And those at the CDC have told her so.

"She has very good basic training from her undergraduate courses," says Chi-Cheng Luo, a molecular environmentalist and one of Hoenes' supervisors. Her background, he says, is more solid than that of most young people with whom he has worked.

Faculty members credit Hoenes for her success. Both Wistrand and Martha W. Rees, assistant professor of anthropology, describe her as dedicated and enterprising. Wistrand regarded her accomplishment so highly that he enlisted her as his research assistant in molecular biology, localizing genes on chromosomes of several different kinds of fruit flies.

Hoenes attributes her good progress to the quality of faculty at Agnes Scott and to the opportunities for lab work, intriguing research and close contact with professors who were ready to listen and advise.

"I would talk to professors about what they thought, how they got to where they were," she says. "Professors have so much more knowledge than what you see in the classroom. Going to them and talking is so much better than staring at a textbook."

One person she would talk to was Rees. Although her main field is anthropology, Rees had emphasized the convergence of biology and anthropology in her classes and that interested Hoenes in conversations after hours. Hoenes also credits Rees with helping her focus on what she really wanted

to do with her life. She was paying attention when Rees delivered her favorite message in the human origins course: Young women don't have to go on feeling alienated from science.

Hoenes became interested in the study of plants because professor of biology Sandra Bowden was.

And of course, Hoenes credits Wistrand with capturing her interest during that first biology class. He teaches students how to learn and encourages them to ask questions. By the time students take Wistrand's molecular genetics, the emphasis is on independent thinking and collegial and collaborative problem solving. Even the lab manual he uses in that course emphasizes the importance of creative thought. It departs from the traditional "cookbook" approach, which tells students what to do at each step. Instead, it is a manual of lab techniques that can be put into practice, an approach that encourages students to think for themselves rather than merely follow cut-and-dried procedure.

Already, Hoenes has turned that training in creative thinking to her advantage at the CDC as she has figured out how to run a sequencing and purification machine that nobody else had time or inclination to master. Now Hoenes is setting it up so it can be used in research.

Characteristically modest about any achievements in school or out, Hoenes says, "Agnes Scott provided the opportunity. I just took advantage of it."

—Mary L. Lee is a freelance writer living in Atlanta

ASC's Theresa Hoenes didn't plan to become a scientist. Her interest was developed by Agnes Scott's quality faculty and courses.

STOPPING THE NIGHTMARE

Sexual harassment has become altogether too common in the workplace, as ASC graduates are discovering. The College is taking steps to help.

By Jane A. Zanca

Illustrations by Mac Evans

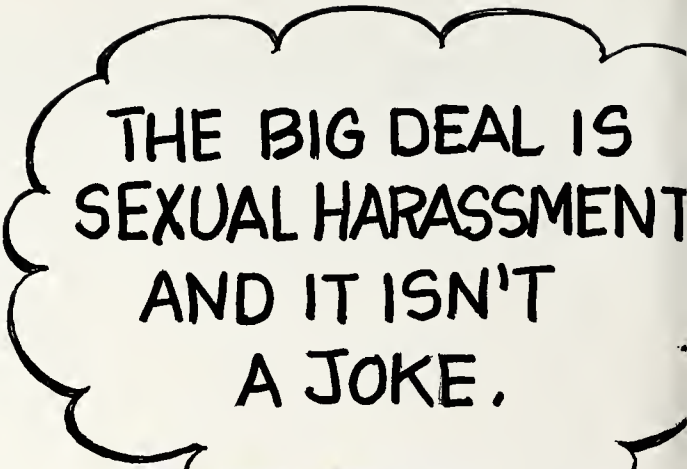
It's the middle of August, you're 22, fresh out of Agnes Scott College, and you're winding up the first week on your first real job. Your boss is smiling. Here it comes, the "well done!" you've been earning all week. He leans over, cups your face in his hands, and kisses you right on the mouth.

You wake up screaming.

Just another pre-graduation nightmare? Maybe. The fact is that nearly a third of all sexual harassment is targeted at women 18 to 24 years of age. And in a straw poll of 14 alumnae who were selected by specified career and location from the Agnes Scott College directory, it became clear that sexual harassment has happened to Agnes Scott women in many settings. Only four said they had never experienced or observed sexual harassment.

For recent graduates, identification of harassment is vital, according to Amy Schmidt, director of the Office of Career Planning and Counseling. "During the first year or so, they might have difficulty deciding whether what they're experiencing is sexual harassment or not." To help clarify the problem and some strategies for putting a stop to it, Schmidt produces a senior-year "Last Five Weeks Program" at Agnes Scott that includes guest lectures on office politics and sexual harassment in graduate school and career settings.

By definition, harassment involves unwelcome sexual advances, verbal or physical (see box, page 15) and extends to conduct that creates an intimidating, hostile or offensive working environment.



THE BIG DEAL IS
SEXUAL HARASSMENT
AND IT ISN'T
A JOKE.





WHAT'S THE BIG DEAL,
CAN'T YOU TAKE A JOKE?

Since Anita Hill accused then-Supreme Court candidate Clarence Thomas of sexual harassment, the issue has sharply focused.

Wellesley College Center for Research on Women has a Sexual Harassment in Schools Project headed by Nan Stein. She has received complaints of sexual harassment among adolescents in inner city-urban and rich suburban schools.

Public outrage was clearly expressed in a California jury's recent award of \$7.1 million in punitive damages to a former law secretary who experienced repeated incidents of sexual harassment during her three-months employment in the world's largest law firm, Baker & McKenzie.

From day to day, women ponder how they, their co-workers or their daughters should deal with harassment.

Martha Langelan, author of a landmark book, *Back Off! How to Confront and Stop Sexual Harassment and Harassers*, proposes that sexual harassment must be dealt with swiftly by direct confrontation that should name the offensive behavior, without preface or apology. A demand for the offending behavior to cease should be reinforced by eye contact and an I-mean-business stance. This need not be elaborate or shrill: She describes one woman on a crowded bus who, realizing that a man was taking advantage of the crush to

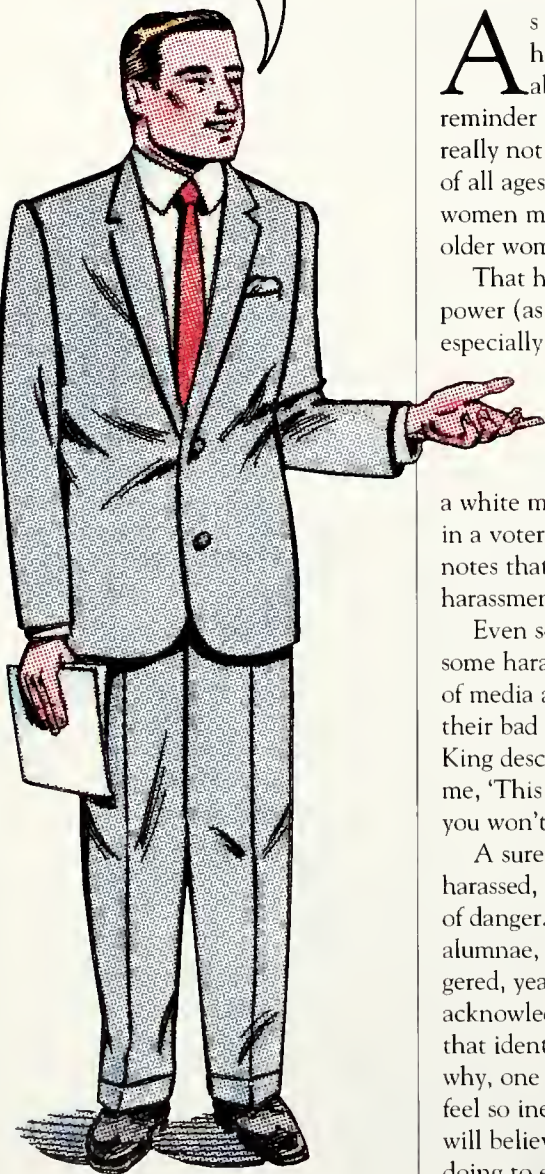
So you'll know it
when you encounter it

The U.S. Equal Employment Opportunity Commission defines sexual harassment as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature. The harassment must carry the implication that submission is explicitly or implicitly a term or condition of an individual's employment, and that one's submission or rejection of such conduct will become the basis for employment decisions. Sexual harassment also occurs when such conduct has "the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive work environment."

WHY DON'T WE
GET AWAY THIS
WEEKEND TO
WORK ON THESE
DOCUMENTS?

IF YOU WANT TO
ADVANCE YOU'VE
GOT TO BE A
TEAM PLAYER!

WHAT'S YOUR
PROBLEM?



paw her derriere, reached around, grabbed his arm, held it high, and said loudly, "What was this hand doing on my ass?"

Harriet King '64, vice provost for academic affairs at Emory Law School in Atlanta, believes confrontation is ideal but not always possible. "It depends on your personality and the situation," she says. Kim Lamkin Drew '90, a public relations specialist who has used confrontation effectively, concurs. At trade shows, she says, "Most of the women are exhibitors—the men call them 'booth bimbos'—and their job is to draw men in and hand out trinkets.

"These men talk to me as if I were a 12-year-old," she continues. "I usually say, calmly, 'Why'd you say that to me?' Then I move into my demonstration of the technical equipment." This, she reports, usually leaves potential harassers tongue-tied.

As with battering and rape, sexual harassment is not about sex. "It's about power," says King. "It's a reminder that you're in a world where you're really not wanted." King finds that women of all ages are harassed; however, younger women may be openly propositioned, while older women endure things like crude jokes.

That harassment is related to issues of power (as is sexual discrimination) is especially evident in the double-barreled approach that some harassers aim at African American women. Civil Rights activist Fanny Lou Hamer told of a white man lifting her dress while she stood in a voter registration line. Author Langelan notes that companies harboring sexual harassment tend to tolerate racism, as well.

Even so, it's a problem made trickier by some harassers' responses to the recent blitz of media attention. Some are dressing up their bad behavior in strange camouflages. King describes one: "Colleagues will say to me, 'This is a sexist joke and since I know you won't mind it, I'll tell it.'"

A sure-fire sign that you have been harassed, according to Langelan, is a sense of danger. In recollections shared by polled alumnae, danger and embarrassment lingered, years after the events. Most who acknowledged being harassed were anxious that identities not be mentioned. Asked why, one recent graduate replied, "Because I feel so ineffective . . . You think no one will believe you or might ask what you are doing to encourage it."

That fear has a familiar ring to Cornelia Wallace '31, who never experienced harassment but observed plenty. "In bygone years, if a woman went to another employer and mentioned that [sexual harassment] was the reason she left [her previous job], they didn't want to hire her. She was viewed as a troublemaker," she says. A survey of 9,000 women by *Working Woman* magazine survey belies the survival of this type of double jeopardy: 25 percent of women who experienced sexual harassment were fired or forced to quit their jobs, whether they reported the harassment or not. No wonder women are angry. To whom might they report harassment? The Equal Employment Opportunity Commission—the very agency that Clarence Thomas once directed?

The Anita Hill saga in 1991 certainly amplified the dilemma. When Hill blew the whistle on Thomas, she became a target for searing scorn, much of it from women. A *U.S. News and World Report* survey at the time of the hearings showed that just 20 percent of respondents believed Hill and only eight percent thought the Senate Judiciary Committee's treatment of her was unfair. Sixty-nine percent of men believed Thomas and only 24 percent of women believed Hill.

It's maddening but true: More than half of the women who report harassment find that nothing happens to the one who harasses. Indeed, Clarence Thomas got a *Supreme* appointment. But Hill has blown the lid off a kettle of pent-up rage. By 1992, the percentage of women who believed Hill doubled, and the percentage of men who believed Thomas dropped to 44 percent. "The Anita Hill hearings served a great purpose. They brought the whole topic of sexual harassment into polite circles of conversation," explains Juliana Winters '72, a senior trial attorney with the Federal Aviation Administration (FAA) who serves as a legal adviser to the FAA Harassment Helpline.

King agrees. "The climate has changed a lot," she says. Businesses have snapped to attention and are scrambling to set policies. New employees now may hear a statement of such policies at orientation. One of Drew's employers requires all employees to sign a statement that they understand the firm's strict policy and will abide by it, or risk immediate dismissal. A recent Agnes Scott graduate says that her employer "set up special counselors that employees go to

for counseling on how to deal with situations, first by confronting the person. If it doesn't stop, you go to the counselor to plan the next action, which may lead to disciplinary action." This young woman is currently working with such a counselor to confront a co-worker's unwanted sexual advances that had progressed to physical contact.

Unfortunately, many companies are giving impressive lip service while below the gumline, harassment flourishes. Drew suggests sniffing out harassment halitosis during job interviews by inquiring, in a non-threatening manner, about the company's policy. She says, "If the employer says, 'Oh, that would never happen here,' it should raise your suspicions."

According to Langelan, there are three types of harassers. Predators harass as a sexual pastime. Dominators harass to boost their egos (for some, she says, this is a trial run for more aggressive behaviors, including rape). Strategists harass in a cold, calculated attempt to assert territory.

Strategists don't just want to humiliate, they want to humiliate and undermine in a crowded elevator, or before an auditorium full of colleagues—and their target is the woman on the rise. While some studies have shown that women with low self-esteem and pink-collar jobs are likely victims, the survey by *Working Women* magazine found that the higher a woman rises, the more likely she is to be harassed.

In these hard-bitten times of corporate downsizing and restructuring, strategic harassment has been elevated to a high art. And it sometimes comes from the most amazing places, including from other women. One pushing-fifty alumna, whose achievements were threatening to her female boss, was floored when the boss insinuated that there was hanky-panky going on between the alumna and a 28-year-old male co-worker.

Whatever the type and source of harassment, experts advise keeping a written account of harassment, even if a law suit seems unlikely at the time. The date, place, the exact words used or description of the offending behavior, and names of witnesses should be noted. These notes will help an uncertain victim recognize, after three or four notations, that there is indeed harassment. The written record is especially important if harassment is a pattern of institutionalized behavior that

is coming from several different directions. The log is essential if harassment escalates and a formal challenge becomes necessary. Author Langelan suggests that networking—in school, on the job, in the neighborhood—builds a powerful challenge to harassment. For one thing, victims who feel they have been singled out learn otherwise by hearing others' stories. For another, there is nothing that intimidates a harasser like the thought of having "15 angry women on his case."

It's a strategy especially suited to Agnes Scott women. As former Return-to-College student Lyn Smith Dearth '84 observes, Agnes Scott alumnae do not go naked into the world: "We take our friendships, culture, nurturing and caring with us into the workplace." A number of poll respondents reinforced this. They mentioned mentoring their daughters and other women on dealing with sexual harassment, even when in despair about their own situations. Lynne Wilkins Fulmer '67 volunteers with a program that provides encouragement for harassment victims to take legal action—and a coach to see them through the process.

As studies and hearings plumb the depths of harassment, it's become clear that it begins much earlier than previously thought. Stein who heads the Wellesley sexual harassment project notes that children may not choose certain activities or classes because of harassment. In a *New York Times* column she said harassment poisons the environment and reinforces the idea that school is not a safe or just place. Discipline is a critical part of the solution, according to Stein. "Many high school boys we've interviewed said no one ever told them that they couldn't act like this. Their behavior had been accepted throughout grade school and middle school."

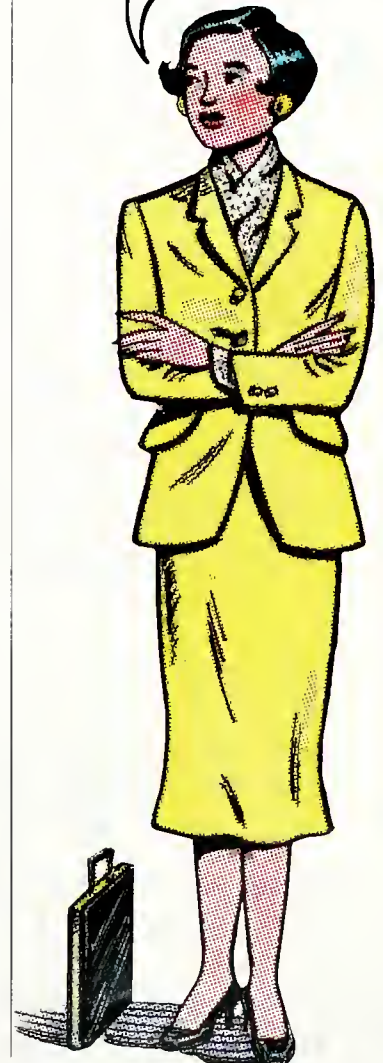
In this decade of challenges to sexual harassment, at least one schoolgirl and her mother have been publicly ridiculed since calling attention to the harassment that girls endure in schools, from little boys who are simply modeling their behavior on what they see and what goes unchallenged. There's a message in this for Scottie homemakers who thank their lucky stars that they're not in the middle of this corporate mess. Guess what, Moms and Grandmoms. You're our best hope.

—Jane Zanca '83 is a writer for the American Cancer Society in Atlanta.

WHY DON'T WE
WORK DURING
REGULAR HOURS
AT THE OFFICE?

WHAT GAME
ARE WE PLAYING?

IT'S YOUR
PROBLEM! SEXUAL
HARASSMENT IS
AGAINST THE LAW.





A CULTURAL IMMERSION

Thirteen accomplished women artists join photographer Pinky Bass '58 on a pilgrimage to Oaxaca de Juárez, Oaxaca, Mexico

By Celeste Pennington
Photography by Paul Obregón

Thin, sharp palm fronds stick up, bright green against a brilliant sky. Worshipers—mostly women and children—walk across the dusty plain toward the 16th century *Santiago Monasterio de Cuilapan* for the blessing of the palms. “When we sing, it gives us joy—even if we don’t sing very well,” a young woman explains in Spanish. She joins others along ancient stone walls.

A priest sprinkles the crowd with holy



Over a period of six months, women artists dip into another culture—as during the Blessing of the Palms at the ancient Monasterio de Cuilapan (left)—then produce works culminating in an exhibit, “Bi-locaci3n” at a local gallery. Alumna Kitty Couch (below) suspends her sculpture of a dog made from p apier mach e; photographer Bass’s mixed media reinterprets the sacred image.



water. “The two Americans with palms. They are believers,” an old man says and gestures toward two women in their midst.

The women are fine art photographers from Alabama, on sabbatical in Mexico’s southernmost state of Oaxaca [wah HAH kah]. Marion McCall “Pinky” Bass ’58, a Bible major at Agnes Scott and former Presbyterian missionary to Mexico, is the organizer; with her is McLeod Turner of Mobile.

“I’m looking for things not of this world,” says Bass, equipped with a tape recorder and camera to collect the *milagros* of the moment.

This Palm Sunday she and Turner have broken away from the group of primarily Southeastern artists—painters, potters, sculptors—to be a part of the pre-Easter observance. “A month to direct myself in a place like this offers such an opportunity for growth,” says Turner. “To be around so many artists has been wonderful.”

“To be around so many artists has been wonderful.”

“With pencil in hand, the image I produce is basically up to me. But I can’t orchestrate photography. My manner of working is not to preconceive. So it always comes out a surprise. Always.”



For each of the dozen artists, the pilgrimage to Oaxaca—whether for a few weeks or several months—offers the opportunity to live simply, to immerse oneself in another culture and to take time to retreat, to reflect, to work.

Among the six gathered through the Holy Week is Agnes Scott alumna Clara Rountree “Kitty” Couch ’43, a North Carolina ceramic sculptor and Bass’s frequent collaborator. On this trip, Couch connects with Enedina Enríquez-López, a native potter. As the two women work in clay, Couch has learned conversational Spanish.

Constance J. Thalken (her photos will be on exhibit at the ASC Dana Gallery through December 9) has a BFA from Yale and teaches photography at Georgia State University. Equipped with a Spanish dictionary—and an old Mamiya press camera—each day she catches a taxi or bus and sets out to photograph a different site.

Bass, who often photographs with homemade pinhole cameras (she built a two-story pinhole camera for the Atlanta Arts Festival one year), moves back and forth from shooting and developing film to printing in the darkroom set up in her quarters at the Hotel Xandu. For her, the art of photography is

full of unorthodox choices and surprise.

From a roll of film, she may select the frame accidentally thrown out of focus. She has used a slide projector as an enlarger—she has sewn together her photographic images. On one print she may pour Clorox. She may select the frame with multiple exposures for another. “I get bored” she explains, “if I don’t try new things.”

A self-described mystic, Bass is constantly pushing her boundaries. “With pencil in hand, the image I produce is basically up to me,” she explains, “but I can’t orchestrate this.” Working with black-and-white film and 32x40-inch paper, her images are emotionally charged, haunting—often unexpected, even to Bass. “My manner of working is not to preconceive. So it always comes out a surprise. Always.

“When my work is very personal—and when it transcends me—this is my goal.”

Each artist finds different expression. Alumna Couch and Oaxaca area artist Enedina Enríquez-López (above) talk and joke in Spanish as they shift pottery shards and prepare to fire pottery in an earthen kiln at Enríquez’ home in Santa Maria de Atzompa; at right, alumna Bass sifts through a stack of oversized prints.



“I came here to find—to rediscover—my voice. I live in both worlds.”

With dust trailing, the Chevy Blazer bumps along roads that connect the barrios. Bass, with a van-load of artists in tow, may cut a swath through a dry river bed that divides one tiny community from another or, like today, nose the vehicle up a narrow, winding road toward prehistoric ruins.

First, she has stopped to pay respects to native friends and to pick up twice mayor of nearby Santiago Suchilquitongo, Vidal Cruz Vásquez.

When the uphill trail fades into a foot path, Bass parks, and the silver-haired Vásquez leads to the excavation site of steep, white pyramid-like structures. Aztec Indians may have founded Oaxaca, but Zapotec and Mixtec Indians were here when European Christians arrived, Vásquez explains. On the site of worship and burial of an earlier civilization, Vásquez’s own generation has planted a cross.

Mexico, with its striking layer-on-layer of culture, folkways and religion, affords the



Vidal Cruz Vásquez (above), recounts how he helped a German archeologist remove wheelbarrow after wheelbarrow of rocks to excavate a portion of the pyramid-like ruins outside Oaxaca. As Bass and Vásquez chat in Spanish (right), Couch examines pieces of pottery she finds near the site. Couch travels extensively, having served as an artist-in-residence in Italy and studied pottery-making in India and Nepal. “Why not experience those other worlds?”



artists an interesting context both for examining matters of faith and for making inward journeys.

After the loss of several loved ones, Couch is learning how people in different cultures view death and is expressing that in her art. Earlier, Couch spent three months at the University of Cuenca in Ecuador, teaching ceramics and studying native customs related to aging and death.

Bass, whose work is introspective and self-revealing, keeps detailed journals—and

encourages the other artists to do the same. Mornings, they gather to talk about their dreams, each other's work, grants, books, a cure for *tunista* or ingredients for *taco sopa*. Evenings are also loosely structured for time to share meals and interact.

Bi-locacións, the artists have named the culminating exhibit of their work here. "I came here to find—to rediscover—my voice," says Bass who lived in Mexico from 1962-66 and returns frequently to Oaxaca. "I live in both worlds,"



“My whole object is to pursue my photography” she says. “I’ve got all these negatives. What I want to do now is go home and print. . . .”



A few small jars of paint still stand in a box outside the kitchen door—inside, negatives dangle from a clothespin in the kitchen-studio-living room at the Hotel Xandu—two garlic cloves hang above the sink where Bass pours a coffee pot of boiling water to rinse the breakfast dishes and then makes an iodine-water solution for soaking small, ripe tomatoes.

Behind the hotel, in a space populated with bedsprings and a pomegranate tree,

Couch builds a fire in the bottom of a rusted oil drum-turned-kiln, spreads the ashes around, then sets pottery inside. “Hear that draft going?” she asks as the sound of the fire crackles and grows to a soft roar. She gathers more wood to build a second fire on top of the plates. “I can do this because these pieces have already been fired.” Otherwise, she says, grinning, “they would blow up.” As Couch stirs the flame, she talks about how smoke from the fire will penetrate the clay, giving it a softer, dark patina.



This is among the last of their projects—in just a few days, Couch, Bass and the final group of artists will pack up their belongings and head back to the United States.

On Maundy Thursday, the group drives into the provincial capital, the City of Oaxaca, for a meal. Then with the pre-Easter throng, they move slowly from centuries-old cathedral to cathedral and on into Zócalo, the stylish central plaza.

For six months, Bass has had the hectic

pleasure of providing a place for a dozen other artists to share ideas and work—and the opportunity to resume life in her other world.

Now she is eager to finish the work only begun here. “My whole object is to pursue my photography” she says. “I’ve got all these negatives. What I want to do now is go home and print. . . .

“The camera transforms,” explains Bass. “When I took photography, it was, ‘Oh, this is what I had been looking for all my life.’”

The art of living simply—and the joy of native hospitality—draw Bass and Couch back to Oaxaca. “If you wake up and you hear music, if you can’t go to sleep, follow the music,” advises Bass. “Wherever you find music, you will find a party. And even though you are a stranger, the people will invite you in, and treat you as a special guest.”

HIRE EDUCATION

By Mary Alma Durrett

When Mary Jordan graduated from ASC in May, she was one of 1.2 million college students looking for a job. How she found one is the result of self-motivation and assistance from the college's Office of Career Planning and Counseling.

This September, with video camera in tow, Mary Jordan '94 found herself jetting toward one of the biggest national stories of the year: the shift in power in Haiti and America sending troops there. Just a few months earlier she had been knee-deep (literally) in one of the most dramatic regional stories of 1994—the muddy overflow of the Flint and Chattahoochee rivers in south Georgia and Alabama. Both times, she was right where she wanted to be, riding the crest of a breaking news wave.

One of 1.2 million students graduating with bachelor's degrees in 1993-94, this Tallahassee native began working for a CBS affiliate station in Dothan, Ala., before the ink on her diploma was two days old. Parlaying her English literature degree and good looks into a news reporting slot for WTVY-TV, Jordan saw an aggressive job hunt and years of preparation pay off.

By all accounts, Jordan seemed to know instinctively how to shape a career plan and pursue a job. Carolyn Wynens, manager of community relations and special events, who oversaw Jordan at work one summer, says that very early in her first year, Jordan “just wowed us with desire and spunk. She brought by a sort of marketing plan of what she could do for us. We were amused and delighted by it and eventually she went to work for us. She was just as young and just as wide eyed as the typical student but the difference was in her focus.”

With a predetermined interest in public relations and past work experience in the field, “she seemed to have incredible clarity of purpose.”

While her purpose shifted slightly when she was exposed to news reporting, her drive suffered none for the shift. After an internship at CNN in Atlanta, she pursued an exchange semester in journalism at American University in Washington, D.C., (covering the White House), then a news

reporting internship at Channel 5 in Atlanta. In addition to garnering work experience in her field of interest, she sought help from people in the profession, both alumnae and non-alumnae, and worked after hours to gain extra skills and to edit her own promotional video. The result: a job secured before graduation.

Jordan was indeed a natural. She used the Office of Career Planning and Counseling occasionally for resource materials and served on its student Career Advisory Board, but for the most part, was self-motivated.

Most students need a bit more assistance in getting their career motors running. Many are unsure of selecting a major, let alone a career, so they go through the “soul searching” process with tests and interest assessments before they can identify and narrow the field of options. For these students, career planning offers the Myers-Briggs Type Indicator, Strong Campbell Interest Inventory and SIGI-Plus computer program, all tools for determining interest or identifying specific jobs that match interest.

For seniors, the options are many. At the beginning of each year, CP&C sends each senior a *Job Choices* magazine, produced by the College Placement Council, which relays up-to-date information about the job market. They also receive a calendar of workshops and recruitment visits available through CP&C, a sample résumé, and a “Senior Time Line” of what should be done by what time. Before graduation, CP&C offers seniors these opportunities:

- SEPTEMBER AND OCTOBER: Initial discussions with the career counselors and numerous résumé writing and interviewing skills workshops.
- NOVEMBER: Mock interviews on video—taped and evaluated by the CP&C staff.
- DECEMBER: Begin to organize for job



general. They helped me put in concrete terms what was important to me."

Amy Schmidt, director of CP&C since 1986, says "Not every student is ready to deal with certain issues at the same time." Many first-year students are working through homesickness—others bring more difficult problems from home (insecurity, abuse, eating disorders, etc.) that need to be confronted before tackling career-related questions.

The desire to address the students' needs more holistically and to increase use of the services (286 students used the career counseling office in 1993-94, 101 students required the services of the personal counselor) lead to the consolidation of personal and career counseling areas this past year. With the consolidation came a formal name change from career planning and placement to career planning and counseling. "What's fairly neat about our arrangement is that although we are unified, geographically we remain separate," says Schmidt who directs both areas.

With services from the two offices, ASC students should be able to attain "the general wellness model of personal development and growth" for which Schmidt and her staff encourage students to strive. As a result of consolidation, career and personal counseling areas will be working collaboratively. One of the first such projects: an eight-week series of self-esteem sessions conducted by Margaret Shirley '81, the personal counselor, and CP&C Assistant Director Kathy King. "There's a lot that we would like to do that would take multiple sessions," King points out, "but it's difficult to get a commitment to that."

Getting students in significant numbers to come to workshops remains a challenge. Low attendance can be "discouraging," admits King, but she and Schmidt and the Student Career Advisory Board are constantly trying out new ways to bring students in, through innovative programming and scheduling. "I want to try to [target] programs more directly to student organizations."

"I'm really not sure why students don't use [the center] more," says Demuth. "I think for many people coming face-to-face with the future can be very frightening."

Some students think they need a detailed plan for the future, before engaging the help of career planning. Yet CP&C has resources for students at various stages of inquiry,

Finding a job takes planning and determination.

English literature major Mary Jordan '94 (left, on assignment in Conyers, Ga.,) parlayed aggressive job hunting and years of preparation to shape a career in television news reporting. She now works for WTVY-TV, an Alabama station.

search and start networking with friends, family and professionals.

- JANUARY: Time for externships, to research companies and to begin writing cover letters for the Résumé Recruitment Program.
- FEBRUARY: Sign-ups for on-campus interviews with potential employers.
- MARCH: CP&C encourages students to apply for numerous job positions.
- APRIL: "The Last Five Weeks" series of evening workshops prepares the soon-to-be graduates for apartment- or house-hunting, establishing credit, office or graduate school politics, confronting sexual harassment, creating a professional image through dress, and saying good-bye to friends.

Holly Demuth '95 from Kingsport, Tenn., has followed career planning's advice since her earliest college days. She remembers entering Agnes Scott with intentions of pursuing math but becoming disillusioned. Once the math moved away from numbers toward the more theoretical aspects, she says, "I kind of lost interest. But I enjoyed the practical applications of math within chemistry. Advisers helped me select chemistry as my major. I began going to career planning after taking a Myers-Briggs test. Staff there helped me find out who I am and what I wanted in



MAT student Aimee Turner, right, with Kathy King, assistant director of Career Planning and Counseling, who directs a résumé-writing workshop in the career library.

Career Advisory Board Members 1994-95

Carrie Mastromarino '96,
chair

Annette Dumford '95

Keri Randolph '97

Jackie Reynolds '96

Leigh Feagin '97

Margie Weir '98

Robin Perry '96

Akeley David '97

Becky Wilson '97

Amanda Daws '98

Sasha Mandic '97

Tomekia Strickland '97

including a career library with 800 books, periodicals and tapes.

Many students, she acknowledges, are at the "I don't have any idea what I want to do stage." Often, Schmidt will recommend that these students should sample fields of interest through internships, externships or shadow experiential programs.

This past year, 43 students participated in 46 internships in the Atlanta metropolitan area lasting from a few weeks to a full semester. Twenty-three students participated in week-long externships (75 percent of which were sponsored by alumnae of the College). Twelve students took advantage of 14 one-day experiences "shadowing" professionals. Schmidt recommends these programs as ways of trying different careers. Recalls Demuth: "I followed two pharmacists in my hometown of Kingsport. One pharmacist was in a hospital and one was in a [free-standing] pharmacy. By the end of the experience, she says, "I realized I didn't want to 'lick, stick and count.' That profession had seemed very appealing to me, but I found that it required a gross amount of education for the work performed from day to day."

Often short-term work experiences afford students' learning as much about what they do *not* want to do as what they want to do.

At Agnes Scott, experiential programs are enhanced by alumnae involvement. CP&C has a database of 1,800 alumnae who serve as resource people for students shopping the job market. Now in the planning stages is a Sophomore Mentoring Program

to connect each sophomore with an alumnae mentor in a matching field of interest.

Convincing students that career planning is important—and fun—remains a constant challenge to Schmidt. In one effort to accomplish that, during orientation CP&C served as host site for a focus group session using the SIGI-Plus computer software program. Yet statistical findings in career planning should be enough to sway the doubtful. The 1995 *Job Choices* magazine reported a recent survey of liberal arts graduates showing that students who used a college career center received more job offers, received their offers earlier, and received higher starting salary offers than those who did not use the center.

Demuth does not view the role of career planning as a "job placement agency." Agrees Jordan, "It's up to the student to go beyond what they learn in CP&C and fight for the position they want."

She took the advice of ABC television correspondent Sam Donaldson, who said, "When everyone else was at home sleeping, I was in the news room working." When she returned from her Washington semester she was admittedly "obsessed with getting a job." She landed an internship with WAGA-TV in Atlanta and often worked as late as 3 or 4 a.m. to get experience.

Jordan and others agree with Schmidt's most basic admonition: "You can't expect somebody else to lay out a path for you."

THE CP&C STAFF

ASC's Office of Career Planning and Counseling offers Scotties guidance and support in the quest for jobs after graduation.

The counseling services of Agnes Scott College, overseen by the Office of the Dean of Students, were recently reorganized. Career counseling, personal advising and multicultural counseling are now unified under Career Planning & Counseling but are housed in two locations.

"We wanted career planning to be right in the middle of everything; we wanted people to trip over us," comments Amy Schmidt, director of career planning and counseling.

So the decision was made to keep that office on the first floor of Agnes Scott Hall. "There was also a need for the personal counseling offices to be off the beaten path."

In addition, personal counseling needed more space for group sessions, discrete access to the counselors, an office for the newly-named advisor for multicultural affairs, Karen Green '86, and an office for volunteer activities with the College Chaplain, the Rev. Paige M. McRight '68, who is also affiliated with CP&C. So the Center for Counseling and Multicultural Affairs (personal counseling), was created this fall and is on the first floor of Winship Residence Hall. Margaret Shirley '81, the personal counselor, notes, "We wanted to legitimize counseling here and this was a move to do that."

Members of the CP&C staff include:

■ **AMY SCHMIDT:** *Director, career planning and counseling, since 1986.* Received master's degree in college student personnel administration and counseling and guidance from Indiana University in 1978. Her undergraduate degree in English and psychology was from Centre College in Danville, Ky. Before coming to Agnes Scott, she served six years as one of two career counselors for Memphis State University and for two years as assistant director of career planning for Indiana University. Her office is in Main.

■ **KATHY KING:** *Assistant director since*

March. Having come from Old Dominion University in Norfolk, Va., King served as student services specialist and career counselor in career services before moving to the Atlanta area. She received her master's degree in community/agency counseling in

1992 from Old Dominion and her B.S. in education in 1976 from West Chester University of Pennsylvania. Her office is in Main.

■ **MARGARET SHIRLEY '81:** *Personal counselor since 1987.* Received her master's degree in counseling from Georgia State University and her undergraduate degree in psychology from Agnes Scott. Her office is in Winship.

■ **PAIGE M. MCRIGHT '68:**

The Julia Thompson Smith Chaplain of the College since August. McRight is affiliated with CP&C and splits her time between the Center for Counseling and Multicultural Affairs in Winship. An ordained Presbyterian minister, McRight was most recently associate pastor of First Presbyterian Church in St. Petersburg, Fla. She received her M.Div. from Princeton Theological Seminary in 1971. Her bachelor's degree is in Bible. Her office, across from the chapel, is on the upper level of Alston Center.

■ **KAREN GREEN '86:** *Advisor for multicultural affairs at ASC since August.* Green is employed part-time and is working on a master's of divinity degree at the Candler School of Theology at Emory. She returned to Agnes Scott after serving as director of multi-cultural affairs at Hamilton College in Hamilton, N.Y., for four years. Previously, Green served as director of student activities and housing at Agnes Scott after receiving her bachelor's degree from ASC. Her office is in Winship.

■ **MISTY DUMAS:** *Secretary since July 1993.* Dumas came to Decatur from Eureka, Calif. She received an associate degree in police science from the College of the Redwoods in 1985. Dumas has an office in Main.



A Summary of Career Planning Services

- ✓ Individual Career Counseling
- ✓ Myers-Briggs Type Indicator
- ✓ SIGI-Plus computer program
- ✓ Strong-Campbell Interest Inventory
- ✓ Career Advisory Board (all student members)
- ✓ Career Workshops
- ✓ Convocations featuring career-related speakers
- ✓ Alumnae database for networking and mentors (1,800 names)
- ✓ New student orientation
- Prospective students assist admission office
- ✓ Extern, intern, shadow experiential programs
- Career library (800 resources)
- ✓ "The Last Five Weeks" Series



FIFTY YEARS AGO— A REMEMBRANCE

A half century later, the more things change, the more they remain the same.

By Marybeth Little Weston Lobdell

To reach Agnes Scott, some of us traveled by train from far away—Mother and I boarded in west Texas—and the trains were crowded with young men in uniform. It was a dressy occasion; we wore high heels and hats. As students registered for fall term, we did not guess that many historians would designate 1944 as the most pivotal year of the century.

We arrived on campus the fall of 1944 wearing high heels and shiny rayon stockings—silk and nylon had gone to war. We wore hats. Ladies dressed up when traveling, and we were ladies, or tried to be. To reach campus, we traveled by trolley from downtown Atlanta or by family car using saved-up gas coupons and threadbare tires. Some of us traveled by train from far away—Mother and I boarded in west Texas, and the trains were crowded with young men in uniform.

As we began fall classes, Allied troops entered Germany and the Nazis were bombing London with V-2 rockets. In October, the biggest naval engagement in history, the Battle for Leyte Gulf in the Pacific theater, proved a great victory over the Japanese. Russia moved into Hungary and Yugoslavia.

And in November, President Franklin Roosevelt was elected to a fourth term, with Harry Truman as his vice president.

World War II was being fought on all sides of the world. Brothers and high school beaux were at boot camp or in submarines, ships, planes . . . or on bloody battlefields. Unlike the women who shared some of their hardships or worked in factories, we were privileged teenagers headed for a beautiful shelter in the midst of the storm. Our college, Agnes Scott, took women students seriously—and exclusively—and we liked that. It also had some limitations and rules that seemed, even then, quaint and a tad eccentric. College women today would find most of the social customs tyrannical.

Registering for the 1944-45 first year, we did not guess that many historians would designate this as the most pivotal year of the century. The Allies would overthrow Nazi

Germany and imperial Japan; lines would be drawn between the Soviets and the West that would remain frozen almost 50 years, and the discovery of the horrors of the Holocaust and the aftermath of Hiroshima would haunt the world's dreams and faith in humanity for generations.

But for most of us at college that year, the first-year memories and snapshots seem unbelievably innocent and cocooned.

In 1944, most first-year students were 16 or 17 years old; high schools in the South then had only three years. Many of my classmates had been the valedictorian or salutatorian of their high school classes. Many had been elected best citizen or best Latin class student or best something.

Each of us arrived with big heavy trunks packed with cardigan sweaters, short skirts, saddle-shoes and at least one glamorous evening gown even if we didn't know anyone in town (I didn't). We would dine formally one night a month on campus, and we hoped to be asked to a big-band dance at then all-male Georgia Tech or Emory University. If we got a nod only from the Cotillion Club on campus, we could still put on a long dress, tromp over to a Victorian parlor in Main, and wistfully practice our dancing skills with each other.

Even if male partners were scarce, 1944 music was too good to be missed. Cole Porter gave us "Don't Fence Me In." Harry James played Duke Ellington's "I'm Beginning to See the Light." Jerome Kern and Johnny Mercer (from Savannah) wrote "Ac-cent-tchu-ate the Positive." Judy Garland sang "Have Yourself a Merry Little Christmas," and because my name was Mary Little, friends penned that on my Christmas cards.

To go dancing, or out on any date anywhere, we had to sign forms in the Dean's office. The questions included the boy's who-what-when-where-why, and how we could be reached—the kind of query I would later inflict on my own children for their good and my peace of mind. Agnes Scott expected us home and safe in our beds early. The dorm was a citadel no male could enter—except the first and last day of school, to carry luggage. Dean Carrie Scandrett would chat in her office with the young men and tell them to take good care of us, and then she'd wink. She had a winsome smile and a permanent blink, and our befuddled dates swore they didn't know whether she was flirting or telling them to have a real good time with us, *wink, wink*.

In the dormitory, we had one phone for a floor of 24 girls with ears perked for every call. (We called ourselves girls then, and

I'm on the left, with my roommate, Nancy Greer Alexander, and Navy man Allen Reagen and his buddy. To go dancing, or on any date anywhere, we had to sign forms that asked the boy's who-what-when-where, and how we could be reached. Agnes Scott expected us safe in our beds early. The dorm was a citadel no male could enter.



Pleated skirt, cardigan, pearls—if not typical dress, not unusual either. And the times seemed so peaceful. We were isolated from war. Yet it touched us, too. Much was rationed. But love was not. And in some ways the intensity and poignancy of our letter writing and dating were magnified by the urgency of

sometimes still do.)

An urgent call came the first week to a student who had a friend at Emory. "Can you line up some girls to come over to the fraternity house to help with Rush?" Oh, we rushed to get there, the biggest snag being that to go anywhere we had to have a senior chaperone. That meant scaring up a wet-behind-the-ears date for an old maid senior, assuming we could scare up a willing senior. Many of them, like some of the first-year students, were worrying about—or grieving over—boyfriends or husbands in the war.

The quaint rule about senior chaperones had a nice side effect. It quickly acquainted us with upperclass students who showed us the ropes. In no time, we had learned what some women didn't see until the '70s feminist revolution: women have a talent for helping friends, and men friends come and go but female friendships are steadfast.

Our lights-out curfew on week nights was 10:45 p.m. Most of us spent five or six hours a day studying at the library, and in our brief evenings we combined homework and beauty routines as best we could. Some girls would sit in almost yoga position in our wide dormitory hall, book in lap, fingers clenched in front of the bosom, pulling, never wasting a moment trying to change an A cup to a B while changing a B grade to an A. Others would stand while reading, gently bumping the wall, hoping to expand the mind while reducing the derriere. The dorm's stately architecture held together while we tried to re-do our own.

We talked after turning off the lights, often of love, often of race and religion, sometimes of war. Because we were an all-girls school, we learned what we could about "the real world" by reading and by imagination and discussion. I remember intense conversations in the dating parlors, only a few steps from the Dean's office, all doors open. We learned to sympathize with the plight of literary lovers separated by custom and decree—Romeo and Juliet, Tristan and Isolde, even Bottom's ludicrous Pyramus and Thisbe.

We were an all-white school, as well, not by rule but because no one of another race had yet applied, and no one had been recruited. Many of us had known "colored people" we respected as children, but grownup interracial friendships were rare. Our era preceded even *Driving Miss Daisy*,



but we were sensitive to injustice and scornful of some parents' attitudes.

I think of other mental snapshots: The day-students who were such good organizers of their own time and of class politics—some were scholarship students with jobs, and some were to be Atlanta debutantes. Bright autumn days when the tennis and field hockey players made us all long to be athletes. Dormitory ironing boards, always in use, for pressing blouses and dresses and even veils for the hats we wore on Sundays. We did not need a chaperone to go to church and see some of Atlanta and have a long lunch. Southern food was not called soul food then, but that's what we liked at Mammy's Shanty and Aunt Fanny's Cabin. The greatest preacher we heard was the handsome Scotsman Peter Marshall, who was made even more famous by his Agnes Scott wife, Catherine Marshall, in her book, *A Man Called Peter*.

We went to operas and concerts. The first live symphony I ever heard was in the old auditorium with wooden floors where the Atlanta Symphony played. I did not realize then that the orchestra was also in its first year. I remember my blush when a Tech boy lightly put his hand on mine at the end of the first movement, for I had clapped, alone, not knowing I should wait until all that glory was at an end. He was gallant and told me later it had given him a good excuse.

The year 1944 produced no little excite-

ment in literature: T. S. Eliot's *Four Quartets*; W. Somerset Maugham's *The Razor's Edge*—a popular book and later a movie; Tennessee Williams' *The Glass Menagerie* and Georgian Lillian Smith's *Strange Fruit*—images of southern life new to the rest of the country, and even to most of us. Faculty members sometimes talked with us about what they were reading and what we might enjoy come summer. Their concern for us during the pressures of exam week had brought about a dated but endearing tradition: tea at the Candler building, complete with pretty teacups and polite conversation with faculty members. In the midst of the squalor of exam week, it was encouraging to know they still considered us part of their community of scholars.

Of course, there were rumors that all was not pure innocence in this Adamless Eden. It was whispered that some students had enjoyed forbidden puffs of cigarettes at the nearby Decatur depot. The only place Agnes Scott students could smoke was in a private home, but cigarettes were in short supply and were, in fact, considered thoughtful hostess gifts. Meat, cheese, canned goods, gasoline, even shoes were rationed. Wages, salaries and prices were frozen in 1943 to forestall inflation. We were frugal in everything except, as I recall, splashing on perfumes: Prince Matchabelli and Wind Song. Somehow they just didn't linger like our mothers' pre-war French perfume.

Love is not rationed in wartime, and in some ways the intensity and poignancy of our letter writing and dating were magnified by the urgency of war. No one knew when this war would end. No one knew who would live beyond 18 or 19. One girl confided at a late night talkfest (we never called them anything so indelicate as a bull-session) that yes, she had gone to "first base, and second base" with a boy—*gasp*—but "of course not to third."

Most of us thought in our heart of hearts that we were the only ones who liked to be kissed; friends and writers did not confess much then. The college offered a non-credit Marriage Class, but it was limited to those the college thought would need it—seniors, and underclasswomen if they were engaged. Our senior lecturer was a married doctor of medicine, pregnant, clearly a good example. (I never heard the word lesbian in college though if asked, we knew Sappho was a poet

who lived on an island called Lesbos. A 12-year-old grandchild today probably knows more than we did.)

We haunted the mailroom for letters, but as our first year wore on, we began to see that some of our old hometown throbs didn't spell too well, or more important, couldn't understand what was so splendid about such things as our cherished honor system. It seemed so clear to us that we would cheat ourselves and friends of a true education if we cheated on a test or paper or helped a buddy cheat. Learning was for the rest of our lives. I was even disappointed in a Texas beau who failed to fathom my excitement in "heaven in a wildflower, eternity in an hour."

But by then, we were dazzled by the new company we kept—Sophocles, Plato, Shakespeare, Newton, Bach, Moliere, Darwin, Dickinson, Freud and our frequent campus visitor, poet Robert Frost. Even for first-year students, the emphasis was on the eternal.

In that amazing year, it was not the professors who were isolated; it was we who wore blinders because of our youth and our backgrounds. Yet I am truly thankful now for that place of quietness, despite our insular self-absorption. I am glad the professors did not drop everything to teach current events. In hindsight I think our alumnae were made strong by an old-fashioned liberal arts education, serious theological searchings, examination of conscience about politics and race, and long discussions not just about men but about humankind. We each had a seemingly impractical but, in fact, powerful preparation for a life ahead full of surprises and hard questions, sometimes unanswerable.

We were lucky in the company we kept—schoolmates who cared and played fair, professors who respected our academic honor and work, and the great men and women whose words and music we read and heard, whose paintings and experiments and decisions we pondered.

College students still need, I believe, the chance to prepare for their own turbulent times by losing themselves in the timeless.

Despite our difference in dress and decorum, and certainly in dance music, students today have made the same fortunate choice in Agnes Scott that we did.

—Marybeth Little Weston Lobdell '49
lives in New York City.

Our alumnae were made strong by an old-fashioned liberal arts education, serious theological searchings, examination of conscience about politics and race, and long discussions about humankind. We had an impractical but, in fact, powerful preparation for a life ahead full of surprises and hard questions.

ON CAMPUS

Computers now link ASC with the world . . . and with new possibilities.

From a computer terminal in Australia, he types via Internet to his girlfriend at Agnes Scott: *I don't want to be apart like this Willa. I want to be with you to stay!*

She responds: *I want to be with you. . . .*

If this sounds like modern romance, it is. Two years ago, Willa Hendrickson '94, now a Scott-Free Year 5 student, and Duncan McIntyre, a psychology major at the Australian National University in Canberra, met through a computer game with an international mix of players on Internet, the world's largest computer network. Internet enables computers of all kinds—including thousands from universities, corporations and government offices around the globe—to communicate with one another.

Hendrickson kept "running into" McIntyre as they played on Internet. Over a period of months, the two developed a relationship separated by thousands of miles but connected by technology.

By this past fall, when Agnes Scott's Information Technology Enhancement

Program (ITEP) got on line with Internet, Hendrickson could pick up her long-distance computer communication at Agnes Scott. As it turned out, the prelude to McIntyre's telephone proposal of marriage was via the computer.

Students like these are finding that with ITEP, the campus bulletins can be read by E-mail (set up for private messages), and on-line database searches to remote locations can be conducted (a grant from the National Science Foundation pays the fee for ASC's unlimited use of Internet).

According to Tom Maier, director of information technology services, virtually all staff and faculty and about 40 percent of the students are using the computer network. Students not yet linked to the network in their residence hall rooms are in a "period of discovery," says Maier.

"Students wanted to see the value of E-mail, the electronic access to library systems and other Internet resources. Now that they've seen the benefits they want to get connected."

Kim Wright '95, the student representative on the

MARY ALMA DURRETT PHOTO



Students, staff and faculty are using the campus' new Information Technology Enhancement Program (ITEP), but few have used it more successfully than Willa Hendrickson and Duncan McIntyre of Australia. The pair met and fell in love communicating over Internet, the international computer linkup.

telecommunications committee for ITEP, agrees. "Students wanted cable television and liked the idea of voice mail. But a lot of students didn't understand the Internet and its capability."

Students are using Internet for study and fun.

Hendrickson's long-distance romance began one evening when she and McIntyre both logged on to a M.U.D. (Multi-User Domain) game. They continued to correspond, first by computer, then by letter.

Since then, Hendrickson and McIntyre have visited during summer and holiday breaks.

Faculty members also are corresponding around the globe. Larry Riddle,

chair of the mathematics department, recently put out a network search for the author of an unpublished article. Within one day he had a reply. On campus, students have used the network to pass questions to Riddle about homework. "The network is most useful to promote more interaction between students and teacher. We can have a discussion group for a class and students don't necessarily have to call me, but instead can use the computer," Riddle says.

Plans for ITEP involve the electronic transfer of information such as transcripts. However, this will not occur until security issues have been resolved. Hardware and software

security methods now protect the flow of information to and from campus. Access to individual accounts requires a password.

Other plans for 1995 include an upgrade to a higher Internet connection speed. Maier says the upgrade is needed because the network is changing from text-based information to graphics, video and sound. "Video can be used in teleconferencing and distance education.

Students would be able to attend lectures at other campuses—to see the professor and ask questions. But the quality of image and sound on computer is not on par with TV yet."

Also on the drawing board is the ASC Faculty Development Center that will house four computers

equipped to develop multimedia applications for instruction.

ASC-TV, the campus television system, began operation in late fall. In addition to cable stations, 10 channels are set aside for satellite campus programming. The campus channels air taped videos and a bulletin board for community events.

In the meantime, Agnes Scott's Willa Hendrickson and Duncan McIntyre plan a December wedding in Atlanta. After she completes her degree, she will join him in Australia.

And Internet?

Hendrickson says it will continue to link them with friends in the States—and with her father at his computer in Atlanta.

—Audrey Arthur

Farewell to an old campus beauty.

On a campus known for trees, the Presser Dogwood stands out. For more than a century the elegant old dogwood has graced its corner of Agnes Scott. Each spring, its multiple trunks and graceful limbs loft a canopy of white blossoms above the walkway at the west end of Presser Quadrangle.

Many know the tree and know its name. But no one seems to know whether it was a planting or the coincidence of a wooded countryside. Whether benign or purposeful, it grew undisturbed and at some point became a backyard tree for a house that once faced McDonough Street.

In 1940, houses along the street were razed to make way for the construction of Presser Hall and the old dogwood was to be cut down. In battles of beauty versus utility, often beauty is sacrificed—especially when money is involved. It would cost \$10,000, a significant sum even today, to change the plans, relocate the building and save the tree. Yet that happened.

"It was a remarkable

decision," says Victoria Lambert, manager of campus services, "remarkable that it happened. That kind of decision needs to be made today more than ever, and it's even less likely." To make that same decision today would cost \$106,000.

No records note who made the decision in 1940, of the thinking and arguments that went into it. But whoever did left a legacy that has lasted 50 years, and unknowingly created an icon that for many symbolizes the heart of the ASC campus. "It's one of those things that becomes a cultural symbol without the institution even knowing it," says Terry McGehee, professor of art. "The shape of the tree, with its location, has a presence that's significant beyond the tree itself."

Next spring, a self-guided tour of trees on the Agnes Scott campus will be published. The Presser Dogwood will not be among them. "Each year its leaves are a little bit smaller, a little less dense," laments Lambert. "There is a lichen growing

PLUG IN TO AGNES SCOTT

Not only can Agnes Scott receive information by network, it can also provide information. Alumnae interested in finding out the latest ASC news or who have questions regarding the College can access Agnes Scott E-mail at the following Internet address: ASCNews@ASC.scottlan.edu.

On the same E-mail address, alumnae may receive the *ASC Fact Sheet*, updated four times a year, by sending their E-mail address to Sara Pilger, director of communications. "This is in response to alumnae's request to increase the amount and frequency of news from the College," says Pilger. "Alumnae want to use the College's updated technology and this a good match."

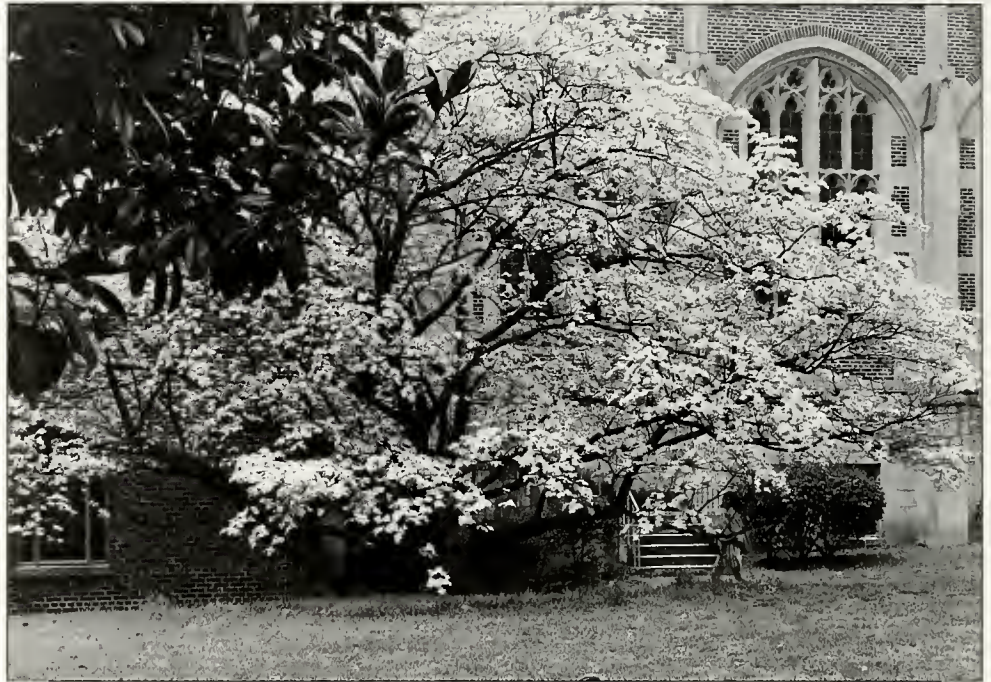
on it that indicates decay. This year, the leaves are turning and falling much sooner than they should. It's slowly dying."

Since Lambert first noticed the tree was troubled in 1989, she and her staff have worked to keep the dogwood alive. A professional tree service has injected it with insecticides and fungicides, pruned deadwood, applied soil conditioner and fertilizer. During times of drought, student gardeners have aerated the soil around its base and watered it copiously. Lambert estimates over the past five years, the College has spent \$1,500 trying to keep it alive.

It is a tremendously large tree for its species. And old. The severe weather of the past several years—too much water this year, too little last—has taken its toll. It no longer has the reserves to regain its former vigor.

"What's happening to the Presser Dogwood happens to trees all around us," she says. "It has reached the end of its life."

Next year, in February, on the third Friday, Arbor Day will be celebrated on the Agnes Scott campus. Lambert hopes to make it



The aging Presser Dogwood, gracing the campus for 50 years, faces the fate of all living things.

an occasion to celebrate the Presser Dogwood. "It will be a chance for the campus community to say good-bye," she says.

A new tree will be planted nearby. Lambert is undecided whether it will be another dogwood. "We've planted hundreds of trees in the past few years," she says. "It will be interesting to see if any of them develop the interest the Presser Dogwood has, though I doubt any will." Sometime after that, the old tree will be cut down.

What will happen to the wood from the Presser Dogwood is anyone's guess. Lambert hopes someone will have a grand idea and create something of lasting remembrance.

Terry McGehee is working toward that end. The base of the tree and other large portions could be stored for a year and slowly air dried. Then she would determine how much of the wood is good, how much is rotten, where it splits. Some could be used by students for sculpting and woodcarving. And McGehee could turn the rest of it into something of a remembrance.

For McGehee, memories of working with wood date back to childhood. Last summer while inspecting a tree downed in Colorado, she found in the middle of it an old saw dating from the mid-1800s. While she doubts anything will be found in the Presser

Dogwood, she says no one knows.

Certainly trees, living alongside us on a scale so different from our own, embody whole histories. And occasionally—only occasionally—one like the Presser Dogwood grows around us, becomes part of our history, and we a part of it.

—Bill Bangham is a writer in the Atlanta area

EDITOR'S NOTE: If you have remembrances—thoughts, feelings, anecdotes, maybe photographs—of the Presser Dogwood that could be incorporated into the celebration on Arbor Day please send them to: Victoria Lambert Campus Services Agnes Scott College Decatur, GA 30030.

ET CETERA

Enrollment steady, cops on bikes, historic preservation, faculty giving, magazines praise ASC, a death in the family and other campus news

FAMILY TIES: THE '98 STUDENTS

Hopping in the family plane to head to a deserted island for a weekend of camping and fishing is a normal part of life for Jamie Bloomfield, Class of '98. Of course, Bloomfield spent the first 17 years of her life in Anchorage, Alaska, and says all of her friends' families used air-

planes to travel around the state. "Planes and boats were the only way to get to many areas," she explains.

Since the family plane was a float plane, able to land on water, Bloomfield says her favorite place to visit was an island in the middle of a river. "It was far away from anything and was surrounded by beautiful mountains."

Bloomfield, who came to Agnes Scott from



Growing up in Alaska afforded Jamie Bloomfield '98 opportunities most ASC students don't experience.



Lexington, Ky., is one of 209 new students enrolled

at Agnes Scott this fall. She chose Agnes Scott over other schools because she feels more comfortable with smaller classes. She is on the Agnes Scott soccer team and plans to try out for tennis in the spring.

While none of the other new students noted spending summers and weekends flying over Alaska, the list of their accomplishments and diverse experiences is impressive.

They come from 23 different states, Puerto Rico, the Virgin Islands, Greece, the Netherlands and the Ukraine.

The 153 first-year students represent the very best from high schools around the country. Sixty-three percent graduated in the top 20 percent of their

TO: ALL ALUMNAE

FROM: The Presidential Search Committee
Clair McLeod Muller '67, Chairperson

In our last progress report, the Presidential Search Committee informed you that we were inviting to the campus those people who we believed would fill most closely the current needs of Agnes Scott. We were very pleased to announce that three individuals accepted our invitation to visit the campus.

Each of these visitors spent two and a half days on campus during November, meeting in small and large groups with various constituencies of the Agnes Scott community so that they could learn more about the College.

Members of the search committee have referred repeatedly to the priorities which were developed at the beginning of the search after wide consultation with the ASC community. We have taken the time necessary for careful review of candidates and for discussion of the views of members of the committee as we worked toward consensus at every point. Agnes Scott deserves no less. As a result, we presented our finalists to the campus community with enthusiasm and confidence.

Immediately following these visits, the search committee will meet again to develop our recommendation to the Board of Trustees according to the committee's initial charge. Very soon we hope to announce the new President of Agnes Scott College.

class with 43 percent reaching the top 10 percent. Of the students who were graded on a four-point scale, the average GPA was 3.42.

Twenty-six are Return-to-College (RTC) students whose ages range from 24 to 65 years—the average age, 38.

Thirty-three percent of the new students have family or friends who are Agnes Scott alumnae—one mother, two grandmothers, one great-grandmother, one sister, two cousins and one great-aunt. One RTC joins her daughter, already an Agnes Scott student.—*Sheryl Jackson is a freelancer living in the Atlanta area*

PEDAL POWER PATROLS

With a slight change in uniform (shorts) and the purchase of appropriate (two-wheel) equipment, the Agnes Scott College Police Department inaugurated a bicycle patrol program this summer with four of the 11 ASC officers trained for this duty.

The patrol serves during daylight hours only and is in addition to the previous level of vehicle and foot patrols.

Police Chief Rus Drew

explains that the bike patrol allows the ASC police to cover more territory and to respond more quickly in certain emergencies. On day one of the patrol, for instance, bicycle officers were on the scene to back up an arrest of a suspected felon on College Avenue, then days later were essential in the apprehension of a drug offender.

“We have more contact with the public in one hour on the bikes than we normally have in a full eight-

FIRST-YEAR ENROLLMENT UP

The fall 1994 enrollment reflected an 11 percent increase in first-year students (153 compared with 138 last year) and a steady level, overall.

A total of 594 students are enrolled, with 472 representing the traditional undergraduate population. The remainder include Return-to-College, Master of Arts in Teaching, post-baccalaureate, and Year-5 students.

Stephanie Balmer, acting director of admission, notes that this level of enrollment offers students the advantage of a favorable teacher-student ratio (1 to 7), and class size (the average, 13).

hour shift,” says Drew.

“Bike cops,” he says, “are

more noticeable.”

Campus people and neighbors alike note their efforts. Harry Wistrand, biology professor and Avery Street neighbor, appreciates the “increased visibility and interaction” that he believes “enhance the College and the surrounding community.”

Emory University, DeKalb County and the City of Decatur have also recently begun bike patrol programs.

—*Sara Pilger is director of ASC communications.*

ASC MAKES NATIONAL DIRECTORY

Already, the admission office has received 3,100 inquiries from students who have read about Agnes Scott College in two editions of *Private*

Officers Curtis Parrott and Dana Patterson patrolling ASC campus.



GARY NEEK PHOTO

Colleges & Universities.

The directories published in February 1994 include a two-page feature/photo spread on Agnes Scott and are distributed to students who take their PSAT or PACTs. One edition focuses on students in the Southeast region; the other edition is distributed nationwide.

While a strong response was expected from the Southeast, a number of inquiries have come from the national edition.

Inquiries from Georgia totaled 249. A breakdown of responses from students in states which normally don't generate a large number of inquiries shows 418 from Texas, 108 from Wisconsin, 107 from Michigan and 103 from California.

These inquiries could result in new students by the fall of 1995. At that time, Stephanie Balmer, acting director of admission, says she and her staff will carefully check the enrollment to learn how many of these 3,100 become ASC students.

"As we follow up on these inquiries, we will evaluate each high school student's needs carefully to make sure we recruit students who will gain the most from a private college

education," says Balmer. "We know that the more personalized attention the student gets during the recruitment period, the more likely she will be to enroll."

Students enrolled this fall received between 12 to 20 contacts from Agnes Scott students, staff and alumnae.—*Sheryl Jackson*

MAGAZINES RANK ASC FIRST RATE

Agnes Scott College was one of the two highest nationally ranked women's colleges in the South, according to the Sept. 26 issue of *U.S. News & World Report*. It was also ranked 55th among the top 100 colleges and universities which deliver the highest-quality education for



COVER PHOTOS USED BY PERMISSION

the tuitions they charge, according to a recent *Money* magazine special issue, *Money Guide*.

U.S. News ranked Agnes Scott and Sweet Briar College in Virginia as tier-two schools among national liberal arts colleges. Agnes Scott ranked above Sweet Briar in six of the 10 categories. *U.S. News* differentiates between national and regional schools based on the classification of the Carnegie Foundation and are determined each year by student selectivity,

faculty and financial resources, graduation rates and alumnae satisfaction reflected in giving levels.

U.S. News noted that the College's percentage of first-year students within the top 10 percent of their high school class—60 percent—is second only to Birmingham Southern's 67 percent within the same category.

Agnes Scott continues to climb the list in *Money* magazine's special issue, from number 86 four years ago to last year's ranking of 65. The 1995 edition of the guide also lists the top buys within several other categories. Agnes Scott appeared number 18 in a list of the 20 best values among small schools with traditional liberal arts programs and number 4 of the top 10 values in a women's college education.

In creating its rankings each year, *Money* examines 16 key factors that measure education quality in relation to tuition. Included were entrance exam results, high school class rank and GPA, faculty and library resources, budgets for student services and instruction, retention and graduation rates, advanced study, student loan default ratios and business success of graduates.—*Sara Pilger*

TO ERR IS HUMAN?

A computer spell check avoids some human error. But it's not perfect. In this issue, for instance, spell check suggested changing Chair of the Biology Department John Pilger to Pilfer and Pinky Bass '58 to Pinkeye.

In the spring issue (page 6), spell check (and the editor) read right over a reference to Mary Alverta "Bertie" Bond '53 as Alvera. An alumna caught a second error: In Editor's Note, professor emeritus Kwai Sing Chang was roommate of Dean C. Benton Kline Jr. at Princeton Theological Seminary, not of Dr. Wallace Alston.

CANDLER ST. CELEBRATION

Visitors to the Woodruff Quadrangle on Oct. 9 were transported back in time to an old-fashioned small-town holiday celebration.

Jugglers, music, ice cream, Cokes and speeches helped guests commemorate the inclusion of the campus and South Candler Street in the National Register of Historic Places.

According to Leslie Sharp, national register specialist in the Office of Historic Preservation, the district was awarded its place in the register in recognition of its "representative examples of late 19th and early 20th century styles of domestic architecture, its variety of houses and the academic Gothic Revival architecture on the Agnes Scott College campus which was designed by locally prominent architects."

The National Register is the official list of historic buildings, structures, sites, objects and districts worthy of preservation.

To be listed in the

National Register, a property must be at least 50 years old; it must have significant history in terms of architecture, landscape or engineering; it must be associated with events, developments and people important in the past.

Because inclusion in the register recognizes a property for historical as well as architectural significance, Agnes Scott's contribution figured largely in the application approval.

"The original application was initiated by the South Candler Neighbors Association but Agnes Scott soon joined with the group, providing information from our archives and financial support," notes Carolyn Wynens, manager of community relations and special events for Agnes Scott.

The historic district is defined as the Agnes Scott campus plus the first seven blocks of South Candler Street (heading south from East College Avenue) plus small portions of East Davis and East Hancock streets.

The logo designed for the neighborhood will appear on building markers, street signs and district "boundary" signs. The logo



also appeared on a commemorative Coca-Cola bottle which was available at the celebration.

—Sheryl Jackson

LIFE IS FRAGILE

We need to take special care to support one another in the difficult times," said Agnes Scott Interim President Sally Mahoney at a Sept. 26 memorial service which marked the death of ASC student Stephanie Rothstein '97.

Rothstein, a native of St. Cloud, Fla., was killed in an automobile accident near Lake City, Fla., on Sept. 23; two other ASC students, Hillary Spencer '97 of Pensacola, Fla., and Jennifer Phillips '98 of Gainesville, Fla., were seriously injured in the wreck.

ASC Chaplain the Rev. Paige McRight '68 had

worked with Rothstein in a focus group with first-year students. She noted that Rothstein had been involved in Habitat for Humanity projects at home and at ASC, and had worked on a mission project for her home church, St. Cloud Presbyterian.

Rothstein also served as a point guard on the ASC basketball team in 1993-94; 12 of her teammates traveled with their coaches to St. Cloud for Rothstein's funeral. An AT&T scholarship fund has been established in Rothstein's name at ASC and another at St. Cloud Presbyterian.

At the Sept. 26 memorial, McRight offered words of solace to the campus community. "Death shakes us profoundly," she said. "When we care about people we share their pain and we realize how fragile life is for all of us."

—Mary Alma Durrett



Stephanie Rothstein '97 (front row, right), a member of the basketball team, died recently in an auto accident in Florida.



Interim President Sally Mahoney greets Yoko Saijo, language assistant, during a community-wide reception in the Agnes Scott College Gazebo this fall.

A TIME TO COME TOGETHER

In her first campus address to students, ASC interim President Sally Mahoney spoke of directions and decisions. Here are excerpts from her speech:

I am still largely observing and listening. Nevertheless, there are aspects of Agnes Scott that resonate with my own experience, making me think that as a community we can come together, laying creative foundations for transition to permanent College leadership. And that the leadership I bring to the College during this interim will support the building of intellectual and

social community. . . .

If we wait for perfection to celebrate our lives, we'll never party. I was glad to know about movies on the quad last year and of "ice breakers" and roller skating as part of leadership development last week. . . .

Our obligation here is to live within our means and to improve—through prudent use of available resources. The planning exercises in which we engage through shared, largely faculty-led governance with student and staff participation, involve opportunities for sharpening focus, for improving service support through collaboration and new modes of working together.

I don't know yet how it is the faculty and the staff

celebrate important milestones, like the tenuring of colleagues, or the receipt of professional awards or scholarly prizes that sometimes find note in our College publications or national press. I do know that those who welcomed me at the Gazebo last Friday seemed to enjoy the fellowship of the morning.

I look forward to exploring with all of you the rich diversity of Agnes Scott College. . . . It is important to refuse to be type-cast or to succumb to type-casting others.

I'll be looking this year for opportunities to celebrate accomplishments, to express appreciation, and to see the President's House as a place of hospitality.

Congratulations on the fine summer *Alumnae Magazine*! I appreciate your feature about President Ruth Schmidt. It gives important information and fine pictures. In your Editor's Note, you mention a paper written by Karen Green '86. I would like to read her comparison of Jewish and Black church traditions through music. Would it be possible to get a copy of her paper?

Gladys Cotton
Sweat '54
Naples, Fla.

After reading the "Different Values" article in the Summer 1994 issue of the *Agnes Scott Alumnae Magazine*, we thought you might be interested in the enclosed article on cultural diversity in historic preservation [Cultural Diversity: A Movement of Statewide Efforts in the South, *The Journal of the National Trust for Historic Preservation*, September-October 1993]. Perhaps the most important fact about the article is that it is written by two Agnes Scott graduates [Susan Kidd '78, director, Southern Regional Office, National Trust for Historic Preservation, and Susan Wall '81, information coordinator]!

The *Alumnae Magazine* looks great. Keep up the good work and let us know if we can ever assist you in any way.

Susan Kidd '78
Mount Pleasant, S.C.
Susan Wall '81
Charleston, S.C.



THEKESA HOENES '14 AND A CENTERS FOR DISEASE CONTROL COLLEAGUE.

INSIDE THIS ISSUE

The legacy of a professor/scientist: Mary Stuart MacDougall's life continues to influence students like Hoenes (*above*). A retrospective of MacDougall's career is one of two journeys into the past we feature as "bookends" to an issue whose content ranges from career opportunities to sexual harassment in the workplace—we take a look (so to speak) at both, as well as offering a photo-essay on ASC graduates who are working in an artists' colony in Mexico—the project is a true "cultural immersion." And, finally, Marybeth Little Weston Lobdell '48 takes us back a half century for a visit to the College in 1944. Hers is an era of pleated skirts, cardigans, pearls—and prayers for peace: different, yet not so different at all, from today's ASC campus.