

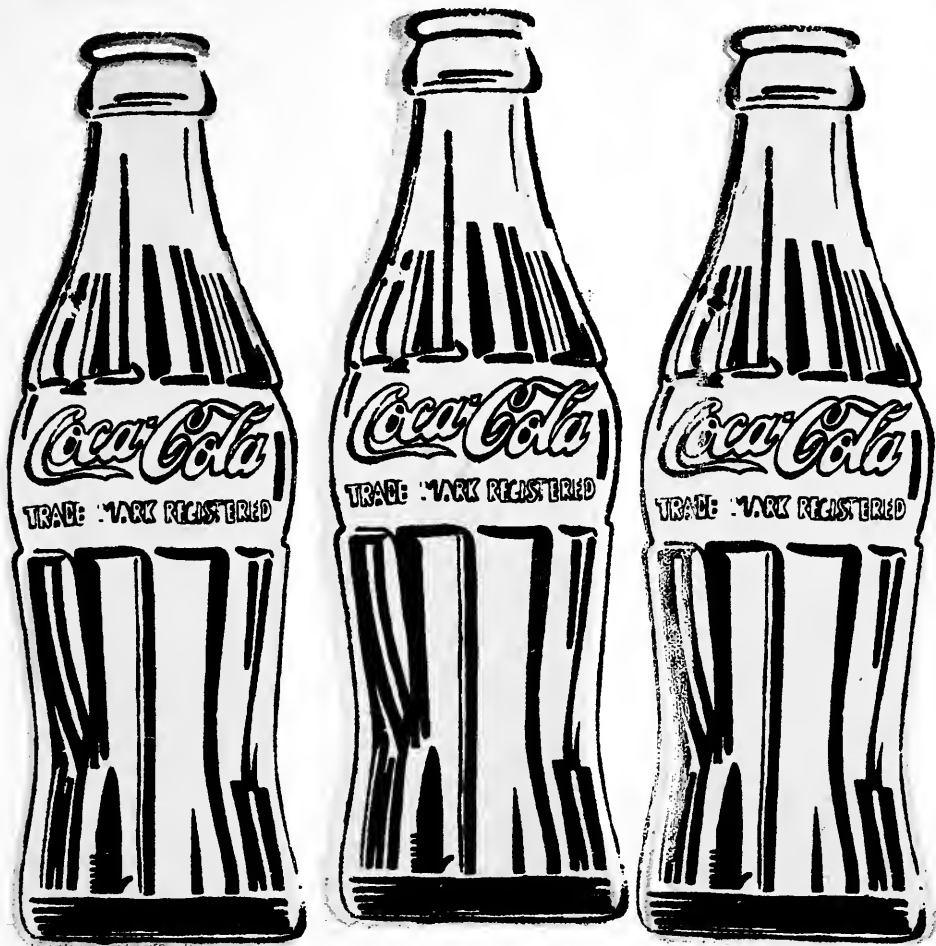


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Agnes Scott

FALL 2005 The Magazine



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



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

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

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

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

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

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

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

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

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

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

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

A handwritten signature in cursive that reads "Barbara Gaines".

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

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

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Agnes Scott

The Magazine



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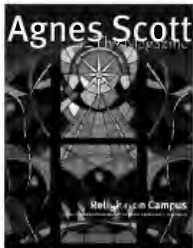
Students discover how the plight of women in Gambia mirrors the struggles of their country.

BY AMANDA FURNESS '08

Reader's Voice

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

— THE REV. ANNA PINCKNEY STRAIGHT '93



The Last Issue

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

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

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

MARGE CROMER '65
via e-mail

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

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

ELEANOR HUTCHENS '40
via e-mail

Editor's Note: We regret the error.

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

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

VIRGINIA HANCOCK ABERNATHY '54
Dalton, Ga.

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

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

VAUGHN EARL HARTSELL
via e-mail

Hey, Mr. Posey!

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

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

— Vaughn Earl

Arthur Raper

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

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

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

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

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



"How would Raper handle this?"

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

BILL FINGER
Raleigh, N.C.

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

ELSIE WEST DUVAL '38
Newport News, Va.

Sen. Clinton at ASC

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

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

Father of Ellen McGill Tinkler Reining '71

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

ANN ROBERTS DIVINE '67
via e-mail

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

NICOLE PETERSON P'09
via e-mail

READER'S VOICE POLICY

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

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To President Bullock

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

STEPHEN D. SCHUTT

*President
Lake Forest College
Lake Forest, Ill.*

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

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

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

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

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

AMANDA FURNESS '08

via e-mail

Corrections

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

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

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

We regret the errors.

Writing a Life One Hasn't Lived

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

BY LINDA LENTZ HUBERT '62



JOAN MARCUS / ALLIANCE THEATRE

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

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

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

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

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

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

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

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

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

Eleventh-hour entry

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

That is, until production floundered: Regina Taylor had been commissioned to write the play-book, which, owing to her overcrowded calendar, had fallen much behind schedule.

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

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

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

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

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



JOHN MARCUS / ALLIANCE THEATRE

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

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

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

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

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

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



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

Changes for New York

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

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

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

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

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

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

A universal paradigm

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

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

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

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

THE COLOR PURPLE,
A NEW MUSICAL

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



Going Nowhere Fast

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

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

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

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

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

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

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

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

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

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

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

AT WORK

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



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



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

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

AT HOME

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

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

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

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

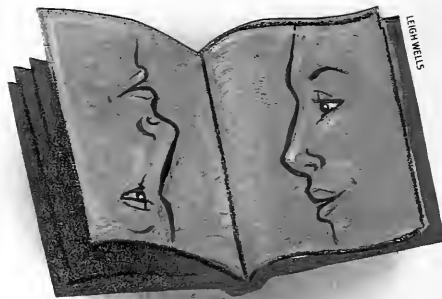
For the grant, I am proposing a model of the commute experience with physiological and psychological stress as the end result. I will assess stress using written questionnaires and salivary cortisol, a stress hormone. Salivary cortisol was selected because it is a reliable indicator of physiological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

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

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

AUTHOR'S NOTE

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



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

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

BY DAWN SLOAN DOWNES '92

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

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

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

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

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

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

DR. AMY HUTCHINSON '86

A View of the Future



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

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

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

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

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

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

JODIE ELIZABETH JEFFREY '80

Focus on Self

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

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

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

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

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



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



LETITIA "TISH" LOWE '69

Lifelong Learning

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

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

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

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

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

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

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

KAY LAWATHER KRILL '77

Confidence to Lead

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

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

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

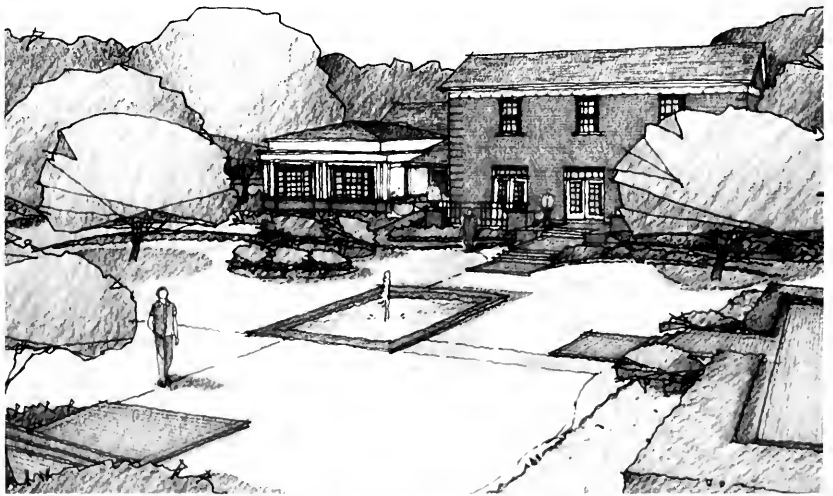


COURTESY OF ANN TAYLOR STORES CORP.

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

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

Preserve the Past, Create the Future



PERKINS + WILLL

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



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

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

The well-worn guest books of the Anna I. Young Alumnae House read like a who's who. With its high ceilings, congenial hearth and lovely garden, the Georgian-style home has hosted a range of guests from royalty to students' dates, as well as provided a home-away-from-home for the literary greats.

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

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

An elegant place to live

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

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

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

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



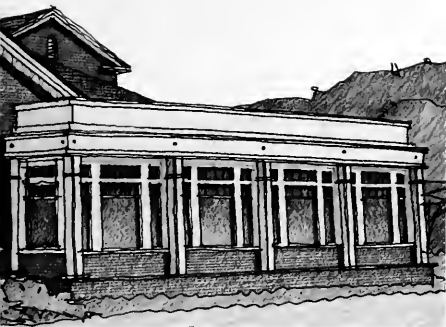
maintained beautifully. Structurally, the house is in good shape, but the blush is off the rose when it comes to the house's outdated systems and interiors. Years ago, one avid gardener, Mary Ben Erwin '25, described it by saying: "We look like fallen aristocracy. We've got to do something with the Alumnae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

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

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

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





PERKINS + WILL

Changes are under way

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

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

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

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

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

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

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

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

The renovation and addition will include:

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



PERKINS + WILL

Julia Thompson Smith Chapel: Sacred Space

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

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

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

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

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

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

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

Harmony with surroundings

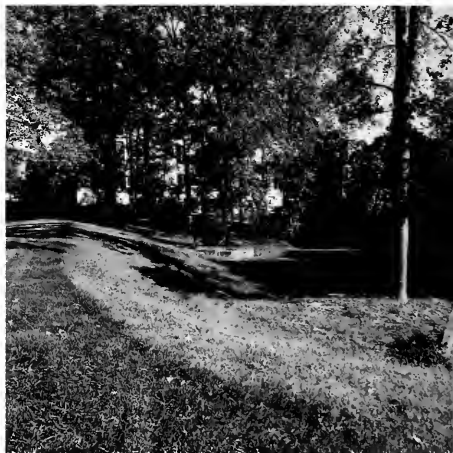
Before his death, Hal L. Smith, trustee emeritus, gave \$2 million to the college toward a freestanding chapel so future generations will have a sacred place for spiritual reflection and expression. It will be named for his wife, Julia Thompson Smith '31. The naming gift of \$500,000 for the chapel garden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

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

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

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

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



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

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

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

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

A place for reflection and quiet

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

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

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

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

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

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

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

"Many alumnae will want to be involved," says



PEG RALISANO

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



GARY WEBER

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

not big enough.

"It will be very nice to have a place for students to gather

together for special occasions, worship and celebration," says McRight.

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

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

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

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



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

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

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

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

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

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



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

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

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

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

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

How it all began

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

BY LISA ASHMORE

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

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

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

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

Family ties

Executives of The Coca-Cola Company have served on the college's board for decades. Those relationships — and the company's dividend policies and stock prices — have been a major factor in what the college has become.

George W. Woodruff, a businessman and engineer who was president of the world's largest manufacturer of cotton gins and cotton equipment for more than 30 years, served on the Agnes Scott board in various roles including vice chair — and strategically, on the investment committee — from 1939 to 1942 and again from 1947 to 1974, when he was named trustee emeritus. At his death in 1987, George Woodruff's estate bequest of \$14 million during the Centennial Campaign became the largest single gift ever received by the college. A \$1 million bequest of his wife, Irene Woodruff, was designated by the college for financial aid for Return-to-College students, and the program was renamed Irene K. Woodruff Scholars in her honor. The main quadrangle at Agnes Scott is named for this couple.

This family's connections to the college were on both sides of the aisle: Irene's mother, Clara Belle Rushton King, attended Agnes Scott Institute from 1892 to 1894; she was a lifelong friend of Frances Winship Walters, George W. and Robert W. Woodruff's maternal aunt.

Family ties also form one connection Joe Gladden, retired Coca-Cola general counsel, has to the college. His wife, Sally Bynum Gladden '65, his mother, Frances Baker Gladden '38x, and his aunt, Betty Baker Prior '49, are alumnae. His grandfather, Woolford B. Baker, taught biology here during the 1920s. The Gladdens' gift to "Bold Aspirations: The Campaign for Agnes Scott College" was made in his honor, and the Science Center atrium was named for Baker.

On the business level, Gladden led the college

board of trustees from 1992 to 2002, a decade of incredible growth and prosperity funded largely through unprecedented Coke stock returns. At his retirement from Coke in 2001, Gladden was one of six Coca-Cola executive committee members who steered the company through some of its strongest periods of growth. In July 1998, Coke common stock was trading at \$85.75, and the Agnes Scott endowment market value had increased from \$193.6 million in 1993 to \$450 million in 1998, a remarkable sum for a college with less than 1,000 students. That put Agnes Scott in the top 18 percent of private college endowments. Other calculations made at that time placed the college fourth in the nation in endowment value per student. Since that time, the overall decline in the stock market, and the decline in Coke stock in particular, has affected the college's endowment. For comparison, the July 1 Coke common stock price this year was \$42.21, and the market value of the Agnes Scott endowment as of June 30 was \$277 million.

Endowment investments

By the mid '90s, many colleges were questioning the wisdom of banking their endowments on the performance of a single stock. But late into that decade, returns of 30 percent or more were hard to pass up. Many schools with hefty portfolios of Coke stock figured it was worth the gamble to reap the reward.

Since the 1954 bequest, the Agnes Scott endowment has been invested heavily in Coke, and in the past decade, that amount reached as high as 60 percent of the college's investments. This concentration was due to the fact that Walters' will specified her gift of Coke stock could not be sold solely for the purpose of asset diversification, but it can be sold prudentially for the benefit of Agnes Scott. The college thus began selling a small portion of Coke stock in 1996 to make the endowment payment to the annual operating budget, an authorized purpose. A recent example of such a purpose was the sale of Coke stock to help pay for the college's new \$36.5 million science building.

The same sort of careful stewardship influenced the board's recent decisions, says Christopher M. Little, board of trustees vice chair. Essentially, the college's endowment has been spread over a pool of about a dozen types of investments.

For years, the college spent only interest and dividend income — an unusually conservative position — but moved in the 1990s toward today's policy of spending 4 percent to 6 percent of the endowment based on a rolling 12-quarter average market value. With a current spending level at 6 percent, 4 percent goes to the operating cost of the college and 2 percent to debt retirement. The

Endowment asset allocation

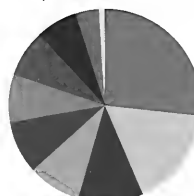
Historical

1996–2001 average



■ Coca-Cola, 50%
 ■ Large-cap core, 25%
 ■ Fixed income, 25%

Current



■ Coca-Cola, 27%
 ■ Large-cap core, 17%
 ■ Fixed income, 11%
 ■ Small-cap growth, 9%
 ■ International value, 8%
 ■ International growth, 8%
 ■ Alternatives, 7%
 ■ Real estate, 4%
 ■ Cash, 1%

TOTAL MARKET VALUE: \$275 MILLION

SOURCE: OFFICE OF BUSINESS AND FINANCE

Connections—
multifaceted and
interlaced—
between The
Coca-Cola
Company and
Agnes Scott
College go back
to the late 1800s.



goal of the board of trustees is to reduce the amount of the endowment used annually for operating expenses and debt payment to a maximum of 5 percent, a fairly common foundation average.

Planning for diversification was begun about 10 years ago, and implementation began in 2002.

"Before diversifying, the assets of the endowment were invested in stock of The Coca-Cola Company, stocks of very large 'core' companies and in bonds," says trustee William Goodhew, former chair of the finance and investment committee. "Our eggs were in three baskets. We were exposed to the risk of these asset categories doing badly and had no opportunity to participate in the growth of other categories."

The need to diversify

Little says the recent change in allocation was not just in response to the U.S. stock market plunge that followed the record highs in the 1990s.

"To me, 2001 was just further demonstration of the need to diversify," he says. "Because if you hit a volatile period and you're too concentrated in one particular part—of not just the market, but of the investment field—then you risk an unnaturally large decrease in the endowment. And in fact, we have seen a significant decrease in the Coke stock."

"We now have investments in approximately 12 investment categories and expect to be in several more," says Goodhew. "For example, we have investments in large-cap value stocks, small-cap value, international growth, international value, real estate and hedge funds. And we still have major investments in bonds and in Coke."

"Nothing is completely bullet-proof. There have been times when almost all types of investments have done poorly, for several years," says Goodhew. "[But] our policy of limiting spending provides a great deal of protection."

Agnes Scott has a long record of providing exceptional financial aid to attract bright and diverse classes. Such generous policies helped achieve the 1,000-student target set a decade ago and reached last year. A dividend of a larger student

body is more tuition revenue, which means less reliance upon the endowment for annual expenses.

"Because of the amount of financial aid Agnes Scott gives, the budget requires a significant contribution from the endowment every year," says Little. "Without the endowment's past contributions, it would be a very different school."

The goal is to build upon what's been achieved so far to protect and grow the endowment—allowing the college to plan based on needs and wants, instead of financial expediency.

"I don't think that we can be satisfied with the size of the endowment or the work that we've done up until now," Little says.

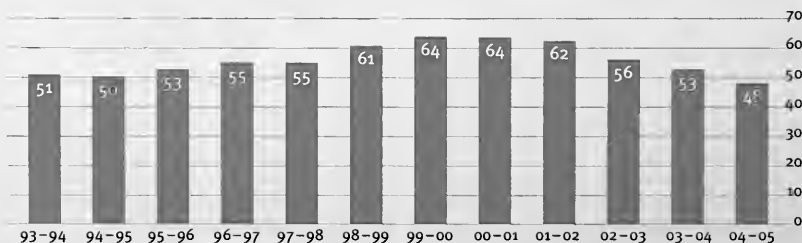
Goodhew agrees. "In the past five years, we've spent \$120 million in new and expanded facilities. I think our physical plant is one of the best in this country, for our size, although we still have a ways to go in repairing and updating some of our older buildings."

The building program came in \$3 million under budget. But to help fund it, the college created a \$70 million bond issue, the largest ever at Agnes Scott. "We did some of the funding with bonds but none of it could have been done without our endowment," Goodhew says.

The board's current goal, according to Little, is to add an additional \$5 million per year to the endowment, which Bullock hopes is achievable.

"Our endowment has been and continues to be an extremely valuable asset to the college," says Bullock. "We have a very high bond rating for a college (a Moody's rating of A1 and a Standard & Poor's rating of AA), and we never could have had a bond issue without the leverage of that endowment. No college should raid its endowment—or its 'seed corn' some people say—to pay for annual expenses," says Bullock. "You should have annual revenues from multiple sources, including a reasonable payout from the endowment. But if you raid your endowment, you're really threatening the future of the institution—you wake up and suddenly there's no endowment. Our board's foresight and leadership are making sure that doesn't happen here."

Percent of revenue from endowment



Agnes Scott, Coca-Cola and the People

Agnes Scott's relationship with The Coca-Cola Company goes deeper than money. It's built on individuals—families, alumnae who become employees and Coke executives with a personal stake in the college's success.

Clyde Tuggle

TRUSTEE AND COKE EXECUTIVE

Clyde Tuggle is a senior vice president at The Coca-Cola Company and its director of worldwide public affairs and communications and a college trustee. He follows Joe Gladden as a trustee of the college. Gladden, Coke's general counsel, now retired, served 10 years as the college's chair of the board. Having that sort of global business perspective has been invaluable to Agnes Scott's growth and direction, says President Mary Brown Bullock '66.

"It's given us a board that is respected from the corporate sector, both here in Atlanta and nationally—that's very important," she says. "Also those trustees have brought a broader sense of marketing and a sense of trends in many different areas to the work of the board."

Tuggle has been on the board for more than a year. But when he was a teenager, Tuggle's mother, Nelle, enrolled here in 1974. In 2005 Tuggle's wife, Phyllis, graduated Phi Beta Kappa, summa cum laude, and set records as a cross-county runner. Both women attended Agnes Scott through a program—first named Return-to-College and now Irene K. Woodruff Scholars—designed for women who attend college later in life. So when Tuggle makes decisions affecting the college, he has two strong alums at home to consider.

"The Coca-Cola Company knows that there is an important place for women's higher education in this country," says Tuggle. "I am proud to help represent the company in its support of Agnes Scott."

The quality of a city's institutions and the education of the workforce is also a concern of any corporation.

"Part of that puzzle of the success of the city is Agnes Scott. It plays a critical role," he says. "So if we, as a company, want Atlanta to succeed, then we need to make sure that institutions like Agnes Scott succeed."

And who can measure the difference that an intellectually curious mother makes?

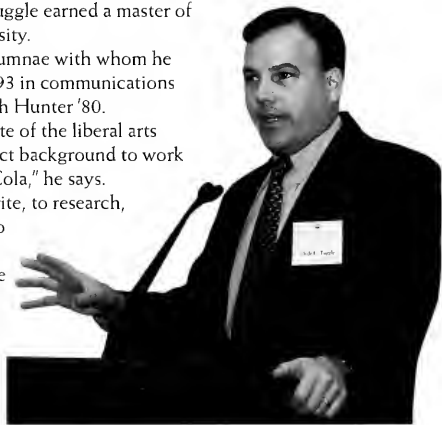
"I grew up in a home where education was always extremely important," Tuggle says. "It was an inspiration for me to see a parent coming home

in the evening, studying, writing papers and preparing for tests. It was a great example—a great role model—and an inspiration for what's truly important in life." In addition to his bachelor's degree in German, Tuggle earned a master of divinity from Yale University.

Tuggle praises two alumnae with whom he works now: Helen Nash '93 in communications and creative director Sarah Hunter '80.

"I am a strong advocate of the liberal arts education being the perfect background to work at a company like Coca-Cola," he says.

"The ability to read, to write, to research, to express thoughts and to engage in intellectual curiosity—all of those are unique to the liberal arts experience . . . and those are the skills and capabilities that we look for at The Coca-Cola Company."



Anne Register Jones '46

CHEERLEADER

This spring, The Coca-Cola Foundation awarded a \$1 million grant toward the college's international studies program, now named The Coca-Cola Global Awareness Program. There for the formal presentation was another of the college's ardent cheerleaders, Anne Register Jones '46, trustee emerita and wife of Boisfeuillet Jones, president emeritus of the Woodruff Foundation at his death in 2001. She was instrumental in the college obtaining the grant.

Jones calls the award the fulfillment of a long-standing wish. Graduating soon after World War II, her own study abroad was curtailed. "The most traveling I did in those days was from South Georgia to Decatur," she laughs.

Agnes Scott has built a track record of sending its students abroad and not to the typical glamorous, western-European destinations. It's not unusual for almost half the graduating class to have studied outside the United States.

"The world is getting smaller, and I think it is

"The Coca-Cola Company knows that there is an important place for women's higher education in this country."

—CLYDE TUGGLE

increasingly important that we get to know people of other cultures in the hope there will be better understanding among us," Jones says. "Knowing [Coke's] global presence and the college's desire to give students the opportunity to experience other cultures, the college approached The Coca-Cola Foundation for support," she says. "This support has been and will be of immeasurable importance."

Jones is an articulate advocate for Agnes Scott and one more reason Coke had faith that financial support of the college was money well-spent. She also paved the way for the college to receive a \$1 million grant in 2000 and a \$1.5 million grant in 2003 from The Goizueta Foundation. The first provides for two scholarships and the

second for additional student scholarships, giving strong preference to qualified Latina students, and funds the directorship and programming for the college's Science Center for Women.

Roberto C.

Goizueta, chairman of the board and chief executive officer of The Coca-Cola Company, died in 1997. Five years earlier, he established The Goizueta Foundation to provide financial assistance to educational and charitable institutions. In creating the foundation, he acknowledged his

indebtedness to the United States and continued the commitment to philanthropic endeavors that has symbolized the leadership of The Coca-Cola Company for more than a century.

Vernita Bowden Lockhart '76

TRAILBLAZER

A week after graduating, Vernita Bowden Lockhart '76 went to work for The Coca-Cola Company. It appears skipping vacation was smart—next year will be her 30th with the company.

"When you've got a job coming out of school, you *take it*," she laughs.

Lockhart was one of Agnes Scott's early African-American students, and the second African-American professional chemist Coke



hired. She began as a bench chemist and has just completed a stint as interim director of the global analytical laboratories, overseeing about 70 employees—mostly chemists—to coordinate the work of Coca-Cola's trade sample labs worldwide—in Atlanta, India, Argentina, Brazil, Mexico, Belgium, South Africa and China. She's visited all of them.

Trade samples are bought from supermarkets, groceries and convenience stores by third-party shoppers for review at the labs.

"We test the samples to determine the quality attributes of the product and the package," Lockhart says. "We generate a product quality index, as well as a package quality index."

All packages—bottles, cans, cartons—are scrutinized to determine the quality index. "They're graded on whether the containers are scratched or scuffed, whether the label is properly affixed, whether the printing is aligned or blurry, and whether the top of the bottle—the closure—has the trademark or the phrase 'Bottled by The Coca-Cola Company.' If any required information is missing or there are characteristics the consumer would find unacceptable, this gets captured in the package quality index."

In August, Lockhart became director of strategic initiatives for Coca-Cola. Although no longer involved with the labs, her experience there is valuable in her role as the quality representative on various innovation projects as well as on some customer quality projects.

Raised in Atlanta in a single-parent family, Lockhart was the third of three children in college.



GRAY WHEAT

Agnes Scott "was generous," she says. Falling in love with the campus clinched the deal.

That year, she had one other African-American classmate, Dellphine Brown Howard '76; they've stayed in touch. "At the reunions, we like to say we have 100 percent participation."

As a member of a minority group, her experience at Agnes Scott and later Coca-Cola was not perfect. But she feels both made sincere efforts.

"Diversity at a college is very, very important," Lockhart says. "If you don't see people who look like

you, you can't fully acclimate into the college environment.

"There were people at Agnes Scott who didn't want us there, and you knew it," she says. "Particularly we felt it more when we were freshmen and sophomores—they tended to stay away from us—I think that might have been their way of dealing with it. I think Agnes Scott was trying to make the change."

Since that time, Agnes Scott has become known for its diversity—*U.S. News & World Report* 2006 rankings place the college 15th among liberal arts colleges nationwide for diversity.

Now when a major class event rolls around, Lockhart's there.

JoAnn Sawyer Delafield '58

STARGAZER

Around Agnes Scott, the Delafield name creates images of the heavens and financial campaigns. The new planetarium opened in 2000 is named for trustee JoAnn "Joi" Sawyer Delafield '58 and her husband, Dennis.

But her major was chemistry, and that degree led her to The Coca-Cola Company straight out of college. In the '50s, the company decided to move its export labs to Atlanta from New York. "And in doing so they had to find some technicians and chemists to work," Delafield says.

The lab had two men and three women chemists. "At one point we [the women] were all Agnes Scott graduates," she says. She attributes

this to Coke having hired Frances Ginn Stark '53 earlier, which started the trend of hiring Scottie grads.

The small lab had a long reach. Samples were sent and received from Egypt, India, England, China and South America—pretty much anywhere Coke had bottling facilities, and by that time it was served in 120 countries.

"We tested their ability to do tests properly and accurately and also to send us samples of the material they were using to make the product—and sometimes you got some pretty sloppy-looking things," says Delafield.

"I kick myself every once in a while because I had the most marvelous collection of Coca-Cola bottles in all languages."

Coke's attention to protecting its brand and formula is legendary. The company had employees surreptitiously order Coke at soda fountains and restaurants.

"The sample snatchers—they were a wonderful group," Delafield says. "They went out into the public and devised their own way of going up to a counter or at a table and ask for Coca-Cola. And some way they were able to get it into their containers and bring it back." If it tested as knock-off Coke, the owners got another visit.

Agnes Scott was also smaller in Delafield's day—her class had seven chemistry majors.

"It was such a small group that I was able to get enough help when I needed it, and I just loved doing it. It meant that I was in a lab four or five days a week." Agnes Scott let her do what came naturally, and when she left, she felt prepared professionally.

"I never had a feeling that when I left college and went to work for a large corporation that I was not selected for what I could give to that institution—not that I was a woman, but that I had the skills to work in the research lab," she says.

After cochairing a successful campaign yielding more than \$70 million for the college, Delafield knows what Coca-Cola means to Atlanta philanthropically.

"All relationships are important," Delafield says. "Agnes Scott knows the importance of a relationship with that corporation, because that Coca-Cola stock took it a long, long way. It's going through some rough times now, but that's all right. It's been a wake-up call for us to feel that we cannot rely heavily on just one major stock."



CAROLINE JOE

Sarah Hunter '80
MANAGER OF COOPERATION

Sarah Hunter '80 was a "nontraditional" theatre major when she came to Agnes Scott. A mother of two, her third child was born while Hunter was a student. But by the time she graduated, she already had a toehold in A-list entertainment, serving as a set gopher when Alan Alda's *The Four Seasons* filmed on campus.

This January, she became a creative director/producer with The Coca-Cola Company's Worldwide Public Affairs and Communications. In 2004, she staged an event on Coke's Atlanta campus where 3,000 people celebrated the arrival of the Olympic flame on its way to Athens. As Coke has been a major sponsor since the Games were revived in the '20s, a spectacle was called for.

The flame arrived by plane, greeted by a host of dignitaries. Children's choirs sang and a glass "quilt" with images of Coke employee torch runners lit up Coke's campus. American Idol Diana DeGarmo sang "The Star-Spangled Banner." And, when the 1996 Olympic Games were in Atlanta, Hunter choreographed a dinner held at the Fernbank Museum of Natural History for the International Olympic Committee.

Making a lot of people work together toward a cohesive, successful series of events is something she learned while president of Blackfriars at Agnes Scott.

"I produce meetings and videos that utilize all that theater stuff—scenery, lighting, acting, writing, audio, visual, multimedia," she says.

Hunter was a Return-to-College student [now Woodruff Scholars] and a Dana Scholar who became an enthusiastic but unflappable professional with experience in feature, industrial and corporate films and, later, events. She

has worked for national and international agencies and also owned her own business.

Coke hired her after seeing her agency work at its events and wanted her on the home team. So far this year, her working itinerary has included Brussels, Bangkok, Ghana, Mexico City and Buenos Aires. That's the result of her shift in

emphasis from events to preparing Coke executives and leaders to deal gracefully and effectively within and outside the corporation—with employees, local government leaders and national press.

"Because Coca-Cola is a global corporation, something that happens in Africa has the possibility of affecting the corporation around the world," Hunter says. Her job is not to produce spin but to create a culture that speaks well all the time, not just under media scrutiny.

Back at home, she and husband, Rob, live in a loft within sight of the Coca-Cola campus. Now empty-nesters, they only have to plan around Agnes, their Scottish terrier, and her brother, Fergus, who work as therapy dogs.

Virginia Philip '61
ONE-COMPANY PERSON

In 35 years as a chemist, Virginia Philip '61 never needed a resume. "I've never applied for a job," she says.

Coke called Agnes Scott looking for chemists. She stayed her entire career, retiring in 1996.

In 1961, there were about 700 employees in Atlanta, and essentially one product—Coke. Before she left, Philip had seen hundreds of launches and all sorts of twists in packaging.

Her fondness for the company is in superlatives: "I loved every minute of the time I was there," she says. "I liked my job. It was a wonderful company."

Philip was hired because of the Agnes Scott grads who had worked there before her. "They liked the first ones and kept coming back to get more," she says.

Although hired as a bench chemist, Philip left soon for the research department.

"The first significant product that I was involved in was Tab," she says. "We started the diet-drink revolution." Much of her career was spent in the worldwide division. Her experience included developing a new extraction process; she's careful to say it was a team effort, but one she led. Later she traveled as far as Japan to oversee the equipment and implementation required to duplicate it elsewhere.

However, as Coke went into more countries, food laws became more stringent and varied. Her department was the clearinghouse for corporate approval of any new product launches or tweaks



CAROLINE JOE

"The first significant product that I was involved in was Tab. We started the diet drink revolution."

— VIRGINIA PHILIP '61



GARY MEIER

Who's Who



Frances Winship Walters died on November 14, 1954 — a watershed date in the history of Agnes Scott. By her will, Agnes Scott became the residuary legatee of her estate.

Walters' bequest more than doubled the college's endowment. President James Ross McCain called Walters the second founder of Agnes Scott.

Frances Winship was born in Atlanta in 1878, the youngest daughter of Mr. and Mrs. Robert Winship. Her sister Emily married Ernest Woodruff who bought The Coca-Cola Company from Asa Candler.

Frances Winship attended Agnes Scott from 1892 to 1894. In 1900, she married George C. Walters, who died 14 years later. Walters made her first gift to Agnes Scott in 1920 when she contributed \$1,000 to establish the George C. Walters Scholarship. In 1940, she gave \$50,000 to create the Frances Winship Walters Foundation. She contributed twice toward the building of Hopkins Hall, provided the funds for the McCain entrance to the campus and in 1949 gave the money to build and equip the infirmary. In 1937, Walters was elected a trustee, and in 1947, the board named her its vice chair, a post she filled until her death.

The memorial adopted by the trustees in 1954 reads, "She never waited to be asked for support, but always volunteered her generous donations."



Letitia Pate Whitehead Evans was born in Bedford County, Va., in 1872. She married Joseph Brown Whitehead in 1895 and had two sons. The family moved to Atlanta after Whitehead and a friend secured exclusive rights to bottle and sell Coca-Cola throughout most of the United States.

After her husband's death in 1906, Whitehead assumed control of his business interests. Whitehead, who later married Arthur Kelly Evans, became one of the first women to serve on the board of directors of a major American corporation when she was appointed in 1934 to the board of The Coca-Cola Company, a position she held for almost 20 years.

She contributed to more than 130 different charities. Hospitals, colleges and universities were recipients of her generosity, and she gave liberally to the church.

Evans served as a trustee of Agnes Scott from 1949 until her death in 1953. In her will, she left Agnes Scott \$100,000 to serve as an endowment for the dining hall, and later her foundation made a grant that made possible the air conditioning in the dining hall.



George Washington Scott was the founder of Agnes Scott College, which he named for his mother. He was the father of Mary and

Nellie and the friend of Milton Anthony Candler Sr. Mary Scott married Charles Murphey Candler. Nellie Scott married Milton Anthony Candler.

Milton Anthony Candler Sr. was the older brother of Asa Candler, a member of the Georgia legislature and a U.S. representative. He was the father of Milton Anthony Candler Jr. and Charles Murphey Candler.



Asa Candler made most of his money selling Coca-Cola. He began his career as a drugstore owner and in 1891 had fully purchased the formula for Coca-Cola from its inventor for \$2,300. From that, he created today's Coca-Cola Company. He became mayor of Atlanta in 1916 and sold The Coca-Cola Company in 1919 to a group of investors led by Ernest Woodruff.



Robert Winship Woodruff, son of Ernest and Emily, was elected president of The Coca-Cola Company in 1923 and was essentially in control of the company until his death in 1985. In 1937, he incorporated the Trebor Foundation, which became the Robert W. Woodruff Foundation following his death.

George W. Woodruff, also son of Ernest and Emily, was president and chairman of the board of the Continental Gin Company. His bequest of \$14 million to the Centennial Campaign became the largest single gift ever received by the college.

compiled by Jennifer Bryon Owen



COURTESY OF THE COCA-COLA COMPANY

made in any product worldwide.

For instance, artificial sweetener cyclamate was banned in 1970, well after Americans had embraced diet soda. Coke researchers had to scramble to find replacements. And red coloring that was fine in Canada, for example, could be against food laws elsewhere.

"My boss was the guy who had to sign off on it. And I was the guy who recommended to him whether or not he should do it," Philip says. "That was an interdisciplinary activity in that it wasn't just a technical approval," she says. "Marketing people, financial people, production people all had to get together and figure out how to do this. Believe it or not, there were more than 1,000 of those every year."

Coke "was No. 1 the whole time I was there,"

she says. "It was the kind of place where people expected to work, and were expected to work, for their entire careers."

In 2004, Philip curated the art show *Gathering* at the Dalton Gallery, which evolved from conversations begun while serving on the college's art committee. Philip collects "self-taught, vernacular, outsider" art. "Mine is mostly Southeastern African American. What I had in mind, I know people that collect and deal in this kind of art, and I'll go borrow some, hang it up on the wall and we'll have an art show," she says. "The next thing I knew they were saying I was going to curate an exhibit."

Lisa Ashmore, a freelance writer living in Alpharetta, Ga., is a former manager of news services at Agnes Scott.

AGNES SCOTT TRUSTEES FROM THE SCOTT AND CANDLER FAMILIES

George Washington Scott
C. Murphey Candler
George Bucher Scott
Milton A. Candler
James Julius Scott
Bessie Scott Harman
George Scott Candler
Allie Candler Guy '13
Hansford Sams Jr.
George Scott Candler Jr
Betty Pope Scott Noble '44
James Wallace Daniel
Clark E. Candler
Louise Hill Reaves '54
James Phillips Noble Jr.

Who Will You Become?

"If you're a woman with a dream, Agnes Scott is a great place to make it a reality." — CASEY MCINTYRE '07



editor

If you're a woman with a dream, Agnes Scott is a great place to make it a reality." So says Casey McIntyre '07.

"My passion is music. And my dream job is to be editor of a famous music magazine, such as *Rolling Stone* or *Spin Magazine*." To reach that goal, she is combining majors in English/creative writing and music.

McIntyre finds Agnes Scott an ideal school for anyone interested in music. "When I had my audition for piano, the whole music department turned out and watched. They were so receptive, so interested. It was really exciting.

"Atlanta is a great place for music. It attracts the best independent performers," she adds. "There are music venues and clubs that cover the entire spectrum of tastes."

McIntyre is vice president of Sigma Alpha Iota, a service organization dedicated to improving opportunities for women in music.

This New Jersey resident wanted to go to a small, liberal arts college in the South, and she considered a number of them. But McIntyre fell in love with Agnes Scott on her first visit. "There's a real sense of community that you don't find elsewhere," she says. "In my music classes,

people are so excited to start different ensembles or provide accompaniment for someone else."

She attributes the classes becoming discussion groups to the small class size. "You not only learn from the professors, but from your fellow students as well. They are all so smart. You have this feeling of connectedness in every class."

Her favorite classes have been Virginia Woolf and Modernism, where she says she learned a lot from other students. "I also love Music Theory, a class with only five students. It's a difficult subject, but everyone helps each other. And my other favorite is Introduction to Nonfiction, which is a writing class that included getting a lot of feedback on my work from the professor and my peers.

"Everyone I know at Agnes Scott is goal-oriented," says McIntyre. "It's encouraging to be among women who have dreams."

I think of Agnes Scott as a college without borders," says international relations major Yevheniya "Jane" Krutko '07, who is also getting a minor in German. "Next semester, I will be studying in Germany. My particular interest is to study Germany's role in the European Union. I'm interested in how a state subordinates its sovereignty to the idea of a united Europe. Longterm, I hope Ukraine will become a member of the EU as well.

"My favorite class so far is Comparative Politics. I'm fascinated by the way countries are shaped by their individual political systems and how their relationships with other countries are defined by those systems," she says.

Krutko was born in Russia. "We moved to Ukraine after my father was killed while serving in the Russian army. At 13, I was

accepted at one of the most prestigious schools in Ukraine, where we were required to learn three foreign languages — English, French and German. I speak fluent Ukrainian and Russian, and I plan to learn Polish."

Her goal is to get a Ph.D. in political science and return to Ukraine to teach and enter politics.

Krutko's role model is the prime minister of Ukraine, Yuliya Tymoshenko, a key leader in the Orange Revolution that brought Viktor Yushchenko to power late in 2004. Recent events in Ukraine have only whetted Krutko's appetite for politics. "Agnes Scott teaches me to be a strong woman, like Tymoshenko, and to grab onto whatever is ahead. And the busy pace of my life here, with classes, clubs and the swim team, prepares me for the kind of work I'll have to do when I go out into the world."

Krutko chose Agnes Scott out of 20 colleges to which she applied. "They have a great international relations program with excellent professors who are good at providing direction and guidance," she says. "All you have to do is study hard what they give you."

An expert swimmer and captain of the Agnes Scott swim team, Krutko is a two-time winner at the NCAA Atlantic States Division III championships. She holds a number of school records and was named Collegiate Women's Athletic Association player of the week and rookie athlete of the year. She is also a member of the student-athlete advisory committee.

"The most important thing to me about Agnes Scott," says Krutko, "is just the spirit here that pushes you to do strong things."

"I think of Agnes Scott as a college without borders." — YEVHENIYA KRUTKO '07



DAVID WINBERG

Heading into the Tsunami



With a commitment to a country and a love for its people, Jan Bowman Dixon '60 chose to return to what had become a land of devastation. BY MELANIE S. BEST '79

The earthquake and tsunami that upended life in Indonesia last December touched Jan Bowman Dixon '60 and her husband, Roger, personally, for they had lived and worked in the country much of their adult lives.

They were living comfortably at their home in Bedford, Va., when the news came.

"The first reports estimated 5,000 dead. But we knew it had to be tens of thousands, at least. Even that was an underestimate," says Dixon.

Given her language fluency and acquaintance with Indonesian culture, Dixon felt compelled to join the massive rebuilding effort. A Christian group with which the Dixons had been affiliated welcomed her offer of aid, so on Jan. 28 Dixon found herself in northern Sumatra, surveying the devastation and figuring out where to begin.

From 1965 until 1995, when the Dixons moved back to the United States, they were based on the island of Java, working with local churches to expand their outreach. This year, in Aceh, where the tsunami's force hit hardest, Dixon helped in assessing victims' needs for shelter and

supplies. In the process, another urgent need emerged: long-term mental health support and job training for female survivors.

"For every woman in northern Sumatra, there are now three or four men," says Dixon. "The women had a much harder time fighting the water. They hadn't been taught to swim. They were the ones reaching out to save the children. Their physical weakness kept them from surviving."

Girding for the social and economic consequences that will follow from this lopsided gender imbalance, those on the relief effort's front lines hatched a plan to establish a women's center in Meulaboh, one of Aceh's hardest hit cities. The counseling part of this project became the focus of Dixon's work.

The seeds were planted

Reared in Virginia and Tennessee, Dixon is not an obvious candidate for relocation to a distant tropical culture. But the compass seemed to have fixed eastward from the start, as a string of experiences during her college years primed her for a life abroad.

Dixon became a Christian while a first-year student at Agnes Scott. The following summer she met her future husband. "Within a week," she recalls, "I knew I wanted to marry him."

Roger intended to become an overseas missionary, and his subsequent three-year Army tour of duty in Germany gave Dixon time to adjust to the idea. Meanwhile, she spent a month in Malaysia at the home of a college friend and spiritual mentor, Mildred Ling Wu '59. The seeds of her attraction to Asia were planted.

Following Roger's seminary training, they were dispatched by their sponsor, an interdenominational mission agency, to Singapore for language instruction and then on to Indonesia. With two young children in tow, they arrived in Jakarta amid immense social and political change.

The capital was ramshackle, Dixon recalls, an ethnic hodgepodge. Great numbers of people lived alongside the canal system, using it for washing and bathing. After a few years there, the Dixons, now with a third child, moved inland to Bandung, located in a former Dutch resort area.



Jan Bowman Dixon '60 (center) is working with Indonesian women to restore order following the tsunami.

While Java's cities hosted the country's economic boom, Dixon found her favorite aspects of Indonesia outside the urban centers. The dramatic landscape swells with volcanoes, some still rumbling. Boundlessly fertile soil, thanks to centuries of ash deposits, and a six-month rainy season render the rural areas lush and verdant. Dixon loved the luscious fruits she could not get in the States.

In the late 1980s, Dixon returned to the United States for three years to earn a master's in clinical psychology. This academic training, and the ensuing practical experience, paved the way for this year's Indonesian experience.

"We're going to rebuild"

Arriving one month after the earthquake and tsunami, Dixon joined a multinational army of relief workers. Meulaboh at that time hardly resembled a city. Vast expanses of rubble stretched in every direction, punctuated here and there by a building inexplicably left standing. In fields, Dixon saw abandoned cars, evidence of attempted escapes. Elsewhere, sofas and mattresses littered the ground. Bodies had been there, too, but had been removed.

At night, Dixon slept on the floor of a guest house in Medan. By day, she and colleagues handed out food and kitchen utensils in Meulaboh and Banda Aceh and canvassed residents for their most pressing rebuilding needs. To have a well cleaned out was a common request.

With the housing stock wiped out, people were living in "horrible, hot little tents," Dixon notes. "But every day they would come back to where their homes once stood and just sit amid the ruins."

"We're going to rebuild," they insisted.

As daunting as it seemed, rebuilding did get under way during these early months. Whole villages, not merely single houses, began to rise again, says Dixon, thanks to a communal effort instigated and financed by foreign relief workers. "Others would help one man build his house, then he would lend the next person his physical labor. The Acehnese have a lot of pride."

They're also very brave, Dixon observes, noting that the ground there in early 2005 still felt like jelly, shaking and rolling often.

"I would sit and talk with people. One woman told me all about her losses and I said, 'Don't give up.' She replied, 'We would have killed ourselves if we'd given up.'"

Coaxing people to talk about their tsunami experiences—hanging in trees for hours awaiting rescue, having children ripped from their arms—was part of the therapy Dixon found herself dispensing. This ad hoc crisis counseling evolved into a plan for a permanent counseling center. Dixon and the project developer began scouting

buildings that would make clients feel safe—that is, buildings without gaping foundation cracks and clean of water marks. She helped find something suitable—the former office of a nearby gold mine—and the United Nations and Samaritan's Purse committed funding for the first year of operations.

In April, Dixon went back to Virginia for a few months while the facility was being refurbished, and in July returned to Aceh to serve as an interim counselor while recruiting suitable



Indonesian staff. Besides its counseling area, the center houses rows of sewing machines and a large kitchen. The tsunami destroyed a local garment factory, so it is hoped that producing new workers with sewing skills will help the city attract a new factory and at least create home industries. The center will also teach women how to prepare Western food, so they'll be qualified to cook for nongovernmental organizations.

As for the social and emotional challenges women will be facing, Dixon expects the surplus of men will give most widows the chance to remarry. But it will also spur an exodus of widowers and single men from Aceh to urban areas, probably on Java, where females and jobs will be in greater supply.

"I don't know what these demographic shocks will do to the town," Dixon says with apprehension. In the meantime, the counseling center can get local women active again and divert their minds from the traumas of the recent past.

But, Dixon is certain of this phase of her career. "You can't stop trying to be useful. After all, what else is life for?"

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

ABOUT INDONESIA

Location: Southeastern Asia, archipelago between Indian and Pacific Oceans

Geographic Coordinates: 5 00 S, 120 00 E

Area comparison: Slightly less than three times the size of Texas

Population: 241,973,879 (July 2005 est.)

Languages: Bahasa Indonesia (official, modified form of Malay), English, Dutch and local dialects, the most widely-spoken of which is Javanese

Source: CIA World Factbook



Women, whose dresses are modeled after the Gambian flag, display a sense of national pride at President A.J.J. Yahyah Jammeh's birthday celebration in Kanali.

For Better or Worse

Gambia's women, Agnes Scott students learn, remain loyal to their homeland in spite of the hardships they face. BY AMANDA FURNESS '08



The aridity of the Gambian landscape can be deceiving when one first sets foot on this African soil. Amid the concrete compounds and barren trees peppering Gambia's countryside rests an underlying vibrancy, a remnant of hope and perseverance. This will to live manifests itself in the liveliness of that nation's people and in the occasional smattering of random wildflowers growing brilliantly in unexpected places. But the problems are many and real. Perhaps Gambia's women best illustrate the refusal of its nationals to submit willingly to the

poverty and underdevelopment that reign here. Cloaked in boisterous clothing constructed from sheer lace, layers of thin cotton and intricate Mandinka designs, these women challenge the patriarchy that threatens to choke the life out of their daughters — and themselves.

Shortly after commencement, 15 Agnes Scott students departed on a two-week Global Connections trip to Gambia to learn first hand about the many issues jeopardizing the livelihood of Gambian women and girls. Violet Johnson, professor of history and department chair, and Elizabeth Hackett, associate professor of women's

studies and philosophy, led the group in exploring issues of gender in post-colonial Africa for several months in advance of the trip. But, all of them found the written word is often limited in what it can capture of a woman's pain and circumstance.

Traveling to Gambia meant meeting these women face to face, which group members did upon their arrival. The Forum for African Women Educationalists—Gambia Chapter played host to Agnes Scott's visit, and it was through them that Global Connections participants met female farmers, visited female students at Gambia College and heard first person exactly how hard it can be to be a girl in Gambia.

Moving toward self-sufficiency

By far the smallest nation in Africa, Gambia is 95 percent Muslim. Resting on the continent's western coast, it is surrounded on three sides by Senegal. Though tiny in stature, Gambia is a historical powerhouse whose geography bears several slave fortresses and the village of Juffure, believed to be the original home of *Roots* author Alex Haley's ancestor Kunta Kinte.

Residing in Gambia are several tribes who can trace their beginnings to the ancient African kingdoms that—as students in Johnson's history classes learned—boasted organized political and social systems centuries before Europeans even knew Africa existed. Mandinka, Wolof, Fula and Jolla all have legacies as varied and as steeped in tradition as the continent itself. In Gambia, these groups coexist peacefully and even intermarry. Ethnic differences have become irrelevant in the face of collective memory and in the effort to achieve Gambian self-sufficiency, self-determination and nationhood. Since claiming independence from Britain in 1965, the country has been moving toward these goals. Achieving them is difficult, especially when more than half of the population finds itself at a disadvantage.

Women comprise 68 percent of the 75 percent of Gambian adults who cannot read or write, and there exists a serious shortage of teachers—especially female ones—whose presence the Forum reps believe could help raise retention rates among girls in the educational system. Many girls leave school after the eighth grade and get married around the age of 15. On average, they will birth six children.

"I know that in Gambia, as in just about every other country in the world, women are more likely to be economically disadvantaged than men," says Yolanda Curtis '06, an international relations major. "I noticed many examples of this, but two things in particular that come to mind are women beggars and women vendors. For the most part, I do not remember seeing a male beggar on the street. Most of the beggars I came across were

women. I also noticed that women were more likely to simply ask 'a little something for me (or the baby)' than men were."

In many cases, the men are not around to ask. A local vendor and the matriarch of the market known as Mother Teresa says men often "get the girls pregnant and then leave." In Kololi, Gambia's tourist area, this merchant has seen countless young girls lured into affairs with older locals, tourists and visiting businessmen. Poverty is their introduction into these relationships and often paves the way for a shift to outright prostitution.

"Many girls, starting sometimes at 10 years old, are kept out of school and sent into the streets by their mothers to peddle peanuts, cashews or mangoes because the family needs the money," Teresa says.

This is where their troubles begin; the girls have little parental supervision and comb the streets all day, looking for customers to purchase their wares. Eventually, they're approached by men who buy not just one mango, but an entire plate of them. Impressed by their customer's buying power and by how fast the money comes, the girls strike up uneasy friendships. Perhaps they sense that the next time, a customer may try to stroke a leg or a breast as he buys mangos. More often than not, Teresa notes with sorrowful eyes, the relationship becomes a sexual one that reeks of unintentional prostitution.

Contracting HIV and early pregnancy are two consequences of such dealings. For some girls, a pregnancy before marriage may mean ostracism by their Muslim families. The men in such cases—often with one or two wives of their own—abandon Gambian girls with their children, leaving them alone, afraid and embattled in a cyclical struggle that seems impossible to overcome.

"When I went to shop in the markets, I noticed it would be much easier to bargain with women and to get lower prices from them," Curtis says. "I think that it is because women are more economically vulnerable than men, but that is only speculation. It could simply be that women are just more willing to compromise. At any rate, this was important because I know that many of the women vendors in the markets had children, although I am unsure of their marital status."



ABOUT GAMBIA

Location: Western Africa, bordering the Atlantic Ocean and Senegal

Geographic coordinates: 13 28 N, 16 34 W

Area comparison: slightly less than twice the size of Delaware

Population: 1,593,256 (July 2005 est.)

Languages: English (official), Mandinka, Wolof, Fula and other indigenous languages

Source: CIA World Factbook

Journeys have a way of reshaping our perspective. Here are some realizations I encountered during my stay in Gambia:

- The world does not begin and end with your place of birth.
- Sometimes strangers can be kinder than those you call your friends.
- Women around the world struggle with similar hardships.
- What Africa lacks in development, it makes up for in the character of its people.
- Life truly is what you make it, regardless of material wealth.
- The past can never be undone, but the future can be what we want it to be.
- Professors are human beings, too.

Students dressed in African garb attend a celebration to honor President A.J.J. Yahyah Jammeh's birthday in his hometown of Kanali.

TO LEARN MORE ABOUT GAMBIA:

www.visitthegambia.gm
www.gambia.net
www.gambia.gm
www.gambiagateway.atSPACE.com

The poorer half of a nation

Warding off early pregnancy is just one battle that the Forum faces in its campaign to educate Gambian women. Representatives have found that getting girls to finish school is difficult because their families are often not supportive, in part because they expect their daughters to marry early. In marrying, girls cease to be a financial factor for their parents, which could mean a slight improvement in quality of life for the rest of the family. But for women and girls, this strategy is ultimately disastrous; undereducated, unskilled and ill informed, they continue to remain the poorer half of a nation that is already patriarchal in its social structure.

The Forum is addressing these issues. Members—which include female cabinet ministers, officials from the nation's department of education, teachers, volunteers and concerned mothers—hold regular sit downs with parents and girls at regional schools, present workshops intended to encourage and inspire women and work with male government officials to 'sensitize' them to women's issues.

Gradual gains are being made but change can be divisive. Affirmative-action practices at the collegiate level have been discarded because of complaints that such programs ignore the needs of boys, and there is a constant call for women activists to balance their calls for equality with the cross-gender partnerships necessary for national unity.

Hackett was impressed with how female leaders in Gambia handle this balancing act. "A lot of the women we met were negotiating a difficult place because they're committed to Gambia, and yet many of them have had Western educations; they've been educated by the colonizer," she says. "Figuring out how to stay sane in that space and to

GETTING READY FOR GAMBIA

Participants in the Global Connections Program trip to Gambia spent spring semester 2005 preparing for their journey to Africa. History professor Violet Johnson and women's studies associate professor Elizabeth Hackett met with 15 students on Friday afternoons to study Gambia's history, the quality of life of its women and to examine the remnants of colonialism that exist there.

Students received two credit hours for their work in the class, which included readings, watching a film about Gambia, participating in discussions and writing a paper based on their experiences in Africa.

have chosen not to abandon [Gambia], but to instead say 'I'm going to try to take what is useful from this and to use it in my country if I can,' is a whole layer I've never had to worry about. You've got these two sets of conflicting values that you've been taught. How are you going to make it work? Are you just capitulating to the oppressor? Being a member of the privileged racial and economic group has its problems, but one of them isn't that you have a split personality."

For the women of the Forum, the decision to fight for women's equal rights, education and consideration in their society is one that overrides the pull of Western culture. Persistent yet respectful of Gambia's norms, they march on in their efforts to remain connected to their nation, despite its faults. For better or worse, the Forum members remain faithful to the hope that at some point, their female children will enjoy the same opportunities Agnes Scott women do.

Amanda Furness '08, a Woodruff Scholar and a recipient of the college's Karen Green Human Relations Award, participated in the Global Connections trip.



Women's Education THE UNFINISHED AGENDA

"There are few subjects that match the social significance of women's education in the contemporary world."

Amartya Sen, Nobel Laureate in Economics, "What's the Point of Women's Education," address at Women's Education Worldwide 2004: The Unfinished Agenda, conference at Mount Holyoke and Smith Colleges, June 2, 2004



"Improvements in women's education have contributed the most by far to the total decline in child malnutrition; and mothers with a secondary education have children with mortality rates nearly 36 percent lower than mothers with only a primary school education."

First Lady Laura Bush, remarks to the United Nations Commission on the Status of Women on International Women's Day, March 8, 2002

"People ask me today is there still a role for women's colleges and I answer immediately, 'Absolutely.' What I hope we can do is spread women's education across the world. It could be one of America's greatest legacies."

Senator Hillary Clinton, commencement address, Agnes Scott College, May 14, 2005



Women's College Coalition: Promoting the World's Greatest Underused Natural Resource

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www.agnesscott.edu

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www.alverno.edu

Barnard College
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Bennett College for Women
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Brescia University College
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www.csm.edu

Columbia College
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Agnes Scott

The Magazine

SPRING 2006



AMERICAN BEST COLLEGE GUIDE TO THE TOP SCHOOLS IN THE NEW SAT FROM THE BANKING

U.S. News & World Report Agnes Scott

Mary Brown Bullock '66
President
2005-2006



The Lure of Outstanding Students In this celebratory issue, we highlight President Mary Brown Bullock and the connections with China that enrich Agnes Scott. BY PENNY CAMPBELL



CHRISTINE JEFF

Penny Campbell retired in 2004 as Charles A. Dana Professor of History after 40 years of teaching at Agnes Scott. Her desire to encourage a sense of adventure and scholarship in Africa, Asia and the Middle East led her to create the Kilimanjaro Award Fund for study abroad. The fund, which will give scholarships of approximately \$2,500, is named after the highest point in Africa and is endowed by Campbell's gift of \$50,000. The scholarship is open to all students and to alumnae who have graduated within five years.

Through a relationship that goes back more than 40 years, I believe I have a unique perspective on our president, one that sheds light on her tenure with us.

My friendship with Mary Brown Bullock began during spring break, 1965, when I interviewed for a teaching position in the history department. Mary and Georgia Gillis Herring, both history majors, escorted me during my visit. The opportunity to work with such outstanding students was a primary factor in my decision to come to Agnes Scott. During my first year—Mary's senior year—I constructed a reading course of the best scholarship available on China so that Mary, who had never studied Asian history formally, would have some preparation when she entered an Asian history graduate program. She wrote short papers, and we met weekly to discuss the material.

Mary was a "missionary kid" at Agnes Scott, and her life had been shaped to a large extent by her family's Asian service and by her experiences, including schooling, in Korea and Japan. She was quietly confident and becomingly modest. She had a sense of self-deprecation and humor. Faculty and students admired the independent thinking behind her lively classroom responses. Underneath lay her perceptible religious faith.

In searching for personal qualities to explain Mary's professional success, none stands out more than her eagerness to share credit and to express appreciation publicly to all who have helped her or the college. Related is her genuine human warmth. She laughs with you, she cries with you, she throws her arms around you. Two more defining characteristics are her spontaneity and her individuality. Of Agnes Scott's presidents, only Mary Brown Bullock has walked across campus in short shorts, dashed on stage to sway with a boisterous choral group or incorporated popular music (theme from "Chariots of Fire") into inauguration ceremonies.

A high level of sustained energy also accounts for Mary's success. She has worked to broaden the curriculum to reflect the importance of Asia and to continue a strong faculty tradition. Recognizing the value of science education, she led the drive for a modern facility. She has encouraged students to study abroad and has been particularly sensitive to the needs of international students.

She made it an era of free speech, as scholars, social activists, politicians and even agitators offered their ideas in an academic forum. For Mary, though, management and personnel challenges of a magnitude never faced previously have required her to perfect her "iron fist in a velvet glove" style of effectiveness.

Mary's departure reminds me of a story she told me a year or so into her presidency. She was in Thailand for a conference and stopped at a Buddhist temple where an old woman tended a cage of songbirds. For a few coins, a visitor could earn merit by releasing one of these birds. Mary made the donation and felt exhilarated as "her" bird flew to freedom.

This is a metaphor for Mary today. She has been constrained by the demands of college administration, but soon she will be free to sing her song in a big world fortunate to have her, as we have been these eleven years.

Penny Campbell

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

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Agnes Scott

The Magazine



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Reader's Voice

“The ASC magazine is awaited eagerly at our house and occasionally waltzes off with some family member who is fascinated by the stories.”

Agnes Scott
—The Magazine



READER'S VOICE POLICY

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

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My husband took the fall 2005 issue, thinking it was his Coke magazine, especially when he read about people he knows.

When I was at ASC in the 1950s, we didn't know we could have careers like Tish Lowe '69 or Kay Krill '77. We aimed to get an engagement ring in senior year and be wives, mothers, teachers, choir directors, etc.

One of my three jobs at ASC was working for Eleanor Hutchens in the Alumnae House. I know she is eager to see the beautiful renovation, and I thank her for her service to ASC.

The plans for a Fay Jones' style chapel like his Eureka Springs, Ark. one will be perfect for the dell. Annette Griffin Jones '56 and I were dancing sunflowers in one of the last May Day celebrations when Harriet Potts Edge '54 was our queen.

Kristin Kallaher '04 gave us a portrait of Arthur Raper, a remarkable man ahead of his time and an inspiration to his students and now to us, 75 years later. More than ever I share Raper's goals to end economic, political and social injustice. I keep foam board at home in the event I have to go hold up a sign for women somewhere.

The trip to Tuskegee Institute interested me because my parents lived there briefly in 1935 when I was a baby; my mother used to stroll me on the campus and would sometimes spot Booker T. Washington or George Washington Carver, who would come down the sidewalk with his lab coat flapping in the breeze and nod to a woman strolling a baby headed to Agnes Scott!

Thank you for printing the speeches by Dr. Bullock, Sen. Clinton, and the poetic remarks of our own Marsha Norman: sign up for peace, sign up for women presidents and sign up for faith. I have never been to a more exhilarating graduation or read more inspiring college or university magazines than the spring and fall 2005 issues of *Agnes Scott, The Magazine*. Thank you.

JACQUELINE P. FINCHER '56
Alpharetta, GA

P.S. My mother never left the ASC campus without saying "Oh, I wish I could stay and study

here and eat that good food"—at the "Delicia Plate" Evans Dining Hall as we called it in the 1950s. I feel the same.

Feast Day

YESTERDAY WAS FEAST DAY FOR ME—*Agnes Scott The Magazine* came! I enjoyed reading about Anna Young, still a part of me. Also to read Bill's [Finger's son] appreciation of Dr. Raper was a delight.

All the articles were fascinating. *The Magazine* reveals the personality and flavor of the college as reflected in the careers and lives of the alumnae.

I'm proud of my choice of Agnes Scott, which has helped me in the choices throughout my life.

MAMIE LEE R. FINGER '39
Asheville, NC

Editor's Note: We regret to report that Mamie Lee Finger died Feb. 13, 2006.

All that Coca-Cola Stock

AS ALWAYS, I WAS GLAD TO RECEIVE the fall 2005 issue. My curiosity was especially piqued by the cover story on ASC's long-standing relationship with the Coca-Cola corporation.

All long-term relationships, be they between individuals or institutions, deserve celebration. As an alum, I am grateful for the support we have received from Coke and individuals affiliated with it. However, strong and effective relationships are also characterized by honest assessment and transparency. As someone who regularly works with college students, I am very surprised that in the extensive coverage of Coke as a supporter of undergraduate education no mention was made of the criticism Coke has received from many campus communities around the country and around the world.

Student groups at schools such as Mt. Holyoke are active in the "Killer Coke" campaign, and some schools—from Oberlin College to Rutgers University—have terminated their contracts with Coke due to human rights abuses in

“I am very surprised that in the extensive coverage of Coke as a supporter of undergraduate education no mention was made of the criticism Coke has received from many campus communities.”

Colombia, South America. If ASC truly seeks to prepare women for life and leadership in a global society, we need to be open and constructively critical about the alliances we pursue. Although I assume no campaign against Coke exists at ASC, alumnae and students would benefit from learning what students at other institutions consider to be human rights concerns.

Coke is fortunate to have alumnae such as Sarah Hunter '80 to help them manage their cooperative efforts. I am sure as a socially responsible corporation it would welcome opportunities to address the concerns of student activities. I am disappointed that ASC missed the opportunity to dig deeply into issues related to corporate accountability.

JACQUELINE DECARLO '87
Washington, DC

I WANT TO THANK Lisa Ashmore for her comprehensive, well-written article on Agnes Scott's relationship with Coca-Cola, particularly as it concerns our endowment. Having often returned to campus for various alumnae leadership seminars in the five years since I graduated, I have greatly benefited from hearing frank explanations of Agnes Scott's finances given by various representatives from the board of trustees; to wit, that our endowment, while generously large, is not the end-all, be-all of the college's assets. Consequently, the annual fund is not just a feel-good, happy-go-lucky pot of money for the college to spend at its whims. Yes, the endowment is significant, yet the annual fund is a budgeted necessity, the goals of which are projected in advance and expected to be reached.

Let me be clear. For a group of women seemingly so in touch with the college that they annually attend Leadership Weekend, this forthright, direct news about Agnes Scott's financial picture was met with surprise the first time we heard it. Time and again, we urged the school to spread the message about the endowment's allocation and how that money is spent on a yearly basis. Misperceptions about Agnes Scott's financial health—we are a “Coke school,” and thus presumably immune from economic pressures of our time—hamper the ability of the college to raise truly necessary funds for everyday expenditures.

I am certainly grateful for the gifts from legendary alumnae that have allowed Agnes Scott to thrive financially. But I am equally grateful for the prudent and far-sighted leaders of Agnes Scott today, who recognize that while Coke is a wonderful resource, we need to drink from other streams as well.

MELANIE MINZES '00
Washington, DC

MAY I ADD MY TWO CENTS WORTH to your article on Coca-Cola recently? As a lowly copywriter with McCann-Marshall Ad Agency, around 1950 or thereabouts, I contributed two winning slogans and several food with Coke campaigns. One day looking down on a lunch counter, I noticed every one had a Coke beside their sandwiches. So I thought to myself food must taste better with Coke. People came down from New York and said we can't say food actually tastes better with Coke, but we can say Things Go Better with Coke. Another slogan I thought of, and it was accepted, was—it's the taste you never get tired of." I also found that Sprite was a wonderful mixer. So I proposed the Have a Melon Ball with Sprite, Fast Freezes with Fanta and Fundo (Fondue) suppers with Tab until a home economist objected, saying that cheese with anything was fattening. Premiums with each promotion were important. We imported melon ball scoops from Japan, handsome teakwood-like handled fondue forks and a little battery-operated refrigerator for making Fast Fruit Freezes with Fanta in your own boat. While I was senior in 1938 at Agnes, I wrote in a paper that I wanted to go into advertising and write copy for Coca-Cola. Be careful what you dream about, for it surely can happen!

Keep up the good work on *The Magazine*.

THE REV. JANE GUTHRIE RHODES '38
Decatur, Ga.

A Correction

I WAS HONORED TO BE FEATURED in the article on “Lifelong Learning” in the fall 2005 issue of *The Magazine*. The point of the article on lifelong learning was totally accurate: The faculty and staff at Agnes Scott nurtured within me a love of learning that continues to this day and has opened up many opportunities for me to grow and serve. There were, however, some statements regarding my career that should be corrected or clarified. At the World Bank's International Finance Corporation, I founded and managed an innovative program for financiers on environmental risk management that formed the basis for today's environmental standards for banks; however, I never served as IFC's president. I created a job as an anthropologist in the newly formed cultural resources management program at the Tennessee Valley Authority, but did not head the program. At IBM's southeast regional administrative operations office in Atlanta, I was the first woman to enter the exclusively male domain of the computer room; whether this was a first for IBM nationally is uncertain, but it was definitely a breakthrough for women in the regional office.

LETITIA “TISH” LOWE '69
via e-mail



Go Scotties!

Basketball

IT WAS A WINNING SEASON—the first in the college's history—for the basketball team, which finished 15-13. The previous record of most wins in a season was only six, set last year.

Other basketball firsts include:

- The toughest schedule in school history. The team played two

Division I schools, two Division II schools and one National Association of Intercollegiate Athletics school.

- Third place finish in the conference—the best in school history. Last year's team only won three conference games, and this year's team went 10-4 in conference play.
- Conference tournament runners-up. Agnes Scott had never won a conference tournament game.

Joelen Akin, basketball coach and athletic director, was named Great South Athletic Conference coach of the year.

Cross Country

CROSS COUNTRY WON the conference championship for the second year in a row, and Dennis Kruszewski received CSAC conference coach of the year.

Soccer

THE SOCCER TEAM FINISHED SECOND in the regular season and tied Maryville College (Tennessee) in one game, breaking Maryville's 34-game streak of not losing or tying a game. Even though the Scotties lost to Piedmont College (Georgia) in the semifinals, the soccer team had a winning season. Joe Bergin was named CSAC conference coach of the year.

Swimming

SWIM TEAM MEMBER Yevheniya "Jane" Krutko '07 (see page 27, fall 2005 *ASTM*) finished first in the 100-meter butterfly and 200-meter breast stroke in the Atlantic States meet in Virginia. The team finished fourth in the Atlantic States Conference championship.



GARDNER

A Tree Grows in Decatur

TO HONOR the 10-year presidency of Mary Brown Bullock '66, the college staff planted an American fringetree on the front lawn of Agnes Scott last fall. Expected to grow to 25 to 30 feet tall, the tree produces flowers that are white, feathery blossoms.

"This fringetree represents President Bullock's commitment to making Agnes Scott a beautiful community. She has been deeply involved in creating an attractive campus environment that is appreciated by everyone," says Gué Hudson '68, vice president for student life and community relations and dean of students.

Renowned Theologian Issues Challenge

WHAT DOES ATHENS have to do with Jerusalem?" renowned preacher and theologian the Rev. Peter J. Gomes asked an almost-full house gathered in Gaines Chapel for the 2006 James Ross McCain Faith and Learning Lecture. "What does the city of reason have to do with the city of faith?"

His hour-long address—peppered with humor—explored the role of an intellectual institution founded on Christian principles.

Noting the study of religion has nothing to do with the practice of religion, Gomes proposed there is tension between the city of reason and the city of faith and this tension ought to be addressed regularly.

"The thing about tension is not what it resolves but what it creates," said Gomes, citing music and novels as examples.

An ordained American Baptist minister, Gomes is Plummer Professor of Christian Morals and Pusey Minister in The Memorial Church at Harvard University. He has written a number of books and has published 10 volumes of sermons as well as numerous articles and essays.

He debunked the idea that today's college students are spoiled, materialistic and morally complacent and believes they have the moral curiosity to search for truth.

"In many ways, college is the ideal place to discover religion—the books, the professors and the environment of free inquiry," said Gomes.

Gomes admonished Christians to act boldly. "The Christian intellectual heritage says we have nothing to fear from science or reason. We are to

act boldly and be not afraid."

He added Christians have nothing to fear from other religions. "Their truth does not compromise our religion. We act with hospitality toward them."

Gomes encouraged Christians—and the college founded on Christian principles—to look to the future.

"We have nothing to fear from the future," said Gomes. "Easter is the beginning of a whole new brave world; not just the end of Lent. You cannot make progress driving with your eye on the rear view mirror. Going ahead is the only place where Christianity can be experienced."

He warned the college about cultivating the past, but encouraged it to take the journey forward in faith by being transformed in what can happen. "Be part of the transformation for good. Your best years are ahead of you."

"The Christian intellectual heritage says we have nothing to fear from science or reason. We are to act boldly and be not afraid."



BULLOCK SCIENCE





Above the Science Center entrance hangs the building's official name—Mary Brown Bullock Science Center.

As one way to show their appreciation, the Agnes Scott Board of Trustees named the building for Mary Brown Bullock '66, who concludes her 11-year tenure as president of the college August 1.

"There is no better way to acknowledge in a lasting way all that President Bullock has done for the college than by naming this particular building in her honor," says Harriet King '64, chair of the board of trustees. "This is a state-of-the-art building designed to provide our students with every tool and opportunity necessary to educate them in the sciences.

"Mary's leadership in emphasizing the importance of the sciences in a liberal arts education and in constructing such a building on our campus is indicative of her vision for the college and for women's education."

With the campus community gathered in the Science Quadrangle, a temporary sign was unveiled during a brief ceremony during the board's April meeting.

Known until now as the Science Center, the \$36.5 million building houses the departments of biology, chemistry, psychology and physics, as well as the Science Center for Women. It consists of more than 115,000 square feet with a "racetrack" floor plan, placing shared resources in the center of the building's wings, with labs and classrooms around the perimeter. Laboratory space provides for faculty/student research as well as individual faculty research.

A popular gathering and meeting place is the building's Woolford B. Baker Atrium with its three-story representation of Agnes Scott's DNA.

When the building opened in 2003, President Bullock said, "Liberal learning assumes the integration of scientific and ethical concepts, scientific and aesthetic

concepts, scientific and social concepts. And so this building is designed to bring us together."

Celebrating Her Presidency

Celebrating Mary Brown Bullock's 10-year anniversary as president, the campus community proclaimed MBB Day, which concluded with a party during which the faculty reviewed the highlights of her leadership.

BY KATHARINE KENNEDY



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Mary Brown Bullock '66, arrived in the summer of 1995 with the intimate knowledge of an alumna and the fresh perspective of a scholar and administrator whose work had taken her far from Georgia and from the world of small colleges. Her career as a Stanford-trained China historian included frequent trips to East Asia and a position at The Woodrow Wilson International Center for Scholars in Washington, D.C. Leaving a fulfilling career and life in Washington to face the challenges and uncertainties of the Agnes Scott presidency required a rare level of courage and vision. In her inaugural address, President Bullock promised, "We will grow, we will build and we will change." Her success in fulfilling all three promises has been truly remarkable.

Becoming Visible

One of President Bullock's first targets was Agnes Scott's understated image. Realizing a college could only suffer from being a "well-kept secret," she began to advertise. Print advertisements asked, "Who in the World is Agnes Scott?" and "Where in the World is Agnes Scott?" In response to Georgia's HOPE Scholarship, the college's advertisements proclaimed, "Georgia Offers you Hope. Agnes Scott gives you the World." The advertising blitz included four advertorials in the *New York Times* during Bold Aspirations: The Campaign for Agnes Scott College. President Bullock's leadership of national organizations such as the Women's College Coalition and the National Association of Independent Colleges and Universities has increased the college's national stature among college administrators. Closer to home, Agnes Scott invited its neighbors to campus for a series of autumn "Nights under the Stars." The cultural events program flourished, and the college attracted speakers such as Kurt Vonnegut, John Updike, Thomas Friedman, Alice Walker, Julian Bond, Marsha Norman, and Hillary Rodham Clinton.

A two-year "re-imagining" effort produced an attractive new logo, of which President Bullock wrote, "The intersecting web is light, but not fragile. It's enduring, like the sisterhood of Agnes Scott alumnae." At the same time, the college adopted its tagline, "The World for Women." Agnes Scott breaking into the top 50 in the *U.S. News & World Report* ranking in 2003 represented another step toward a national profile and an affirmation of improvements ranging from faculty salaries and student retention to alumnae giving and publicity.

Toward 1,000

Agnes Scott was a perilously small college in the mid-1990s. Even before assuming the presidency, Bullock stunned faculty with her vision of a student body of 1,000. Growth began immediately. Full-time-equivalent enrollment has grown by an amazing 67 percent.

Supporting the Academic Program

President Bullock has made strengthening the academic program a priority. For a number of years prior to her arrival, the size of the faculty had been frozen at 70. As enrollment grew, so did the faculty, with the addition of 11 new tenure track positions. Each of these new positions fulfilled long-held needs and dreams—for a faculty member to direct the international relations program, for an art historian specializing in the modern period, for a scholar of world religions, for a faculty member in women's studies, for an ethicist, for a molecular biologist, for a conductor for the music ensembles, for an astronomer specializing in planetary science, for an industrial psychologist, and for a scholar of post-colonial literature. Each has added breadth, depth and excitement to our curriculum. President Bullock has participated in the hiring of more than half of the permanent faculty.

Her notable curricular initiatives include the recently added requirement that students take a second course in science or a science-related field

and introduction of the 4/4 student course load and 3/2 faculty teaching load. Although faculty are working as hard as ever, the reduced teaching load has provided a welcome opportunity to focus energies. While teaching remains the faculty's priority, President Bullock has successfully encouraged impressive achievements in the area of research.

Even with the college's financial challenges, faculty salaries have increased over the past decade. For years, we aspired to reach the 80th percentile of salaries at four-year colleges, as reported to the American Association of University Professors. Only after President Bullock's arrival did salaries actually reach the 80th percentile with any regularity.

Another successfully achieved presidential goal was to make the college more global. The number of students studying abroad has increased, with 43 percent of the class of 2005 having had an international experience. The world has also come to Decatur through the contributions of international students, who constitute almost 11 percent of the class of 2006 and more than 7 percent of the entire student body.

Building for the Future

The most visible changes have been to the campus. A Master Plan identified construction projects needed to propel the college into the 21st century, and President Bullock donned her hard hat. The first new building was a parking facility. Although this project initially distressed some neighbors, the college acknowledged their concerns and erected an attractive and unobtrusive parking facility. Extensive renovation of Evans Hall resulted in a larger, lighter and more attractive dining hall, and the renovated kitchen and serving areas facilitated the preparation of tastier and more varied food. The renovated lower level of Evans became flexible, serviceable space. Construction crews demolished the old gymnasium/student center and part of the library to make way for the new hubs of social and intellectual life, Alston Campus Center and the renovated and expanded McCain Library.

The wave of construction culminated with the new science facilities. The renovated and expanded Bradley Observatory contains the state-of-the-art Delafield Planetarium and a LIDAR lab. After years of thorough planning, construction commenced on the Science Center with President Bullock on a backhoe during the groundbreaking ceremony. The Science Center's opening in 2003 included the well-publicized unveiling of a rendering of Agnes Scott's DNA on the wall of the Woolford B. Baker Atrium. Students and faculty are delighted with the enhanced opportunities for teaching, research and learning at the Science

Center and Bradley Observatory and Delafield Planetarium.

Construction of the Science Center necessitated relocation of the tennis courts, and the new Byers Tennis Courts now occupy a perfect spot high above the athletic field. After renovation of Woodruff Quadrangle and landscaping of the entire campus, Agnes Scott has never looked better. Residents and visitors marvel at the beauty of the campus and, especially, the greenness of its grass. In transforming the campus, President Bullock consulted college constituencies, hired nationally known architects, and drew on her own commitment to and appreciation of quality.

Money Matters

Bold Aspirations: The Campaign for Agnes Scott College, launched in 2001, raised \$70,652,390. President Bullock met with alumnae throughout the country, making the case for contributing to the present and future of Agnes Scott. Alumnae provided 60 percent of the contributions to the campaign, reflecting the participation of an impressive 66 percent of alumnae.

The college's large endowment enjoyed healthy growth in the late 1990s, but this trend reversed in the new millennium. When the endowment lost 46 percent of its value between 1998 and 2003, the challenges were great. President Bullock has guided the college through four years of painful budget cuts with compassion and intelligence, and revenues from sources other than the endowment have increased significantly.

A More Harmonious Tone

Faculty who toasted President Bullock at our 10-year anniversary celebration emphasized dramatic improvement in campus "climate," "morale" and "tone" under her leadership. She has brought dignity, wisdom, insight, generosity, toughness, kindness and respect for scholarship to the presidency of Agnes Scott. When she speaks of academic excellence, she understands it and means it. Her appreciation for all of the college's constituencies is genuine. Despite inevitable bumps in the road, President Bullock and her leadership team have fostered an environment where faculty can focus on teaching, scholarship and service; where students can learn and grow; and where staff can provide services vital to the college's success.

As our president, Mary Brown Bullock has embodied the ideals set forth in our Mission: Agnes Scott College educates women to think deeply, live honorably and engage the intellectual and social challenges of their times.

Katharine Kennedy is Charles A. Dana Professor of History.



DAVID WITBECK



GARY WHEAT



GARY WHEAT



CHRIS THIERGEN

PRESIDENTIAL PERSPECTIVE

BY MARY BROWN BULLOCK '66

With the Atlanta Olympics just around the corner, it was hard to resist an Olympic metaphor in my inauguration speech 11 years ago: "We are going for the gold!" And yes, I returned to Agnes Scott in part because, like all alumnae, I have a competitive streak. With its extraordinary historic, human, financial and geographic assets, Agnes Scott should be known as one of the finest liberal arts colleges in the country. The question was: how to do it?

I knew from my student years that academic excellence was key to Agnes Scott's past, and I believed it was central to its future. But what does academic excellence mean in the 21st century?

To start with, it requires a somewhat larger institution. The decline of the student body from approximately 750 when I was a student to less than 600 when I returned made a huge difference in the campus climate. By 1995, Agnes Scott had become too small to support a first-rate institution.

I came to realize, however, that size was not the only issue. The second but most important challenge was believing—believing that Agnes Scott, a fine liberal arts college in Atlanta, had an important future and could define standards of

academic excellence in educating women for our region and throughout the country. And so at my inauguration I called for us to "build, and grow, and change."

During my first two years, the faculty, senior staff and I worked hard to produce a comprehensive strategic plan, calling for nearly everything including a major building program. The only time I remember being truly anxious as president was the night before the trustees reviewed the final plan. I knew it was a truly aggressive approach to transforming the college. I need not have feared; the trustees not only approved the plan, they enlisted. I cannot overestimate the importance of the Agnes Scott trustees during the past 10 years. More than half are alumnae from the 1940s to the 1980s, and they joined me in a sense of urgency, concurring that "our time is now."

The first critical challenge was growing the student body. It was not just that Agnes Scott was smaller than in the 1960s, it was that the average size of strong liberal arts colleges had grown to between 1,000 to 2,000—the size needed to maintain a large enough faculty and appropriate institutional resources. We are now hovering just over 1,000 "head-count" including students abroad, Woodruff Scholars, Year Five students

and students in our post-baccalaureate and graduate programs. Our extraordinary growth is due to the work of many people, but Stephanie Balmer, dean of admission and associate vice president for enrollment, and Gué Hudson '68, vice president for student affairs and community relations and dean of students, deserve a huge vote of thanks. They believed.

Looking ahead, Agnes Scott needs to stabilize that number at 1,000 full-time regular students in our undergraduate and graduate programs and then

WHAT DOES
ACADEMIC
EXCELLENCE
MEAN IN THE
21ST CENTURY?



CARDINIE JOE



MARILYN SURIBAN

instruction for which it has always been known.

Although we have increased significantly our support for faculty, including sabbatical and professional development support, a critical challenge for Agnes Scott in the future is to retain and support our professors—to raise our faculty salary level and to provide adequate resources for research

and teaching excellence. The next campaign—yes, get ready for the next campaign!—will be about academic excellence. I estimate we will need at least \$25 million in new endowment funds to stabilize and raise current faculty salaries to the level of top-ranked liberal arts colleges and an additional \$10 million for five named faculty chairs. We will also need an investment in academic facilities—not necessarily new buildings, but the renovation of Dana Fine Arts Building and Buttrick and Presser Halls, as well as the reconfiguration of Campbell Hall into a center for the fine arts, and our growing education programs. We are beginning to plan for this revitalized academic quadrangle.

continue growing. Our campus capacity is about 1,200, including sufficient residential space with our Avery Glenn Apartments. We have not sacrificed quality for our increased number of students. In fact, in fall 2006 we reduced the number of entering first-year students from approximately 250 to 230 in order to raise the SAT average approximately 40 points to 1220. Likewise, we raised the entrance standards for our Post-Bacclaureate Pre-Med Program by about 100 SAT points. While this resulted in a slight decline in overall enrollment this year, we are convinced raising the academic standards will increase enrollment in the years to come.

Indeed, if there is one point driven home to me in my 10 years as president, it continues to be that academic quality matters. It matters to alumnae, who want to be proud of their alma mater. It matters to students and their families who are making serious investments in their futures. It matters to faculty who are choosing an institutional home for perhaps a lifetime.

And it matters to public perceptions. The academic institutions that are known for excellence, including women's colleges, will flourish in the future. According to our ranking in *US News & World Report*, Agnes Scott now is clearly recognized as the strongest women's college from California to Pennsylvania and one of the top six liberal arts colleges in the Southeast.

When I talk about academic excellence, I am, of course, talking about faculty and the academic program. Upon returning to Agnes Scott, I found that the faculty had retained the high quality liberal arts curriculum I remembered, and they had also been innovative in weaving women's perspectives throughout the curriculum and in introducing pioneering Language-Across-the-Curriculum, Global Awareness and experiential-learning programs. In many disciplines, students are engaged in collaborative research projects with their professors. With an enviable student-faculty ratio of 10-1, Agnes Scott still provides the personalized

While I knew I had benefited from an all-women's college, my subsequent years had been in settings dominated by men. I have been pleasantly surprised. For starters, I have never been in a more supportive and less-factionalized environment. For another, I have learned so much from our faculty about women's studies—the many different ways in which they integrate women's perspective into the classroom. But I have also learned a great deal from the staff who oversee our residential life and design our co-curricular programs. A holistic approach to young women's lives now includes competitive varsity sports, strength training, physical and mental wellness programs and career guidance. This year our cross-country team won our conference title for the second year in a row, and our basketball team made it to the finals. This year 100 percent of our students applying to medical school were accepted. Each of these accomplishments

A HOLISTIC APPROACH TO YOUNG WOMEN'S LIVES NOW INCLUDES COMPETITIVE VARSITY SPORTS, STRENGTH TRAINING, PHYSICAL AND MENTAL WELLNESS PROGRAMS AND CAREER GUIDANCE.

Even years ago, I wondered what it would be like to return to a women's institution. While I knew I had benefited from an all-women's college, my subsequent years had been in settings dominated by men. I have been pleasantly surprised. For starters, I have never been in a more supportive and less-factionalized environment. For another, I have learned so much from our faculty about women's studies—the many different ways in which they integrate women's perspective into the classroom. But I have also learned a great deal from the staff who oversee our residential life and design our co-curricular programs. A holistic approach to young women's lives now includes competitive varsity sports, strength training, physical and mental wellness programs and career guidance. This year our cross-country team won our conference title for the second year in a row, and our basketball team made it to the finals. This year 100 percent of our students applying to medical school were accepted. Each of these accomplishments



CAROLINE

speaks to the role of Agnes Scott today in providing a high quality comprehensive program for young women today.

I have come to appreciate the men of the faculty and staff who are also dedicated to teaching and mentoring women. Like them, my husband George—a wonderful partner in my presidency—is an enthusiastic promoter of women in sports, women in music and women in science. I bridle when someone brings up the gender issue and says that Agnes Scott is not diverse. We may not have undergraduate boys, but we have lots of men, and we have many wonderful faculty and staff families who live in and around the college. We also have extraordinary socio-economic, ethnic, religious and political diversity. Like many other women's colleges, we are modeling a new kind of American community. Yes, we are still working at that challenge, which is also our nation's challenge, but I have become convinced that this four-year women-only interlude may create one of the most effective environments for learning to live and work in a diverse world.

EVEN AS WE
BECOME MORE
LOCAL, WE
MUST BECOME
MORE GLOBAL.

Where to from here? Agnes Scott will become both more local and more global. For some years, I have been talking about "a liberal arts college with the reach of a university." We don't compete with other colleges: we compete with universities, the dominant



CHRIS THEGERTEN

educational model today. Our curriculum cannot expand indefinitely, but it can become enhanced by substantive ties to the universities and cultural institutions around us. New initiatives with Emory University include a five-year program in nursing, a pre-doctoral humanities teaching program and the expansion of our foreign language capabilities. We signed a unique agreement between the Centers for Disease Control and Prevention and Agnes Scott last fall, providing a framework

for student internships, faculty development and opportunities for CDC scholars in medical anthropology, women's health and the social aspects of epidemiology to teach at Agnes Scott. Our fine arts departments are considering new ways in which we can link to Atlanta's flourishing cultural community. Atlanta also will present new opportunities for graduate programs and continuing education programs, but only if they complement and enhance our core undergraduate program.

Even as we become more local, we must become more global. I am proud of the fact that more than 40 percent of our students study abroad, but that number—and the number of our international students—is threatened by our budget constraints. Agnes Scott's students must graduate with a global vision—we really are talking about not just the world for women, but women for the world.

While being innovative, Agnes Scott has a special responsibility to maintain its core values, as I put it in my inauguration speech, being "more faithful to our founding values." These values include holding fast to the goal of "a liberal arts curriculum abreast of the finest in the country," and they also include the conviction that knowledge, by itself, is not enough. Our motto from *II Peter* reads: "Add to your faith wisdom, and to wisdom, knowledge." At a time when faiths collide at home and abroad, this college believes a liberal arts education includes paying attention to the religious journeys of all our students. Our new chapel, designed to be a Christian chapel welcoming to people of all faiths, will include an inter-faith meditation room. It will provide a new setting for students to engage in conversations with those who share their faith traditions and those who embrace different faiths. It will provide a special place for all members of the Agnes Scott community to explore the purpose and meaning of their lives.

It has been a privilege to serve as president of Agnes Scott College during these 11 years. I have loved the challenge of institutional leadership, and I have loved representing Agnes Scott in educational settings around the country. Like the college, I have changed during these years and as a result of this extraordinary experience. I have especially enjoyed listening to the life-stories of many alumnae and watching the personal growth of our students.

From all of you I have gained the inspiration to close this chapter in my life and to embark upon new discoveries. As an alumna, I look forward to my continuing association with the college. And I have no doubt that under my successor, Agnes Scott will continue to be going for the gold!

As husband of the college's first alumna president, George Bullock charted new territory, finding his own role in the college community, one that created lots of fans.

BY CELESTE PENNINGTON



FRIEND *of the Scotties*

George Bullock is a natural in his Agnes Scott ball cap.

From the sidelines, he has taken in everything from student games to matches and meets. With pride, he wears the ASC logo. With his encyclopedic knowledge of sports and his interest in students, he's a well-cultivated Agnes Scott fan.

"George can tell you who had the best time on cross country, each goalie's record, who's performing in tennis or basketball," notes one faculty member. "It is quite spectacular."

Just as effortlessly during the past 11 years, Bullock seems to have slipped into his role as the college's first husband. Wherever he finds himself, he's assimilating an extraordinary amount of information and personally making connections for the college.

When he's out on the road consulting—about 50 percent of the time—Bullock has set up appointments with alumnae in the area.

"We haven't had any presidents' wives do that!" remarks an alumna.

"He is quite a multi-faceted guy. He is a good conversationalist and has strong opinions," comments long-time friend Martha Thompson '66. "If you have an interest and ask what he knows about a topic, George will hold forth. He's well informed; he has the facts. Ask his opinion and you will know where he stands."

At home in Decatur, Bullock pursues wide-ranging interests on and around campus. He loves the performing arts. So several months out, he makes mental notes of student recitals. With no schedule conflicts, Bullock is there savoring the music and congratulating the artist.

Team Trivia? "It's the toughest at Manuel's Tavern," says Linda Lael '66. Several alumnae have extended an open invitation for Bullock to sit at their table on Sunday nights. With his graduate school work in history from Stanford University, wide-ranging experience with Beltway politics



CAROLINE ROE

WHERE ARE THEY NOW?

Ashley Bullock, who holds an undergraduate degree from Wellesley College, is pursuing a master's degree in human development at the University of Chicago. In between her educational ventures, she taught autistic children at the Lion Heart School in Atlanta, served as a research assistant with Emory's anthropology department and worked on organic farms in Hawaii.

Graham Bullock is working on his Ph.D. in environmental science, policy and management with a National Science Foundation grant at the University of California, Berkeley. He graduated from Princeton University and has a master's degree from the John F. Kennedy School of Government at Harvard University. For several years he worked in China with the Nature Conservancy and is fluent in Chinese.

and love of sports, Bullock is a first-pick for their "never rowdy" but competitive circle.

"He has an excellent brain and great recall," says Susan M. Thomas '66. "We sort of relax when George shows up."

For fun, he emcees the trivia tournament at Black Cat each fall. Students respond to his accessibility and his ability to tune in to their interests.

"When you meet him, you can't help but like him," says Mary Rae Phelps '02. "He has no airs."

CONCERNS FOR STUDENT ENROLLMENT and student attrition had loomed large at Agnes Scott before Mary Brown Bullock '66 arrived as president. As first spouse, Bullock found ways he could make a difference. For example, he decided to study the biographical sketches and learn all the names of first-year students from out of state.

"That was about 125 students out of 250. It was not hard to get to know them," he says, "and then I would integrate into my thinking other students as we met." He is quick to say he does not know all of the students. "We have 1,000 students now. Some I've gotten to know pretty well."

"I am fairly certain every year George has approached me during orientation to tell me about students who may not be majors but ought to be in my program," remarks David Thompson, associate professor of theatre. "One example is Hollis Mutch ['06]. She is not a theatre major, but she is talented. He encouraged her, and she has been in several of our productions."

The same is true for the athletes. Tennis player Mary Rae Phelps '02 was part of a stellar tennis team that didn't lose many matches. "Agnes Scott is such an academic place, most students are involved with their classes and probably didn't know what was happening, but the athletic department and George were excited. He was at every match. It definitely made my experience."

Emily Rose '06 of Tampa, Fla., also benefited from that legacy. On her dorm wall hangs a photo

of her with President Bullock. She remembers the Bullocks attended her first ASC orchestra concert in fall 2002. She played the harp, and afterward, they mentioned how nice it would be for her to play at an event in their house. This December when Rose and her mother were rolling the harp up to the President's House for a party, Bullock was the first one out, offering to help.

After the party, he wrapped up refreshments for Rose. "I have been lucky," she says. "Having these two people so involved with students makes it seem like what we are doing is more important."

The Bullocks came to the college just as the board of trustees, faculty and staff were making a campus-wide effort to rebuild and strengthen relationships.

"It was an extraordinary time," recalls Joseph R. Gladden Jr., then trustee chair, "As we were looking for a permanent president, we were using the search process to draw the elements of the college community together.

"From the board's and the college's perspective, it couldn't have worked out better. Mary has done a spectacular job. George has our enormous respect. In particular, it has meant a lot to the students for a person in his position to care about them. I think they love him.

"Under their leadership," concludes Gladden, "basically, the whole college has been reborn."

EVEN THOUGH BULLOCK wasn't under the same scrutiny as President Bullock, he arrived with strong credentials. A student of 20th-century American history, he had enough desire for hands-on knowledge of the federal government to work in Washington, D.C., for a year or two—and stayed 25. Bullock served in the executive branch in the Office of Economic Opportunity. He has run two state government offices and, earlier, the office of Sen. Ted Stevens of Alaska. More recently, he represented various companies "who need assistance in dealing with the federal bureaucracy." In 1991, he joined the Edison Electric Institute, an association of shareholder-owned electric companies, to run its state and local programs.

According to Martha Thompson, who worked in Washington, D.C., as the deputy assistant secretary in the U.S. Department of Treasury when the Bullocks lived on the Hill, their children have been most important to them. "George Bullock is very much the coach—supportive, teaching them, urging them on. When Mary was traveling, he did their meals and got them to where they needed to go."

During their Washington years, Bullock officially put on his coach's cap when he learned there was no organized baseball for their son, Graham, then 8. In the process, he started the

Capital City Little League. By the time Graham graduated from high school, the league was first-class, with 75 teams and 1,500 players. Daughter Ashley played baseball until she was 13. Later she played at Sidwell Friends School on the same softball team with Chelsea Clinton.

Just when Bullock had thoughts about reclaiming his roots with a move West, “along came Agnes Scott. One thing led to another. We processed it as a family,” he explains. “Graham had just started Princeton, so he was set. Ashley was a freshman in high school. That was some consideration for us.

“I thought I could continue to do what I was doing in Decatur—and get a better airport out of the deal!”

Today, Bullock serves four clients. He represents Georgia Power on a state level and the Southern Co. on a national level. He regularly attends meetings of such groups as the National Governors’ Association, Southern Governors’ Association, the Southern Legislative Conference, the National Association of State Legislatures, the Council of State Governments and the Energy Council. He enjoys travel but admits, “I pick and choose a little. I will go to Hawaii, San Francisco, Santa Fe or Alaska.”

AS THEY LOOK AHEAD, Bullock is sorting through stacks of business files downstairs at their home.

Among his ASC memorabilia is a nice crystal keepsake he received during an athletic banquet. It’s inscribed to him, “As a friend of the Scotties for his endless support of our student athletes, 2000–2001.”

The Bullocks will maintain a residence in Decatur. “We’re not moving lock, stock and barrel to Timbuktu,” answers Bullock in response to student complaints. Yet their decision to leave has been received with mixed emotions throughout the campus and among alumnae.

“You have to realize that China is huge right now. If you are a China scholar like Mary, and China is pulling out of the station, you’ve got to go,” says Susan Thomas circumspectly.

The difference will be felt even more sharply on campus. “When we found out, students were crying in the dorm,” says Rose. “The underclassmen are so sad that the Bullocks won’t be here to finish up. The seniors, well, we are glad that we are seniors. But seniors cry too. I do.

“The Bullocks are a very good fit at Agnes Scott. As a student, you’re more than a name here. You are treated as a whole person. That is true in the classroom. It extends all the way up to the Bullocks. Or, maybe it starts with them and trickles down.”

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

The board of trustees passed a resolution making George Bullock an honorary Agnes Scott alumnus.



From Student to Mother of the President

Mary “Mardia” Brown ‘43 laughs when she talks about one alumna calling her the “Queen Mother.”

However, she admits she will miss being the mother of the president of Agnes Scott. “It gives you status,” Brown notes.

It was not a role she envisioned for herself when her father, a Presbyterian missionary in Korea, sent her to the “best girls’ school in the South,” where tuition was \$1,000 a year.

When she arrived on campus, Brown intended to drop her nickname “Mardia,” an Americanized version of the Korean word for Mary. However, she had too many friends here who knew her as Mardia and refused to call her by anything else. Her name isn’t the only thing that has remained the same through the years.

While tuition has increased and the campus changed physically, Brown believes the personal contact with professors and “everyone feeling equal” continues from her student days until now.

“I came from Korea and felt very small,” says Brown. “But I was no different from everyone else here. The college continues to have the high standards we had and continues to be forward looking.”

She’s proud of her daughter’s work at the college, but, ever the

mother, points out she is proud of all five of her children.

“Mary left home when she was 13 to attend boarding school, and she’s had to fend for herself,” says Brown. “We’re proud of what she has accomplished and appreciate all the help and support she’s received along the way.

“When she came, she had definite goals for the college,” she continues. “I think most have been reached. It hasn’t been easy, but she’s enjoyed it.”

Brown points out that no matter how busy Bullock has been, she’s always had time for her parents—especially taking her mother shopping and encouraging her father in his writing about China.

Brown and her husband, George Thompson “Tommy” Brown, served as missionaries in Korea, where they had met as children of missionaries. After they returned to the states to live in Decatur, Tommy served as director of overseas work for the Presbyterian denomination and as a professor at Columbia Theological Seminary, a position from which he retired.

For Brown, the most fun part of being mother of the president has been getting to attend all of the events and performances.

“I’m going to miss it. It has just been wonderful for us,” says Brown. “We’re thankful we’ve been here.” —Jennifer Bryon Owen



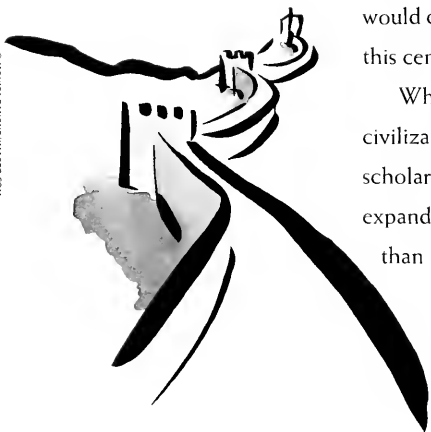
CHINA COMES TO AGNES SCOTT

As a child, Mary Brown Bullock '66 heard her missionary grandfather tell stories of fleeing the warlords of China during the early 20th century. Her father was born there, and later returned to Asia with his family, including then 8-year-old Mary. Her academic work would center on American medical and scientific efforts in China. And in this century, Bullock's son has worked in Asian eco-tourism.

What has Bullock's connection to the world's oldest continuous civilization meant for Agnes Scott? During her tenure, a number of scholars with deep personal or academic ties to China joined the faculty, expanding study of the country Bullock has visited annually for more than 30 years (minus two years when her children were born).

These faculty members work on widely varying planes ranging from faith to economics. All are important in helping students understand a country—increasingly in the news—of 1.3 billion people, spread over 3.7 million square miles.

BY LISA ASHMORE





A Fulbright in Hong Kong

DENNIS MCCANN, Wallace M. Alston Professor of Bible and Religion, is in Hong Kong on a yearlong Fulbright Fellowship; part of his time is spent teaching Chinese students business ethics. There, as in the U.S., neither business nor politics is considered particularly governed by morals.

"It's a problem everywhere," says McCann. "Here, there are some problems that are specific to Chinese culture and the processes of modernization." The shift from the "moribund" political, moral and cultural systems of Communism to a market economy "has been just really corrosive of what's left of traditional values, which were already seriously weakened by the Cultural Revolution.

"It's not just that business is particularly immoral. All of life here is pretty dicey," he explains. "One of the biggest issues people are struggling with, using the code word for it, is 'rule of law.' In other words, in China the law is used as kind of an administrative tool for those with political power and influence for rewarding your friends and punishing your enemies. It does not have, at least in

practice, the implication of impartiality, justice, etc."

That's not to suggest Chinese are bad or fundamentally different from Americans," McCann says. "In some ways their personal moral standards are much higher. But once you get out of the circle of trust, primarily your family, things are a lot dicier, and particularly the relationship over centuries with the government is one of evasion.

"The government is an overweening influence in the lives of people; people fear it—they try and stay as far away as possible. It means that they hide things. So you can imagine that tax collection in China is a huge headache," says McCann. "If you think that fraud against the IRS is a problem in the United States, it's nothing compared to tax collection, or even tax assessment, in China. The judiciary is corrupt, the political system is corrupt. People who have money and influence buy their way out of practically everything."

The perception that the Chinese government bans Christianity is untrue. "It's not as if religion or Christianity

is suppressed in China," McCann says. "Any Sunday I'm in China and have the inclination to go to church, I go to church."

"The real issue in China, given the nature of the political system, is ... freedom of assembly. There is no presupposition in Chinese culture that we have some God-given right to organize our own activities.

"Religion falls under that just as much as any other area of life," he continues.

And while no one can say with certainty what China wants for its new role in global politics, he believes the country is being portrayed as a fearsome, Soviet-style empire to justify current foreign policy and the U.S. defense budget.

"China has almost no history of external aggression. That army, as large as it is, is basically for purposes of internal control," says McCann.



CAROLINE DEE

An Economic Game

CHINA'S ECONOMY is the sixth largest in the world, and the third largest trading nation after the United States and Germany. But like most economies, it must be politically shrewd to keep lines of trade flourishing.

"The world

markets are important for China's economic development for providing both markets for its exports and imports needs," says Li Qi, assistant professor of



CAROLINE DE

economics. "For China to be successful in the long run, it needs to have good relationship with its trading partners."

A larger question is the relationship between developed and developing countries.

"Globalization is a hard force to fight against," she says. "The biggest economic players need to realize that as much as each one needs to protect its own interest, simply curbing international trade is not going to provide a recipe for growth," she said.

As for the concern over the Chinese government holding substantial U.S. debt via treasury bonds, Li said twin deficits (in trade and the U.S. budget) "no matter who is holding the bonds ... pose a serious problem for the U.S. economy and possibly the world economy."

She addresses fears China could devalue the dollar. "Many may be concerned that in an effort to de-link Chinese yuan from the dollar, China



Fusing Music and More

JOHN WINZENBURG, assistant professor of music, was in Beijing on a Fulbright Fellowship last year, but his Asia experience also contains eight years there as a student.

"I was in China during the spring 1989 protests, including 10 days in Beijing in late May after martial law was declared

... hundreds of thousands of protesters were out," he says. "I was in Shanghai during the actual suppression of protests. In all, I witnessed protests

in four cities that spring. However, while there were many signs of discontent in China that year, there was little to suggest such an outbreak before I left."



In 1985, Winzenburg went to Thailand for independent study on war in Cambodia, an offshoot of the Vietnam War. An East Asian studies major, he also went to improve his Mandarin.

He would spend a year in Xian, China, followed by three years in Tokyo and four in Taipei. At the time, his musical experience consisted of singing Karaoke, later a scourge in American clubs and bars.

"My experiences viewing and listening to Chinese instruments that year, unbeknownst to me at the time, would give me an idea for my orchestral conducting thesis 15 years later," says Winzenburg. "My plan was to live in Asia indefinitely, with the hope of doing graduate school in the U.S. at some point. I expected to stay longer, but very suddenly and unexpectedly decided while living in Taiwan to return to the U.S. to

pursue music studies."

His Fulbright centered on Chinese-Western fusion concertos, and he's seen crossover between the two cultures' instrumentation and composition.

"I have seen a handful of concertos for Chinese solo instrument and Western orchestra composed by Western/non-Chinese composers, and I believe that more will certainly be composed as the subgenre expands and people take greater interest in contemporary Chinese music," says Winzenburg. Chinese instruments likely to be incorporated in the West include the *erhu* (two-stringed fiddle), the *pipa* (plucked lute), and *dizi* (bamboo flute). The reed instrument, the *suona* and the *zheng* (zither) could also appeal to composers here.

In the world of pop culture, the West is prominent.

"So many urban Chinese are attuned to Western music today—so much so that they are generally unable to distinguish between older, non-Western-influenced Chinese music and newer Chinese

may sell large quantities of the U.S. treasury bonds and this may cause the price to drop," says Qi. "I believe that the Chinese government can switch to the currency plan that links the yuan to a basket of currencies without involving large wholesale of U.S. treasury bonds.

"Given the current foreign exchange portfolio held by China, a severe devaluation of the U.S. dollar won't help China either. [It] has shown the world that it can be a responsible player for regional and world economy. During the Asian financial crisis, when many East Asian countries devalued their currencies, China held the yuan's exchange rate and did not devalue the yuan to protect its exports. China suffered exports loss from this, but helped to maintain regional and world economic stability."

Qi is native Chinese and taught at Columbia University before coming to Agnes Scott.

Studying the economy of a country with heavy regional influences, vast contrasts in standard of living, and in the process of shedding decades of

state-owned enterprise is a challenge; Qi believes the experimental theory that won Vernon Smith a Nobel Prize is "a powerful tool, a new method which has a lot of strength."

In teaching experimental economics, she has students simulate influences that affect markets. "Then we talk about the results of their games, how they behaved and the economy implications," Qi said. "I can set up games and study your behavior."

Some of the games were inspired by China's emerging stock-market setups. The markets wanted foreign capital, but didn't want to lose control of their domestic industry. So they would segment foreign and domestic investors, i.e., there are shares that only foreigners can buy, and reciprocally, ones that only domestic investors can buy. But they couldn't trade with each other.

"That was changed a couple years ago, but it has been like this for 10 years and provides a good setup to test whether you are responding to some irrelevant information," she explains.

"Suppose something happened in the U.S. that has nothing to do with this Chinese firm. But because your other stocks are plunging, the price is rolling down or whatever happens in your U.S. market, you have to re-evaluate how you think about your Chinese stock. Therefore, you maybe selling at lower prices than before or you may be buying it at higher prices than before. If I'm a Chinese investor, nothing happened to the firm, but all of a sudden I see all of the foreign shares prices changing," she says. "I may be panicked, I may be thinking what happened? Maybe these foreigners know something I don't, when in fact it has nothing to do with you, it's something that happened in the U.S. ... But, then you see that the Chinese investors are likely to be influenced by what they see, which has no theoretical foundation based on all these classical theories about how you should buy and sell stock. It could be the cause of a contagious effect, which is irrational, but happens."



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music, which is heavily Westernized," says Winzenburg.

Beyond music, a lot changed since his student days.

"My year in Xian was very different from the one in Beijing in many ways, given the rapid, dramatic change that has taken place in China in the era of economic reforms, especially since they accelerated after Tiananmen.

"Chinese resurgence is being played out in many areas of society," he says. The confluence of history, affluence, religion and politics affects music and culture there as it does anywhere.

"China is plagued by enormous problems that could stall its development in terms of degree and pace," Winzenburg says. Any number of vari-

ables could affect the outcome. "It is important for us to remember that we were speaking in the same terms about Japan just 15 years ago."

Winzenburg's experiences show up directly and indirectly in the classroom. Last fall, the set of "Chinese Mountain Songs" performed by the Collegiate Chorale and *Sotto Voce* were by composer Chen Yi. The songs were among those

Winzenburg studied while he was at the Central Conservatory of Music in Beijing.

"I include a large Chinese component in my Global Awareness Japan course this semester, since there is such a close connection between aspects of Chinese and Japanese civilizations," Winzenburg notes. "Specifically, many traditional instruments

used in Japanese performing art forms we study came from China, some of which are the same ones that I've researched in my fusion concerto analysis."

China in Perspective

WHILE MOST COUNTRIES push patriotism, transnational history emphasizes the exchange and migration of people, ideas or materials across borders.

"Transnational historians often argue that nations are invented and attempt

to provide an alternative to official, uncritical national histories," says Shu-chin Wu, assistant professor of history and a native of Taiwan. "In the Chinese case, the

split of China into different geographical entities—the mainland China, Taiwan, Hong Kong—in the 19th and 20th centuries blurred the 'national boundaries' and opened the door for the discussion of China as different competing 'national locals.'"

Her specialty is early 20th-century Chinese intellectual history, but she also considers the much-older influences of Confucianism and the Dao important to understand the country's past.



"China in the first quarter of the 20th century witnessed, simultaneously, political chaos and intellectual freedom. Many radical intellectual changes took place at that time, including Marxism," she says.

The next few decades are crucial in the country's development. It is not so much in the certainty that China is becoming one of the world's superpowers, but the uncertainty about the tensions and challenges this rising power might create domestically and internationally, she notes.

While China's booming economy is dazzling, the future of China is by no means clear. For example, is the new China still a red China? If it is, how can a red China encourage and foster a capitalist society while holding on to an authoritarian socialist state?" she asks. Also, she wonders how the country will deal with the tremendous poverty and unemployment created in the countryside by concentrating economic development in the cities.

Wu's research focuses on the Chinese idea of time in the late 19th and early 20th century, which is cyclical time as opposed to linear time. Cyclical time was challenged in the 19th century when

Christianity reached the country.

"In Chinese thought, a perfect order was in the past, not the future," explains Wu. "When the Communists triumphed in 1949, they said 'Time has begun.' They had to create something out of nothing. Communist China is very futuristic. Linear thinking is that the future will be better than the present.

"Cyclical thinking is optimistic—if it existed before, it can exist again," she continues. "Anxiety is more in modern China—you don't know if it can exist."



As she prepares to leave the college after more than a decade as president, Bullock plans to write a book titled: *American Science and Medicine in China: a Century of Rockefeller Philanthropy*. She chairs the China Medical Board of New York, Inc.; its roots began in 1914 as a division of the Rockefeller Foundation.

Bullock says to achieve meaningful work in China, American students must master the language.

"It is important that we begin to offer the study of the Chinese language in order to have a real China studies program," she says. "Our relationship with China is emerging as the most important bilateral relationship of our times, and the growth of the Chinese economy is having a huge impact on the global economy," she said.

"It is important that Agnes Scott students have an opportunity to study various dimensions of this country, and I am especially pleased that they will be able to learn about its history, culture, religion and economy here."

Lisa Ashmore is senior writer/editor in the office of communications and edits Main Events.

CHINA

COMES TO AGNES SCOTT

Four students from China tell why they chose Agnes Scott.

BY KRISTEN RALPH '06

Why did you choose Agnes Scott?

Jimmeng Li '07: My parents were leaving the country, and I was applying to schools late. One day, an ASC alum, Bunny Zygmunt [Frances Folk '71], who also went to the high school I want to, came back to my high school to donate books. My teacher talked to her, and she recommended ASC.

Nanmeng Yu '08: Agnes Scott has what I need as an international student. The small, comfortable environment is ideal for me to adjust to the American culture. **Chunying Xie '08:** Basically, I want to experience a different life, especially in education, from what I experienced in China and to open my mind by exposing myself to a culture and environment I've never been in.

Weihua Li '09: I like women's schools, and I want to stay in the South. I like our campus a lot, for it is so pretty. In China, all the universities have many buildings, few trees. Here I can find many trees, grass, hills and even some small animals. I like all of them. The campus made me feel closer to the nature.

How does your experience in the United States differ from China?

J. Li: Discussions inside and outside the classroom have helped open my eyes and make me more open-minded.

Yu: Although I am Chinese by citizenship, I have been living in Kenya for almost 10 years. I moved to Kenya with my parents. They now run a Chinese restaurant there. I find it difficult to compare the three countries because I don't think I have spent enough time in each country to "know" it deeply. I enjoy exploring the nuances between Kenyan, Chinese and American culture. For example, the Asian manner of speech is more circumlocutory than those of American and Kenyans. Kenyans prefer to use more proverbs in their language.

Xie: I don't think there are many differences.

W. Li: Chinese universities and American ones are totally different because of the different culture. For example, we do not have small classes, and the usual number of a class is more than 100. Thus, the professor can only recognize a few students in his or her class. Here, there are usually about 20 people in all, and I have many opportunities to talk to the professor. We do not have so many activities in China. One main reason is that we have too much homework.

What was it like when you arrived at ASC?

J. Li: I was anxious and nervous, but the busy schedule during orientation kept me from missing home.

Yu: Even though I had felt homesick, I enjoyed the warmth of the people at Agnes Scott. The international students' orientation program was helpful. I was surprised by the casual nature of the classroom—the open discussions. It's an open exchange of ideas between the professor and his/her students. The students can joke around with the professor or argue about his or her point.

Xie: People here are really nice, and this has meant a lot to me even now.

What are your plans after graduation?

J. Li: Work for a year and then go to graduate school in economics. I will eventually go back to China, but before that I want to gain work experience and get a graduate degree in the U.S.

Yu: I'm still uncertain. I'm thinking of attending graduate school or medical school. I will always go back to China to visit, but do not plan to stay. I would very much like to live in Kenya.

Xie: I'm not sure yet. I think I'll go back



Nanmeng Yu '08, a biochemistry major, is from Atlanta by way of Kenya and China; Jimmeng Li '07 is an economics major and math minor from Beijing; Chunying Xie '08 is a mathematics and economics major from Shanghai; and Weihua Li '09 is also a mathematics and economics major from Shanghai.

to China since it's fast developing and there are many opportunities.

W. Li: I am sure I will go back to China, but not very soon. I plan to finish my study in America. After graduation, I will apply for a business graduate school or try to get a job for some time and apply for an M.B.A. After I finish my study, I want to stay in America for a few years to work in a company. I hope to learn the advanced technology in science and in management and take these thoughts to China. That is to say, I have to stay here for about 10 years or more, and finally I will go back because China is always my home.

What advice would you give other international students making the transition?

J. Li: Keep an open mind.

Yu: Quickly get into the campus activities; being busy eases the transition.

Xie: I'd like to have some advice on that. I've only been here for a little more than a year, and I still want to see how things turn out.

W. Li: Be confident. Whatever the problem is, you should be confident in yourself. Say, "I can do it!" Then, you will find the life is not so hard as you thought.

Kristen Ralph '06, an English literature and creative writing major, is an intern in the office of communications and editor of The Profile, Agnes Scott's independent student newspaper.

The Great Wall's OVERWHELMING GREATNESS

BY ASHLEY CLARK '06

I am a young, single-sex educated, African-American female from a small city in South Carolina who decided to study in Hong Kong, China, population 6,898,686, at the coeducational Hong Kong Baptist University with a student population of 6,551. People were curious about my choice.

Based on outward appearances, no one could see my connection with Asian culture. It was during my last excursion to mainland China that I was recognized for all I represented and not just for being black.



A SOCIOLOGY AND ANTHROPOLOGY MAJOR, I have learned to analyze and seek to understand as well as appreciate cultural differences. My hope in studying abroad was to enhance my intellectual ability from a global perspective and better communicate with others on an international level.

Asia is such a highly populated region that it is impossible to ignore the magnitude of its cultural significance. I have always had the impression the United States' superpower status is one that many regions of the world modeled except Asia. I believed this region was one that functioned autonomously regardless of what other countries were doing around them. From my perspective, China's message on global status wrought empowerment. This was why, as an American, I felt it imperative that I experience being the "foreigner."

Prior to arriving in Hong Kong, I was told a trip to mainland China would be beneficial so I could experience a wider range of the dynamics of Chinese culture uninhibited by British traditions as is Hong Kong. Based on excursions to Cambodia, Thailand and the Philippines, I experienced the extreme diversity within Asian culture. This affirmed the need and my desire to tackle a popular city in mainland China. I, along with some of my friends from Scandinavia, Australia and the United States, visited Beijing.

Visiting mainland China was a completely different experience from Hong Kong. Hong Kong had become my home, and I was accustomed to its lifestyle. I found myself comparing life in mainland China to life in Hong Kong, rather than to the United States. There were so many people that my Hong Kong population seemed relatively small. In Beijing, the pollution was so thick, it felt suffocating. My eyes watered, and a lump of saliva seemed permanently cemented in my throat.

Yet, some things remained transparent: The Chinese are self-efficient and intuitive people. Never in my life had I seen the elderly trekking up hills carrying bundles on their backs or pushing carts that seemed to weigh as much as they without someone offering to help. Helping the elderly as a sign of kindness was rude by Asian standards.

THE INTUITIVENESS I WITNESSED came from an elderly woman who was able to see beyond my surface. During our stay in Beijing, we climbed the Great Wall of China. I am not a hiker but felt this excursion would be one memory I would cherish. We took the non-tourist trail, a six-mile journey over treacherous terrain. I had never experienced such pain. My legs ached. I slipped so many times my legs shook.

As the elderly woman walked with me—actually ahead of me, which was quite embarrass-

ing—she saw me struggle. I quickly had to take a break. Although we had just started, I was out of breath. She sat with me and stared at me. She didn't speak much English, but she pointed at me and said, "You Cantonese."

I looked up in amazement. "I'm sorry, What did you say?"

She then says, "You nose. You Cantonese."

I was speechless; tears filled my eyes.

Although I am African American by all appearances and identify as an African American, my great-grandfather was Chinese. My grandfather died prior to my birth so I've only heard great things about him. My grandmother had told me that while he was in the Navy, my grandfather had this same experience—an elderly Chinese woman pointed at his nose and told him he was Cantonese.

My emotions were indescribable. I was overwhelmed by the connection made with my deceased grandfather and my Asian lineage. The reminder of my grandfather's presence calmed my fears and motivated me to finish this course on the Great Wall.

In my journal, I attribute my successful hike up the Great Wall to my grandfather.

It was surprisingly cold that day, which was perfect because if it were hot like it was supposed to be, since it was May, it would have been a torturous journey! It was so strange because as soon as we finished (it took us about five hours) the sun came out. Once we got to the last little temple thing, I cried and thought about my granddaddy who I know is so proud of me. I know he was by my side the whole time ... I could just feel it. He made the weather just right, he pushed me to finish it, and when the sun came out I know it was him smiling at me. I still get emotional thinking about that ... I just knew he was there with me. I did it for him, and that journey over the Great Wall was worth me coming to China. It was just so beautiful and serene. I have never experienced beauty in that magnitude.

IT WAS AT THAT MOMENT that I felt my mission in Asia was fulfilled. I felt complete.

Being seen as something other than my obvious appearance felt as if someone understood my soul and all I encompassed. I left feeling I was part of Asian diversity instead of being the foreigner. It was my homecoming and for that embrace I am extremely grateful.

Ashley Clark '06, a native of Charleston, S.C., plans to attend law school.

Being seen as something other than my obvious appearance felt as if someone understood my soul and all I encompassed.



Ashley Clark '06 (center) is flanked by friends on her China trip. Clark is the 2006 recipient of a Freeman-Asia Scholarship and a Benjamin A. Gilman Scholarship, both prestigious and competitive national scholarships for study abroad.

A Long-Term Connection

The call of China outweighs SARS, poverty, sparse living conditions and a host of other challenges for a young alum. BY VICTORIA F. STOPP '01

When Eve Smith '01 embarked on a Global Awareness trip to China in 2000, she never imagined she would teach AIDS awareness and prevention to Chinese youth.

Three years later, she returned to teach English at Hefei University of Technology and found herself also teaching an AIDS Awareness workshop modeled after one she'd attended at Agnes Scott.

"It was scandalous because HIV/AIDS is considered to be an outside virus in China, although that opinion is changing. It's still not comfortable for teachers to talk about it in class because they have to talk about sex," says Smith. "I don't mind looking like a fool or promiscuous or whatever if it's going to keep the students safe. I was impressed that they took the lecture seriously."

THE GLOBAL AWARENESS TRIP inspired mixed feelings, and the idea of returning to teach was far from Smith's mind.

"I was overwhelmed by everything about China—the poverty, the wealth, the toilets, the massive numbers of people, the attention we received as foreigners and the pervasive dirt and dust," said Smith. "I know that this last part isn't particularly romantic, but that was what I remember most from my first visit—how unclean everything was from a Western perspective. I thought it would take me 10 or so years to be able to come back for a visit."

But her prediction was not accurate.

"I wanted to travel the world and be exposed to different cultures. I wanted to live among the people I was visiting. Teaching seemed the best way to do that, and I found a master's program in teaching English as a second language at Georgia State University."

This program centered on completion of a master's degree broken into segments separated by Peace Corps service. In 2002, Smith's Peace

Corps assignment took her back to China to teach. She lived in Yongchuan, a town in the southwest of the country with views of a pond, mountain and farmlands.

"It was absolutely beautiful," says Smith. "It was laid back. There were old people sitting around chatting or playing Mahjong everywhere. I'd go for walks in the countryside on footpaths used by the farmers. They were always confused when they saw me because most of the time I was the only white person they had ever seen in real life. They were pleasant, though, and always greeted me."

Panic over SARS prompted the Peace Corps to pull its members out of China.

"SARS was trying for me, not because I was terrified of getting the virus, but because I think people were more terrified than they needed to be," says Smith. "I don't think the Peace Corps needed to evacuate. I certainly didn't feel at risk, and SARS never reached my town or any of the towns where PC volunteers were living. I understand it was about risk and the government did what they felt best, but I didn't think it was necessary."

The pullout was not only controversial, but sudden.

"I was having a typical day when I got the evacuation call telling me that I had roughly 18 hours to pack one suitcase of 70 pounds and get to Chengdu, a six-hour car ride away," explains Smith. "I barely had time to say goodbye to anyone and left all things unfinished. That was hard, I had made good friends."

THE NAGGING DESIRE FOR COMPLETION influenced Smith's quick return, this time with her master's degree. She was the consulate's first choice for an English Language Fellow Program that runs in conjunction with the School for International Training and the State Department. Smith is in her third year as a junior English language fellow

I was overwhelmed by everything about China—the poverty, the wealth, the toilets, the massive numbers of people, the attention we received as foreigners and the pervasive dirt and dust.



Studying a language takes a sense of humor and patience.

at Anhui University in Hefei in central China. With approximately 200 students, she teaches extensive reading to juniors and spoken English to freshmen.

Life in Hefei City, the capital of Anhui Province, is in constant motion. McDonald's, Pizza Hut, Kentucky Fried Chicken and a Holiday Inn command a Western presence. High rises impose shadows over the city, and five nightclubs have opened since Smith arrived in Hefei. While rapidly developing, Hefei is a far cry from the comforts of a bustling U.S. city. Smith lives in a teacher's room inside a student dorm, where heat is piped in four hours a day, and the water temperature peaks at slightly warm.

"I'm living in a cement box, so I've learned to keep all the doors closed. If I don't, a cold breeze blows from my kitchen and bathroom. There's no real insulation in the walls."

Smith doesn't complain about her living space. Its flaws are nothing like the poverty she's witnessed, and she describes the campus as beautiful.

"I live on the campus, which is nice. We have tree-lined streets and a pond with five swans. The buildings are older and a bit rundown, but that adds to the excitement."

Although Smith can converse in Chinese, the language barrier pops up.

"Studying a language takes a sense of humor and patience," says Smith. "One evening after watching a Japanese film about a demon child in

desperate search of a mother, my friend imitated signing the Catholic cross and asked its meaning. I answered, 'Father, Son, Ghost' while making the sign of the cross. I didn't know the word for "holy" and left it out. The room burst into laughter."

Smith had said, "Father, Son, and Demon."

SHE HAS FOUND HER NICHE in a country where it's hard to blend in if not of native origin. Smith has a large, multi-ethnic circle of friends and absorbs the beauty of China and its people, whether through buying handmade crafts, cooking with friends, enjoying \$5 hour-long massages or picking strawberries in the countryside.

"Eventually I will leave China, but I'm not ready for that step. When it does come, I'm not sure I'll be able to classify it as a permanent move," says Smith. "I see myself connected long term with China."

Victoria F. Stopp '01, a former intern in the office of communications, recently earned a master of fine arts in creative nonfiction from Goucher College in Baltimore.

Compassionate Sisterhood

Conceived in response to the tragedy of Sept. 11, 2001, the dynamic organization Women Transcending Boundaries, which brings together women of all faiths, ages, beliefs and backgrounds, continues to evolve under the leadership of an Agnes Scott alumna. BY MICHELLE ROBERTS MATTHEWS '91

STARTING A WOMEN'S INTERFAITH GROUP

On the Women Transcending Boundaries Web site (www.wtb.org), co-founder Betsy Wiggins '82 offers the following tips for those outside the Syracuse, N.Y., area who might be interested in starting a similar group.

1. Set a vision for your group.
2. Get help in getting organized.
3. Host a meeting.
4. Keep the discussion moving.
5. Encourage participation.
6. Continue meeting.
7. Keep communicating.
8. Grow the group.
9. Stay focused.
10. Formalize your organization slowly.

Betsy Wiggins '82 was in an adult forum in a Syracuse, N.Y., church shortly after the Sept. 11 attacks, when she heard another woman express her sadness at seeing a group of Muslim women who looked fearful while shopping. Following the attacks, Muslims had been threatened and harassed in her community. The woman telling the story said the moment passed as she did nothing, because she didn't know what to do to help these women.

"It haunted me," Wiggins says. She became determined to find a way to reach out to other women of different faiths.

Wiggins' husband, Jim, an ordained Methodist minister who serves as the executive director of the InterReligious Council of Central New York, suggested she call an imam, or Muslim prayer leader, for guidance. The imam introduced Wiggins to Danya Wellmon, who was part of the mosque's governing body. "She was wonderful," Wiggins says.

They met over coffee at Wiggins' house and realized "we were just scratching the surface," Wiggins says. So, they each invited friends of various faiths, and 20 women met in Wiggins' living room. "Everyone brought food, and we all talked about common concerns and what we could do. Two weeks later, I had 40 women in my living room."

"Betsy's Group," as it was originally known, became Women Transcending Boundaries. "We wanted something very broad and sort of provocative," Wiggins says of the name.

The organization has more than 400 women on its listserv. The women meet monthly at a neutral location in the diverse university community of Syracuse. Sometimes they have a speaker on a

particular topic and sometimes a panel is assembled, but they always allow time for questions and answers—and they always ensure the atmosphere is one of welcoming and acceptance.

BUT THE GROUP DOESN'T LIMIT its activities to meetings and discussion. Deciding early that they wanted to focus on the problem of illiteracy and the plight of children, the women have contributed to a number of outreach projects. They held two international dinners to raise money for Ibtida, a family-founded school in three rural Pakistani villages. The \$13,000 contribution from Women Transcending Boundaries paid to construct a permanent building in one village, and a marker gives thanks to the far-away women who made it possible.

The group's third international dinner, held in March, was a joint effort with Women for Women in Washington, D.C., to raise funds for micro-financing for women in Third World countries. With only word-of-mouth invitations, tickets sold out two weeks before the event, and more than \$14,000 was raised for this cause and others they support.

Wiggins explains micro-financing is "a powerful anti-poverty tool" in which organizations loan small amounts of money to poor women to allow them to start their own businesses. "The women are so clever with the money," she says. "They have no property, but when they have their own money, it's very empowering. The rate of default on the loans is 3 percent because if anyone defaults in a village, no one else can get one. It's really exciting stuff, and something we wanted to do specifically for women."

The group has had its share of media attention. With a feature in Oprah's "O" magazine



as well as coverage in *The New York Times* and on CNN International, Women Transcending Boundaries is becoming a go-to source for discussion on topics concerning women and religion.

The paths Wiggins' life has followed seem to have led her directly to the founding of Women Transcending Boundaries: her time at Agnes Scott, where she majored in biology as a Return-to-College [now Woodruff Scholars Program] student with two small children—"an incredible opportunity" that taught her "how to think and how to look at things through different perspectives;" her professional experience as a meeting manager (she was featured in Agnes Scott's alumnae magazine when she worked for the then-fledgling Carter Center); her marriage to Jim, who was chair of the religion department at Syracuse University; and her fascination with the human brain and how it works. Wiggins obtained a master's degree in speech language pathology and works with adults recovering from strokes and brain injuries.

IN ADDITION TO NURTURING her mind and spirit through her involvement with Women Transcending Boundaries, which is practically a full-time job in itself, Wiggins was nurtured physically by the friends she's made in the group

when, in the second year after its formation, she had surgery for thyroid cancer.

"I had Muslim women cooking for me for two weeks, which delighted my husband," she jokes. The rare form of cancer doesn't respond to chemotherapy or radiation, and though she feels fine, she says there's some residual cancer that requires her to be vigilant about her health.

As for her personal religious beliefs, Wiggins, who was brought up Presbyterian and turned 55 in February, says, "The older I get, the less doctrinal I get. I don't believe anyone has the truth, the way. All religions are valuable. Now that I know women who practice different faiths, I know they're just like me: Most are married, most have children, we care about the poor, we care about literacy. There's more that unites us than makes us different."

The friendships Wiggins has made with the women she's met during the past five years are clearly invaluable to her. Co-founding Women Transcending Boundaries is "one of the most gratifying things I've done in my life," she says. "It has changed the way I look at the community and the world. It's truly a privilege."

Michelle Roberts Matthews '91 is a freelance writer in Mobile, Ala.

Women Transcending Boundaries members celebrate with Molly King (center), who received the Post-Standard Achievement Award from their local newspaper. WTB members are (left to right) Janet Garman, president; Barbara Fought, publicity chair; King; Betsy Wiggins '82, WTB co-founder; Jeanette Powell, book club chair; and Danya Wellmon, WTB co-founder.

TO LEARN MORE

Visit Women Transcending Boundaries Web site at www.wtb.org.



Ambitious Standard Guides College Throughout Its History





**IT IS THE ONE
PRESIDENT I
NEVER MET,
AGNES SCOTT'S
FIRST PRESIDENT,
WHO IS MOST
INTRIGUING TO
ME. WHO WAS
FRANK H. GAINES?**

It will not surprise you that I, as the seventh president of Agnes Scott, have been inspired by my predecessors. I salute President Ruth Schmidt, Agnes Scott's fifth and first female president. Her accomplishments include the first women's studies program, the first Global Awareness program and celebrating Agnes Scott's centennial. President Schmidt provided the leadership that welcomed minority students to Agnes Scott, increasing their percentage from 6 percent to nearly 20 percent during her 12-year tenure. She also convinced the board of trustees to establish a defined endowment spending policy.

It is the one president I never met, Agnes Scott's first president, who is most intriguing to me. Who was Frank H. Gaines? Why a girls' school? Why did he work so hard to take a fledgling school to the first rank of American colleges?

George Washington Scott underwrote what became Agnes Scott College because he was introduced to a compelling vision: a school of high standards for girls. The person with the vision was Frank H. Gaines, 36-year-old newly arrived pastor of Decatur Presbyterian Church. The partnership between the two men—an industrialist and a clergyman—was critical to our beginnings and lasted 14 years until Col. Scott's death in 1903.

Educated in Tennessee and Virginia, Gaines would have been aware of the Virginia women's institutions—Mary Baldwin College and Hollins Institute—as well as the debates in the church press about the merits of women's education. A college was his goal, but you can tell from the early pictures that Decatur Female Seminary was a grade school, not even a high school. Decatur had only 1,500 people, and Georgia, unlike Virginia, had non-existent to abysmal schooling. Remember: This was the Deep South, just a short time after Reconstruction.

Only two years later, 1891, the new school had a first-class building (Agnes Scott "Main" Hall) thanks to Col. Scott, a principal from Virginia's Hollins Institute trained in math, Nannette Hopkins, and a statement of six principles written by Gaines that began with: "a liberal curriculum fully abreast of the best institutions in this country." This one little phrase sets an ambitious educational standard and is deeply imbedded

in our culture. We are fortunate that those who founded Agnes Scott believed women should receive a classic education, equal to that of men, rather than the more prevailing domestic-oriented model.¹

At the helm of Agnes Scott for 34 years, our longest serving president, Gaines was almost totally preoccupied with raising funds and raising educational standards during the college's early years. For a quarter of a century the question was: can a school of Agnes Scott's high standards be sustained in the South? Significant capital gifts came from Col. Scott and others, but year in and year out the fledgling institution was in the red. Gaines yearly lamented to the board of trustees that he had not succeeded in recruiting enough qualified students. After Col. Scott's death in 1903, he turned to the broader Presbyterian Church community for support, first in Atlanta and then throughout the Southeast. Fortunately, Agnes Scott's aspirations came to the attention of Wallace Buttrick, head of the Rockefeller-funded General Education Board and the Carnegie Institution, the two most important national sources of education funding. At the time of his death in 1923, Gaines is credited with 22 buildings, three endowment campaigns and raising the endowment to the level of \$1.5 million, not an inconsequential sum for those days.

In spite of the dearth of qualified students, Gaines was determined to raise standards: first, to become a real college, second a college of the "first rank," and finally, a college with a Phi Beta Kappa chapter. He could not have done this without the right faculty, and his first major ally in this pursuit of academic excellence was Howard Bell Arbuckle. Arbuckle was a chemist who had received his B.A. from Hampden-Sydney College and his Ph.D. from Johns Hopkins University. With teaching experience at several colleges, he knew how to lead the institute toward recognition by the Southern Association of Colleges and Schools. Several legendary members of the faculty arrived during these years as they sought qualified Christian faculty: Louise McKinney in English and Lillian Smith, a classicist, Agnes Scott's first female Ph.D., with a degree from the University of Chicago. Nannette Hopkins also played an increasingly important role.

Gaines and Arbuckle aimed high. As Gaines wrote: "We do not yet claim college because our entrance requirements in Latin, modern languages and math are not up to the grade of such colleges as Wellesley or Vassar," lamenting that Agnes Scott's student population of 161 was so far below that of Mt. Holyoke at 830 and Wellesley at

¹ Amy Thompson McCandless, *The Past in the Present: Women's Higher Education in the Twentieth-Century American South* (Tuscaloosa, University of Alabama Press, 1999), Chapter 1.

1,200.² Agnes Scott became a four-year college in 1906 and a year later was the first Georgia institution to be accredited by SACS.

But Gaines and Arbutckle were not satisfied. In 1908, they raised entrance standards again, adding, for example, four additional books of Virgil to the already stiff Latin entrance requirements. Predictably, the student population dropped to 146. Ever the optimist, Gaines writes to his board: "The number of students has been unquestionably reduced by our high entrance exams. . . . nonetheless, the great need of the South is a college which will maintain high standards." Finally in 1912, Agnes Scott achieved national recognition as being in Group 1 of American institutions of higher learning. In 1913, Agnes Scott was the only college in the South approved by the U. S. Bureau of Education.³

In a comparative study of the early years of Spelman and Agnes Scott colleges, Johnetta Cross Brazzell writes of the impact of Agnes Scott at that time:

Agnes Scott was not only a symbol but a catalyst for change in secondary education for southern [sic] white women. By stubbornly insisting on adherence to its stringent entrance requirements, Agnes Scott sent a message to Georgia preparatory schools that they would have to redesign their curricula and raise their standards. . . . This challenge to excellence went beyond the secondary school system and affected other institutions of higher education in Georgia. . . . Agnes Scott set the pace for its higher education peers. It is significant that a woman's school took this bold lead.⁴

But the journey had almost been too much for President Gaines. In 1911, in a confidential letter to the president of the Carnegie Foundation for Advancement of Teaching, Gaines confessed to being worn out from "establishing a College from its inception and that too under trying conditions. Its ideal and standard had to be formed and then maintained. Public favor had to be won. . . . Recognition had to be secured in the educational world. The difficulty of keeping up a student body with our high standards under [difficult] educational conditions gave the President anxious and laborious summers. . . . My health is not broken, but this long continued strain has produced an increasing weariness, fatigue, and nervousness, which warn me I am running a risk by continuing to carry this burden. . . . All together I will have been at the head of Agnes Scott for 23 years, that

is during its entire history."⁵

Gaines was denied the retirement pension he requested but was encouraged to take a vacation in Florida and, in fact, continued as president for 11 more years. Alerted to his stress, trustees hired J. C. Tart as treasurer in 1914, a position he held for 48 years. James Ross McCain was hired a year later as registrar, and upon the completion of his Ph.D. from Columbia University, was made vice-president. McCain was associated with Agnes Scott for 50 years.

Even Frank Gaines must have been especially gratified by the grand style in which Agnes Scott's quarto-centennial was celebrated in 1914. Representatives from America's leading colleges and universities—from Stanford to Amherst, from Chicago to Wellesley—attended. And, somewhat amazingly, the speaker of honor, accompanied by Georgia Sen. Hoke Smith, was Thomas R. Marshall, vice president of the United States of America.

This is truly an amazing story! We are both awed and proud of our forebears who persisted in their vision of "a school of high standards for girls."

The most influential faculty member of the next decade was J.M.D. Armistead, chair of the English department, who had arrived in 1905. With a Ph.D. from Washington and Lee University and membership in Phi Beta Kappa, it was Armistead who led his colleagues toward the next milestone—Phi Beta Kappa recognition. He taught everything from Anglo-Saxon and Middle English to the American novel and put his stamp on many college institutions. Adviser to *Aurora*, *The Silhouette*, and *The Agonistic*, Armistead also founded Gamma Tau Alpha, Agnes Scott's precursor to Phi Beta Kappa. Going for Phi Beta Kappa recognition was something like being ranked at the top of *U.S. News & World Report*, except with real substantive academic criteria. Only institutions with stringent entrance and graduation requirements, including significant training in the classics, were invited to join. Under Armistead's leadership, faculty members of Gamma Tau Alpha met regularly, taking stock of the entrance requirements and curricular standards required for Phi Beta Kappa recognition. In looking at a catalog from 1916, I was amazed to find 15 pages devoted to exactly what kind of high school credit was required for Agnes Scott.

⁵ Gaines to Pritchett, no date.

GAINES AND ARBUCKLE WERE NOT SATISFIED. IN 1908, THEY RAISED ENTRANCE STANDARDS AGAIN, ADDING, FOR EXAMPLE, FOUR ADDITIONAL BOOKS OF VIRGIL TO THE ALREADY STIFF LATIN ENTRANCE REQUIREMENTS.

² Frank Gaines, "Report of the President." 1906–1907, Minutes of the Board of Trustees, Agnes Scott Archives.

³ Edward McNair, *Let Us Forget*, (Agnes Scott College, 1983.)

⁴ Johnetta Cross Brazzell, "Education as a Tool of Socialization. Agnes Scott Institute and Spelman Seminary, 1881–1910." Unpublished paper, 1996.





This photo from the archives shows some of those who helped set the college on its course toward high standards: (first row, left to right) Catherine Torrance, Greek and Latin; Mary Frances Sweet, college physician; person unidentified; Nannette Hopkins, dean; (second row, left to right) Lillian Smith, Greek and Latin; Alma Sydenstricker, Bible; Louise Lewis, art; Louise McKinney, English.

The English requirements alone took three pages with specific texts in English and American literature, drama and poetry.

Armistead served as secretary to the faculty, and his carefully typed minutes of faculty meetings are preserved in the archives. Most meetings seemed to be about student issues.

For example, in October 1917 the faculty rejected a student petition for a holiday to attend the Southeast Fair in Atlanta, noting that "the routine of the College work has been too recently established to make the break of it for a day because it would be hurtful to the best interests of the students generally." Again and again students were suspended (sometimes just for a few weeks) for spending the night off campus without notice, returning after midnight with a man, or—rather startlingly—dancing in a drug store. Since no men were involved in the later episode, punishment was reduced.

Armistead was only one of a progressively stronger faculty. Some notable appointments include: Cleo Hearon, with a Ph.D. in history from the University of Chicago; Emma May Laney, with a Ph.D. from Yale University, credited in later years with bringing Robert Frost to Agnes Scott; and Mary Stuart McDougall, who was a nationally known biologist, with many research publications and a Ph.D. from Columbia University. Samuel Cerry Stukes, professor of

Bible and philosophy, had arrived in 1913 and was to remain on the faculty until 1957. By the early 1920s, the faculty—and the educational culture that permeated the college well into the 1950s and yes, to this day—was firmly in place.

With faculty standards as well as student standards, Gaines was persistent, always keeping in mind his third and fourth ideals, "*thoroughly qualified and consecrated teachers*" and "*a high standard of scholarship*." At his death, he received perhaps the highest praise from a faculty member: "He never intruded into the affairs of any department. . . . Once chosen, they [the faculty] were always free to do what seemed to be best to them."⁶ He himself regularly taught Bible, making sure that his second ideal, "*the Bible as text-book*," was implemented. His course was in the Reformed humanistic tradition,⁷ not dissimilar to how Bible has been taught through the decades at Agnes Scott. Sections on the Bible as Literature, the Bible as Archaeology, the Bible as Poetry indicate Gaines took the concept of "text" seriously and sought to teach the Bible in context, not, as some today, as science or as infallible doctrine.

Influenced by the institution he led, Gaines' educational perspective continued to evolve. In 1894, early in his tenure, he gave "A sermon to young ladies" at Decatur Presbyterian Church with a text from II Chronicles 20:21: "And that shall praise the beauty of holiness." Gaines began by defining holiness: a form of moral purity that beautifies character, life and justice. He then asked the young women present: "What can holiness do for you? Do you desire a beauty which will render you attractive in the home? Then there is no kind of beauty which can make you so attractive in the home as holiness." He goes on to praise the attributes of holiness as a "blessing to others, as fading beauty, and receiving the joy of glorifying God."

This sermon bespeaks much about Gaines' absolute commitment to women's education under Christian auspices. Although he aspired to the highest academic standards, this was not for its own sake, but—as stated in the sixth clause of the Agnes Scott ideal—"for the glory of God, the chief end of all." And he saw women—well-educated Christian women—as possessing the moral goodness that family and society required.⁸ This also reflected Gaines' fifth ideal and the college's focus on character: *all the influences of the College conducive to the formation and development of Christian character*. Today the importance of character building is well reflected in the concept of "living honorably" in our mission statement. We have broadened

⁶ Faculty memorial to President Gaines, April 14, 1923.

⁷ See Gaines "The World's Debt to Calvinism," no date.

⁸ Frank Gaines, "Christian Education," Address before the Synod of Georgia, 1898.

our commitment to "ensure that students, faculty and staff of many faiths and secular persuasions are full participants in the life of the college." The conviction that the lives of our graduates are not just about themselves but are about how they will contribute to the common good, and thereby glorify God, remains.

Twenty years after this sermon, Gaines published several brochures that restated his commitment to women's education in more secular terms, bringing to his Southern audiences a message of urgency: this was the era of the suffragettes and progress toward the 19th Amendment. He repeatedly reminds the listener that women will have the power to vote and that they will change the world. In 1916, Gaines outlines the benefit to society of a college-educated woman: her intellect is strengthened, her vision is broadened; her will, poise and judgment are steadier. She has new ideals. And, she will enter the professions. Gaines applauds the fact that educated women are becoming a new class of leaders and emphasizes their impact upon the child, upon the state, upon great sociological questions, upon world peace, and upon the evangelism of the world. "... women through her ablest leaders will have a voice, soft, tender, pleading, but clear, intelligent, and strong such as men have never heard before. And should she not have a voice? Who is so interested in peace as a woman?"⁹

⁹ Frank Gaines, "The Revolution in the College Education of Woman and What It Means," Published by the Presbyterian Church, 1916.

In 1918, he links increasing a women's college's endowment to the societal crisis that will follow World War I, observing that educated women will have responsibility for war relief, building community in non-English speaking communities, enforcing social morality—"(she will) bear responsibility for nations across the seas." "Those educated at a Christian women's college will have "adequate vision ... and poise ... the power to be calm in storm, unafraid in danger." Gaines' concludes with the rousing words: "There has never been a time in the history of the world when the highest grade college for women had such a mission."¹⁰

You cannot read these pamphlets without cheering him on. Described as "grave, modest, almost diffident,"¹¹ the Rev. Frank Gaines was becoming a proto-feminist! By the end of his life he had become an ardent spokesman, not just for Agnes Scott, but for the empowerment and education of women throughout the country.

President Gaines and Professor Armistead almost lived to see their dream of a Phi Beta Chapter come true. But both died unexpectedly in early April 1923, just as Phi Beta Kappa national secretary Oscar M. Voorhees was making his first visit to Agnes Scott. These two men were deeply mourned. Mary Wallace Kirk wrote she envisioned her beloved Professor Armistead leaving her with the message: "Seek truth. Find her. Do

¹⁰ Frank Gaines, "The World War and Endowment of the Woman's College," 1918.

¹¹ Faculty memorial.

THE CONVICTION THAT THE LIVES OF OUR GRADUATES ARE NOT JUST ABOUT THEMSELVES BUT ARE ABOUT HOW THEY WILL CONTRIBUTE TO THE COMMON GOOD, AND THEREBY GLORIFY GOD, REMAINS.

The Story of a Mother and Her Son

BY SUSAN DOUGHERTY '06

I think of the founding of Agnes Scott College as a story about a mother and her son. Why did George Washington Scott name an institution for his mother, some 13 years after her death? It wasn't because she left him a huge inheritance; she didn't leave him anything in her will. In 1816, at the age of 17, Agnes Irvine and her mother immigrated to America from County Down in Ireland, and settled among relatives in Alexandria, Pa. Five years later Agnes married a widower, John Scott who had five children; she then had seven of her own. Two of her sons eventually moved South and ended up fighting for the Confederacy during the Civil War; another son remained in Pennsylvania and fought for the Union. Agnes Irvine Scott died at the age of 78 in Alexandria, Pa., in October 1877.

By 1890, the year Decatur Female Seminary was renamed Agnes Scott Institute, only two of Agnes's children were still living: John Scott, a U. S. senator from Pennsylvania, and Col. George Washington Scott of Decatur. In May 1890, George



Washington Scott wrote to his brother John about his plans to buy the stock and buildings of the Decatur Female Seminary and re-name it Agnes Scott Institute. He writes:

"In viewing my life over, one thing stands out prominent above all others and that is that I am indebted to my Mother for all the good impulses of my heart and for all my hopes for the future. In thinking, then, of how I could best commemorate her memory in benefiting my people, I have concluded to establish at Decatur a school for girls... If I am spared and prosperity continues with me, it is my desire to make it as good an institution of its kind as there is in the land."

Here was a man who loved his mother, who appreciated what she taught him and recognized how much he owed her. But what do we know about her?

One of my favorite sources of information about Agnes is J.M. Gemmill, a close friend and neighbor of Agnes Irvine Scott. He came to Decatur for the dedication of Agnes Scott Hall on Nov. 21, 1891, and upon his return home wrote to Col. Scott.

"As I recall your mother in these past days, her characteristics were so marked, that I cannot forego the pleasure of briefly



President Frank H. Gaines and Dean Nannette Hopkins in academic robes.

not yield." Their real tribute came two years later when Agnes Scott College was invited to establish a Phi Beta Kappa chapter, one of 102 colleges and universities nationally, one of seven women's colleges and one of only two in Georgia.

We can surely see ourselves in the Agnes Scott of the early 20th century. This institution has had a clear and compelling identity from the start:

- a liberal arts college for women with the highest academic standards
- a college that beats the odds and is always getting stronger

recalling a few of them. The first impression she made upon all who met her was that she was naturally a person of marked refinement of character ... no one could be in her presence, even for a very short time, without being strongly impressed by it. ... Her whole appearance and manner at once bespoke the lady of genuine kindness, gentleness, modesty, and true benevolence. She was firm in her convictions and held her views with great tenacity, but without aggressiveness, or the least disposition to obtrude them upon others. As a Christian she was a Presbyterian, having been born and reared in that faith, and held it fast during all her long life and to the end. One of her marked characteristics was her strong maternal love. She loved her children with an intensity of devotion seldom equaled. ... Her maternal love ... was severely tested during the terrible and bloody conflict of the sectioning, when the fate of battle alone could decide the issues involved. Her family was divided, with portions of it on either side, and all actuated by profound convictions of duty. These two divisions of her family demanded her love and her prayers; ... It would seem a very trying, if not impossible condition for a mother so to formulate her prayers, as to inspire hope and faith in their answer. And yet, I have no doubt she found the way... I hope you will permit me to say in conclusion, that in conferring honor upon

such a mother, by your noble and generous philanthropy, you have honored yourself, and will confer perpetual blessing on the generations to follow."

A prayer written by Agnes Irvine Scott found in her family Bible asks God to watch over her dear children wherever they may be: "Bless them and make them blessings."

And they obviously were. George Washington Scott, blessed by God, his mother and good fortune, paid it all forward.

However we have participated in the life of this college, we have benefited from that blessing. It serves us well, especially on Founder's Day, to remember the story of this mother and her son.

Susan Dougherty '06 is manager of the college's faculty services and a Woodruff Scholar. As a women's studies major, her main area of interest is 19th-century American women. She assisted Betty Scott Noble '71 in researching the Scott family and did so through a special study "Agnes Scott's Place in History," which she designed to earn her last four hours of credit in women's studies. Dougherty's two daughters are graduates of the college.

- a college in the Christian tradition, influenced and supported by Presbyterians, but with an ever broadening base
- a faculty and staff who devote their lives to their students
- a college that is a beacon of excellence in the South

We continue to be inspired by the boldness of our founders. I leave you with President Frank Gaines' challenge to his board of trustees in 1915. World War I is about to engulf the United States, and yet Gaines is looking far ahead:

"Shall we make plans for establishing this college upon a firm and enduring basis? ... If this college keeps in line with educational progress, we must make large plans. To stand still is to fall behind.... Emory University is to be located within two miles of Agnes Scott. Those in charge of this movement are making large plans and announce their intention of raising ten millions. Those in charge of Oglethorpe tell us they are likewise making large plans. Institutions throughout the South, East and West are planning for great development. Does not the highest interest of the future of womanhood of the South demand that we make large plans?"¹²

¹² Frank Gaines, Annual Report 1915, Minutes of the Board of Trustees, Agnes Scott Archives

It's So Annual

While the name is familiar and requests to give frequent, the **annual fund** itself may remain a little understood, and sometimes misunderstood, part of the college. BY LARA WEBB CARRIGAN '94

THE ANNUAL FUND

- is voluntary
- is a necessity for the college's budget,
- is used in the year the money is given,
- must be replenished each year.

GIVE A COCKTAIL

"My first year out of college, I made just nothing and was supporting my husband who was in medical school. I still sent \$50. Every year, I've increased my gift. It's my thank you for giving me a scholarship. I tell my classmates: Next weekend when you go out, just sacrifice one cocktail, and give that to the college." —*Jessica Ulack Carothers '99*

Most alumnae hold treasured memories of their days at Agnes Scott. To be sure, an Agnes Scott education can be wonderful and life-changing.

And to be blunt, providing this experience costs money. Where does it come from?

Three sources of income are:

- Endowment (For an explanation of the endowment, see "All That Coke Stock," page 18 of *Agnes Scott The Magazine*, fall 2005.)
- Tuition, fees, room and board
- Annual fund

The actual cost per student to run the college exceeds what the student pays by almost \$20,000. This isn't unusual. Many colleges and universities charge students far less than the true cost to educate them. Agnes Scott, as do other institutions, bridges this gap with a percentage drawn from the endowment and with annual fund gifts, which comprise 5 to 6 percent of the operating budget.

The annual fund directly subsidizes every student's education and forms a critical part of the college's operating budget, says President Mary Brown Bullock '66. "Without the annual fund, it would be hard for Agnes Scott to keep abreast of the educational needs of young women in an ever-changing world.

"The annual fund is not glamorous," notes Bullock. "You don't get your name on a building, a plaque or even a bench. What donors do get is the satisfaction of knowing they are making an immediate impact on the lives of students, faculty and staff who are right here, right now."

The annual fund is a necessity. In 2005–2006, the college is depending on the annual fund to provide \$2.2 million of the \$39 million budget.

The fund goes toward all college expenses including merit scholarships and college-based financial aid.

Amy Nash, director of development, says if the annual fund doesn't meet its goal, something goes. "Library books, faculty raises, equipment—the annual fund has a direct impact on the college's ability to provide quality education. All the qualities alumnae prize—the small student/faculty ratio, relationships with professors and small classes—are expensive to provide."

The college's expenses are increasing. Enrollment surpassed 1,000 students for the first time in 2004–2005. Meeting this milestone means meeting these students' needs—with the resources women expect from Agnes Scott.

Some professors are retiring. Bullock has noted that attracting new ones who accept the challenge of maintaining and expanding Agnes Scott's tradition of excellence requires money.

"The same is true for attracting a new, quality president to Agnes Scott," adds Nash. "A healthy annual fund shows the alumnae's commitment, a sound financial picture. It makes us attractive."

The long-term goal is to grow the annual fund to 10 percent of the college's operating budget. Annual funds at peer institutions typically provide 10 percent or more of their operating budgets. Increasing to 10 percent would provide Agnes Scott with a more predictable source of income and continue to reduce its dependency on the endowment.

Growing the annual fund is not only about more money, explains Joanne Davis, director of the annual fund. "It is also about alumnae participation—a key consideration for foundations and corporations in deciding where to award grants.

They ask, 'If a college's alumnae don't support it, why should we?'"

Davis stresses that any gift, regardless of size, is a vote of confidence in the college, one that helps those within the college community and sends an important message to those outside of it. Higher participation levels will help Agnes Scott advance in national rankings.

The word "annual" is key: the call to give is continual. Annual fund dollars are spent in the year they are given.

Agnes Scott seeks to cultivate the habit of giving in young alumnae, attract new donors and increase the giving level of current ones—especially during reunion years.

Two new initiatives are attracting attention, according to Davis. To promote leadership gifts, the Tower Circle has been created to recognize donors of \$1,000 or more to the annual fund in a single year, and an appreciation event on campus during Alumnae Weekend honors those donors.

Also, in recognition of President Bullock's 11 years of leadership, the board of trustees decided any new gift or increase over a donor's 2004–2005 annual fund gift will be designated by the president to college priorities of her choice.

To encourage regular giving, monthly giving through credit card drafts is a new and welcome option for some alumnae, especially younger ones.

Another key to raising awareness of the annual fund, Davis asserts, is the college's student-calling program, which she calls "not just fund-raising, but friendraising. It's an opportunity for an alumna to speak in person with a student ... to learn directly what's going on on campus."

Emily Henderson '03 was a student caller and then program manager after she graduated. "The personal contact is the coolest thing."

Another important aspect, says Henderson, is that every semester the annual fund office educates students on the importance of this form of giving, and students go back to their dorms and



DANIEL HERRICK

SOME THINGS DON'T CHANGE

"I wasn't as generous in my giving at one time because I had questions over some college policies. But when I weighed it against the education I received, those qualities hadn't changed, even if some social ones had. That made me return to giving." —Genevieve New Chaffee '76

AGNES WHO?

"Marymount [College, New York] is being closed because of lack of funds. I don't want my children to say, Agnes who? When I moved to Virginia and found the D.C. alumnae club, it was so nice to already have that kind of network. That led me to continue and increase my giving. I say, give a dollar to get in the habit and go from there." —Tina Carr '89

talk with their classmates. "Educating students about the importance of giving can't start soon enough."

The tactic works. Last year's participation in the Senior Gift program was 95 percent.

"The annual fund is the life blood for Agnes Scott," says Bullock. "Only with a strong and growing annual fund can the college continue bridging the very real gap between tuition revenues and the actual cost of an Agnes Scott education."

"Giving to the annual fund is the primary way in which we alumnae take responsibility for the future of our alma mater. If we don't, who will?"

Lara Webb Carrigan '94, a freelance writer and editor, is author of The Best Friend's Guide to Planning a Wedding.

Follow the Annual Fund

Of every \$100 given to the annual fund,

\$

\$33 go to instruction and academic support, including faculty salaries, library acquisitions and classroom technology;

\$

\$28 go to merit- and need-based scholarships, enriching the educational environment by attracting an academically superior student body;

\$

\$20 go to institutional support, including public safety, alumnae relations, development, communications and the office of the president;

\$\$\$\$\$\$\$\$\$\$\$\$

\$11 go to student services, including the religious life program, athletics, career planning, counseling and student health services;

\$\$\$\$\$\$\$\$

\$8 go to campus preservation and maintenance.

Note: Agnes Scott's fiscal year runs from July 1 to June 30.

Drinking It In

Trish Anderson '98 dives into one of the world's murkiest problems — access to clean water. BY ALLISON ADAMS '89; PHOTOS BY TRISH ANDERSON '98



ABOUT KENYA

Location: Eastern Africa, bordering the Indian Ocean, between Somalia and Tanzania

Geographic coordinates: 1 00 N, 38 00 E

Area comparison: slightly more than twice the size of Nevada

Population: 33,829,590 (July 2005 est.)

Languages: English (official), Kiswahili (official), numerous indigenous languages

Source: CIA World Factbook

Soon after arriving in Africa, Trish Anderson '98 visited the home of a woman whose husband had died recently of AIDS and who herself had AIDS. The woman warmly invited Anderson in for tea and corn on the cob by the fire.

"She cares for about 20 orphans," Anderson explains. "She assembled them all, and they performed a song and dance for me that they had written about AIDS and water. It's a beautiful culture in the way that they combine art and music and dance with important messages. It was their way of saying, 'We appreciate your being here.'"

Such moments keep Anderson going—and the fact that she loves a challenge. She has combined her passions for knotty problems, adventure travel and social and environmental justice by diving into one of the planet's murkiest issues—access to clean water. Since last summer, Anderson has lived in Kenya's Nyanza Province, serving as coordinator for the Atlanta Rotary Club's Safe Water Project.

Beneath her cropped, sandy hair, Anderson's unwavering gaze conveys her focused attention. Her lanky, athletic build and firm jaw suggest a warrior-like ability to thrive in adversity. She chooses her words carefully—a skill no doubt honed in a life full of encounters with many different kinds of people.

"My parents were good about exposing us to all kinds of living," says the New Jersey native reared in Dunwoody, Ga. "It was common for us to work in soup kitchens and with the poor, and my mother was involved in the St. Vincent de Paul Society. It made for a rich childhood."

A service trip to Kingston, Jamaica, during high school opened Anderson's eyes to a literal world of possibilities. "We worked with the elderly and the sick and the AIDS population, and we built homes and worked with kids in school. I had never had an experience like this. It was not

just working with the poor but really with different cultures," she says. "I was intrigued by it. I had a feeling that international development was the course I would go down. I'm an American, but I really have always seen myself as part of this amazing human race."

At Agnes Scott a few years later, religion professor Tina Pippin's class on "Feminism, Cultural Criticism, and Religion" sent Anderson, an anthropology major, further down that course. Ilise Cohen of the American Friends Service Committee in Atlanta guest-lectured in the class. "Cohen put together an amazing study tour for us," Anderson says of the trip that took her through Jordan, Egypt and Israel.

"Our entry was sitting in on an all-women's university in Amman, Jordan. We interviewed somebody at a newspaper about honor crimes there, talked with refugees, talked with someone from a liberation theology organization. In Israel we met with a women's peace organization, went to the Knesset, and the last day talked with a diplomat from the U.S. Embassy, and we were ready to ask really hard questions. I was hooked—hooked intellectually on the complexity of race, religion, politics and socioeconomic status, but I also loved the adventure."

After graduating, Anderson joined Ecowatch AmeriCorps, doing environmental service work in metro Atlanta. Later she worked for six months as a client advocate with the Georgia Law Center on Homelessness and Poverty. "They had about 50 homeless clients I would meet with every week," she says. "Oftentimes their problems didn't need a lawyer. I could help them understand the system and just make a phone call."

A skilled outdoorswoman, Anderson subsequently taught climbing, bicycled from Chicago to New York and became a wilderness instructor for Outward Bound in western North Carolina for two years. Perhaps it was the cold, clear mountain streams that drew her mind to water. "I thought,





water-rich area in western Kenya, 206 children die before the age of 5, and 20 percent of those deaths are caused by diarrhea, often a result of drinking unsafe water. The two-year project has two aims: drill 100 wells in eastern Kenya, which is more arid, and encourage Nyanzans to use a safe water system developed at the Centers for Disease Control and Prevention, combining safe storage and Water Guard, an inexpensive purifying chlorine solution. The CDC and Emory University's Center for Global Safe Water are partners with the Rotary Club on the Safe Water Project.

In her first few months in Nyanza, Anderson concentrated her efforts on the water treatment facet of the program. "We're working with an area that's very resource-poor," she explains. "Their buying power is low, and traditional marketing and distribution aren't going to work. We are not going to get more wholesalers and trucks out there. This is about reaching the poorest of the poor."

Further complicating matters, the HIV/AIDS epidemic saturates virtually every aspect of life in Nyanza. The province has the highest rate of infection in Kenya. "You can't talk about any-

"We're working with an area that's very resource-poor. Their buying power is low, and traditional marketing and distribution aren't going to work. We are not going to get more wholesalers and trucks out there. This is about reaching the poorest of the poor."

I have this social justice piece, I have this environmental piece, and I have this adventure piece. What do I want to do with this? I came across articles that struck a chord with me about water scarcity and access, especially for marginal populations. My brother once gave me the advice to become an expert in something, and then branch off from there. I took that to heart."

In 2002, Anderson enrolled in Emory University's two-year Global Environmental Health Program in the Rollins School of Public Health and focused on water and sanitation in developing countries. The program gave her scientific and project management skills, topped off with a field experience in Honduras. A year after graduating, she accepted the position that would take her to Kenya.

ANDERSON MOVED TO NYANZA PROVINCE in June 2005. The goal of the Rotary Safe Water Project is to reduce the incidence of water-related illnesses, a leading cause of death and disease in Kenya. For every 1,000 births in Nyanza, a

thing there without talking about AIDS as well," Anderson says. "It would be almost delinquent of us not to."

That very challenge has also given Anderson's work a clear context. Hundreds of small support groups have sprung up in the remotest areas of Nyanza among women whose lives have been touched by AIDS. "They are caretakers for people in the community who are sick; they take care of the orphans; they support each other," Anderson says. An existing non-governmental organization was already working with the groups of 10 to 20 women each, so the Rotary Safe Water Project joined with it to address water treatment in a complex grassroots scheme blending healthy living, economic growth and sustainability, and community mobilization.

"We're partnering with them to help these women's groups get access to capital in the form of micro-credit so that they can buy Water Guard and other healthy living products at wholesale, which they then sell at retail in their areas," Anderson explains. The program focuses on

Water Guard because it is the most profitable product, but other products for sale include condoms, flour fortified with nutrition and bed nets.

Anderson and her colleagues also work with the women's groups to develop effective business strategies: "Do they need a bicycle, or do they want a kiosk? How much money do they need? How are they saving their money? They have a truck with Water Guard stickers all over it, and sometimes we drive around with a PA system, just talking about Water Guard and why people ought to treat water."

"TRISH HAS A CLEAR SENSE OF DETERMINATION and a proven ability to get things done," says Richard Rheingans, director of Emory's Center for Global Safe Water and, as her professor in public health, Anderson's mentor. "She's incredibly tough, but at the same time she's astute at getting people to find their own solutions without imposing hers upon them. As a young, foreign woman, she isn't there to tell people how to do things. It's about being supportive. Not many people are able to do that."

How effective the approach will be remains unclear. "We're still in the start-up phase," Anderson says. "I'm getting the big picture, figuring out the puzzle. The hope is that we will find a recipe that works and create a model that we can replicate in other areas of Kenya."

Key to the project's success will be the degree to which the women's groups embrace the concept. Anderson is optimistic about gaining local credibility. (English, along with Swahili, is one of Kenya's official languages, but Anderson is learning the local tribal tongue, Luo.) "We are putting our money where our mouth is; they're getting access to credit. But they are motivated as much by the social aspect as by the economic. Sure, money is a great motivator; this area needs economic development, but the social factor is huge. Taking care of each other is the focus of these women's lives. They are excited about this project. They're the ones who are giving me hope that this can work."

When the program ends in 2007, Anderson hopes to have gotten 1,000 women access to loans to sell Water Guard consistently, serving 200,000 people monthly. "It would be a lot easier if we bought a few trucks, filled them with Water Guard, and delivered it," she says, "but we're trying to create something that's self-sustaining, organic and grassroots, to make this product a habit in these households."

"We want them to never drink water without it. This has to work. There isn't a better answer."

Allison O. Adams '89 is a writer and editor at Emory University, where she earned her master's degree in English.



"Taking care of each other is the focus of these women's lives. They are excited about this project. They're the ones who are giving me hope that this can work."



Writing Outside the Margins

The author of the first-years' book lets the college community inside her writing brain. BY JENNIFER BRYON OWEN

The success of her first novel, *Bee Season*, propelled Myla Goldberg in the right direction.

"My goal is to be a writer for as long as possible," says Goldberg. "The movie will allow that."

Bee Season was the assigned book for this year's first-year students to read over the summer and discuss in FYI groups during the fall. A movie based on her book was set for release shortly after Goldberg's visit.

"Since publishing *Bee Season*, I get to be a full-time writer—a dream come true," says Goldberg. "I consider it my full-time job, so Monday through Friday, it's a six-hour workday. It doesn't matter if I don't feel like it or if what I'm writing is just really awful, I do it."

Against the backdrop of a spelling bee from the loser's viewpoint and with a dose of Jewish mysticism, *Bee Season* explores what it means to be family and what it takes to become your own person in the world. The idea, says Goldberg, wasn't anything she could have done herself. "My brain put it together."

"When you have a neat idea for a novel, how do you get there? I rely on the back brain. In college [She earned an English degree from Oberlin College], I took a class in

Jewish mysticism, and I began wondering if you can use language to transcend to God."

At a dinner party, a friend shared her experiences with spelling bees. She was intrigued by the inner workings and commitments of those who participate in spelling bees.

"They're compelling," she says. "Children cry when they lose."

Goldberg believes trying as many kinds of writing as possible will also help her reach her goal of writing as long as possible. Her latest book, *Wickett's Remedy*, explores the Great Flu epidemic of 1918. Set in Boston, it follows an Irish-American shop girl as she pursues her dream of a better life. The girl's husband quits medical school to develop a mail-order patent medicine called *Wickett's Remedy*. Then the Spanish Influenza devastates the country. Stealing the recipe, her husband's business partner transforms *Wickett's Remedy* into QD Soda, a soft drink that becomes extremely popular.

"The really great thing about writing is when you don't have anything to go on and then you get a nugget," says Goldberg. "I write about things that interest me. Mental illness is one of those; I'm interested in how the brain works. I write because I want to get inside people's heads."

Goldberg told of her experience going to the New York Public Research Library to study naval prisons in the 1900s.

"I was struck by the quality of silence there—a silence of people feeding their brains."

One of the unusual things about *Wickett's Remedy* is the marginalia throughout the book. Audience members asked if they should read the book first or the marginalia first.

"It's your book. You own it," she responded. "Read it any way you want. Read them all at once, read them last or don't read them at all. Heck—I won't even know."

Jennifer Bryon Owen is director of creative services and editor of *ASTM*.

Since publishing *Bee Season*, I get to be a full-time writer—a dream come true.

Myla Goldberg autographs her book for Sara Jones '09, Kristy Johnson '09 and Jessie Taft '09.



CAROLINE BIRD



AGNES SCOTT COLLEGE
THE WORLD FOR WOMEN

Dear Alumnae:

How do you say thank you for a decade of extraordinary leadership that has taken the college to new heights?

Against a changing economic environment and ever-growing competition for the best and brightest students, President Mary Brown Bullock '66 has led Agnes Scott past several remarkable milestones, including:

- Nearly doubling enrollment, to reach more than 1,000 in each of the past two years
- Completing a \$120 million capital improvement program, on time and on budget
- Raising more than \$70 million in our most successful capital campaign ever
- Expanding the faculty, and
- Raising the national stature of the college.

To celebrate her leadership, the trustees have voted to honor Mary by giving her the opportunity to direct new or increased annual fund gifts to college priorities of her choice at the end of the fiscal year. In other words, an annual fund gift from someone who did not contribute in the 2004–2005 fund year, and any increase in an individual's giving over 2004–2005, would be included.

The trustees have pledged to increase their annual fund giving by a total of at least \$50,000 and invite all alumnae to join them in honoring Mary. Together we can make 2005–2006 a record-breaking year for annual giving—a fitting tribute to a president who has worked so hard and so successfully for us. If you have already increased your annual fund gift, thank you. If not, we invite you to join us in honoring Mary Bullock's presidency. All donors increasing their annual fund gift will receive special recognition in the 2006 annual report.

Harriet King '64, chair of the board of trustees, aptly describes Mary as "the epitome of the leaders Agnes Scott produces." Your annual fund gift ensures that Agnes Scott will continue to produce extraordinary women who will lead their communities and the world.

Sincerely,

Christopher M. Little
Vice Chair, Board of Trustees

Betsy Anderson Little
Class of 1966



AGNES SCOTT COLLEGE
THE WORLD FOR WOMEN

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Agnes Scott tops 1,000

By KAREN HILL/khill@ajc.com

Students at Agnes Scott College gathered this morning for a signature moment — a shot of tightly spaced bodies forming 1,000

The photograph, which will grace the first time in the college's history, admitted at least 1,000 students in 1899. "Scotties" roaming the Gothic halls of the President's residence in Decatur, Georgia, said

BOLD
ASPIRATIONS



Agnes Scott

FALL 2006 The Maga



Elizabeth Kiss
President



CAROLINE DE

Harriet M. King '64 chairs the Agnes Scott Board of Trustees and was chair of the presidential search committee.

A Special Story Through the pages of this magazine, you will begin to know Agnes Scott's eighth president: Elizabeth Kiss. BY HARRIET M. KING '64

The Board of Trustees believes Elizabeth is the right person to lead Agnes Scott for a number of reasons. Her sparkling intellect, charismatic and inclusive personality, rich academic experience, deep understanding of the liberal arts, global perspective and energy make Elizabeth an exemplar of the college's mission. Her focus on ethics mirrors Agnes Scott's core values. She is passionate about bringing diverse peoples together around common issues. Elizabeth was a bold and innovative leader in building Duke University's Kenan Institute for Ethics, where she recognized the importance of being visible, distinctive and academically and programmatically excellent to attract faculty, students and funding. In her decade at the Kenan Institute, she created one of the most active and innovative ethics centers in the country. In short, she has all of the qualities we as a community said our next president should have.

On a more personal note, Elizabeth shared a story with us, one that gives an even better sense why the search committee thought she was the right fit for Agnes Scott College. Elizabeth was born in Brooklyn to parents who emigrated from Hungary following the 1956 revolution. She grew up with English not being her first language.

Elizabeth wanted very much to learn English in its full and complete manner, and, in particular, she wanted to learn the American version of English. She went off to kindergarten at the ripe old age of, we think, around four, intent on learning and acculturating, being part of America, being an American because, after all, she was a native-born American.

In kindergarten, the teacher took her aside to inform her she would receive special help with learning English. Elizabeth had set her goal on learning American, and right away she noticed a discrepancy between what she was being told and her goal. So she did what any competent person would do, which is to garner the tools available and to use them to bring attention to the problem: She burst into tears—inconsolable tears—to make clear this was a real issue for her. After conversation with the teacher about why this was so important to her, Elizabeth realized that when the teacher was talking about English, she meant American.

Part of what makes this a special story for me is not only that this very young woman stood up for what she thought was important to her, her ability to achieve a goal she had identified, but she went on to acquire a real fluency in American—and some 20 years later, she went to Oxford and learned English.

I commend Elizabeth Kiss to you. Take every opportunity you have to get to know her. As you do, we believe you will discover even more reasons she is the right leader for Agnes Scott College.

A handwritten signature in cursive script that reads "Harriet M. King".

Harriet M. King '64

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

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Agnes Scott

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Reader's Voice

“For an alumnae magazine, staying within the bounds of civility is not a denial of free speech.” — ELEANOR HUTCHENS '40

A Call for Reasoned Letters

I'M SURE YOU'LL GET SEVERAL intemperate letters about allowing Phyllis Schlafly to set foot and open mouth on campus. Although I personally wish she had never been born, I hope you will not print the kind of vicious invective you have passed on to us twice in the past, once against Katherine Harris and once against Hillary Clinton.

For an alumnae magazine, staying within the bounds of civility is not a denial of free speech. There are plenty of outlets for rant in print, on the air and on the Internet. If you get a reasoned letter against the choice of Mrs. Schlafly as a speaker, by all means print it.

My deep disapproval of her does not mean that I think she should be barred from the campus or that her speech there should pass un-remarked.

In fact, students can benefit by seeing in her career what one dedicated private citizen can do to reverse what appears to be a certain course in public policy.

ELEANOR HUTCHENS '40
via e-mail

Taste Coke's History

SEEING THE PHOTO of the color advertisement in *Agnes Scott The Magazine*, spring 2006 of the young woman (circa 1930s) drinking a Coke, I was reminded of a Coca-Cola poster I posed for in 1947 or 1948 in New York City while I was modeling with the Society of Models. When I saw the "Reader's Voice" article about Coca-Cola, I thought you might be interested in seeing an Agnes Scott girl who once modeled for one of the legendary Coca-Cola advertising paintings of the 1940s. By the way, I lived in Decatur on South Candler Street within walking distance of Agnes Scott.

I am enclosing a picture of myself posing with the actual painting, which my son, who worked at Coca-Cola, found in an advertising archive of paintings Coca-Cola collected through the years. He asked the curator if I could hold the painting while he took the pictures. In the photograph, you can see smudge marks from some foreign country's efforts to remove the Coca-Cola "disk," probably to drop it in photographically when it was printed. The same is true for the slogan "Serve Coke at Home," which was replaced with a foreign script, followed by a new slogan in English which read "You Taste it's (sic) Quality." Before this was done, however, the painting was used on point-of-sale boards and in calendars in the United States throughout 1949.

I always look forward to reading the magazine. I go back in time and relive my days at Buttrick, the gym, Stunt Night, the hockey field, and May Day — and "oh yes" — friends and the faculty! I loved seeing everyone at the 60th reunion!

SALLY SUE STEPHENSON MARSHALL '46
via e-mail

P.S. My mother-in-law, Agnes Gold Wiley Marshall from Sparta, Ga., graduated from Agnes Scott, and my sister-in-law, Elise Marshall Simkins, attended two years.

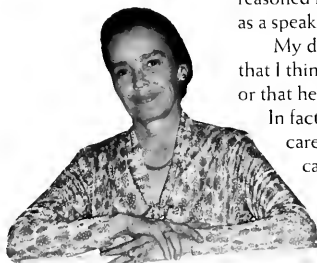
"Thanks" from a Daddy

Dear Elizabeth:

THANK YOU FOR YOUR WORDS of Saturday morning [President Kiss' speech at Orientation]. I wasn't sure Agnes was the right place for Tobi, but after hearing you speak, I am now confident.

I am an engineer by profession and have been a manager for 15 years. My education was focused on learning a skill, getting a job and supporting a family. It has served me well, and I am now in a senior staff leadership position.

A curious dissatisfaction has crept into my work. As I begin to replenish leadership talent, I find many individuals who have the technical skills, capacity and curiosity. But I am increas-



The Good Side of Facebook

AGNES SCOTT INCOMING FIRST-YEAR STUDENTS from the Atlanta area met on Facebook, the popular online social networking directory for college and high school students, but decided to meet face-to-face by organizing a summer picnic on the Woodruff Quadrangle. Currently under fire because of the extremely personal nature of some entries, Facebook was launched in February 2004 and, according to Middlebury College reports, is now, with more than nine million users, the seventh-most trafficked Web site and the number one photo-sharing site on the Web.



These members of the class of 2010 are (left to right) Lauren Bullard, Brook Bachman and Michelle Stokes, all from Marietta, Ga.; Najla Waleed, Stone Mountain, Ga.; Katie Rodgers, Fayetteville, Ga.; Indira Cruz, Duluth, Ga.; Helen Cox, Marietta, Ga. and Rebecca Paisley, Alpharetta, Ga.

Feminist Movement Opponent Speaks on Campus

A standing-room only audience and a dozen or so protestors greeted conservative spokeswoman Phyllis Schlafly when she spoke on "The Failures of Feminism" last spring as a guest of the Agnes Scott College Republicans and co-sponsored by The Clare Boothe Luce Policy Institute. The ASCR membership totals about 100, with 15 to 20 active members.

Schlafly has been a national leader of the conservative movement since publication of her best-selling 1964 book, *A Choice Not an Echo*, and has been a leader of the pro-family movement since 1972, when she started her national volunteer organization now called Eagle Forum.



Writers' Festival 2006

Alumna poet Nathalie FitzSimons Anderson '70 joined another poet and a novelist for the college's annual Writers' Festival last spring. A 1993 Pew Fellow, Anderson is poet in residence at the Rosenbach Museum and Library and teaches English and directs the creative writing program at Swarthmore College. Poet Paul Muldoon is Howard G.B. Clark Professor of Humanities at Princeton University, and novelist Percival Everett, professor of English at the University of Southern California, researches American studies and critical theory and creates works of fiction.

The 2007 Writers' Festival, set for March 22 and 23, features playwright Suzan-Lori Parks, poet Yusef Komunyakaa and novelist Beatriz Rivera-Barnes.



Anderson



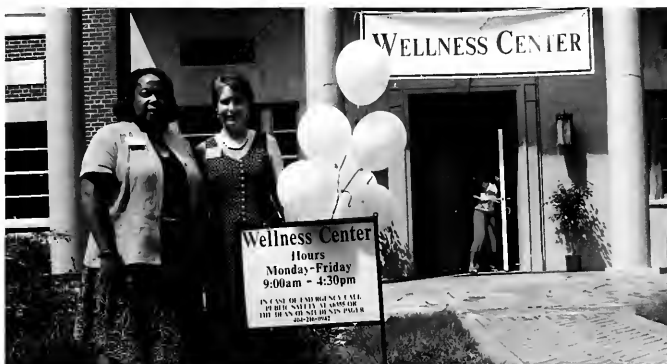
Muldoon



Novelist Percival Everett makes a point during his session with students and guests.

Wellness Center Opens

THE FIRST FLOOR OF HOPKINS HALL has been transformed into the college's new Wellness Center, putting resources for all student health services in one location where students can receive holistic, collaborative and high-quality treatment for health services and counseling. Sarah Kiwanuka, nurse practitioner (left), and Carole Holcomb, director of student health services, welcome visitors to the Wellness Center opening.





1906 – 2006: 100 Years as a College

The college's documented history reveals the increasing effort invested in the vision to adequately educate women. And for 100 years, the rest has been, as they say, history.

Agnes Scott began as a grammar school in 1889, and gradually moved toward becoming a college, which it did officially in 1906. The formation of the Student Government Association that same year was described by James Ross McCain in 1956 as "a powerful factor through the years in maintaining the ideals of the college."

He also noted, "It was no simple process to grow from a grammar school into a first-class institution of higher learning."

By 1905, the Trustee Executive Committee authorized the faculty to separate the work of the Academy [the preparatory school] and the Collegiate Department and to make the latter conform to the Southern Association of Colleges and Preparatory Schools' standard for a college.

The petition to amend the charter changing the name to "The Agnes Scott College" was granted by the Superior Court of DeKalb County in a special term May 12, 1906.

Agnes Scott College granted its first degrees in 1906 and was awarded collegiate accreditation by the Southern Association in 1907—the first college or university in Georgia to be accredited.

Sources: James Ross McCain, "The Growth of Agnes Scott College 1889–1955," *Agnes Scott Bulletin* 53:2 (1956): 4–5; Walter Edward McNair, *Lest We Forget* (Agnes Scott College, 1983) 29, 30.



A Memoried Time

In her remarks after being presented an Agnes Scott honorary doctorate during Commencement 2006, Margaret W. Pepperdene, professor emerita of English, reminds us of the college's tradition of humane learning.

I thank President Bullock and the Board of Trustees of Agnes Scott for this recognition. Since this is a memoried occasion for all of us and since "remembrance never ends," being what Eudora Welty called "a spiritual bequeathment," I want to include in this moment my thanks to President Wallace Alston and Professor George Hayes, who brought me to Agnes Scott so long ago. The president and the professor were both schoolmen in the ancient and honored tradition of the humanist teacher. Steeped in the learning of their scholarly disciplines, they directed that learning toward what the Renaissance humanist Leonardo Bruni called perfecting and equipping the human being. They were lovers of what they professed, like the English poet-teacher Donald Davie who said,

I have always considered, and still do, myself an amateur

*In the original sense of that word as "lover"
In the making and teaching of poetry.*

And they, the president and the professor, called to mind Chaucer's Clerk, a professor of philosophy at Oxford, who impresses the Pilgrim Chaucer with his professional achievements but who moves him even more by his love of what he does. The words that close the Clerk's portrait sum up his life: "Gladly wolde he lerne and gladly teche." The emphasis in the line is on "gladly," an emphasis that touches the word back to its Old English root, meaning "clear," "bright," "joyful," suggesting the joy the Clerk finds in the study of philosophy and in being able to bring the light of and delight in learning to his students. He teaches what he loves and he loves teaching his students.

"What's past is prologue." Those humanist teachers, joined by others of like heart and mind down through the "passing years," have made this college an academic place to come to. I am sure that you, members of the class of 2006, are as



EDDIE ROSS

grateful as I am that they invited us to come and stay for a while. **BY MARGARET W. PEPPERDENE**

Margaret W. Pepperdene, professor emerita of English, taught at Agnes Scott from 1956 to 1985, and since retirement has been teaching honors English literature at Paideia School in Atlanta. She holds a B.A. in English from Louisiana State University and an M.A. and Ph.D. from Vanderbilt University. She is the recipient of a Fulbright Fellowship, a Ford Foundation Fellowship, an American Association of University Women Fellowship, a Dublin Institute for Advanced Studies Fellowship and a John Simon Guggenheim Fellowship.



with Agnes Scott's New President

Just prior to assuming the presidency of Agnes Scott in August, Elizabeth Kiss sat down to answer questions about who she is and what's important to her.

BY JENNIFER BRYON OWEN

As the new president of Agnes Scott, where do you start?

Two things I want to say that are really important: One is I start by getting to know people. That will be tremendously rewarding. I'm really excited about getting to know all the different facets of this community, and then using that as an opportunity to listen to people, to listen to the aspirations and the kind of ambitions, plans and goals people have for the college and to come up with a process.

Second, we will be moving into the next strategic planning process. I've had the opportunity to see a number of these strategic planning processes and think they're just a wonderful tool for bringing people together and catalyzing reflection and ambition. Part of the underlying goal of the first year will be to figure out processes by which all the constituents of the Agnes Scott community can be pulled into a strategic vision and a strategic planning process, and together we can craft this new strategic goal.

What do you believe you bring to this position?

The last 10 years being at the Kenan Institute have made me realize I'm someone who can work and collaborate with and lead people across many boundaries. I have the temperament, communication skills and interest—really the passion—for doing that.

I feel lucky because there is a match between so many things I care deeply about that have been important to me over the course of my life and my academic career and Agnes Scott. So whether it is the Reformed tradition that is part of my family but is also a part of my history at Davidson, or the importance of the Honor Code in academic integrity or a focus on women and feminism and women's rights—all of these different strands of my life and my interest intersect here. I'm very excited about that.

What's your management style?

I'm a collaborative manager, a good listener. I tend to lead in part through inspiring people to be excited about their work. I try to mentor people and help them aspire and move up. That's an important part of my management philosophy.

The other thing I really like as a manager—I may have sort of stumbled into this initially and then came to realize how valuable it was—is that it is so important to surround yourself with strong people. I have really appreciated people who were challenging, willing to mentor me—mentoring occurs up and down and across—and willing to disagree. An organization is stronger and a leader is stronger if she surrounds herself with folks who really care about things, who have independent views, who are willing ultimately to pull together, but who really have their own sense of judgment. I've learned so much as a manager from people telling me, "I wouldn't do it this way." To create a place where people feel they have a voice—that's so important.

What challenges did you have when you arrived at the Kenan Institute?

One of the first was that the founding donor passed away four days after I was appointed. Here was a brand new institute with a brand new director at a research university like Duke supported by a foundation that had a particular vision. The challenge

was to work with the different stakeholders and to earn their trust—I was an unknown—and to mold a vision that was suitable for and inspiring to a whole range of circles.

How does an institute make people ethical?

In our culture we tend to be reticent about ethical issues, so we often see them in terms of legal compliance or we psychologize them. Law and psychology are valuable, but they can obscure the ethical dimensions. One step is to create conversations about ethical issues, and the trick is to make those conversations ring true to people in terms of the real challenges they face.

Another piece I've learned from goes back to Aristotle. Aristotle said you don't learn to be an ethical person by listening to lectures on ethics. You learn in the same way a musician learns—practice. We must think about ways we can give people opportunity to practice ethics. That's why honor codes are so important. That's why service learning is something the Kenan Institute nurtured. It raises all sorts of deeper ethical issues for people when they have that experiential component.

Then we identified this notion of individual ethical behavior and organizational ethics—micro and macro—and heightened the emphasis in our work on the macro dimension.

Are people in general becoming more or less ethical?

Humanity is always messy and ambiguous. In some ways, we are seeing moral progress, and in other ways, moral regress. Specifically in business ethics, there have been some ways in which things have gotten worse. Some of that has to do with incentive structures that have changed. There was a period—we're still in the midst of it—with an emphasis on short-termism on the part of leaders of companies. Your earnings were pegged to quarterly earnings reports. To think ethically is to think long term. But, in other dimensions of our lives—[we've made progress]. That's why you can never draw simple conclusions on this. Think, for example, race relations. We've made so much progress in race relations; not that there still isn't a lot of progress to be made.

Define ethics.

One of the best definitions is one of the simplest—the one Plato ascribes to Socrates where Socrates says, "We are talking about something very important—how we ought to live." So the notion is that ethics is that dimension of our lives where we ask, "How ought we behave? How ought we treat one another? Treat the world? Treat ourselves?" That is the heart of what ethics is about.

Then, even in the substance of ethics—how ought we behave—we find certain patterns across cultures and across religions. One—this gives me goose bumps every time I do a little more research on it—is the number of religious traditions and wisdom traditions that have the Golden Rule. It's in the Bible, the Talmud, the Bhagavad Gita, the Koran. And in many of those, it's actually listed as the law of laws or very important rule. So treating others as you would be treated or not treating others as you would not want to be treated is a deep moral wisdom humanity has learned over the centuries.

Then there are some core ethical questions—questions about justice, honesty, dignity and respect you find across multiple ethical traditions. Not to say that there aren't deep moral

disagreements across moral and cultural traditions. There are. But there are bedrock elements that are really part of the moral conversation of humanity.

How do you work out ethics in your personal life?

Jeff [her husband, Jeff Holzgrefe] likes to tease me by saying, "you certainly don't want to read the headline 'Ethics director caught in ... whatever'." It causes one to think about your own personal behavior. It has been a wonderful source for leading a more examined life. I think I have grown. I hope I've become somewhat of a better person, but I have certainly become more aware of my moral failures.

Everybody has a shadow side. The beginning of moral wisdom is acknowledging and recognizing your shadow side and trying to compensate for it and being honest about it. I have definitely found what I was doing in my professional life was leading me to be more reflective about myself and about how I was living day to day.

In the extreme, it can get a little exhausting. I have occasionally said, "Mondays, Wednesdays and Fridays, we do ethics, and Tuesdays and Thursdays, we do moral depravity." It's really important not to take ourselves too seriously. What I dislike about a lot of attention to ethics is that it can lead to a kind of moralism, a refined ability to look down your nose at other people. That's icky. But it's good if it leads to being more aware of moral complexities and of the moral dimensions of the decisions you make everyday.

Describe your year at Deep Springs College.

It was fabulous, an amazing place. Jeff and I had met somebody at Oxford who ended up becoming president of Deep Springs. While I was assistant professor at Princeton, I got a call from our acquaintance who said, "How would you like to come to an all-male school in the middle of nowhere on the California-Nevada border?" I vividly remember I said, "Over my dead body!" He said, "We have funds for a lecture, so you have to come give a lecture." Of course, he knew that as soon as we got out there, we would both fall in love with it.

It truly is in the middle of nowhere. It's at 5,200 feet surrounded by the White Mountains and an incredible desert landscape. You can see the Sierras from there. It's an overpowering physical landscape. This little, tiny, tiny college in the midst of all this grandeur — 24 students, the smallest accredited school in America, all on full scholarship, all working the alfalfa fields, and the dairy boys milk the cows at 5:00 in the morning so there's milk for breakfast, and studying the liberal arts. It was wonderful and terrible. It was one of those things where you realize what an incredibly intensive, intentional community is like. There was physical labor, there was an

intense intellectual life. It was truly a balanced life in a lot of ways.

One of the things I loved was that in academe sometimes we don't respect physical labor — the amazing work that maintenance people do for example. When the students are actually fixing the plumbing or not fixing it, as the case may be, you realize not only the dignity but the intricacy and the value of that kind of physical labor, the necessity of it.

How did Deep Springs influence how you look at higher ed?

I was there for a year, and then Jeff and I co-taught there for a summer. That was a really great experience — as a married couple co-teaching was really fun. One healthy thing it reminded me of was how many amazing institutions there are that are doing really creative and innovative work. I was at Princeton at the time, and I think there is a danger in becoming kind of insular in the world of the Ivy Leagues and not having a broader vision of higher ed. That, in and of itself, was really powerful for me. Another thing was it made me realize deeply the importance of the ethos of a community, the hidden curriculum of a campus and how crucial that is to what students actually learn. And also the power of giving students responsibility. The Deep Springs students pick the next class. I was the only non-student on the admissions committee. These were 19-year-olds who were picking 18-year-olds, and they took it very seriously. It was a great learning experience for them to be interviewing their peers. I learned a lot about pedagogy as well, about how valuable it is to empower students to learn through doing. Also, they have a public speaking component. Speaking has fallen off the radar screen in American higher education. Yet to speak well is one of the most important skills we can learn.

In addition to Deep Springs, you've been involved with Durham Nativity School, another all-male school. What benefits from single sex education in these situations can you apply to an all-women's school?

There are somewhat different rationales for different kinds of single sex schools. Part of what I find so powerful in the Durham Nativity School [one of more than 40 tuition-free middle schools for financially disadvantaged children] context, and there are parallels between that and women's education, is that particularly for young men of color, there is a whole history of neglect of this population, of underestimating this population, of not really centering educational institutions on their ability to achieve. What you see in DNS is how boys blossom when there's a school that is really focused on them and on empowering them.

THE KISS FILE

- Kiss is pronounced "quiche" and means Little in Hungarian.
- Nannerl O. Keohane Director of the Kenan Institute for Ethics, Duke University, 1996–2006

- Associate Professor of the Practice of Political Science and Philosophy, Duke University
- Assistant Professor, Princeton University Department of Politics
- Visiting Professor, Deep Springs College and Randolph-Macon College

- Specialist in moral and political philosophy
- D. Phil., Oxford University, 1990
- B. Phil., Oxford University, 1985
- B.A., Davidson College, 1983, graduating magna cum laude, Phi Beta Kappa and Davidson's first female Rhodes Scholar

Historically and to this day—and certainly globally, to a dramatic extent—there's a real parallel in that women are underestimated or ignored even in our finest co-educational institutions. There are still real challenges in creating the right environment to both challenge and nurture young women to succeed and to excel. There is a strong parallel of the power of an institution that is truly focused on, as in the case of Agnes Scott, young women. It is you we want to succeed; it's you we have great ambitions and great dreams for, and we want you to have them for yourself. That's very, very powerful.

At Deep Springs, there was value in creating a community that young men had to hold together. There is something valuable about telling a group, "This community is yours and you need to shape it and nurture it. And you need to nurture one another."

You don't say as a child "one day I want to teach ethics; I want to be a philosopher." How did you reach that decision?

Like many things, it was probably over-determined. I'm incredibly fortunate in having come from this extraordinary family story where my parents were both political prisoners. My dad was arrested by the Nazis and the Communists, and so I grew up with a real sense of pride in that, in my Hungarianess, in the beauty of the language. My parents used to recite poetry as they did the dishes. My mother would be washing the dishes, my dad would be drying them—I thought all families did this. They would be singing Hungarian folk songs or reciting poetry, so that all was very much a part of my identity. They provided me with such a rich sense of what it meant to be a Hungarian, but also always embraced being an American. My parents were fascinated by American history.



ROLINE JOE

Tell us about Elizabeth, the little girl.

I was probably a brat. I'm the runt of the family. My sisters were 11 and 14 when I was born so I suspect I was doted on and rather spoiled.

As a native of the Bronx, has being in the South been an adjustment?

My first week at Davidson, I was startled because everybody smiled and said "Hey." To me, hey meant watch out. I remember that adjustment of realizing this was not how I was used to interacting. Then, of course, I loved it. By the time I went to Paris for junior year abroad, I had to realize I could no longer smile and say "Hey" to everybody on the Paris Metro. That was not a good idea—people followed you home.

I still love New York, and there's a way in which New York feels like home because I think the place where you are as a child is always going to be very special, and it was such a wonderful sort of playground for a child. We were poor, but New York was a place where you could experience so much. I was exposed to wonderful diversity there and the opportunity to grow up in a Hungarian environment.

I have really come to love the South. The South is an exciting place. It's often much more progressive on race relations, for example, than the Northeast. It's a place that has had to absorb and continues to struggle to absorb an interesting and, in some ways, a tragic history.

On ethics, specifically, I grew up with a sense of moral issues mattering. It was the history of my parents and their activities in Hungary, but also my sisters were very much members of the '60s generation. There was a lot of family conflict about that. Actually, there was a wonderful family unity over civil rights, but a lot of family conflict over the Vietnam War. My sisters were active in the anti-war movement. My parents, as former prisoners of a communist regime, were passionately devoted to the war, so I grew up in an atmosphere where moral and political issues were life shaping and life changing.

I also saw with my father—I saw this with both my parents, but especially experienced this with my father—learning and changing his mind, specifically on Vietnam, coming to the conclusion that there were some real problems with that war. So I was just really fortunate, as the runt of the family, as a small child, being exposed to all these things. I was sort of primed to be interested in issues of ethics and human rights.

The love of philosophy came about in a different way. Davidson had this two-year Western Civ sequence called Humanities. The first trimester, we read, among other things, Plato and Aristotle, and everybody hated it—except me. I loved it! So, I thought this is telling me something. Everybody was complaining bitterly about these texts, and I was thinking, "These texts are really interesting!" I ended up majoring in philosophy.

What did you read as a child?

I read voraciously. My parents were such wonderful educators. My mother wanted to make sure I was familiar with American stories like Snow White and the Seven Dwarfs. She would get all the Walt Disney books but she'd read them to me in Hungarian. I had older sisters who were reading, and as the young brat, I wanted to read as quickly as possible, so I was a voracious reader and I worked my way through the Reader's Digest Condensed Books, hundreds of those. I read novels, encyclopedias, the dictionary.

What do you read now?

A combination of things. I'm reading an absolutely wonderful book, which I can't believe I hadn't come across earlier — *Bury the Chains* by Adam Hochschild, the story of the anti-slave movement. The next time I teach on human rights, I will assign this book because it tells how a small group of marginal people decided that the slave trade was wrong and got organized and, over the course of about three or four decades, stopped the slave trade. You know the Margaret Mead quote, "Never doubt a small group of committed people can change the world like nothing ever has." Well, this is the story of a small group of committed people changing the world.

The other favorite recent book is local to North Carolina, but is resonant in the South generally, called *Blood Done Signed My Name*. It is about a racially motivated murder that occurred in Oxford, N.C., in the 1970s. It's about a Methodist minister and his family, as whites, trying to be supportive of the Civil Rights movement. It's just a magnificent book, really.

I try to read novels — I'm a very highbrow, lowbrow person. I read mysteries. In terms of books I keep going back to, like comfort food, it would be between Barbara Kingsolver, who I absolutely adore, and Tolkien. I'm a *Lord of the Rings* fan. But, there are many, many novelists I like.

From the inquiring minds want to know department . . . pronounce your husband's last name.

It's like "holes grief." I mispronounced it for about the first six months we dated. We had one of those moments when he said, "There's something I've been meaning to tell you." I thought, "Oh my gosh, what is it?" "You're mispronouncing my name."

We met at Oxford. He likes to tease that I was a Rhodes Scholar, but he had a scholarship that was founded in 1283 or something — The Domus Scholarship. We actually met at an anti-nuclear protest march in London. We had this wonderful international group of friends that would rent a wreck — get one of these second hand cars — for the weekend and tool

around and look at cathedrals and the English countryside. So we were friends before we became romantically involved. I met him around 1983 and we married in 1989.

Will this be a commuter marriage for awhile?

It will be for the first semester. He has a wonderful opportunity to teach at the Stanford Institute of Public Policy and, of course, the great irony is that these opportunities come at the same time. But he is teaching their core ethics and public policy class. Jeff's an expert on international relations and ethics and has co-edited a book on humanitarian intervention. His plan is to definitely come here in the spring, and he hopes to find a teaching position in one of the institutions here.

How do you relax?

I'm a nature nut. I love hiking. One of my paths not taken is to be a park ranger. I love birds. We have bird feeders — I checked it out early on — the president's house is perfectly suited for hummingbird and goldfinch feeders. I walk. I used to run. My knees are not quite up to what they once were. I was actually a very avid jogger for many years. I do strength training and swimming. I'm excited about being able to just walk up the hill to the swimming pool. I'm passionate about exercise — not always great about doing it, but I'm passionate about it in theory!

Jeff and I are movie buffs. We are omnivores. Again, like my reading taste, it's Shakespeare one week and a mystery the next week. I became interested in cinema my junior year abroad in Paris. We had never gone to films as a family, and I discovered movies when I was in Paris. And we love to travel.

What gets you up in the morning?

Jeff once got me a cup that said "Things to do today — make coffee, floss, solve global warming." What gets me up is that there are so many exciting things to do. The best mornings are when I actually get up in time to have a long walk to start the day. I just feel incredibly lucky to have been able to have such meaningful work. I feel like I'm going from one dream job to another now.

Jennifer Bryon Owen is director of creative services and editor of Agnes Scott The Magazine in the Office of Communications.

Editor's Note: In the spring '07 issue of ASTM, President Kiss will discuss the Honor Code, academic integrity, diversity, being a Rhodes Scholar and empowering women.

THE JEFF HOLZGREFE FILE

- Holzgrefe is pronounced "holes grief"
- Native of Australia
- Teacher and academic administrator with a focus on international relations and ethics
- Co-editor of a recent book titled *Humanitarian Intervention: Ethical, Legal, and Political Issues*

- Teaching the core undergraduate ethics class at The Sanford Institute of Public Policy at Duke University this fall
- Taught at Princeton University, Oxford University, St. Andrews University and Deep Springs College
- Academic administrative experience includes service as special assistant to the vice provost for international affairs

- at Duke University, as the Fulbright Fellowship Program adviser at Duke and as the executive director of the Association of International Education Administrators
- B.A. in politics from Monash University in Victoria, Australia, 1981
- M.Phil. in international relations from Oxford University, 1985

“A Good Gift”

Her birth was, for Sandor and Eva Kiss, confirmation of their commitment to freedom and reward for their struggle for its preservation. Their lives, for Elizabeth, breathed into hers pride in her “Hungarianness” and imprinted the importance of life’s great moral and political issues. **BY KATHY REYNOLDS DOHERTY '67**



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Elizabeth Kiss has a birthmark shaped like Hungary near her heart. If God does indeed work in mysterious ways, this may be one of them, and President Kiss’ mother is entitled to think so.

The volatile and poignant history of Hungary is a visceral heritage for Kiss. Her mother tongue is Hungarian—like that of her parents and two sisters, all Hungarian natives—although she was born in the United States and reared in the Bronx, New Jersey and suburban Washington, D.C. She was the baby of liberation, the American star in their family flag.

She was “a good gift,” says her mother, Eva Kiss, now almost 80 and living a stone’s throw from the Potomac in Washington.

“My parents were made young by Elizabeth’s birth,” says Barbara Kiss, the eldest of the three Kiss daughters. “She came as a prayer, a blessing.” She came, in fact, after the family’s escape from Hungary following the short-lived 1956 revolution—a brief moment in the light before communist clouds closed over again.

Elizabeth came after her father fled to Vienna to escape almost certain betrayal and imprisonment because of his known opposition to the Communist regime and public support of the revolution. She came after her mother and two sisters, then ages 9 and 6, had made a long, hurried walk to the railroad station in



Budapest bearing false papers that got them as far as Győr; after a taxi had dropped them off in a cut cornfield that clawed their legs; after Hungarian border guards had threatened to send them to the Russians—and had stopped only because her mother demanded that the guards, fathers themselves, let them go. Chastised, they took the girls' hands and walked them near the border. The guards confided: "Don't stop to pray your thanks at the border or you might be shot."

Eva and Barbara and Agnes walked west into Austria and, eventually, reunited with their husband and father, Sandor Kiss. A few weeks later, they were escorted to the Vienna airport and put aboard a World War II-era plane for a flight to Philadelphia, city of brotherly love.

Once in the U.S., they received green cards and faced the challenge of rebuilding their lives.

After stints in Buffalo, New York and Dayton, Ohio, they settled in New York City. Sandor Kiss was a key witness in the United Nations' inquiry into Hungary in 1957, telling his perspective as a former Parliament member who had urged eschewing revenge as Hungary rebuilt after the war, who had

refused to join the Communist Party even as it asserted almost total dominance over Hungary and who had favored the liberalization the revolution seemed to promise.

Decision to Flee

It had seemed so hopeful in late October 1956 when Soviet troops had withdrawn from Budapest and the newspapers were proclaiming a more democratic regime and the promise of multi-party elections.

"It was our 10th wedding anniversary and we were so very happy," Eva recalls. But then the Russian tanks invaded in force. The U.S. and the U.N. declined to become involved. The revolution was over. A few days later, two students warned Sandor that the secret police were looking for him and he made his decision to flee.

After emigration, Sandor Kiss left his life in academia—he had been a professor of history—to be the editor of *East Europe* magazine, published in five languages by Radio Free Europe. The family later moved from New York to Washington, where he joined Voice of America. Sandor felt this was the best way to continue to help his country. He gave courses within the Hungarian-American community on Hungarian

literature and politics and was a lay leader in the Hungarian Reformed churches in the U.S. and Canada. In 1961, Elizabeth was born. For almost 20 years, the family's life was blessed with the freedom and stability they had not had in Hungary. Then Agnes died in a car accident in 1980 and Sandor died two years later.

Sandor's public role in Hungary's history was marked in many ways before and after his death—tributes to a man revered for his integrity and his stalwart support of the "right" side—that is, the side of humanity. A plaque in his honor hangs at the headquarters of his party in Budapest. A statue of him stands in Vasarosnameny, Hungary, his home town near Ukraine. A book was written about him and his life—from his early days as a leader of the underground against the Nazis, his arrest and torture under the Nazis, his days in the Hungarian parliament and then his arrest and torture, this time by the Communist regime.

Narrow Escapes

His life story is one of narrow escapes and miraculous survival. "God can save if he wants somebody," Eva says.

The Nazis captured him after occupying Hungary on his birthday in 1944. He was made to walk on fire while singing the 90th Psalm—a Hungarian-Calvinist anthem. When it seemed he'd share the fate of other Nazi opponents who were thrown into the Danube, the Russians—good guys at this point—were beginning to ring the city, and the Nazis let Sandor go free to fight against Russians.

Sprung from captivity, he met a Scottish missionary cooking soup and told the missionary he was coming from the front. Sandor hadn't eaten in two days. He then met a man with a pail of water, a friend who had edited a literary journal. But his friend didn't recognize him at first, wasted and bearded. The friend hid him along with other dissidents—a ragged but distinguished company that included the future president of Hungary and a clergyman who was a leader of the underground. The clergyman gave Sandor an armband declaring him to be a clergyman and secreted him in a tower room high in the Church of the Thanksgiving. There, Sandor hid with a few others, walking down to the church cellar at night to be fed, until one night a friend with a hunch would not let them return to the tower room. That night, the room took a direct hit from the Russian bombardment. Sandor was alive, and soon the war was over.

In the post-war democratic government, Sandor joined the Smallholders Party and was elected to parliament, hoping against hope that Hungary would be claimed by the West or be declared neutral like Switzerland. But it



Hungary, 1956

TO LEARN MORE

Read "For Me the Revolution Started in 1955 ..." by Eva Kiss, *Personal Recollections of the 1956 Hungarian Revolution: A Hungarian American Perspective*, just published by Kortás Kiadó, Budapest, Hungary. President Kiss is placing an autographed copy in McCain Library.

To download chapters or to purchase the book, go to www.freedomfighter56.com/en_stories.html.

wasn't to be. Hungary fell into the communist orbit. Sandor was wooed by all political factions, including the communists, but he would not join them because he was a religious man. Lenin had had other ideas about men such as Sandor, declaring that all former members of the underground were suspect because they likely would turn against Communist rule.

“We Will Walk”

Sandor and Eva had married on October 27, 1946. He was 28 and she was 19. Two days later she asked him, “What can we expect for Hungary?”

“If the Russians leave, we will have democracy and we will be happy,” he told her. “If they stay, you will be a widow soon.”

At 19, Eva already had seen her own share of troubles and took this prediction stoically. Her home had been obliterated by an English bomb in the war, she had almost been raped by Russian soldiers. “But I prayed and a voice said ‘Be strong. Run.’” And run she did, escaping with her sister from the soldiers.

Even so, was she prepared for what happened after her marriage? As a member of parliament, Sandor advocated rebuilding Hungary without revenge or political infighting. He was on a fact-finding trip in Switzerland touring small farms when Eva wrote, warning him of a conspiracy targeting former members of the underground. When he returned, although parliamentarians were supposedly exempt from arrest, Sandor was placed under house arrest for several days and their house was searched.

That first year of marriage, they spent 58 days together, Eva says. Enough time, though, for her to be pregnant with Barbara when Sandor was sentenced to prison in August 1947. The stress caused Eva to deliver early, but Barbara lived. Sandor was tortured, but he survived. He was released after more than two years, and Agnes was born nine months later. Sandor had been branded an enemy of the state and could get no job other than hard labor—building a highway to Russia, ironically, until he earned an electrician's license.

He was living that life when, after Stalin's death in 1953, political life opened up a little. Prisoners were freed and labor camps closed. Three years later, people's pent-up desire for freedom and hatred of communism erupted into the October 1956 revolution. “The whole nation was flowering,” says Eva. But the “flowering” went too far to suit the Soviets.

Sandor decided he must flee.

And Eva? “I realized I can't let my two children grow up without a father. I will stand at the street and get a ride!” But then a railway man arrived from Vienna with a letter from Sandor. One train and one taxi later, beside that field of cut corn, she bundled her girls into their coats and scarves and told them: “It depends on you. Will you meet your father or not? We will not complain. We will walk.”

And they did.

Katby Reynolds Doherty '67, is a public relations consultant specializing in strategies for business, government and non-profit aid programs with a focus on the developing world. She and her journalist husband live in suburban Washington, D.C.

“My father used to say, ‘always try to learn more because the more you learn, the bigger you become as a human being. That's something they can't take away from you.’”

ELIZABETH KISS, 2006 GRADUATION SPEECH, DURHAM ACADEMY

› Barbara, Elizabeth and Agnes Kiss



THE MORAL AMBITIONS OF AN AGNES SCOTT EDUCATION

BY ELIZABETH KISS



It is my very great pleasure and honor to welcome you to Agnes Scott College's Opening Convocation and Honors Day. This occasion, one of several solemn and lovely traditions that bind us together as a community, is our opportunity to welcome new members of the Agnes Scott family, to recognize our students for exceptional performance and to celebrate the beginning of the academic year by reflecting on the purposes of our shared enterprise.

This year, I have the delightful role of standing here, a newcomer myself, to officially welcome new students, faculty and staff. From my conversations with my fellow newcomers since my own arrival on campus little more than a week ago—in the parking deck Orientation check-in line, at the faculty retreat, in my FYI group and in many other contexts—I know I speak for all of us new Scotties when I tell you that a Scottie Welcome is a truly wonderful thing. I am so grateful for the warmth, friendliness, interest and support I have received from people all over campus.

As I have begun to get to know the Agnes Scott College family over the past few months, I have been struck, and deeply moved, by the devotion this college inspires among those whose lives have been touched by studying, teaching or working here.

"Agnes Scott has the power to change lives," one of our students wrote in a postcard from South Africa.

"I found my voice at Agnes Scott," an alumna from the class of 1999 told me, "and even if I'm the youngest person in the room, and the only woman, if I have something to say I say it."

"My professors at Agnes Scott are giving me the courage and confidence to pursue my dreams and overcome my fears," a Woodruff Scholar told me.

What is it that inspires such devotion and makes Agnes Scott, at its best, a life-transforming place?

There are of course many different individual answers to this question, answers that focus on an inspirational teacher, a generous mentor, an exciting journey of inquiry in the classroom, lab, studio or on a Global Awareness trip. Indeed, my job, especially in the next few months, will be to engage, listen and learn so that I can draw on a deep and vivid sense of our multiple strengths as we craft a strategic vision for the next five to 10 years. But this morning I want to reflect on one golden strand that shines through all of our work together and that unites the college's highest aspirations past, present and future. We might call this strand the Moral Ambitions of an Agnes Scott Education.

By this I mean that that we are a community of teaching and learning grounded in strong

core values. Or rather that we embrace the moral dimensions of teaching and learning and conceive liberal education itself, the goal of a liberally educated woman, as a moral project. We not only want to strengthen your ability to write, speak and think critically, we also want to nurture thoughtful and reflective commitments to honor, integrity, responsibility, respect, courage and justice.

Nowhere is this more evident than in the Honor Code, which we will collectively reaffirm in a few minutes, and which I had the privilege of signing, along with my fellow classmates in the class of 2010, several nights ago. This year marks the 100th anniversary of student self-government and of the beginnings of an honor code at Agnes Scott. It is particularly fitting, then, that we reflect on this cornerstone of an Agnes Scott education.

In 1906, when Agnes Scott Institute was renamed Agnes Scott College and the first Bachelor of Arts degrees were awarded, Dean Nannette Hopkins proposed that students establish a student government. This timing, I believe, was no coincidence. Dean Hopkins regarded self-government as a fundamental marker of college life that would set it apart from the secondary school that for a while continued to operate on the campus. As Elizabeth Curry Winn of the

THIS MORNING I WANT TO REFLECT ON ONE GOLDEN STRAND THAT SHINES THROUGH ALL OF OUR WORK TOGETHER AND THAT UNITES THE COLLEGE'S HIGHEST ASPIRATIONS PAST, PRESENT AND FUTURE.

class of 1907, who served on the first Executive Committee, later recalled,

We felt that our freedom was greatly increased under the new regime, and there was a general feeling of rejoicing, as well as much criticism. The criticism became especially strong when the committee had to deal with infringement of the rules, and there were times when all of us would have laid down our official authority and returned to the carefree status of private students.¹

Winn's words capture the gift, and at times the burden, of an honor code: it pairs freedom with responsibility and trust with the expectation of trustworthiness. From the very beginning, then, an Agnes Scott education was defined by a pervasive commitment to a set of moral norms that students were not only expected to uphold but entrusted with sustaining. In the eloquent phrases of the Honor Pledge, Agnes Scott students are expected to "uphold high standards of honesty and behavior," "strive for full intellectual and moral stature," "realize [their] social and academic responsibilities," and accept the Honor System "as a way of life."

¹ M. Lee Sayrs and Christine S. Cozzens, *A Full and Rich Measure: 100 Years of Educating Women at Agnes Scott College, 1889–1989* (Decatur, Georgia: Agnes Scott College, 1990), p. 42.

These are heady and ambitious words. What is remarkable about them is that they translate into real elements of campus life today, from unproctored and self-scheduled exams to the Judicial Board and Honor Court. And this, I assure you, is not typical in the world of higher education today. As David Hoekema wryly puts it in his book *Campus Rules and Moral Community*, on far too many campuses, "the language of character, citizenship, and moral community is laid on with a trowel" on special occasions. But the reality behind the rhetoric, he adds, might be summarized thus: We hire excellent scholars for our faculty, maintain a good library, and fill the flower beds for Parents Weekend, and we sincerely hope that the students will turn out right."²

Hoekema is right about the pervasive moral reticence on campuses today. Columnist David Brooks remarked on this reticence in his *Atlantic Monthly* article "The Organization Kid," noting that "when it comes to character and virtue, these young people have been left on their own."³ Agnes Scott, I am proud to say, is not tongue-tied about the moral dimensions of our enterprise.

The Honor Code is an important marker of moral ambition at Agnes Scott. Let me mention two more—our commitment to educating and

women for achievement and leadership, that single-gender environments encourage women to speak up, to pursue diverse fields, including non-traditional ones, and to gain confidence to pursue their dreams after college.⁴ The women and men of Agnes Scott's faculty are devoted to the cause of helping our students learn, thrive and succeed. But the moral ambition that infuses Agnes Scott's mission goes deeper even than this. The college's founding mission was to educate women "for the betterment of their region." Today, we live in a world where regional and global boundaries blur, a world of persistent gender inequality in which, according to the United Nations, women constitute two-thirds of the illiterate people around the world, do two-thirds of the world's work, produce half of the world's food, receive 10 percent of the world's income and own 1 percent of the means of production.⁵

In such a world—our world—there is a moral urgency to the education of strong, feisty women with the skills and values to tackle the global challenges of our times. This is the ambitious moral vision underlying the college's tagline, "The World for Women." It is, perhaps, an outrageous moral ambition to think that a small liberal arts college in Decatur, Georgia, can help make a dent in the complex network of social, cultural and educational constraints that make women, in the words of Care International, the world's greatest untapped natural resource. But outrageous ambition is nothing new to Agnes Scott College.⁶

One of the distinctive strengths Agnes Scott brings to this task is also my third example of our moral ambition: our commitment to building a diverse community that is a laboratory for learning and leadership in a diverse world. As Hong Le '08 put it so cleverly in a PowerPoint presentation about diversity on our campus, that while programming around diversity

THE HONOR CODE IS AN IMPORTANT MARKER OF MORAL AMBITION AT AGNES SCOTT. LET ME MENTION TWO MORE — OUR COMMITMENT TO EDUCATING AND EMPOWERING WOMEN AND OUR COMMITMENT TO BUILDING A DIVERSE COMMUNITY THAT IS A LABORATORY FOR LEARNING AND LEADERSHIP IN A DIVERSE WORLD.

empowering women and our commitment to building a diverse community that is a laboratory for learning and leadership in a diverse world.

Educating women to pursue their highest aspirations is at the heart of Agnes Scott's mission. As I said to the class of 2010 at Orientation, my first impression of Agnes Scott and the reason I fell in love with it is that this is a school for smart and feisty women. Now, I have long felt that feistiness itself is an underappreciated moral virtue. But what has struck me over the past weeks and months, from my conversations with faculty, staff and students, is the moral passion that animates our shared commitment to women's education. We continue to see strong evidence that women's colleges have an edge in educating

4 Paul D. Umbach, Jillian L. Kinzie, Auden D. Thomas, Megan M. Palmer, and George D. Kuh, "Women Students at Coeducational and Women's Colleges: How Do Their Experiences Compare?" (National Survey of Student Engagement, Indiana University Center for Postsecondary Research, 1996). See also <http://newsinfo.ui.edu/news/page/normal/3705.html>.

5 United Nations, *The World's Women: 2000: Trends and Statistics*. Available at <http://unstats.un.org/UNSD/demographic/products/indwim/wypub2000.htm>. See also Richard H. Robbins, *Global Problems and the Culture of Capitalism* (London: Allyn and Bacon 1999), p. 354, and Oxfam America, "Equality for Women," available at http://www.oxfamamerica.org/whatwedo/issues_we_workon/equality_for_women.

6 I borrow the phrase "outrageous ambition" from the late senator, governor and university president Terry Sanford, who used it to characterize his vision for Duke University (and noted that it is good to have outrageous ambitions for the institutions we love).

2 David Hoekema, *Campus Rules and Moral Community* (Lanham, Maryland: Rowman and Littlefield), pp. 126–27.

3 David Brooks, "The Organization Kid," *The Atlantic Monthly*, Vol. 287, No. 4 (April 2001).

has a price tag, be it large or small, the opportunity for Agnes Scott students to form friendships and build community within and across multiple forms of diversity—race, culture, nationality, religion, sexual orientation and socio-economic status—is priceless. In the past decade, under President Bullock's wonderful leadership, Agnes Scott made extraordinary strides in this regard that put us in a distinctive place nationally among women's colleges. But success at building a "priceless" community does not come automatically—we have to work to ensure that our classrooms, dorms, campus spaces and organizations welcome, nurture, and challenge all members of the student body, and that

we are making it possible for talented students of diverse backgrounds to come to Agnes Scott and succeed. What has struck me, once again, is the honesty and moral commitment that faculty and staff bring to this work. If we can get this right we will have a crucial story to tell that colleges and universities across the country and around the world need to hear.

So, what makes Agnes Scott a life-transforming place? An important part of the answer, I am suggesting, is the moral ambition that infuses our distinctive approach to honor, to the education of women and to diversity. What unites all three of these ambitions is their deep link to our core mission of liberal education. In a wonderful reflection on the goals of a liberal education, historian and environmental studies scholar William Cronon argued recently that the purpose of a liberal education is "to nurture the growth of human talent in the service of human freedom" and "to nurture human freedom in the service of human community."⁷ Liberal education both liberates and connects—reflecting the same dance between freedom and responsibility, critique and commitment, diversity and unity, that informs all of our shared efforts to liberate minds and shape character. As Cronon puts it, liberally educated people



GARY MEIER

IN SUCH A WORLD — OUR WORLD — THERE IS A MORAL URGENCY TO THE EDUCATION OF STRONG, FEISTY WOMEN WITH THE SKILLS AND VALUES TO TACKLE THE GLOBAL CHALLENGES OF OUR TIMES.

"have the intellectual range and the emotional generosity to step outside their own experiences and prejudices ... thereby opening themselves to perspectives very different from their own." They understand that they "belong to a community whose prosperity and well-being are crucial to their own and they help that community flourish by giving of themselves to make the success of others possible."

That, I think, is a wonderful description of the moral ambitions that have shaped Agnes Scott from its beginnings and that continue to chart an inspiring course for us in the future.

Lest I make everything sound a bit too cozy, however, let me return for a moment to Elizabeth Curry Winn of the class of 1907, who noted "there was a general feeling of rejoicing, as well as much criticism." Criticism is crucial to the pursuit of our morally ambitious goals. A community of integrity, an innovative incubator of women's leadership for a diverse world: these are ambitions we need to engage with and argue over. And so, as we begin a new academic year, and as many of you begin your careers as college students or faculty, I invite all of you to affirm, rejoice in, but also to engage and, if necessary, criticize, the moral ambitions of this beloved and priceless community.

Thank you, may we all have a wonderful year!

Elizabeth Kiss is president of Agnes Scott College.

⁷ William Cronon, "Only Connect: The Goals of Liberal Education," *The American Scholar*, Vol. 67, No. 4 (Autumn 1998). Available at <https://www.aacu.org/issues/liberaleducation/cronon.cfm>.

A Girl's Reputation

Agnes Scott doesn't have athletes—it has scholar athletes, and new leadership has placed the athletic side on a course to be on par with the academic. BY VICTORIA F. STOPP '01

Agnes Scott's stellar academic reputation is a known fact, but until recently, its athletic reputation wasn't much for conversation. However, under the leadership of Joeleen Akin, athletic director and basketball coach for a short three years, the Scottie snarl is being heard throughout the Southeast.

This past year's basketball team had the best season in the school's history, winning 15 games to 13 losses—the previous record of most wins was six—with an opportunity to play for the conference championship. The soccer team snapped Maryville College's 34-game winning streak, the swim team finished fourth at the Atlantic States meet and the cross country team won the conference championship for the second year in a row. Three coaches, including Akin, were named Great South Athletic Conference Coach of the Year in their respective sports.

"I never thought we'd get this competitive this quickly," says Gué Hudson, vice president for student life and community relations and dean of students. "Joeleen exceeded my expectations. She has a remarkable passion for athletics and academics and the willingness to work very hard."

Perhaps most important in Akin's leadership repertoire is her commitment to academic excellence.

"She built a really aggressive recruiting center for scholar athletes who expect a quality athletic program," says Hudson. "She totally understands that academics come first."

No kidding. Just ask the basketball player who was benched for bragging about procrastinating on a class paper or the athletes required to attend study hall.

"I implemented mandatory study hall for all first-year athletes and returning athletes with a cumulative GPA below a certain number," says Akin. "All first-years are to attend study hall in the library a certain number of hours each week. I hear rumblings about this. But if they're making

a financial investment for a college education and being a student athlete, I want to assure each parent I am providing each athlete with the best environment possible."

AKIN'S ROAD TO ATHLETIC DIRECTOR was shorter than anyone expected. Two weeks after accepting ASC's associate athletic director position in 2003, the athletic director resigned, leaving Akin to hire tennis and swimming coaches and a basketball assistant. At home, things were busy too—Akin and her husband, Charles, were still new parents to their four-month-old daughter, Bobbie.

But she quickly adapted.

"One of my first projects was to market athletics internally and externally," says Akin. "Some programs we implemented were 'guest coaches' at home contests and marketing home contests by using A-frame signs, table tents in the dining hall and yard signs outside residence halls. We want to participate in more community service programs in Decatur and plan to work with Clairmont Oaks Senior Living and a local elementary school this year."

Akin isn't shy about her support for athletics and the campus-wide benefit offered by ample recreation opportunities.

"I would love to see a true campus recreation center and locker room enhancements included with the next capital campaign. All the coaches at Agnes Scott have passion and enthusiasm, and the enthusiasm is contagious. We want the entire school and alumnae to be proud of athletics, win or lose, and I am seeing more and more pride among all the parties."

Akin balances her work life by spending time with her family, playing golf, running and lifting weights. Her husband is a loyal fan who fights cross-town traffic every home basketball game to watch the Scotties. And, intentional or not, daughter Bobbie may be a Scottie in training.

"She can sing the fight song and has watched



CAROLINE FOR

"Coach Bobbie"

For the glory of Agnes Scott

Cheer, Cheer, Cheer, for Ol' Agnes Scott.
Scottie Spirit, that's what we've got!
When we play, we play to win
finding the strength that lies within.
We never stumble, we never fall.
We toughen up and give it our all!
When we yell, we yell like hell
For the glory of Agnes Scott!



CAR MEER

many basketball videos with me before she falls asleep at night," says Akin. "I think she knows the game of basketball better than I do. Bobbie loves attending the other sporting events because she can be right beside mom. The soccer team calls her Coach Bobbie."

THE COMMUNITY IS SHOWING APPRECIATION for Akin's changes, too. Students are responding by supporting their friends with excitement and creativity.

"School spirit is at the highest level ever," says Akin. "A group of students formed a student spirit committee and each committee member represents a certain sport. They are in charge of helping market home games and spread the excitement. The students have formed a pep band that plays at some home contests, and we have an exciting group of cheerleaders. We even have a fight song now that two of our students wrote, and we encourage our athletes go to the student section after every win and sing it with them."

Once-empty spectator seats are now filled when Agnes Scott women compete.

"There was not a lot of interest in athletics on campus or in the community when I arrived," says Akin. "A core of fans attended athletic events, so taking attendance was easy. On-campus awareness, excitement and enthusiasm for athletics have grown. Two home basketball games sold out. More than 400 Girl Scouts attended a home game against Maryville College, and 400 Glenwood Elementary students took a field trip to the game with Oglethorpe."

A native of Medicine Lodge, Kansas, Akin

honed her recruiting and marketing skills at Kansas State University, North Carolina State University, UNC-Wilmington, Auburn University and Georgia Institute of Technology.

"The biggest progress for athletics was recruiting," says Akin. "Since I had coached on the Division I level and worked at Division I for more than 12 years, I understood the recruiting process and knew we could recruit quality scholar athletes to Agnes Scott."

Current athletes are key to recruiting.

"The class of 2008 helped bring in 31 first-year students," says Akin. "Our second year of recruiting, the class of 2009 helped bring in 24 first-year students. The class of 2010 has helped enroll 31."

Underscoring her successful development of Agnes Scott athletics is her commitment to students as well-rounded people. As a coach, sometimes that means tough love.

"I love my team, although they hate me most of the time (during season anyway)," says Akin. "I love watching these young women grow, develop and mature each year. I want to do the best job possible to make sure the athletes at Agnes Scott will be ready to face the real world when they graduate."

Akin's vision for athletics makes the difference.

"We want athletics to reflect the college's academic reputation, and the exciting part is that we are moving closer and closer to that vision."

Victoria F. Stopp '04, former Office of Communications intern, holds a Master of Fine Arts in non-fiction creative writing from Goucher College.



"All the coaches at Agnes Scott have passion and enthusiasm, and the enthusiasm is contagious. We want the entire school and alumnae to be proud of athletics, win or lose."

Connecting Trade with Conscience

Begun by a woman 60 years ago, the fair trade movement has captured not only the heart and soul of an Agnes Scott woman, but also her professional efforts and commitment. BY KATHY MCKEE '87



TO LEARN MORE

Fair Trade Resource Network: www.fairtraderesource.org

Fair Trade Federation: www.fairtrade.federation.org

United Students for Fair Trade: www.usft.org

Catholic Relief Services: www.crsfairtrade.org

Ten Thousand Villages: www.tenthousandvillages.com

People literally make gravel by the side of the road."

For Jacqueline DeCarlo '87, this image from her expedition to Madagascar testifies to the human need for meaningful work.

"They dig up big chunks of granite, which they carry up a hill to the road. There they pound granite into gravel and hope to sell piles of the gravel to passersby," says DeCarlo. "But this is not a busy road and lots of people are selling the same things: gravel or fruit. The attempts at income generation are amazing."

The products people grow or make and the reasons those products thrive or fail in the marketplace are paramount concerns for DeCarlo. Within the burgeoning global fair trade movement, DeCarlo has made a mark as an educator and organizer.

After five years directing the Fair Trade Resource Network, DeCarlo is adviser for the fair trade programs of Catholic Relief Services. "Our goal is to help Catholics in the U.S. live their faith in solidarity, and fair trade is a significant component of our economic justice work."

The trip along back roads and through the villages of Madagascar—called Red Island for the color of its soil—gave DeCarlo an opportunity to evaluate the potential for trade development in handicrafts and spices.

DeCarlo's faith is integral to her professional journey. Raised Catholic, DeCarlo found a different spiritual home in the Society of Friends after

moving to Washington, D.C. One of Quakerism's principle tenets led her to fair trade in the late 1990s.

"I was exploring voluntary simplicity and other movements that examine the place of consumption in one's life," says DeCarlo. "Part of that exploration included a nine-month sabbatical in Central America where I lived and worked alongside people who wanted to achieve a standard of living locally comparable to the one I enjoyed in the United States. They helped me understand people need trade in their lives. How we go about our trading relationships is what can make a huge difference."

MANY AMERICANS GET THEIR FIRST TASTE of fair trade through a cup of coffee or a chocolate bar. DeCarlo's first encounter came while standing in the groves of a coffee cooperative.

"I've witnessed fair trade's impact on people's lives. It's a partnership that helps producers, but it also benefits consumers. Fair trade breaks down impersonal exchange into a story of how a product can bring people together."

According to the Fair Trade Federation, criteria for fair trade include paying a fair wage in the producer's local context, offering advancement opportunities and promoting environmentally



sustainable practices.

DeCarlo enthusiastically points out that fair trade traces its origins to the insight and ingenuity of one woman, Edna Ruth Byler. "It started as a vision of woman to woman solidarity," DeCarlo says. A Mennonite volunteer working out of her basement, Byler brought the products of Puerto Rican seamstresses to women in sewing circles in Pennsylvania in the late 1940s. Byler's craft sales grew into Ten Thousand Villages, the largest fair trade organization in the U.S.

As fair trade expands, it remains true to its roots. According to the Fair Trade Federation, fair trade businesses return up to a third of profits on annual worldwide sales of \$400 million to producers in developing countries. A significant number of those producers — and the owners of fair trade businesses — are women.

"Women have to be front and center in order to change lives and improve conditions," says DeCarlo.

HONOR COURT PRESIDENT and Dana Scholar, DeCarlo graduated from Agnes Scott with a major in sociology and a certificate in elementary education. She later moved from teaching social studies into the not-for-profit field focusing her energy on international, social and economic justice concerns.

When Agnes Scott launched its Global Awareness Program in 1986, DeCarlo joined the inaugural group traveling and studying for six weeks in India and Nepal.

"It was an unsettling experience," she recalls. "I had romanticized the countries, but when surrounded by masses of hungry, dirty people constantly begging, I felt repulsed."

DeCarlo was getting her first, tough lessons in global economics.

"Frankly, I shrunk back from the dynamic of 20 or so white people plopped down in another country to study it and observe its tremendous suffering. I took the actions of desperate people almost as a personal affront," says DeCarlo.

Subsequent work with refugee populations in war-ravaged Croatia and Rwanda brought her full circle. Facilitating solutions in coordination with local groups, rather than merely observing, she experienced a dynamic shift.

"Refugees are some of the most vulnerable on the planet. Interacting with them compels acting on conscience, which pushes you past the level of stereotypes and allows you to connect authentically to other human beings," notes DeCarlo.

As executive director of Fair Trade Resource

Network, DeCarlo directed that organization's consumer education on fair trade. Another accomplishment for DeCarlo came in September 2005 with the first international Fair Trade Futures Conference in Chicago, for which she served as lead organizer.

MENTORING YOUNG ACTIVISTS ranks high on DeCarlo's responsibility list. Student activism, according to DeCarlo, has been essential to the growth of the fair trade movement. "On the heels of the sweat-free movement, the next wave of activism for college students concerned about economic justice is fair trade. Student demands for large food service providers to make shifts in their business models have led to other companies taking notice. Students are creative and positive. They aren't *against* something, they are *for* something."

DeCarlo shares her experiences and stories in her forthcoming book, *Fair Trade: A Beginner's Guide*. Its publication is slated to coincide with World Fair Trade Day in May 2007. One success story she highlights is that of Kuapa Kokoo.

Kuapa Kokoo, a cooperative of cocoa farmers in Ghana, is a founding partner of the Day Chocolate Company, known for its Divine Chocolate brand. This summer DeCarlo attended Kuapa Kokoo's Annual General Meeting and observed the association's election of leaders. Women members were prominent.

"The Kuapa women are hardworking farmers. They have a cash crop, but otherwise basically grow what they and their families eat," DeCarlo explains. "Throughout two days in election meetings, they appeared stoic." When the difficult deliberations concluded, the mood changed.

"Once the winners were declared, the women led all the participants in a celebration of singing and dancing — punctuated by calls of 'pa pa paa,' which means 'best of the best' in Twi."

Speaking to a Unitarian Universalist congregation in Delaware, DeCarlo emphasized how consumers in the global North can transcend the boundaries separating them from producers in the global South. "We engage in an economic election every day. Our daily choices about how to spend our money constitute an exercise of power.

"When we make conscious decisions about how to spend our money on items that don't depend on the exploitation of human labor, the destruction of the environment, the homogenizing of culture, we are voting for the kind of world we want to live in, and we are engaged in creating that world."

Kathy McKee '87 is an essayist and playwright living in Atlanta. Her latest play, Pollywog, spotlights a young woman's solo swim in the Atlantic Ocean.



Fair trade is an alternative way of doing business — one that builds equitable, long-term partnerships between consumers in North America and producers in developing regions.

A Cool "Old-Timer" in a Hot "New" Field

BY MICHELLE ROBERTS MATTHEWS '01

SPECIAL
OPERATIONS



Long before forensics became a hot field, Susan Morton '71 was there. For 35 years, she's been earning a reputation among an elite group of forensics document examiners.

"Here I am in my dotage, in my sensible shoes, and, all of a sudden, I've been overcome by coolness."

Court TV" people woo her. Hollywood is hot on her heels. These days, everyone wants a piece of Susan Morton '71, forensic document analyst for the San Francisco Police Department's crime lab. But she's too smart, too cynical, and too grounded to let it faze her.

Thanks to the popularity of prime-time dramas like "CSI" and its many clones, interest in the forensic sciences has grown — The College Board lists forensic science as number 10 in the fastest growing occupations for college graduates and predicts a 36 percent growth in the job market from 2004 to 2014.

"Here I am in my dotage, in my sensible shoes," says Morton, "and, all of a sudden, I've been overcome by coolness."

She's so cool that a midseason ABC series, "The Evidence," based one of its main characters on her. After working with the producers, answering their questions, showing them what she does, she was less than flattered when she watched

the pilot episode of "The Evidence" in March and immediately recognized herself — and even some of her actual quotes — in the persona of "quirky" and wisecracking forensic scientist Dr. Sol Goldman, played by, to her shock and horror, not Sally Field or Kathy Bates, but Martin Landau. "It was drivel," she says of the short-lived show.

Morton admits to watching a few "true detective," reality-based shows on the Court TV network, and she has even been featured on a few of them. But for the most part, she has "politely brushed off all offers" that have come her way from Hollywood. "The movie people come and want to pay big bucks to hire you as a consultant. They won't take your advice, they'll do utterly stupid things, and your name will be on it."

She hasn't come this far for that to happen.

MORTON GREW UP in West Point, Georgia. Her dream of attending Agnes Scott was almost dashed when her father died unexpectedly. She did manage to go to Agnes Scott, where she

earned a degree in biology with a concentration in botany and a minor in chemistry. During Morton's sophomore year, Sandra Bowden came to the college as a biology professor. "I thought she was a prospective student," Morton says of the influential teacher who remains a close friend.

Bowden remembers Morton as an "analytical" student with a great sense of fun. "But she's very serious when it comes to ideas and human values—things that really matter," she says. "She cares deeply about truth."

In addition to the strong science background Agnes Scott gave her, Morton's experience in Blackfriars also serves her well in her career. On stage in Dana, with no amplification, she had to learn to project her voice—a skill that has been "very useful in courtrooms," she says.

Morton didn't give much thought to what she would do after graduation. She simply took the first job she was offered, a training position at the Georgia state crime lab, where she testified all over the state. "I've been to courthouses without indoor plumbing," she notes.

After fulfilling her obligation to the state, she went to work for the postal inspector in San Francisco. Though she had only been west of the Mississippi once in her life, she rented an apartment over the phone and drove cross-country to a place she'd never been—and she stayed at that job for 22 years. "It was a very good gig," she says of working in a top-notch lab and honing her document-analyzing skills while helping put away gangsters and other criminals for mail fraud.

SEVEN YEARS AGO, she left the federal job and the almost non-stop travel it required, to join the San Francisco Police Department Crime Lab. There, she handles smaller cases (although one did include 5,000 documents) mostly consisting of elder abuse, embezzlements and homicides.

"Criminals are stupid," she says. "They write a lot of incriminating letters out of jails."

One recent case is stranger than fiction (or prime time). Morton testified in the murder trial of a man who shot and killed a prominent research doctor at a San Francisco medical school. The young man, who had been in and out of jail for petty theft, knew the doctor—his mother had worked as the doctor's assistant for years. He had gone to the doctor's home to ask for money, gotten into a scuffle and shot him.

But while he was waiting for the doctor to come home, he had helped himself to some cherries, spitting the pits onto the floor. Crime scene investigators said the home was immaculate except for the cherry pits—which could have been the reason for the argument that led to the shooting. Although he was caught driving the dead man's stolen car, the killer's lawyers tried to

convince the court that he was insane.

Which is where Morton stepped in, armed with notes he'd written to another inmate that were "very cogent." The judge ruled that while he was sane at the time of writing the notes, he was not so at the time of the hearing. The "cherry picker" was sent to a mental institution.

One of the tools she uses can detect writing on a tablet even when the paper it was originally written on is gone. She once found a bank robber's resume, complete with his home address, work history and references, on the note he'd handed the teller.

"Bank robbers have to be the dumbest life forms on the face of the earth," she says. "They take the stupid cake. They're lucky to get over \$1,000, they almost always get caught thanks to surveillance cameras, and they go to jail forever."

HER CAREER CONSISTS OF hundreds of other true-life tales. There's the one about managers of a money-vault company who were having an affair and managed to steal \$12 million after filing false reports here and there. They're doing time, but Morton says the money is hidden out there somewhere waiting for them. And then there's the Federal Aviation Administration case in which a company that serviced small planes could no longer afford to employ a certified mechanic. The owner simply forged the mechanic's signature in flight log books when maintenance was due. "A couple of planes were ready to fall out of the air," Morton says. "He nearly killed people, just for greed." He's also in jail.

Morton's sharp sense of humor helps keep her sane. When she says she hates lawyers, you don't quite know if she's joking or not. And, apparently, neither do they. Recently she had an opportunity to tell a roomful of them exactly why she hated them. "It was better than having the doctor tell you you're too thin and you need to eat more fried food," she says of the experience. Her audience of lawyers loved the abuse. "They're so arrogant, they think you're talking about everyone else," she says incredulously. "In fact, I think they're going to invite me back next year!"

Away from the crime lab, Morton relaxes by digging in the dirt in the yard of the two-bedroom, "pre-World War II fixer-upper" she shares with Tiki the green parrot and Earl Grey the cockatiel. The birds are fascinated with the phone, so when it rings she sometimes has to "incarcerate" them in their "slammers."

Although she's serious about solving crimes, Morton seems to maintain her cool by never taking herself too seriously.



PHOTOGRAPH BY JAMES SAUER

The College Board lists forensic science as number 10 in the fastest growing occupations for college graduates.

Michelle Roberts Matthews '91 is a freelance writer and editor who lives in Mobile, Alabama.

Staying



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on Track

For many, navigating the college experience runs fairly smoothly with only minor glitches along the way. For an increasing number, however, mental health problems are formidable blocks and make the college's role in student mental health a closely scrutinized issue across the country. **BY LISA ASHMORE**

Viewed through the lens of nostalgia, college life seems idyllic. Freedom, new experiences, friendships, romance, opportunities and slipping the parental leash flood students, especially the first year.

The reality is that an increasing number derail.

"I believe 18 to 25 can be the toughest years of your life," says Cué Hudson '68, dean of students for 21 years and also currently vice president for student life and community relations. The first staff member Hudson hired when she was named dean of students was a personal counselor.

Suicide is second only to vehicular accidents as the leading cause of death for college students. Nationally, the number of students reporting serious mental illness has risen substantially.

According to a 2004 study of 339 college counseling centers in 47 states, Canada and Australia, 92 percent of those institutions had an increase in students coming to counseling already on psychiatric medications. Another 85 percent reported an increase in clients with severe psychological problems.

Agnes Scott's Associate Dean of Students John Lucy sees the same trend here.

"There's definitely an increase and probably an increase in acuity and severity," he says. This is caused partly by more students receiving treatment and diagnosis earlier, thereby making

counseling helped them to stay in school; 60 percent said it helped them academically.

For each of two years in a row at Agnes Scott, 60 students have withdrawn by graduation. The percentage of those withdrawing for medical or psychological reasons was 35 percent in 2004–2005; the next year, nearly half (46.7 percent) of withdrawals during the academic year were for medical reasons. The deans say most were for psychological illnesses.

In recent years, Hudson has driven a manic student for emergency psychiatric hospitalization and taken a gun away from another.

Sometimes it takes a person in authority saying that the point where it is no longer possible to continue without help has arrived, because the student is in no shape to recognize what needs to be done, she says.

Seeking a Balance

Several recent national court cases that have risen from how colleges have handled suicidal students have administrators seeking a balance between helping foundering students while maintaining equilibrium for those who have invested heavily in the best education they can afford.

"I find working with all students satisfying and joyful," Hudson says. "But I especially find that helping people who are struggling with some of the tough issues, particularly psychological issues, very rewarding."

But since a Massachusetts Institute of Technology student set herself on fire in 2000, colleges have been increasingly uncertain as to how to best treat a student who may be suicidal.

In the case of Elizabeth Shin, M.I.T. was cleared in the \$27 million wrongful death civil case filed by her parents. However, the suit against individual administrators settled out of court for an undisclosed figure.

In August, Hunter College in New York settled a 2004 case where a suicidal student

Suicide is second only to vehicular accidents as the leading cause of death for college students.

college possible for students who, perhaps a decade ago, wouldn't have been able to attend.

However, the same study found that greater use of on-campus counseling seems to have yielded good results: when clients were asked to evaluate their experience, 56 percent said

returned from the hospital to find her dorm locks changed; a security guard watched as she packed to comply with the school's expulsion, based on an attempt to take her own life by overdose. (Although she herself had later called 911 for help.) In addition to paying her \$65,000, the school also said it would change its policy on how to treat suicidal students.

A just-settled case most colleges have been watching involved George Washington University. Student Jordan Nott's friend committed suicide by jumping out a dorm window while Nott and others outside the locked door tried talking him out of it. Later in 2004, Nott had suicidal thoughts and sought treatment at the school's hospital; he was prescribed an antidepressant and went back to school.

Depression manifests itself in a variety of forms—not going to class, isolation, overuse of medications and eating disorders.

In less than 48 hours GWU issued a letter barring him from campus. It also said he faced disciplinary charges that required him to withdraw or face suspension and/or expulsion. He says he was penalized for being depressed and seeking treatment; he's also said he believes the school's stance will make other students wary about seeking treatment.

Walking A Fine Line

While Agnes Scott has had a good track record for recognizing and treating mental health issues compassionately, those cases have the college—and most of higher education—trying to stake out a policy that recognizes each case and student vary, while not leaving itself open to lawsuits for acting too harshly, too soon or not soon enough.

Agnes Scott has made several changes designed to help students seek and receive adequate treatment and to better track how students fare after an emergency withdrawal.

This fall, the college required universal student insurance coverage through a mandatory fee. While initially unpopular because of the student cost, the goal is to provide adequate coverage for mental health treatment that doesn't put the student in a Catch-22 should she have to withdraw for medical reasons.

"It is the student's health policy," Hudson says. "So if she feels she needs therapy, she has her own policy that will allow her to receive therapy."

The policy assures 12 months' coverage for students, including those who feel they need to withdraw, Lucy says, even while they aren't attending classes. Under the previous arrangement, students covered by parents' insurance were sometimes dropped if they withdrew because they were no longer full-time students. Withdrawal also meant they were no longer able to receive treatment at the Student Health Center because they weren't enrolled anymore.

The college has also hired more counselors and this fall opened a new Wellness Center that provides easier and expanded access to health services and personal counseling. For students who require more intensive treatment, the college has a consulting psychiatrist and refers students who need frequent professional counseling.

In light of recent court cases, though, Hudson finds herself a little more cautious.

"Colleges are trying right now to walk this fine line between, 'Are you able to function or do you need a different environment? And if you're able to function how much support do you need to succeed?'" she says.

Hudson also hews to advice received decades ago.

"A wise psychology professor told me when I started this job, 'We are a higher education institution, not a psychiatric institution,'" she says.

"You have to realize someone has to function both behaviorally and academically in an environment of higher education," Hudson says. "And if she can't function there, she needs to go and do whatever it takes to heal and be able to come back."

Lucy agrees that while administrators need to be compassionate and vigilant, they also must balance potential impact on other students.

"Agnes Scott's a hard school, academically intense," Lucy says. If a student has emotional problems, that will reflect soon in the classroom. The flip side? Hudson says professors are huge allies at Agnes Scott in helping clue the dean of students office when

a student is having trouble. Depression is by far the single most prevalent psychological illness students present. Depression manifests itself in a variety of forms—not going to class, isolation, overuse of medications and eating disorders. High-achieving, intense women are particularly prone to eating disorders. While the number of ASC students who suffer from an eating disorder



are not that many, intervention and successful treatment are hard.

A Titanic Wave

At a small women's institution, students tend to circle the wagons when someone on their floor is ill, says Lucy. "Everybody's kind of stirred up—so that's the other piece we have to think of—the impact on the community."

For example, self-cutting has become much more common, but the way those students exhibit or hide their behavior varies. "One person may be doing things that are not the greatest response to emotional pain, but they're kind of managing it, versus the student who's doing it and stirring up the whole environment. Now you've got roommates worried or people watching it. We get stories about groups of students almost setting up a vigil to kind of watch them," he says.

"Suicide's impact campus-wide is the most difficult emotionally for colleges to handle. It's every dean's worst nightmare," Hudson says. "If you do want a balanced approach, you want to look at the individual, you want to look at the community and then, the North Star is—we are an educational institution. You just have to keep that as your guiding principle.

"Those students who generally come in, up front, to us and say, 'I'm in recovery, I have been addicted to alcohol, or I'm recovering from an eating disorder'... they generally succeed very well," Hudson says.

"If I can give advice, it is absolutely get it documented—present it to the disability coordinator or to the counseling department. Be up front with your illness and find out what support and resources colleges have. Colleges treat this with great confidentiality, so there's not an issue in terms of the whole campus knowing about your illness," she says.

Lucy says at a smaller school where most students pass each other every day and a professor sees a dozen students in each class, it's harder to fall through the cracks or into isolation.

"Parents are the biggest allies in terms of giving information to help us do early intervention," Hudson says. Pay attention to changes in communication—if a student is prone to e-mail or phone often and that suddenly stops, find out why. If it's benign and just part of easing into adulthood, great.

"If there's a change in behavior that says the student is becoming more isolated or withdrawn, or she's lost a lot of weight or she's gained a lot of weight—there are lots of clues parents can give us. They have the 18-year history and we don't," Hudson says.

"The first semester is so traumatic, I don't know any other word to use," Hudson says.

"Parents are too involved in everyday decisions while students need to gain autonomy. So many new things are coming at them—new relationships, parties where lots of things are offered that maybe they should or shouldn't get involved with, the stress of academics, time management. This can just be a titanic wave."

"You Saved My Life"

The college is working to make medical withdrawals less stigmatized and have less academic impact.

While the student who withdraws is expected to take a full semester off, her grade point average won't be affected. Also, re-enrolling is much less challenging than the initial application.

To reapply, the student must examine and articulate her understanding of what led to the need to withdraw and what she's done to deal with it, such as evidence of treatment and counseling, handling the demands of a job, completing classes elsewhere or sometimes more individual emotional strength training. One student trained for a physically challenging competition.

Sometimes it may be years before she returns.

Hudson recalls an experience from about four years ago. A Woodruff Scholar who had first attended in the early '90s approached Hudson after the student Honors Signing Ceremony.

"She said, 'You advised me I needed to withdraw and to really get some serious psychological help,'" says Hudson. "The student then burst into tears and told me, 'You saved my life. I wanted to thank you.'"

Pay attention to changes in communication—if a student is prone to e-mail or phone often and that suddenly stops, find out why.

"That's very affirming to me—most students we advise to leave want to come back and do come back," Hudson says. "Some of them are able to succeed and some of them are not."

At graduation, Hudson is the dean who hoods each student as she crosses the dais. For those students who've struggled, it's more than just a gesture. "When they come across that stage, I'm their biggest cheerleader."

"They're not always success stories, so I would not want to leave that impression," she says. "But the ones that do make it are hugely rewarding and satisfying."

Lisa Asbmore is senior writer/editor in the Office of Communications and editor of Main Events.

Lessons from the Other Side of the World



The classroom experience was only part of the education in her yearlong study abroad. But, then, moving into unknown territory is nothing new for this Woodruff Scholar.

BY MELANIE S. BEST '79

WOODRUFF SCHOLARS

The Irene K. Woodruff Scholars program is for women beyond the traditional college age who wish to pursue education objectives in a program suited to their individual needs. Students enroll in regular courses and meet the same degree requirements as other undergraduates. Since 1975, the Agnes Scott program has offered more than 400 women the opportunity to pursue a liberal arts education while balancing the demands of a career and family.

To learn more about the Woodruff Scholars program, go to: www.agnesscott.edu/admission/p_non-traditional/students.asp.

If Chanda Kay Atkins '07 had any doubts beforehand, the 'D' that emblazoned her first English paper of the term dispelled them: attending university in New Zealand was going to be quite different from life at Agnes Scott.

Atkins had arrived at the University of Canterbury in Christchurch in July 2005 to begin a year of study abroad. She and her family of five, who accompanied her, had already learned that relocation to an English-speaking country did not translate into similar lifestyles, world views or household habits. In this context, getting socked with a low mark on a class assignment seemed less confounding than it might have otherwise.

Simply the prospect of undergoing these trials would have cowed most people. But Atkins is more indomitable than average. After all, she had returned to college at Agnes Scott as a Woodruff Scholar at age 31, while managing a busy home life with a husband and four young children.

Her determination to earn a college degree is fueled by the same motivation that propelled Atkins to seek a junior year abroad: a resolve to break with the past and pave new ground.

ATKINS' WORLD, FROM BIRTH until halfway through high school, was circumscribed by her Appalachian surroundings in McCreary County, Kentucky.

"My family was poor and not educated," Atkins explains—at least until her dad set an example

and started college at age 40. "I want to end that cycle for my children, to show them what it's like to be prosperous and have a good education."

She married at 18 after finishing high school in Georgia, where her family had moved. Within a few years, she had two children. However, Atkins began deviating from her family pattern by taking college courses, enough to earn her a year and a half of credit when she entered Agnes Scott.

Atkins, a political science major planning for law school, applied a similar dogged spirit to her study-abroad goal. "I have a real sense of fairness," she says. "If a college like Agnes Scott has a study abroad program, why shouldn't older students be eligible?"

Jennifer Lund, ASC's director of international studies, cheered on Atkins' pursuit of an overseas study opportunity. "If you do this, you can pave the way for other Woodruff Scholars with young children," Lund told her.

While Woodruff Scholars indeed study abroad, they do so in smaller proportions than traditional-age students and generally for a semester rather than a full year. Two Woodruff students besides Atkins attended college overseas last year, one in South Africa, the other in Ireland.

But Atkins stood apart in taking along her family. "Other students in the future will be inspired by Chanda's example," says Lund.

Atkins focused on university options in New Zealand, a destination that had special meaning for her oldest children, C.J., 12, and Kendra, 10.



© BOB KRIST/COMBIS



Their father was a New Zealander who died in a road accident on an icy Montana highway in 2001, after he and Chanda divorced and she had remarried. He had shared custody of C.J. and Kendra and remained close to the family.

Financing the experience was another hurdle to be surmounted, particularly given that Atkins' husband, a mortgage broker who works from home, would not be able to ply his trade from Christchurch. Despite the pending financial hardship, Chris backed her plans 100 percent. "He's my number one advocate," she says.

"I had to scratch and fight for all the aid I got," Atkins recalls. "It was tough and confusing"—and didn't come together until three weeks before departure, after she and Chris had rented out their house for the year.

THE CROWN JEWEL of her financial package was her Benjamin A. Gilman Scholarship. Sponsored by the U.S. State Department, Gilman Scholarships are awarded competitively to American students traditionally underrepresented in study abroad. Atkins was among six Georgia students to win a Gilman in fall of 2005.

"For me, the year in New Zealand wasn't about making me globally aware but about seeing myself through a mirror," Atkins says.

Self-awareness crystallized right away, in response to a cold apartment and high electricity bills. The Atkins family had left Atlanta at the height of summer and deplanned in the middle of winter, in a place where central heating is lacking and energy conservation a way of life.

"First, I realized I'm spoiled," Atkins says. The family paid dearly to learn why every neighbor hung laundry on the line to dry. "Our first month's

utility bill was \$800." After that, the clothes dryer was mothballed and shower time curtailed.

She also learned that New Zealand's slow pace, while family-friendly, discomfited her intensely. "For the first few months, I felt panic. We were on an island in the middle of what seemed like nowhere."

But some aspects of life in Christchurch were a welcome relief from the intensity of home: the absence of crime and violence, the ease of walking and biking to most destinations, the palm trees and other lush vegetation that thrive there and draw people out of doors.

That 'D' in English stood out as the low point of Atkins' performance at Canterbury, but it was just one of many signs of a non-nurturing, sink-or-swim academic culture. The English professor gave her final paper a 'B' but advised Atkins to reconsider her decision to attend college.

"They're not into your personal growth," Atkins says of the professors there.

MORE ENLIGHTENING for Atkins were Canterbury's political science and international law courses. Even in her major concentration, professors were unavailable for help outside the classroom, teacher-student interaction was discouraged in class and no allowances were made for late papers or missed assignments.

Class at Canterbury, as at other universities in the New Zealand and British systems, means a two-hour lecture in a large auditorium, with students confined to listening and note-taking mode, or a one-hour lecture followed by group discussion. But attendance is not mandatory and the lecture text is posted later on a Web site. A course's only requirements are assigned papers

"Take the risk! It's a stretching, growing, stressful, enjoyable experience."





ABOUT NEW ZEALAND

Location: Oceania, islands in the South Pacific Ocean, southeast of Australia.

New Zealand is a nation of islands, including two major islands and multiple small ones. The northern one contains the capital, Wellington—the world's southernmost capital—and the country's largest city, Auckland. Christchurch is located on the less populous south island.

Geographic coordinates: 41 00 S, 174 00 E

Area comparison: about the size of Colorado

Population: 4,076,140 (July 2006 estimate), about one million less than metro Atlanta

Languages: English and Maori, both of which are official

Source: CIA World Factbook

and the final exam.

"At Canterbury, if you hand in a paper five minutes late, you get a zero. No excuses accepted," says Atkins.

While she missed the personal touch of ASC professors, Atkins relished the chance to study subjects from a non-American viewpoint.

"New Zealand is big on how political decisions impact the individual. Their perspective is completely outside American nationalism. I'm a total patriot," she insists, noting that a number of family members serve in the U.S. military. "But my Human Dimensions in Politics course taught me to look at things objectively, to realize that when the U.S. makes a certain decision—whether in Kosovo, Rwanda or Iraq—it causes hurt to the local population."

Fellow students and professors, many from other nations in Asia and Africa, voiced harsh opinions of Americans, mostly spurred by discussions of the war in Iraq.

"I found people quite hostile and judgmental," says Atkins. "At first it was offensive, but I learned a lot about how others view our country and our culture." These debates gave Atkins a deeper understanding of the war and fed a desire to pursue peace studies and international affairs.

"International law is now my goal for law school," she says, "not necessarily to practice it but to work at a place like the U.N."

WHILE NEW ZEALAND FOSTERED Atkins' self-knowledge and sharpened her professional focus, as an agent of change the country had an even greater impact on her oldest child, C.J.

C.J. and Kendra attended Christchurch public schools while 5-year-old Tre and 3-year-old Amber, after a few months of preschool, stayed home with their dad. (Atkins pulled them out because viral meningitis was a threat.)

For C.J., New Zealand offered freedom to transform himself. "He turned into another person. He blossomed," says Atkins.

In Buford, C.J. had been a poor to middling student, and Atkins even tried homeschooling him. In New Zealand, he gained confidence, related well to classmates, turned in good academic performance—and picked up the New Zealand accent.

Atkins attributes these changes to the schools and teachers. Classes are small. Students wear uniforms and most carry their lunches—only healthy food, Atkins discovered, after her children were chastised for their cookies. The schools provide students more free time, including 90 minutes for lunch, and fewer organized activities.

"It was a step back in time. It was the way school was for me growing up," says Atkins. "Teachers are not afraid to teach. They get to know their students and are really hands-on"—sometimes uncomfortably so, as Atkins found out when she received a phone call from C.J.'s teacher.

"She told me she would have to ask C.J. to apologize to his class," Atkins recalls. That morning he had refused to join in an early-morning swim because the water was too cold. "I can't allow one child to run the class," the teacher told me. She was not apologetic about her stance."

As she reflects on this collective adventure, would Atkins recommend it to other families? "Only if you're stable, since it comes with many stresses and challenges. If we weren't strong as a family unit, we wouldn't have made it."

But no ambiguity tinged her advice to other students: "Take the risk! It's a stretching, growing, stressful, enjoyable experience. And it can get you into other people's lives in a way nothing else can."

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



AGNES SCOTT COLLEGE

THE WORLD FOR WOMEN

Dear Agnes Scott College Community,

We reaffirm our commitment to the enduring value and power of women's colleges and to Agnes Scott College's historic mission, rearticulated in 2002, to "educate women to think deeply, live honorably and engage the intellectual and social challenges of their times."

When Agnes Scott was founded in 1889, it was a countercultural enterprise to provide women with an outstanding liberal arts education. Today, women's colleges, and private liberal arts colleges more generally, confront new challenges. Students face a bewildering array of choices in the higher education marketplace, and the lure of coeducational institutions and of state-subsidized public universities can make it difficult for women's colleges to get the attention of young women and their families.

But the truth is, women's colleges are extraordinary incubators of achievement. A study released in July by Indiana University's distinguished Center for Postsecondary Research concluded that women's colleges have an edge over coeducational institutions in supporting and empowering women in an intellectually challenging environment. Women's colleges encourage high aspirations and provide an optimal setting for active and collaborative learning that leads to success in subjects across the curriculum, including those traditionally dominated by men, such as science, math and engineering.

At the same time, there is growing evidence that women students at coeducational colleges and universities continue to face subtle pressures that impede full equality of opportunity. This was the conclusion, for example, of the Duke Women's Initiative, a 2002–2003 study that found women's intellectual and personal confidence dropped over the course of their undergraduate years. By contrast, women's colleges build self-esteem and nurture a strong and feisty sense of self, preparing women to be leaders in a coeducational world.

The evidence for the continued relevance and importance of women's colleges is clear. Our challenge is to get this message out to prospective students and their families and to continue to enhance Agnes Scott's national and international reputation as an outstanding liberal arts college dedicated to the education and empowerment of women.

As we embark on a new strategic planning process, we believe Agnes Scott is poised to build on the achievements of the past century, and particularly those of the past decade, to successfully navigate these challenges. Research conducted by Hood College in 2002 concluded that three attributes were essential to the success of a women's college: steady enrollment, large endowments and an urban or semi-urban location. Agnes Scott scores high marks in each of these categories:

- Our enrollment has grown by more than 50 percent since 1995;
- Our endowment of approximately \$300 million remains one of the largest in the country for a college of our size, ranking 29th in the nation in endowment-per-student;
- Our location in the thriving urban area of Decatur and Atlanta is a wonderful asset for our students, who can benefit from dual degree programs with Emory and Georgia Tech, world-class internship opportunities, and cultural programs.

Agnes Scott is ready to pursue its historic mission as a women's college with redoubled energy and (in the words of Terry Sanford) "outrageous ambition."

Please help us spread the word about the value of a women's college education. We look forward to working with all of you on an exciting and ambitious plan for Agnes Scott's future.

Sincerely yours,

Elizabeth Kiss
President

Harriet M. King '64
Chair, Board of Trustees



AGNES SCOTT COLLEGE

THE WORLD FOR WOMEN

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The ASC community enjoys meeting President Kiss following Opening Convocation. To read her speech, see page 16.





