McFarlin Calculates Change in Newton County

Change and growth are part of every college student’s experience, but now the Oxford College community as a whole is finding that its home in Newton County is also changing and growing, as the city of Atlanta sprawls out to neighboring towns.

Tom McFarlin ’08Ox, a sophomore at Oxford College, interned with The Center, a planning and design center focused on facilitating community preservation and planning in Newton County. During his time there this past summer, he developed mathematical models to assess development in one of the fastest growing counties in the nation.

His first objective while working on the Newton County Build Out project was to establish the maximum population capacity of the county if it were to be built out as it is currently zoned, and if the water and sewer system remained the same. To do this McFarlin had to research densities and various zoning capacities. He then developed algebraic equations to establish the maximum capacity of the county.

The second objective was to develop formulas that developers could use to establish the maximum capacity of any new developments. McFarlin wrote a small piece of software so they could calculate this, as well as determine the maximum capacity if zoning were changed and the water and sewer system expanded.

“Development cannot be stopped; it is going to happen,” says McFarlin. “The purpose of The Center and the project is that the development will be done correctly.”

A native of Newton County, McFarlin had a special connection to this project.

“I live on west end of the county, where Atlanta is crawling down I-20,” says McFarlin. “You want someone who is familiar with the county and cares enough to be focused on the project.”

McFarlin points to the rapid pace of development as the county’s greatest challenge and sees The Center as a way to accelerate the county’s ability to adapt.

“If your home is going to grow you want to make sure it is taken care of,” says McFarlin. “You want the people who are currently there to be comfortable with it, as well as the new residents.”

McFarlin is not only vested in this project because of its ties to his home, but also the affect it will have on the Oxford College community as well. He has enjoyed being able to know his professors, especially in the math department. One of Tom’s math professors personally recommended him for the internship.

“It’s a close knit community here, but you also have resources from the Atlanta campus,” says McFarlin. “It has been a really good experience for me personally; classes are smaller, and you get more personal attention from professors.”

McFarlin is deciding whether or not to pursue a major in mathematics or computer science. Before this internship he thought majoring in mathematics would mean a career limited to teaching or research. This experience showed him how math can be employed in a unique way and can have an impact on people.
Oxford Journal to Examine Cognitive-Affective Learning

A quarterly online journal based at Oxford College devoted to the connections between emotion and understanding in the classroom debuted in October. The Journal of Cognitive Affective Learning (JCAL) will be a peer-reviewed, open-access journal designed to promote research, education, and community building in areas related to the scholarship of teaching.

“When many professors teach, they think they are teaching to students’ brains only,” said JCAL Editor-in-Chief Ken Carter ’87Ox ’99C, associate professor of psychology at Oxford. Each of the six members of JCAL’s editorial team works at Oxford or Emory, and all have taken on JCAL responsibilities in addition to their regular workloads.

“But psychologists, and even some K–12 teachers, have known for a while that your emotions either impede or aid in processing information in the long term,” Carter continued. “Think back to the most meaningful education experience you’ve had. There’s usually an emotion that’s tied to it: Your professor helped you to feel a certain way, or you learned something and were really excited about it.”

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A definition of cognitive-affective learning is that notes an “intimate connection between the emotional and cognitive” that “institutions of higher education have [historically] treated as separate spheres.”

The journal’s creation is partially a result of Oxford being named in 2003 as one of twelve national cluster leaders for the Carnegie Academy for the Scholarship of Teaching and Learning (CASTL) Campus Program. With the mission of discovering new ways of recognizing excellent teaching and improving the quality of teaching in colleges and universities, the Oxford cluster focused on cognitive-affective connections in learning.

The first issue of JCAL contained five articles. When articles are submitted for publication, they go through a blind review process with two peer reviewers. The changes are then sent back to the author, who then has the option to accept or reject. If accepted, the piece goes back through the system for upload to the site.

The JCAL website contains each article in the debut issue. As new issues are released every quarter, the old ones will be archived. Subscription to the journal is free, and interested users can sign up to be added to the distribution list. Subscribers will receive email announcements when new content has been uploaded.

After JCAL’s launch, Carter will contact scores of teaching centers around the world and send them packets of information about JCAL. He will take out some advertising space and also post on several listservs.

“A lot of people think we just teach at Oxford, and we’re not involved in scholarly work,” he said. “We may define ourselves as a teaching institution, but we have a scholarly mission as well. One of the things we call ourselves is a laboratory of teaching.” We try new ideas and techniques—we’re on the cutting edge of teaching. This journal is another way we can highlight the things we’re doing.”

—Excerpted from Emory Report

Knitters take Oxford by Storm

When she sent out a call on LearnLink last fall for knitters to help knit hats for the homeless, Oxford College Chaplain Judy Shema didn’t expect she’d be creating a thriving new campus organization at Oxford.

“I read an article in the newspaper about a woman who was asking for people to knit hats that could be distributed at a community Thanksgiving meal for the homeless,” says Shema. “I thought, ‘I can help with that.’

A capable crocheter, Shema figured she’d find a couple of people who could knit, and together they’d make a few hats to donate to the cause.

What she didn’t expect was to have twenty knitters, beginners and old hands alike, show up for the first meeting. Shema’s new knitting club was a virtual cross-section of the college community, including students, faculty, staff, and even spouses of retired faculty—male, female, young, and old.

The group is not your typical knitting club, and Shema is pleased with the unusual mix. “We all talk together,” she says, “and it’s wonderful.”

Since not all of the club members were adept knitters, Alex Vinson ’05Ox and Laura Goins ’05Ox, two students who had been knitting since they were young, helped bring the beginning knitters up to speed. Before they knew it, the group had made a big pile of hats for the homeless and had continued on to knit tiny hats for premature babies at Newton County Medical Center.

The Knitting Club even took a field trip. The National Knitting Guild had its annual meeting in Atlanta last spring, and the club members traveled to the city to tour the convention’s exhibition hall, where they learned about top yarn suppliers and new equipment for knitting.

This semester the Knitting Club has a new cause, knitting afghan squares for the Warm Up America! project. The national organization collects the afghan squares and makes them into blankets for the homeless.

Vinson appreciates being part of the club. “It is important to give to others who don’t have what we have,” she says. “We are all people, and we all have the same basic needs. We all get cold in the winter.”

Knitters take Oxford by Storm
Although “pure luck” brought William L. Norton Jr. ‘42Ox-’44C-’50L to Oxford, the college is the fortunate one. For more than thirty-five years, Norton has worked tirelessly on Oxford’s behalf despite practicing law, serving as a federal bankruptcy judge, and fulfilling responsibilities as a husband and father.

Ask any third-grader who their hero is and what they want to be when they grow up. Chances are, not many will reply, “Thomas Jefferson,” and “a lawyer.” Norton’s childhood focus set the tone for his future. “I always had this ambition to study history and law,” he says. He had planned to attend West Point before an Oxford professor visited his church on a recruitment trip. Although WWII interrupted Norton’s college plans, he later earned degrees from Oxford and the universities of Georgia, Washington, and George Washington, as well as American University Law School.

With characteristic pragmatism, Norton specialized in tax law since taxes would “always be around.” In the early fifties, he worked at the Tax Division of the Department of Justice in Washington and later presented cases before the United States Supreme Court. “At the time, I was only the third person from below the Mason-Dixon line to work at the Justice Department.”

The first-year class was excellent training for a budding bankruptcy lawyer. In 1971 he became a judge of the U.S. Court of Bankruptcy in Georgia’s Northern District. His Norton Bankruptcy Law and Practice is the field’s gold standard. Through his Norton Institute for Bankruptcy Law, the judge holds national seminars.

His son, also a prominent bankruptcy lawyer, coauthor of his books, and seminar instructor, often visited his father’s courtroom. He once asked, “Daddy, how can you stand this? Those are the saddest stories I’ve ever heard!” Norton admits, “It’s difficult staying motivated when you’re dealing with failures, but there are enough successes to revive you. When the court helps someone get a new start, that makes up for the sad stories.”

Fortunately for Oxford, Norton is a natural problem solver. When the college faced a $100,000 deficit in 1971, he realized that low enrollment was the cause. He organized the Oxford College Board of Counselors (BOC) to address the issue and continues to serve the BOC today. “Bill was one of the pioneers who stepped up to the plate. He was supportive of this college in very dark times,” Dean Dana Greene comments. Creating the BOC was pivotal to Oxford’s survival. In not only provided organized leadership, it increased enrollment within two years of its inception.

Norton’s Oxford involvement didn’t end there. He has organized alumni clubs, raised funds, lobbied for an alumni data base, and produced recruitment films. He and his wife, Adelaide Norton, also an Oxford fan, have hosted prospective students in their home. Norton still appreciates the dedication of his Oxford professors. “They taught us, are with us, coached our sports teams, and recruited new students. We knew professors on a basis not found on other campuses.” That commitment to education was contagious. “I feel like I owe something to Oxford and Emory,” Norton says. While he has undoubtedly fulfilled his obligation, he doesn’t plan on stopping. Luckily for this small college, this alumni has a big heart.

From the Director of Development

New Call Center at Oxford

Oxford College wanted its own call center for annual fund solicitation for many years, and that wish became a reality last October. Oxford students began calling Oxford alumni from the Oxford campus on September 26, and the response to date has been overwhelmingly positive.

“The callers are ambassado-"for Emory and Oxford,” said Floyd Bushy, director of the Emory Telefund and the man responsible for actually planning and equipping the new call center and for training the student callers. The center has raised contributions to Oxford’s annual fund, and it also has recommended the college to alumni who have not been active at Oxford in many years. An additional benefit of the new call center is that it provides safe, convenient, and well-paying jobs to twenty Oxford students. Oxford’s Board of Counselors adopted the proposed call center as its 2003-2004 fiscal-year project and anticipated that it would take two years to fund. But at the spring 2004 board meeting, one of the board members, J. Eric Pike, ’88Ox-’90C, came forward and made a commitment to provide the funds necessary to bridge the gap between the total given by board members as of August 31, 2004, and the amount needed to get the call center up and running by the fall of 2004, a full year ahead of schedule.

Thank you, Eric, for making this happen.

In the first four months, the call center held twenty-five sessions and brought in $50,220.17 in gifts and pledges. The student callers attempted 11,332 calls and actually completed 2,035 calls. Since this is the first year of operation, it’s hard to compare against any other fund raising efforts for Oxford from all sources totaled $39,594.98 during the first four months of fiscal year 2004. The number of pledges increased to 613 in 2005 from 453 in 2004. We welcome feedback from those of you who have received calls from our new call center. Our goal this first year is to bring in more than $100,000 and 1,000 pledges. But beyond the increased financial support for Oxford, we especially value the opportunity to reconnect with lost alumni. We see the new call center as a means to an end—in this case, an ever-closer Oxford family.

W. Thomas Wilfong
Director of Development
Tom.Wilfong@emory.edu

Take a Seat in Williams Hall

Oxford College is 113 seats away from completing the Williams Hall seat campaign. The construction of the Humanities and Tarbutt Performing Arts Center and the renovation of performance space in Williams Gymnasium was the fulfillment of a dream Oxford has had to nourish the arts at the college. This $6.7 million project provided performance facilities, but did not provide the additional funding needed for a permanent endowment for programming. The seat campaigns in Tarbutt Hall and Williams Hall were developed to help provide a source of funding for an endowment that will draw quality artists to Oxford College. The Williams Hall seats are available for $1,000 per seat and feature engraved plates on the armrests designating honorary or memorial gifts. To order yours, call the Office of Development and University Relations at 770.784.8934.

IN PASSING

Fleming L. Jolley ‘43Ox-’47M, neurosurgeon and loyal alumnus, died on November 5, 2004, in Sea Island, Georgia. He was eighty.

Jolley grew up in Marietta, Georgia, and after attending Oxford and Emory colleges, he attended Emory University School of Medicine, where he received an MD. Jolley received his neurological surgery training at Columbia University Medical School in New York City. He practiced neurosurgery at the Emory Clinic and served as a member of the Emory Medical School faculty for twenty-nine years.

Jolley has been a distinctive presence among Emory alumni for decades. He served as a member of the Oxford Board of Counselors and the Oxford Alumni Recruitment Network as well as part of the Emory Club of the Greater Atlanta Committee. In 1993 he was chair of his fiftieth class reunion at Oxford and has been a delegate at the Association of Emory Alumni Assembly. He received the Emory Medal from the Association of Emory Alumni in 1999.

Jolley funded the renovation of four residential halls on the Oxford campus, creating a facility named the Fleming L. Jolley Residential Center in his honor.

James Wilbur Jones ‘31Ox of Mansfield, Georgia, died December 28, 2004. He was ninety-one. Jones was a lifelong resident of Newton County, where he was a farmer and dairyman in the area.

Jones was Oxford’s oldest living alumnus, as he received his degree in 1931. In his great-granddaughter, Whitney Rebecca Hayes ’06Ox, carries on the Oxford tradition, as she is a first-year student and Reynolds Scholar at Oxford this year.

James Hugh Kiersky ’83PhD, Oxford professor and administrator, died December 20 after an eight-month battle with leukemia.

Kiersky was a visiting assistant professor of philosophy and assistant director of academic services at Oxford. A native of Memphis, Tennessee, Kiersky received his undergraduate education from Washington & Lee University and during his graduate training, he served in the United States Navy and in the Vietnam War as a lieutenant jg on the U.S.S. Norton Sound and as a member of the U.S. Navy Seals. After his service, Kiersky began graduate study of philosophy and completed his PhD at Emory. Kiersky taught philosophy at a number of colleges and universities and was a multi-year recipient of Who’s Who of American Teachers. He was known for his love of philosophy and of his students.

F. Dudley Williams ’31Ox, physicist, professor, and loyal alumnus, died December 6, in Los Cruces, New Mexico.

Williams grew up in Covington, Georgia, and after study at Oxford College, received a bachelor’s and a master’s degree as well as a PhD from the University of North Carolina at Chapel Hill.

Williams taught at the Ohio State University for seventeen years, and during this time he was named a Guggenheim fellow and a National Science Foundation fellow. Williams also taught at Kansas State University for eighteen years, from 1977 to 1995, and was a Regents’ professor and served as national president of the Optical Society of America.

Williams has many family connections to Oxford and Emory colleges and has written about them in his genealogical work, “A Williams Family: Some Descendants of George Williams of the Albemarle.” Williams established the Dudley Williams Fund for the Hoke O’Kelley Memorial Library at Oxford for the enhancement of library resources and services. He received the Emory Medal from the Association of Emory Alumni in 2000.
Food for Thought: Lunch and Learn Preserves History, Promotes Community

If there’s one thing Assistant Director of Development for College Relations Marvlyn Kirk has learned, it’s that you can’t keep a good idea down. Despite limited resources, Kirk longed to showcase the knowledge of Oxford’s living historians—the emeriti, their spouses, and retired staff.

“For years, we wanted a way to keep them involved in the Oxford community because they’re such a source of history and insight,” Kirk says. When Assistant Director of Development Tammy Camfield arrived, the idea gained momentum. Kirk, Camfield, and Noelle Moore, widow of professor Dan Moore, envisioned Lunch and Learn—a series of casual discussions between retired staff and the Oxford community. The first year’s theme was Musings: Living History at Oxford College.

“Lunch and Learn isn’t just another lecture. It’s a lively dialogue between speaker and audience,” Kirk explains. The format began as a ten-minute talk and has evolved into a full hour. Speakers lunch with the audience and discuss college history, from the struggle to remain open, to descriptions of life before modern plumbing arrived on campus.

Two keepers of Oxford history helped launch the program. Both men helped restore historic cemeteries in town and wrote memoirs about their Oxford years.

As Oxford’s dean from 1966–1976, Bond Fleming interacted with many students experiencing the growing pains of independence. Fleming, who spoke at the inaugural Lunch and Learn, says he “grew tremendously as a CEO dealing with troubled students.” When parents inquired if he knew their son or daughter, the dean replied, “No. Congratulations!” if the student hadn’t been called into his office.

Fleming served as dean during a period of social turmoil, yet, “We had no interruptions in classes after the Kent State shootings or the Martin Luther King Jr. assassination,” he says. When students transferred to Emory, “They took the Oxford spirit with them,” forming special bonds and helping each other transition from small to large school.

If Fleming guided Oxford through a tumultuous decade, Professor Emeritus of Mathematics Marshall Elizer witnessed students’ dreams change from simple to sophisticated. When he began teaching in 1946, most students wanted “the American dream of a home, job, and providing for their family,” Elizer recalls. Making money and acquiring possessions seem to dominate today’s students, he notes. One wonders how many contemporary students would be willing to share a dorm room with their wife and child, as Elizer did during his first four and a half years teaching at Oxford.

Those who assume Lunch and Learn is strictly academic should listen to Elizer’s barbecue stories. In an early form of recycling, dining hall scraps were fed to hogs penned up just outside the dorms. In spring, the hogs were recycled into barbecued pork. “Everyone enjoyed the free meal,” he says.

Sharing the long view of Oxford and creating connections is the Lunch and Learn mission. For these two Oxford elders, it’s a labor of love. “Oxford has meant the world to me,” Elizer comments. “It not only gave me a job, it provided a focus for the rest of my life.” Listening to stories of those who have gone before, Oxford’s community gains appreciation for a place that, despite challenges, has always focused on educating and honoring the individual.

Bond Fleming and Marshall Elizer were the first two featured speakers of Oxford’s new Lunch and Learn program.

Davis Takes a Bite out of Shark Research

Imagine going to work in Ecuador’s Galapagos Islands, St. Croix in the U.S. Virgin Islands, Hawaii’s French Frigate Shoals, or Palau in the Micronesian islands. Or, staying on the North American continent, try Alaska, Wyoming, and the California coast. Think of having work meetings with sharks, sea turtles, seals, and bears.

For Scott Davis ’88Ox-’92C, these ideal notions are just a sampling of real-life elements on his resume. Armed with an anthropology major and biology course work, Davis delayed college graduation to track and tag grizzly bears in Wyoming. Through a colorful progression of naturalist jobs, he’s since become an expert on sharks.

Based in Monterey, California, he currently holds three jobs: as a researcher on trips and projects, as a dive master with Great White Adventures—Bringing tourists face-to-face with sharks off California and Mexico—and as a certified BMW motorcycle mechanic.

“As far as picking these ‘projects/adventures,’ there is no real method to the madness,” Davis says. But the common denominator seems to be aesthetic, remote locations where time and natural beauty yield perspective on modern life. As Davis puts it, “It’s hard to worry about your Verizon bill when you’re in the middle of nowhere and have an eight-hundred-pound grizzly bear staring back at you.”

In a photograph taken on a research trip by Davis, a shark is tempted by the researchers’ bait.

And there’s a serious scientific undercurrent to Scott’s exotic work life. He’s pursued graduate work at the Institute of Marine Science at the University of California at Santa Cruz, in part with a National Geographic Society grant. Working with other scientists on innovative research that involves tagging sharks with satellite transmitters, he’s helping to redefine what’s known about shark habits and habitats. This research has been published in the scientific journals *Nature* and *Marine Biology*.

Davis has been fascinated with animals since his childhood in Kentucky, reading *National Geographic* and the writings of Jack London.

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Choosing Oxford

Dean Greene reflects on the college and its future

I remember exactly where and when I chose Emory. It was 1967, and I was sitting on a train in Munich, Germany, en route from the Middle East. I knew nothing of Emory or Atlanta, had no friends or relatives below the Mason-Dixon line, and had never visited the South. But the description of Emory’s graduate program in the interdisciplinary Institute of the Liberal Arts was compelling; I had applied and was accepted.

After heading home to New Jersey I packed up my two suitcases and set off for Atlanta on the Greyhound bus. Five years later I left the University of Washington, DC, in our old green jalopy, deter mined to make our future at “the center of the world.” We stayed twenty-eight years, both in the same positions, but richer by four daughters. Poverty had shaped its identity in both positive and negative ways. All the pieces were in place for Oxford to reinvent itself, and it was ready to “take off.” All the stars were aligned; we are about to see something new being borne here at Oxford. This has given me particular pleasure.

During these years I have had lots of time to think about questions of institutional change, how it occurs, and why and how it endures. As an historian I have given me particular pleasure. When I arrived at the college, it was immediately evident that it was ready to “take off.” All the pieces were in place for Oxford to reinvent itself, all the while preserving what was at the heart of Emory.

All institutional change comes at a cost, and part of the cost is at least temporary dislocation. But status comes with a greater cost, one that over the long haul is universally negative. As with all life, organizations must change, reshape, and redisc over themselves. Oxford has done just that, and in so doing its future has made more secure.

Although in recent years higher education has been roundly criticized from many quarters, it nonetheless remains one of the most well-regarded institutions in America. The public believes that knowledge is power; it is our work to nuance that understanding to ensure that knowledge is more than information and that it leads to wisdom. In our frenzied, market-driven world to continue to insist that the discovery of knowledge and its synthesis and its careful dissemination are important and can change lives and better the world, is in fact to be counter cultural in the best sense. This is the work of Oxford, the place, as our vision statement claims, which is “at the heart of Emory.”

What is before Oxford is a double expectation: to provide an education in the early and crucial years of undergraduate study and in so doing to be a unique asset to the research university we call Emory. In its own way Oxford must live into the university’s vision to be an “inquiry-driven,” “ethically engaged,” and “diverse” community. Oxford must become its very best self. Janus-faced we look both to the past and to the future.

The recent recommitment of the Board of Trustees to Oxford’s mission, the vigorous support of the University’s administration, the opportunity for new leadership at Oxford, and a new strategic plan are both invitation and imperative: Oxford will be of Emory in new and dramatic ways. This will demand that the college’s personnel—faculty and staff—and its structure and processes be marshaled to serve the new self-understanding.

The work of the last six years—the expansion of a faculty of teacher/scholars, a marked improvement of the physical plant, a stronger relationship with the surrounding community, a revision of organization and processes, and an augmenting of financial resources—have all worked together to make this moment possible.

Although we cannot auger the future, all the planets appear to be aligned; we are about to see something new being borne here at Oxford. This new reality is the work of generations who continued to believe in this little place, its mission and its possibility. It has been a great honor to assist at the birth of this new creation. It was beyond my imagination that the outcome of my choosing Emory would mean I might play a role in this achievement.

These last six years have confirmed for me the insight of the Danish philosopher Soren Kierkegaard that the problem with life is that it must be lived forward, but can only be understood backwards. I now understand my decision made on that train in Munich. Likewise in years to come Oxford College will understand its daring in becoming something new.

Sending warm regards to you and every one of you, Oxford’s nine thousand alumni.

Dana Greene

greene@emory.edu

David Bottoms to Speak at 160th Oxford Commencement

David Bottoms, poet laureate of Georgia, will deliver the keynote address at Oxford’s commencement ceremony May 14.


Bottoms has held the Richard Hugo Poet-in-Residence at the University of Montana and currently is the John B. and Elena Diaz-Verssen Mos Distinguished Chair in English Letters at Georgia State University, where he also serves as associate dean for the School of Arts and Humanities.

Bottoms has been awarded the Five Points: A Journal of Art and Literature.

Oxford Receives $1 Million Gift

Dean Dana Greene announced that Oxford College received an unrestricted gift of $1 million from the estate of Hubert Mayes Embry, a student who graduated from Emory College in the 1890s. “This is a wonderful gift and a fascinating story, the idea that a gift would come to us after so many years and would have grown to such magni tude,” says Director of Development Tom Wilfong.

Honors and Distinctions

Students

• Natalie Henderson ‘03Ox won one of ten third-place national awards in the Reaching Common Ground essay contest for her essay, “Power of a Psalm: ‘We can transcend earthly suffering.’” An excerpt of the essay appeared in the December 18, 2004, Atlanta Journal-Constitution.

Faculty and Staff

• Ken Anderson, associate professor of philosophy, received the Fleming Award for 2004-2005.
• David Gowler, associate professor of religion, was named an Emory University 2004-2005 Community Partnership Faculty Fellow for creating the Pierce Institute for Leadership and Community Engagement at Oxford.
• Guibao Yang, assistant professor of health and fitness, has published a book, Tai Chi Chuan: From Theory and Practice, (Addison-Wesley).

Oxford Ranks at the Top

According to the fall 2004 National Survey of Student Engagement (NSSE), Oxford ranks above the national average in effective educational practices. The survey, cosponsored by the Carnegie Foundation for the Advancement of Teaching and the Pew Forum on Undergraduate Education, provides the most comprehensive assessment of effective practices in higher education, measuring the extent to which students engage in the educational practices that research has established as associated with high levels of learning and development.

Oxford College scored in the ninetieth percentile on all five of the NSSE benchmarks:

• level of academic challenge
• enriching educational experiences
• student interactions with faculty
• active and collaborative learning
• supportive campus environment

This latest NSSE survey involved 163,000 students at 472 colleges across the country.

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Brazilian Training a Kick for Soccer

Last summer the women’s soccer team’s pre-season training took place not on the practice fields at Oxford, but in Brazil. In a ten-day trip paid for by the booster club, parents, and alumni, the team trained hard, saw the sites, and learned about Brazilian culture.

The team was based in Rio de Janeiro and Sao Paulo and underwent rigorous training that included games with professional Brazilian soccer teams. After training, the players had a schedule of touring, entertainment, and shopping. “The players experienced a great deal while in Brazil, and I think they returned with a different perspective of that culture,” says Edgar Flores, women’s head soccer coach.

An international training trip is one of the elements of the team’s leadership program, which aims to motivate and enrich its players. The Oxford student-athletes learned about Brazil and its culture before they left, and Flores plans to arrange a follow-up classroom session with a professor on campus who is an expert on Brazil so students can learn more about what they experienced abroad.

All that hard work under the Brazilian sun seems to have had a positive impact on the team.

Coach Feldman Offers Community Tennis Program

Thanks to Oxford Tennis Coach Brandon Feldman, this year interested community members can take advantage of free tennis lessons on the Oxford campus.

Feldman received a grant from the Intercollegiate Tennis Association for the Oxford tennis team to build community interest in tennis. He was one of twelve college coaches to receive the grant out of the more than two hundred who applied.

The grant covers the cost of balls, equipment, and promotion, and the program can run for sixty participants. Feldman, Assistant Tennis Coach Louie Blanchett, and members of the men’s and women’s tennis teams will coach the clinics, which will often take place following one of the Oxford tennis matches. “Having the clinics immediately after an Oxford tennis match will increase interest in tennis in general and Oxford tennis at the same time,” says Feldman.

As Oxford teams are required to perform community service, the program gives Oxford athletes a nice opportunity to be involved in community service while they raise the profile of their sport.

Feldman is pleased with the impact the program will have. “It’s nice to have free programs like this to grow the sport, and it’s good to get the team connected to the community,” he says. “It’s easy for us to be introverted here on campus, so this is good for the students as well.”

Community Tennis Program

The women’s soccer team poses on one of Brazil’s scenic beaches. In addition to training with Brazilian coaches and professional teams, the team spent time seeing the sights, shopping, and enjoying the sun.

From Strangers to Friends Over Dinner

Dinner with Twelve Strangers is a new program created by the Emory Annual Fund and the Association of Emory Alumni. Last fall, local alumni hosted students, faculty, staff, and fellow alumni for small dinner parties, bringing everyone together with good food, conversation, and camaraderie. Those who attended a Dinner with Twelve Strangers networked with Emory alumni, talked with professors, and met and socialized with other students. By the end of the evening, twelve strangers became twelve friends.

Over the course of three days in September, there were twenty-four dinners hosted by Emory alumni and three hundred participants. One of the dinners was hosted by Charles “Smoky” Hicks ’64Ox-’64C-’67L and Zoe Hicks ’63Ox-’63C-’76L-’83L. Their guests included Marshall Elizer, an Oxford professor emeritus, his wife Fran Elizer, and Tammy Camfield ’89Ox-’91C, assistant director of development for alumni relations at Oxford. The students who attended were Steven Batters ’05Ox, Angela Cusimano ’05Ox, Laura Goins ’05Ox, Erick Hawkins ’05Ox, Rhiannon Hubert ’05Ox, Nicholas Limerick ’03Ox, Valerie Lockhart ’06Ox, Zachary May ’03Ox, David Son ’03Ox, and Andria Stevens ’06Ox. Other Oxford alumni who hosted dinners were Thomas Brodnax ’65Ox-’68C, Amanda Keller ’82Ox-’84C, and Teresa Rivero ’85Ox-’88B-’91PH.

This new program was created by two staff members from the Emory Annual Fund, Francine A. Cronin, associate vice president for annual giving, and LeDella McDonald ’99T, director of annual giving, volunteer network. McDonald was pleased with the results. “In addition to giving the students a break from cafeteria fare and fast food, this program offered them an opportunity to make new friends and valuable connections,” she said.

For some student participants the dinners have resulted in ongoing friendships with those they met that night. After meeting the Elizers at a dinner, one student, Rhiannon Hubert ’05Ox, now visits them every Thursday afternoon. Fran Elizer called the Oxford development office expressing her appreciation for the opportunity to attend the dinner and to say she feels fortunate she is staying connected with Oxford students. “Rhiannon’s weekly visits are the highlight of my week,” she said.

The success of the dinners has led to a spring Dinner with Twelve Friends, a reception for those who attended one of the dinners programs in the fall. The event will give participants an opportunity to reunite with the friends they made in September.