

RYAN: I'm Ryan Hodinka. We're at the Joyner Office Room on February 7, 2006, interviewing Pam Shucker.

JENNIFER: Pam Shucker is a 1969 graduate of Furman and married to Dr. Shucker. How would you describe your overall experience at Furman?

MS. SHUCKER: Actually, it was wonderful. Of course, I came to Furman when I was 18 years old and have never left, *[laughs]* so it's kind of strange. But I would consider that the greatest serendipity of my life.

ANDREW: How would you describe the different gender roles at Furman compared to how they are today?

MS. SHUCKER: I was thinking about that this morning *[inaudible]* just a place and a role for each gender, and today things are so mixed. I even remember in the 70s when people were talking about things becoming more unisex, and we were saying, "Huh, how can that be?" You just couldn't picture that it could be, so I would say unisex much more so than it is now in that most roles were open to most people. For instance, the president of the student body had to be a man at that time.

ANDREW: How split up was the campus?

MS. SHUCKER: Completely. I tend to still think in terms of the women's dorm and the men's dorm. Of course, it's hard for me to realize even though my husband's the one who put those changes into effect, I have trouble understanding how different it is, or making myself refer to in the new way.

ANDREW: So it would be, it's kinda difficult, or not difficult but, I mean it's different to see how the dorm rooms, I guess, are by sex now by floor...

MS. SHUCKER: Yeah, and we were the sides of the campus, and... I think you're gonna ask me about dress code a little bit later on, but we were not allowed to wear any pants on campus. The only time we could wear pants was, or women could wear slacks was, when it snowed or if you were on that campus, which would mean behind the lake. So in order to leave the women's side of campus to go to the men's side of campus, which is where we had our physical education classes, you couldn't wear your clothes that you were gonna wear to physical education. You had to wear a raincoat over it or else change when you got there, *[laughs]*

JENNIFER: Were men and women limited in their interactions during the day maybe in class and even later?

MS. SHUCKER: I don't think so much in class, but there weren't as many activities. You'd never have coed sports going on. The women would be doing one thing, and the men would be doing another. In class, of course, you sat together and ate together in the dining rooms, things like that. It was much more of a dating situation. We saw someone for a specific period of time instead of just a casual [*inaudible*].

JENNIFER: Were there, I guess what follows in that, what was the curfew like, and were there hall mothers that, you know...

MS. SHUCKER: Yep. The hall mothers were something that my husband did away with when he came to Furman with much disagreement from a lot of people because they couldn't understand what it was gonna be like, but we had women who lived on the halls, and they were literally mother-substitute figures, and the men had men who lived on the halls. Sometimes a couple would live on the men's halls. In fact, Harry and I were offered that when we first came back to Furman, but we didn't choose to do that. But, yeah, the women were there. The curfew was, I think it was 11:00 every night we had to be in our rooms, and you actually were checked in. You had to sign in and sign out. The head hall mother was there to watch you come in and make sure you were there, and if you were one minute late, you were in trouble.

JENNIFER: Was it different on different days?

MS. SHUCKER: I think I remember that on, during the semester, you had one 1:00, and you maybe had a 12:00, something like that, but the general time, pretty sure 11:00 was all during the weekend. It may have even been earlier than that during the week. We had, freshmen you had a closed study, so you had to actually be studying in your room, and someone would check on you to make sure you were, probably from, I imagine it was from like 8 to 10. I don't really remember what those hours were.

ANDREW: How would you go about, if you wanted to visit a male on the side of campus, could you go about doing that?

MS. SHUCKER: Well, you could meet at the library, or the student center was built by the time I was here, and it was built I guess my sophomore year, and in the dining room. The dining hall ended up being a fairly big dating area. You'd meet somebody for a meal.

ANDREW: We were told there was mandatory chapel time...

MS. SHUCKER: Oh, yeah. Two times a week, you were at 10:00 hour from 10 til 11. Our classes, til my senior year, our classes were Monday, Wednesday, Friday and Tuesday, Thursday, Saturday. At the Tuesday, Thursday, you went to chapel. I'm

calling it chapel, and you went to the auditorium, and you were there from 10 til 11 for mandatory assigned seating. They would actually have a chart, and they would check to see which seat was empty. And, so once a week it was chapel. The other time during the week it was something much more like your cultural life programs, and some of those were real interesting. There was nothing like your CLPs now.

JENNIFER: What role did religion play in your life at Furman? Was that, I mean you can elaborate on that in your personal life and maybe how the school used religion for certain functions like the chapel and rules and things.

MS. SHUCKER: Of course, Furman at that time was affiliated with the Southern Baptist Convention, and BSU was the Baptist Student Union, which was a fairly large organization on campus. I never belonged to it. Mine was a little bit of an unusual situation in that I was from Greenville, and I went to First Baptist Church, which was downtown, and continued to go there. So religion in that stance didn't change very much for me when I came to Furman. I don't think there was very much of a question. You pretty much considered, everybody was pretty much Christian, and if they weren't, they certainly didn't make bones about it. Towards the end, a few people were maybe saying, "Oh, I'm more atheist," or whatever. But that was just a beginning concept pretty much across the board.

JENNIFER: What were the professors like in that sense? I mean did professors attend chapel with you or promote religion in classes?

MS. SHUCKER: We, of course, had to take religion. I'm not even sure that's a mandatory class now, but we actually had to take at least one per semester, I guess, might have been two, so it's two semesters of religion. So you had an entire year of religion, Old Testament, New Testament. Generally, I think a concept was the professors were more liberal than the students, and many Baptist students who came from very strict, small Baptist churches—and I say Baptist because that would seem to be the big thing you'd hear about—would "lose their religion" in the sense that they would be questioned for the first time.

Well, First Baptist had a very different history from that, and so I didn't experience that. In fact, the irony is my minister at First Baptist was L.D. Johnson, and L.D. Johnson came, when I came to Furman, he came as a chaplain. And within a year, my youth minister—who was Jim Brant, he was my youth minister, First Baptist—came as the associate chaplain here. So I actually had a continuation of the same religious instruction, but I considered that really, it was much more open than a lot of kids came from very small Baptist schools and very small Protestant schools. Few Catholics I would imagine. I couldn't name a Jew, there were probably some. That would not have been, of course, true, as I imagine, for a Jewish person coming to a Southern Baptist school.

ANDREW: When you attended class, were there courses specifically for women or men, or was it pretty much offerings were the same?

MS. SHUCKER: I think pretty much offerings were the same. We had core classes that you had to take, forgotten what those are called now, general education requirements. That's right, yeah. And those everybody had to take, and pretty much took up your freshman and sophomore year, but they would be the same for men and women.

JENNIFER: Were there particular classes that were more attractive to women, more dominated by women, maybe majors that women were mostly concentrated in? Like today there's the art majors, almost completely women.

MS. SHUCKER: Yeah.

JENNIFER: I don't know if there were maybe different majors directed...

MS. SHUCKER: I would say there were very few women in physics or probably premed. No, I take that back because my own doctor now was in the class behind me, so she obviously was in for premed classes at Furman. So I think proportionately maybe men would dominate those, but I don't think there was anything that was exclusive but certainly were no women's studies or anything like that.

JENNIFER: I think maybe what follows from that is what were the expectations upon graduation for women, and how is that different from then?

MS. SHUCKER: I truly think the whole concept of a woman going into a career was still new at that time, and even though we prepared for a career, and I prepared to teach, you really only had about three fields open, teaching, secretarial work, which of course if you were at Furman you probably weren't gonna do that, and nursing. And usually if you were at Furman, you weren't gonna do nursing unless you went ahead and did a graduate degree because you would go to a nursing school. So many women did teaching, and that would be a field that was more dominated by women than men. There were men in there, though, and particularly elementary education. So I think quite a few of the students would be thinking in terms of getting married right after college even though they prepared with a degree and had a career planned, if you call that planned.

JENNIFER: Yeah, were there a lot of students on campus that were married or engaged?

MS. SHUCKER: A lot were engaged by senior year, and a few got married after sophomore year. I don't remember too many after freshman year. And then it was, Montague Village was actually married student housing. So, if you married, you could move later.

JENNIFER: But that wasn't incredibly common.

MS. SHUCKER: No, and generally, they would've become, well, they would always have become nonresident students. A good friend of ours, they got married their senior

year and lived in the back campus in just a small rented house, but that would be uncommon.

JENNIFER: What did the majority of your classmates do after graduating?

MS. SHUCKER: Probably most of the women taught. The men would have done a variety, no I take that back. The men went in the service, which is very hard for y'all to imagine, of course, we had mandatory draft, so everyone who was 18 signed up for the draft, any man 18, signed up for the draft. And at Furman, you had the option of Army ROTC, and many of the men did decide to do that. Now that was not open to women, so there is an area, military science was certainly only men taking... So anybody who graduated was either facing ROTC and would go in as an officer, or you knew immediately your deferment was up when you graduated unless you went on to graduate school, and so you were facing Vietnam, no two ways about it.

ANDREW: Were you involved in any protesting of the Vietnam War?

MS. SHUCKER: No, actually, I remember signing a petition my sophomore year in support of the Vietnam War. By the time my husband came back from Vietnam, I was no longer supporting it.

JENNIFER: I guess that leads to more of the political questions. Was Furman more insulated from the politics of the day, like I guess the burgeoning women's rights and civil rights and Vietnam? What was that like on campus?

MS. SHUCKER: I think it was always, it was insulated. It was always a sideline. There were a few students—and if you look back at the 1969, that was probably the first class that started doing any protesting or anything—and there were a few students who were part of an organization called SDS. Let's see if I can remember what that stands for: Students for Democratic Society. And I remember at the time, there was a magazine, or a little bit later, few years later, Furman did a magazine article on those students and what became of them and the protests that they were doing. So that was beginning, but it was definitely a handful of students on the fringes of the typical Furman student.

ANDREW: Can you talk about the integration during 1965, I believe, how that went.

MS. SHUCKER: Yeah, I think it was—we were talking about that earlier—I think it was '67 because it was not my class. The man who came, Joe—what was Joe's last name, it'll take me a minute—Joe actually entered as a transfer student. So he entered, I believe, the sophomore class, may even have been the junior class. And the biggest thing I remember is he dated a white girl at one point, and that was a big thing. He was, it was a pretty lonely situation for him. Now my high school integrated the year after I left, Greenville High School integrated the year after I left, so we were right at that crux position.

And as you might be aware, Greenville had a model integration experience. It was used all over the entire nation, and one of the reasons for that was L.D. Johnson who was our chaplain here at the time and then a professor whose name is Dr. Ernie Harrill who is still living in Greenville. And they worked very closely with black ministers and black educators to try to make it a smooth transition, and Greenville's integration actually happened over a weekend. They left class on Friday, and it was segregated schools, and they entered on Monday, and they were integrated. So Furman, as a result of that, I think it was just a very smooth transition.

Joe was accepted, and you knew he was there, but it really didn't make that much difference. I don't know what would've happened a few years later as we got more, we had more students. There were two girls in my, in the class two years behind me, one of who is now [inaudible] of Greenville, and the other has been an opera singer and is extremely well known, terrific girls. They were [inaudible]. For them, I know it was a lonely experience because they were here alone at that point. So it came very gradually.

ANDREW: Was there pretty much fair equality between both the white and black...

MS. SHUCKER: I think so. I, you'd have to ask them, but I don't know of any harassment that they received. I don't know whether you know that when Dr. Blackwell came to Furman, it was actually his agreement to come if Furman would integrate, which I always admired that.

JENNIFER: Do you know what, you said it was probably a smooth transition compared to the other schools, but was there any more resistance with it later than other schools that you know of around the country, how did it compare?

MS. SHUCKER: I wish I knew. I don't know the answer to that. I think integration was happening about the same time, might have been a few earlier, but I think that was the crux of it going on at that time. Of course, the ten years before that had been quite contentious with Martin Luther King who was murdered my sophomore year and Robert Kennedy was [inaudible].

ANDREW: While you were here, were you part of any clubs, or what did you major in?

MS. SHUCKER: I majored in English, and we had minors, minored in Psychology. Yeah, I had started my freshman year running for offices, and I was actually, could have run for president of the student body my senior year 'cause they made the change that year and decided that women could be, but instead I chose to run for vice president, so I was vice president of the student body. I was on what was called social boards, which is now your [inaudible] I believe, think that's it. We did not have sororities. I was thinking that that's one thing that was very different. We had the only organizations where women were to be little sisters for the fraternities. When I think back, if I think about a system, that was probably one that would really bother me today, it would bother you all greatly, was that system because you had to be asked by the fraternities to be a little

sister, and more or less anybody could, but it was, there was definitely a system there. And then, of course, one of the little sisters became a sweetheart. I was chief sweetheart, which I probably shouldn't tell you that *[laughs]* as you know all the administrators in Furman I think, which we find very ironic since they're not thought of real highly anymore. But that's a system that I really think was a female-subordinate system, which really would bother me today.

JENNIFER: Could you maybe elaborate on some rituals you might actually be teased a little bit, just remember some, but I know after the transition to the new campus. May Day *[inaudible]*, and there was no more...

MS. SHUCKER: We actually had May Day through sophomore year. I was in May court, it was couple years there. And Miss Botany contest, I was Miss Botany one year. You know, we always participated in that. And were you thinking about, do you know about ratting?

JENNIFER: No.

MS. SHUCKER: Ratting was what would happen to a freshman when they entered the campus. And so for an entire year, the sophomores would dominate freshmen. I guess it was an initiation which goes on now at the fraternities more, but they gave you a little beanie, and you had to wear that beanie certain periods of time, I don't remember how long it was. And at the end of, the women would have something called rat court, and at the end of whatever the period of time was, it wasn't the whole year, may have been the first semester, your cat, who was a sophomore, would have you as the rat. And during that whole semester, you would've had to do things for them. And then at the end, they had a court, and you would be tried to see if you were able to go into the sophomores. *[laughs]* That was a very, it was done playfully, but I'm sure some people probably took it too seriously and became a dominant-subordinate situation. But it was a lot of fun from what I experienced with it.

JENNIFER: I saw in past yearbooks about a Miss Legs contest...

MS. SHUCKER: Yes. One of my good friends was Miss Legs one year. You put a paper bag on yourself, and then *[laughs]*, but you didn't know whose were except for the legs, and she won Miss Legs. Talk about humiliation.

JENNIFER: That's different.

MS. SHUCKER: And you were thrown in the lake. Are you aware of that? We used to throw people into the lake to celebrate their birthdays or their engagements or pinnings or whatever, so you got frequent trips into the lake. We didn't turn green then. It was much clearer. You could swim in it. My children learned to swim in the Furman Lake.

JENNIFER: What was a pinning?

MS. SHUCKER: Pinning, it was prior to engaged, and instead of a ring, you would be given the boy's fraternity pin to wear.

JENNIFER: Was there serious dating?

MS. SHUCKER: Yeah, yeah. Couples would be, it was much more exclusive dating. You didn't do as much dating, many people, as you all do on, y'all seem to go in groups to a lot of things. But it was pretty much if you, you pretty much were asked for a date without, you know, with the date or stayed on campus. There wasn't very much to do on campus, though. You know we had events on our campus til my junior year, which the chaplain once again was the one who instigated that, which was kind of progressive. He was my former minister at Greenville...But you didn't have too much to do on campus. There were very seldom you had a movie. Y'all just have so much, so many activities on campus now, but we'd pretty much get in the car, go downtown. And girls could not, couldn't have a car, I know you couldn't have a car your freshman year. I don't think, girls were allowed to have cars, maybe a little later than the guys. I think the guys could have one their sophomore year. There was a bus that came to campus, city bus, and you rode the city bus into town to go shopping.

ANDREW: How were the relationships between other girls and women on campus that you had? Were the friendships close?

MS. SHUCKER: Friendships were real close. You had a roommate. In my case we had suite mates and roommates. We didn't yet have Gambrell or the Chiles dorms. And, of course, the women being all over in one building together, and you walked from one end of the building to the other inside, so you could get to anybody's room. So you'd have suites that were real close then you'd have halls that you knew everybody in the hall. I stayed on the same hall all four years, and I had the same roommate all four years, so that was kind of unusual. She moved back to Greenville now, is still my best friend. So the friendships lasted. In fact, five or six of us get together once a year at the lake house, and we're all getting together next Monday for lunch. Those are the ones who live close.

ANDREW: What about your relationship with your hall mother?

MS. SHUCKER: Really, it was pretty insignificant. I think if you had a problem and needed a shoulder to cry on, or maybe to work something out that an adult would be needed for—we were not considered adults then. We were girls and boys not men and women—and you would go to that person, but I don't remember her except as basically the, just an affectionate person. Well, I won't say that. One of the, we had great affection for [*inaudible*]. She had never been married.

ANDREW: About how old were the hall mothers, or was it...

MS. SHUCKER: Probably 50 to 60, in that range I would guess.

JENNIFER: Was that, did Chiles do that?

MS. SHUCKER: Chiles was actually over the, she was called Dean of Women at that time, and then the hall mothers would actually report to her.

JENNIFER: What kind of athletic opportunities were there for women, I mean obviously they didn't have probably the varsity sports that they do now, but...

MS. SHUCKER: I don't think there were any varsity sports. I really don't remember any. I did not really participate in any sports. I don't believe we had any kind of rec program like you all have. We had physical education, and I guess you would play some sports there, but I don't remember much of a formal nature. Swimming was available on campus. A lot of people did a lot of walking, and bicycles, there were a few bicycles, nothing like you have now.

ANDREW: [*inaudible*] intramurals or...

MS. SHUCKER: You know what? I take that back. The men had intramurals because I remember going to, and they would be using fraternities or a hall to get together, but I don't believe the women had any intramurals. You'd go and cheer for 'em.

JENNIFER: Were there cheerleaders?

MS. SHUCKER: Yeah, and we had coed cheerleaders, which y'all have done away with now, right?

JENNIFER: Yeah, I think they're, yeah.

MS. SHUCKER: We didn't have, it was not a gymnastics kind of cheerleading.

ANDREW: Was there more of a percentage of people that were either engaged or married that were...

MS. SHUCKER: I think a lot of people would've been—you asked what pinning was—you know what lavaliering is? Lavaliering was a necklace that once the boy and you were going together, like going steady it's called, you frequently got the lavalier, and that was like engaged to be engaged to be engaged, [*laughs*] The pinning was engaged to be engaged. There were a lot of couple relationships like that, particularly with the fraternities, it would be a fraternity pin or fraternity lavalier.

JENNIFER: I know you were in Senior Order, what kind of role did that group play for the women on campus, if you could just elaborate maybe on that.

MS. SHUCKER: Yeah...

JENNIFER: What you know of the history of it and what it meant for you as a member while you were in school and also later.

MS. SHUCKER: Of course, just like today, you only had it that senior year, and it was definitely a leadership organization as it still is today. This is strange, but one of the things we did was sell orange juice and donuts in the dorm, and that may sound ridiculous, but of course, we had no other access to extra food except that. The Paladen was there by our sophomore year, but it didn't have many offerings like you have now. I guess you could buy a hamburger, but I don't remember. It was probably limited hours. So the donuts and the orange juice were really kind of a neat treat to have, and people were known for, Senior Order was kind of known for that. People would buy it and look forward to it.

But it was also people who'd been in leadership roles already on the campus, and those were the people who were tapped into it. And literally, it was tapping. You went to a chapel service on that regular Tuesday or Thursday morning, and instead of the boys being there, it would be just women, and everyone knew that was senior tapping, and you would literally be tapped on the shoulder. And that's why tapping, that's why that word came about.

JENNIFER: So what did membership in that group mean for you later after college?

MS. SHUCKER: Afterwards, because I've had the long association with Furman, it's been really special to me because I've been able to be at all of the homecomings, which means being at all the senior breakfasts, or it used to be a luncheon, through all those years. And so it's just been really fun to be able to see the people who are in Senior Order, to see the changes. Some of us who've been coming a long time laugh with each other about. *Do you remember the lady who drove the red station wagon*, and she would tell us each year about whatever episodes were going on with her children in her car, or you know, someone else and their career or the different struggles that people had. So it's a very familial relationship that you have with these women who you only see one time a year maybe, but you look forward to the coming back and knowing what's going on in their lives. Now, as one of the older ones obviously, we look forward to seeing what the younger girls are doing with their lives, the many career opportunities that are open to them that were not open to us. And then particularly you all, we always notice when people are graduating and what they're gonna be doing. That's just fun to listen to. It makes you feel good about Furman.

JENNIFER: Yeah. Did it provide any kind of networking or any groups for women, just any that provided...

MS. SHUCKER: My situation is so different because I stayed in Greenville and stayed at Furman, so I feel like the concept "Furman family" is so true in my case because it has been. Furman and everyone here has been extended family to me in all 40 years since I walked into the door. So that kind of networking is extremely important. I ran for County Council four years ago, and Furman community as a whole was extremely

supportive to me. We met weekly, at someone, you know a Furman professor's home, and Furman people were the ones who did all my calling, so that extended family relationship has just been marvelous.

JENNIFER: What about your life after graduation as a woman with a college degree— 'cause it wasn't as common back then as now to be a woman with a college degree— what about your life was different from going to Furman specifically and for just generally having a college degree? How did that make your life different, do you think?

MS. SHUCKER: First of all, I guess I came from a family that a college degree was not unusual. My grandparents went to college which was really unusual then. So there was an expectation that I'd go to college, thus, most of my friends were also in college or graduated. It was the unusual one who was with me that didn't. Then on top of that, because I'd been at Furman and been in academics all my life, it's a little bit different from the average person. I feel like it's a wonderful privilege, an opportunity that I had, particularly to be at Furman. I've often wondered sometimes what would've happened had I chosen a different school, and I mean obviously in my case, my entire life would've been different, and you wonder what those trails would've taken [*inaudible*].

I think one of the greatest things my parents did for me, because it was not the usual at that time, to let me know that I was gonna get to be able to go to college, and my parents saved for that. I never had, I mean one penny of my education, and my parents weren't wealthy, but they just, that was so important to them to save for that. My dad was orphaned, and he went to school on an orphan scholarship, and so he really knew what it meant to go to college.

JENNIFER: What were, speaking of scholarships, were there many scholarships other than...

MS. SHUCKER: There were. I would say women's scholarships probably came more in the area of music, maybe in education some, but you all have far more financial aid than we had. Now granted, Furman only cost \$1,800, but I'm not sure how \$1,800 a year at that time would equate to today because my first salary was \$6,000 a year as a fulltime teaching job. There's no way really to equate how much your money went, how far money went on that salary.

JENNIFER: Especially compared to other schools at that time.

MS. SHUCKER: Yeah, I don't, and I'm sure USC (University of South Carolina) or something like that would've been probably a fourth of that.

RYAN: Being a women through that time period, would you say it was probably easier to get a job out of college, harder, or about...

MS. SHUCKER: Teaching, it was almost dominated by women. The one thing I think—I wondered about this myself—is I was president of my student body in high

school and then came to Furman and didn't have the courage, even though it opened up to me at the very end, didn't have the courage to go ahead and take that step and be the first woman. I think I would've won. I, you know, I'll never know that. But I didn't have the courage to do that, and I wonder sometimes what in the Furman environment made me lose what I had in high school, in the same town, you know, by then end of my senior year, it was more important to please the boys maybe or, even though I was already engaged to Harry at the time, so it wasn't a general thing, but I think there was a community there of trying to please the men and still the element of the man is the dominant one in the family structure or in structure of society at that time. Does that answer your question. I'm not sure.

RYAN: Yeah. Do you think had you run for president during that time that it would've been received and challenged by most of the men?

MS. SHUCKER: Yeah, yeah. That's exactly it. Maybe I would've been considered more an aggressive women that I probably didn't want to be. To be honest, I was very mainstream, you know, I had some friends as I said who were on the edge—I would refer to it as being on the edge—who were part of much more political, much more protesting kind of movements at that time, like the Vietnam War. But I pretty much stayed straight arrow, which is who succeed at Furman, you know. That's why I say I probably would've been elected because that's who people perceived me to be, and that's who they wanted their leaders to be.

JENNIFER: I can't remember, when did you marry...

MS. SHUCKER: Two weeks after I graduated. But Harry had already graduated three weeks before that, and he had served in Vietnam and done his, you were required when you went through ROTC to do two years afterwards, so he had completed that two years, and he had actually come back to Furman my senior year. He was back here working in the Admissions Office, so we were still, you know, we were engaged that year, got married two weeks after I graduated. So I didn't have too much time to stretch my wings, which I did advise my daughter, and she listened to me well. She waited about eight years to get married, but I said, "You know, I think that's the one thing I think you need to do is live on your own and have that opportunity instead of going from your dad right to your husband." I think it would've been easier on my husband not to have to raise...

JENNIFER: Were any of your children [*inaudible*]

MS. SHUCKER: Four years.

JENNIFER: Did that affect your career?

MS. SHUCKER: Yeah, I worked, I taught during that time. My first two years I was, I worked at Furman in the Admissions Office, which I loved doing that. And it was like extending my Furman years. So I graduated in June, and by September I was back

working at the Admissions Office and also did my Masters at that time, so it was a wonderful period of time in there. And then when Harry went to graduate school, he went to Athens, and we were gone for nine months, but he was on contract to come back. He came back then as a financial aid person, and that's when we decided to have children, and then I didn't teach anymore for five years until they were in school. That definitely affects your career.

RYAN: What would you say were some of the biggest changes you've seen over the years in women's education? Did women get more involved in sciences or get into professional jobs more as opposed to nurses...

MS. SHUCKER: Yeah, I think the huge thing is women can have a job in any field or any career that they want to now. And there still is a glass ceiling. Women do not progress as far as men, and they are not paid but about three-quarters, isn't it, I think, of what men are paid. But to get into the field, I think any woman who's capable of it can be. An interesting aspect is Harry's mother was a doctor, and that's a very unusual thing. He was from Pennsylvania and his mother successful as the first woman doctor in that area that they were from. So women were doing it, but in the hard core South, and particularly in South Carolina, it was not happening nearly as much, so the opportunities for women, which then allows them to do education in whatever field they want. But the sciences would have to be, I think, one of the highest changes 'cause I think women tend to be more in the literary fields, the English and the philosophies and that kind of fields much more so than the sciences.

RYAN: Outside of Furman, how was race...

MS. SHUCKER: During my growing up years—as I said, I'm from Greenville—very much of a class society, very much of a racially divided, segregated society. I remember as a child looking at the water fountain labeled with colored and white and wondering why. And I remember my mother standing in a line one time, and a black man stepped out of the line and gave her his place, and I thought *Why'd he do that?* You know, you just grew up with this feeling of *This is the way it is*. But as a child prior to being really taught the way, and you were just observing, you did question it, at least I did. And I think probably those people did, being you fell into that situation of *This is the way it is*. And just a very much divided world until basically, I guess, '68 was when we integrated. And then I don't remember, I don't remember a lot of evil situations. I just remember people basically, you knew your place. You know, if you were white, you knew your place, and if you were black, you knew your place.

I heard a lady speak this weekend at a conference in New York, and it was phenomenal to hear her side of it. She was my age or older. And to hear her side of it, I was obviously very privileged.

JENNIFER: Could you elaborate on the work that you do now and maybe how your experience with Furman contributes to that or, you know, you being here with the Furman community and how that contributes to what you do now.

MS. SHUCKER: I taught for, I guess, 25 years, but I have always considered Furman as a part of my job in the sense that with Harry having been Vice President for 20 years, an awful lot is asked of you, time outside of work hours and then within work hours sometimes too, particularly when Dr. Johns was President. We did a tremendous amount of social engagements. I know the Shis still do as much, but we are not required as Vice Presidents, you know, to do as much. So I've always considered Furman almost an extra job, which I've loved doing. I've loved having that opportunity. I've loved having that association. So my teaching has always been with that. And for that reason, I've not taught always full-time. Some of the time I've just taught part-time. So my career, in itself has been affected or influenced by having had Furman relationship.

JENNIFER: I know you do a lot of work in the community, the activism, some of those buildings. Talk about that.

MS. SHUCKER: Lowe's in particular?

JENNIFER: You can talk about that. I mean just how you feel about...

MS. SHUCKER: I guess my biggest thing is I'm an environmentalist, and I always have been, growing up in literally a creek and a ravine my brother and I played in every afternoon that ran through our neighborhood. And so to me the unnecessary loss of trees has just been always a devastating factor, and so I've been, over 20 years I've done speaking and working in the schools in the area of the environment. Generally, when I can attend, that's been what I've taught. It varies how much I can do with that. But when I found out the beautiful woods there, which was literally in my front yard on Poinsett Highway there, was going to be turned into a Lowe's, I fought it as much as I could. And we did preserve over half of it as a nationally. It'll have to be regrown because what they did is you end up just taking the trees. It'll have a conservation easement on it forever, and so it can't be built on.

I'm very much for the tree ordinance that they're working on now. In fact, I applied to be on the committee, and then when I learned that the committee was gonna just be a recommendation committee, I just thought it wasn't really worth the time if that's what they were gonna have to go through. But I just think Greenville, the name Greenville itself is based on us having lush green growth around here, and we're losing that much faster than I'm happy to see. One of the things I feel good about, even though I lost the campaign for your years ago, the whole issue of development and unnecessary cutting of trees had not even been approached, and that was my campaign at the time, and it's now grown into a forefront issue as it needs to be. So, you know, all of our other problems are resulting from that, our flooding, as Furman experienced two years ago, were you all on the campus, when we were walking around knee-deep in water. And you know, we had that flash flood in Greenville downtown. Everything flooded. And then the air pollution that we're facing. Now those are problems, cutting too many trees and overbuilding, which basically we have. And not using your infrastructure smartly. We need to go out to the west side of town and develop the west side of town, which yet has not been even

touched, or left empty, I guess I should say, or left void for some years. Is that what you were thinking...

JENNIFER: It's perfect, yeah.

ANDREW: What was campus like when you were here?

MS. SHUCKER: [*laughs*] Gosh, lot smaller trees when I look back at it. We talked about it being a beautiful campus, but looking back at all the pictures, it's just amazing to me 'cause that's what it looked like. I literally remember when the front mall was created, and it was nothing but as I like to call it—I tell the children in the summer when I'm teaching—sticks with a ball on top. The trees had been planted at the mall, but they would, you know, you could see from there all the way across the campus. Furman was cotton field originally, and it was not, the trees had been cut down, so everything here has been planned, which is amazing. Very few buildings. We had, gosh, we had the women's dorms. We didn't have any Blackwell dorm then. It had not been built. The science building was at the end. The classroom building was before renovations. Library, the dining hall, the student center. So there was no infirmary. The little Furman, whatever that new thing is, it's now what, volleyball, what is the old, gym.

ANDREW: The old Alley Gym.

MS. SHUCKER: Yeah, the old Alley Gym, that's right. It was [*inaudible*] as far as recreation had a facility as far as PE, that's where PE was taken. Auditorium was here. But it's very sporadic, you know, very open campus, which is of course closing in all the time.

JENNIFER: Did women live in the Shack when you were here or was that after you were here?

MS. SHUCKER: Let me think about that. I think that was something Harry, no, it was, by probably either right after me, you might remember the date, but either right after...

JENNIFER: I'm trying to remember...

MS. SHUCKER: Yeah, right after me, 'cause Ms. Chiles made that comment when she was running beside it...

JENNIFER: Because there was so much women students...

MS. SHUCKER: That was probably my senior year because Kelly McCauley, she said, was the first woman who lived over there, and she was here while I was here. So it's probably about my senior year. The way we handled overcrowding was when the semester opened, you had two roommates, and by the end of the first term, you had one roommate because one had flunked out. [*laughter*] That was one of the things they looked at you and said the very first couple of assemblies, they said, "Look to your right."

Look to your left. One of the three of you won't be here at the end of the year." You're sitting there scared to death wondering which of the three it was gonna be. And that really was how they handled it. Then when Harry came, they actually had trailers on campus, and they were set up behind the women's dorm, and women lived in the trailers. Can you imagine sending your child to Furman and paying \$20,000 a year, and she's living in a trailer? So one of the first things he would say, "These have got to go."

Another thing they had during this, this would've been the 80s I guess, is we had people living off campus. So you would come to Furman, you would've been accepted, but you had to live in somebody's home until then end of the first semester when enough attrition had happened that you had a room. Funny times. But then finally, we decided to go, it was a risky situation here because what they didn't know was whether they would overbuild dormitories. Many colleges overbuilt. They had dormitories that were then sitting empty. And so Furman kinda went through that transition and finally said, "We're gonna stabilize at this population," and built the dorms which actually hold the number of students that we have. For a while there, we were operating basically as a junior college. We had freshmen and sophomores on campus, juniors and seniors off campus. And you know, Harry looked at that and said, "This is not right. We're losing our leadership." So that's when we changed and built the apartments.

JENNIFER: What was the Shack used for before it was a...

MS. SHUCKER: It was a game kinda place. That was another recreation place. You could reserve it for a party or for a date. I'm pretty sure there was a TV in there, I think. It was very rustic. And there was a kitchen. We didn't have access to kitchens except one on your hall. And then a TV. A few people had TVs but not very many.

JENNIFER: So most of the eating was in the dining hall?

MS. SHUCKER: Yeah.

JENNIFER: Did you get to go off campus on the weekends?

MS. SHUCKER: Yeah, Greenville, though, didn't have neat restaurants, so it was very different in that sense. You know, you had to get from here to downtown or McAlister, which is closed now, but that was the only mall at that time, and it was not built til probably junior year.

JENNIFER: So you probably stayed on campus a lot on the weekends.

MS. SHUCKER: Yeah, there were a few steakhouses and a couple of cafeterias, so you just didn't go out to eat. [*inaudible*] has always been there, though.

RYAN: Were you allowed off campus during the week?

MS. SHUCKER: Yeah, you could leave. You had to sign in and out, but we'd take the bus to town, and there wasn't a whole lot in town 'cause that's when the stores began to close. But when I was a student, there were still some stores downtown.

JENNIFER: We call Furman the "Bubble," like we feel kinda secluded from the town, but there is a lot of community involvement between Furman and Greenville. What was that like back then? Was it similar to that?

MS. SHUCKER: It was. It was definitely a bubble. However, CESC (College Educational Service Corps) started when I was a sophomore, and I never did do CESC things, but I did, there was a program called Vista, which was volunteers in the community. And they would come to campus, and I did some volunteer work with them. So there was some, it only began while we were here, with the realization that there's a community in there that students need to be involved in, need to offer what we have to 'em.

JENNIFER: Were most of the students from South Carolina and Greenville?

MS. SHUCKER: Yeah, not very many from Greenville. I was kind of a rarity to come to Furman, or as a dorm student. A number of students came as evening students, but the majority of students were from South Carolina. South Carolina, Georgia, North Carolina.

JENNIFER: But few were from...

MS. SHUCKER: Beyond, yeah, that core group of Southern states.

JENNIFER: Were there international students at all? I remember seeing an Asian student here in the yearbook. There was only one.

MS. SHUCKER: Yes, because... That's interesting that you asked that question and I'd even remember. When Harry and I went to China two years ago, we actually visited a man who was in my class at Furman, and he was native Chinese, and he moved. It was funny getting to see him. He didn't remember me, but I remembered him. Now, especially that you mentioned that, one of the girl's in my class parents had been missionaries to China, and but there were very few international students. I can't remember how he came to Furman. I think it was a family friend. That was very unusual.

JENNIFER: Yes, it definitely was. I know that the women's movement was starting up around the time you were in college and graduating. What was the involvement or your specific views on it, what was going on, and what was the feeling?

MS. SHUCKER: Again, I kinda stayed mainstream, and so I probably, I know I considered that a fringe movement. I think we were so ingrained—so like we talked a little bit about the integration—it was so ingrained to think *This is the way it is*, that I was so ingrained to think that women's roles were this and men's roles were this, which

is also the way my home was, that I didn't see much else. Shortly after, I would say in the 70s, I became much more, I began to realize much better what rights we should have and became much more aware. But those years at Furman, I was pretty content with having my little husband-to-be, you know, knowing what our career... You know, two college graduates. One big difference was we were assured jobs. We had our choice of jobs when we walked out of here, and so that was a wonderful thing that you all don't face always now. The jobs are a little harder to come by.

JENNIFER: It was stable here. I mean you had the stability. I guess you could consider it a bubble from the instability of the times. What was involved in the progression of your views about women's rights?

MS. SHUCKER: I think my husband being in Vietnam had a huge effect on the waking us up, and as we awakened to, we really were awakening to three things at once. You were awakened to oppression, and you were awakened to the Vietnam war and to women's rights, and all of those things kinda came together in your mind to make you start questioning what had been and what was right. So I'd say it was just a gradual period. And hearing people speak, hearing people talk and read and open us to... I think one of the huge things that happened to me at Furman is I went from being a person who thought *This is the way it is*, black and white, which is the way I entered Furman, to being a person who really was much more open to reality and life. I still was pretty isolated in my little Southern culture in Greenville, South Carolina, which is pretty insulated from big bad world. However, I did have the opportunity to open my mind at Furman, and I will always be grateful for that. I'm just very, very happy that that came along. There'd just be an awful lot of... What happens in Greenville is not that way.

JENNIFER: What kind of women role models did you have at Furman, like in professors, and were there women in administrative roles, like Chiles?

MS. SHUCKER: Ms. Chiles was a huge influence on us. There was a professor named Gerta McCacken who was in the Psychology Department. She not only was a giant of the women, but she was a giant woman. She was like six feet tall, very large woman, but a wonderful, very fine role model, a woman who had, not only was a career, her husband was also a psychologist. And her career was more important, I guess you'd say more powerful than his career, and yet she had children. And so here was a woman doing it all, and she was a very powerful role model for those of us who contacted her. And she died of cancer, and it was just an extreme loss to Furman. So she was a powerful role model, Ms. Chiles was. However, the fact that she was not married, you just, you know, you always... I believe in her case it was actually a choice factor not to be married, and probably I didn't know that then. I really have a great deal of respect for Ms. Chiles, but I felt like I knew I wanted to be married. I knew I wanted to raise a family, and so that doing it all was huge influence on me, that somebody could do that.

JENNIFER: So there was a difference then in Ms. Chiles 'cause she was unmarried, and she was kinda different from all the...

MS. SHUCKER: I felt it. And even in the dorms, you asked about dorm mothers, there was one woman who had been married, and now that I think about it, I assume she was widowed. I don't know that. But she seemed to have a quality about her where the two or three who were not married just didn't seem to be complete. And that may be my own lacking in that, again, raised in a two-parent family and the traditional roles, maybe I couldn't see the role of a woman alone as being complete. I probably could now, but I still would like for my choice to always be marriage and family.

RYAN: Did you, after you graduated and the Vietnam war came about, did that open jobs more for women, or were you, I guess not necessarily told to, but to get in the workforce because of that, like in World War II, they had that...

MS. SHUCKER: Right, huge influence with women after World War II. Then I think they just kinda backed off, then the privilege to be able to stay home and be with your children. Gosh, I don't know. I never really thought about the war having that much effect on it. It may have. There were plenty of jobs at that time, I remember, for a college graduate, and maybe as you mentioned, not everyone. There's probably a higher percentage of college graduates now than there were, but if you had a college degree, you pretty much could walk into most anything you wanted. Greenville also had a huge textile market. We were called the textile capital of the world, and enormous there. So many of the people that graduated, particularly the men, were offered jobs in the textile industry and would end up being executives in the textile industry. Harry chose Furman over that. That was one of his options.

RYAN: Were women able to rise to leadership jobs during that time? You said the men were executives. Were there any women that did that, were able to rise to leadership of corporations?

MS. SHUCKER: Gosh, I really don't think so. I think it was just beginning. As I said, Furman made that change, and outside of Greenville, I'm sure there were people who were making it, but they were still struggling. Really, that changed in the 70s more so than in the 60s. We began in the 60s to wake up. We began to say, "We can have equal rights." And then by the 70s, maybe some women were forcing their way in to have it, and I do mean forcing because it was that more than, no one handed it to 'em. Just like integration, no one just handed blacks, they're earning... I think for the most part maybe there's still a little bit more there. That didn't affect women at first. Title IX, when it came along, gosh, what 70s, in the 70s, some Title IX granted women the same privileges...

JENNIFER: '72.

MS. SHUCKER: '72. So see the 60s I kinda look at as almost a preparation time. It was actually beginning to get hot, and outside of Greenville, South Carolina, it was probably moving much faster and getting much hotter than it was in Greenville. Greenville is they say, "The buckle on the Bible belt." It really is very conservative, and I think the influence of Bob Jones being, I have always thought of my life, the influence

of Bob Jones being here with Furman is, thank goodness Furman is countering that somewhat, but that's...The year I was born, which was 1947, that's [*inaudible*]

JENNIFER: I know there was more of a relationship between Bob Jones and Furman in the past. What was it like when you were at school?

MS. SHUCKER: I hate to say that, but we pretty much laughed at Bob Jones. We couldn't understand why anybody would go to college and want to stay in jail, which is literally what they would do, they could not leave the campus. Talk about our rules. [*laughs*] Their rules, which I read their rule book, it was just astounding what they could and couldn't do. Couldn't hold hands, you know, couldn't be seen anywhere with someone of the opposite sex. So it was a very big difference even in those days. At least ours was by choice. We are choosing to be in the situation, and they were not.

JENNIFER: Yeah, I know that a lot of their rules haven't changed, but there's more between the two schools, we dropped out of the Baptist affiliation.

MS. SHUCKER: Yeah. There's... I remember too along those lines, that saying how different, Furman was a little more isolated. I remember some students came from Emory during my junior year probably, and they were student leaders, and we as student leaders met with them. And I remember them saying that they no longer had hours. And to this day, I remember the girl's comment. I guess I looked aghast, you know, what would you do without hours, meaning having to come sign in and out and have certain rules. But I had grown up with that, so it was not unusual to me that a college would have it. And I remember her saying because we don't have hours, doesn't mean we have no morals. And I remember that was just the biggest eye-opening thing that you could regulate yourself. And so that kinda to me almost capsulizes the theory of that day, that someone else doesn't have to regulate you anymore, you can regulate yourself. And that was the change that kind of occurred at that period of time, and that then opens up everything when I make my own decisions.

JENNIFER: Do you have anything else? We can wrap it up.

RYAN: Thank you very much.

ANDREW: Yeah.

MS. SHUCKER: Thank you all. It's been fun for me. My situation is different 'cause I've never left Furman, you know, probably much more isolated than it would be for the average person, as you were talking. I hope you're talking to some other people and get that. Did you say you talked to Susan Shi?

JENNIFER: I have before about certain things. I guess you probably know a lot of the same women she does, the women that she graduated with.

MS. SHUCKER: Yes, and there's a difference of only two years in class, but it's amazing what some of her classmates actually did achieve.

JENNIFER: Two years after you.

MS. SHUCKER: Two years after me. And that's that difference between, she was '71, that change that happened.