

9-1-2016

Around the Lake

Furman University

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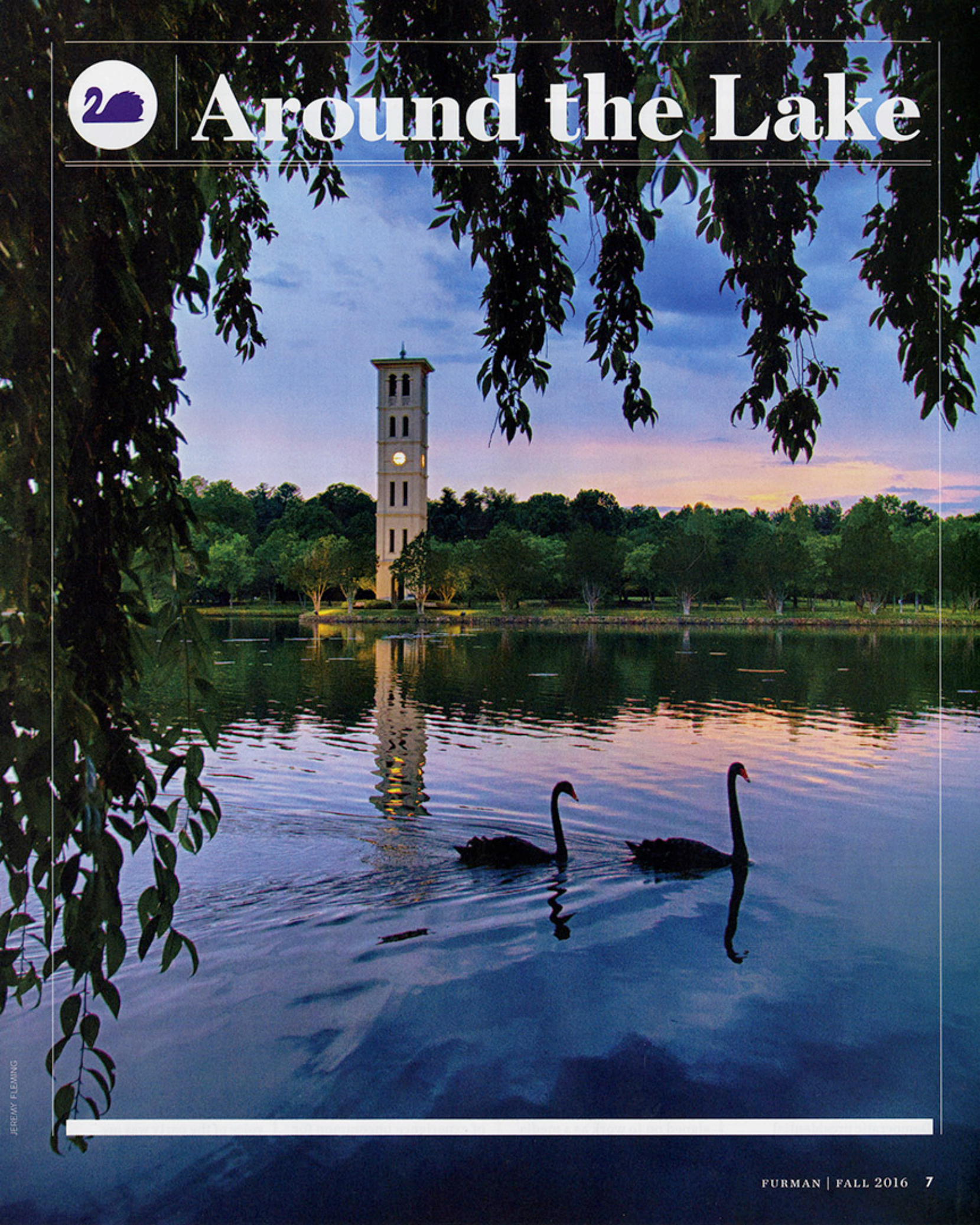
Recommended Citation

University, Furman (2016) "Around the Lake," *Furman Magazine*: Vol. 59 : Iss. 2 , Article 7.
Available at: <https://scholarexchange.furman.edu/furman-magazine/vol59/iss2/7>

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Around the Lake





UP TO SPEED

It's Anna Sugg's job to be immersed in the 2016 Presidential campaign.

It's 7:30 p.m. when Anna Sugg '12 answers the phone for an interview. She's still at work—a fact underscored by the background murmur of co-workers' conversations and TVs tuned into various news networks—and she's been there for about 12 hours. "Work-life balance doesn't really exist," Sugg says with a chuckle, "but I knew that going in."

Sugg is the director of television for the Republican National Committee (RNC), and on this June evening, she's in the middle of the maelstrom that is the 2016 presidential election cycle. From an initial field of 17 candidates, Donald Trump has just wrapped up his nomination as the Republican presidential candidate; Democratic presidential

Air Time

Anna Sugg shapes election discourse.

BY ANDREW HUANG '11

candidate Hillary Clinton has just delivered her national security address; the Republican National Convention is six weeks away. It's a busy time to be involved in US politics.

Sugg is no stranger to the frenetic pace of politics. Three weeks after graduating from Furman with a double major in political science and communication studies, Sugg signed on to work as a media

specialist at Gov. Mitt Romney's presidential campaign headquarters in Boston. Before that, Sugg interned with Sen. Jim DeMint, the Media Research Center, and The Heritage Foundation. In between the Romney campaign and her current job with the RNC, she was a booker at Fox News Channel. In short, Sugg has amassed a breadth of experience uncommon for

her 26 years—but that's been by design.

"I grew up watching 'The Today Show' and the 'Nightly News' all the time, and a lot of Fox and CNN, and I always knew I wanted to work (at the juncture of media and politics)," she says. "I knew I needed to start internships early. A US senator told me once that if you want to work in DC, you need to get there as early as you can, go back as often as you can, and work as hard as you can."

For the 2016 election cycle, Sugg isn't as directly involved with individual candidates, but that's because her work with the RNC is focused on party-level strategy and coordination. "When we had 17 candidates, the unifying voice of the party was my

“A US SENATOR TOLD ME ONCE THAT IF YOU WANT TO WORK IN DC, YOU NEED TO GET THERE AS EARLY AS YOU CAN, GO BACK AS OFTEN AS YOU CAN, AND WORK AS HARD AS YOU CAN.”

boss (chairman Reince Priebus)—“What does the chairman of the Republican Party think?” He’s my responsibility when it comes to TV,” she says. Sugg’s day-to-day duties may also include editorial pitches to news networks, helping book guests, media briefings, interview preparation, media training, and following up with on-air corrections. “I’m essentially the point of contact for TV producers to the RNC,” she says. “We’re focused on how to promote our values while contrasting them with the Dems.”

That requires Sugg to stay on top of all the news coverage around the election. “I have four TVs that are mine at work. I am always watching something,” she says. “It’s situational awareness. It’s why I’m here for 14 hours.”

There is, of course, a significant payoff for all the hours in the office and sleepless nights. “When I take a step back, I realize I’m getting to be in the middle of the cycle . . . I realize the things I do matter on a national scale. That’s pretty cool.” ●



TRIPtych

A glimpse of my semester in Edinburgh

BY SARAH COOKE '17

Culture, creativity, and coffee shops: my three favorite aspects of my semester in Edinburgh, Scotland. The country’s culture of independence enhanced my participation in classes, my internship at a theater, and my ability to explore. Performances, personal interactions, and photography fed my creative spirit.

1 Sunrise at Seat: 4 a.m. was my wake up call, and 5:20 a.m. was the sunrise. On the last day of our trip, two of my friends and I traversed to Arthur’s Seat, the extinct volcano located in the middle of Edinburgh. The sunrise was a sight to behold. We could see the entire city from the mountains to the water, and it took my breath away that I had been living in Edinburgh for an entire semester.

2 Bagpipe Dreams: Scotland taught me how to live on my own, and I recognized strengths within myself that I might not have capitalized on before. I felt more autonomous and like a more developed person. This bagpiper was on the Royal Mile, the main street in Old Town, Edinburgh. I admired his dedication to his craft and his willingness to step into the limelight. We all need to be our own bagpipers; we need to stand tall, face our fears, and live our dreams.

3 Highland Magic: The Scottish Highlands are the most beautiful place that I’ve ever experienced, and I marvelled in the wonderful nature that was within my grasp. We visited many locations including Glen Coe (with a picturesque scene from Skyfall) and Glenfinnan (with the viaduct from the Harry Potter series). My favorite image from the trip is this one I took from the window of one of our bus rides.





PAUL WALLACE

The author, a physics and astronomy professor, explores the science-religion debate.

Ali vs. Frazier. USA vs. USSR. Dinosaurs vs. Asteroid. Human history is fraught with conflicts, great and small. But one that overshadows them all is that of religion and science.

Unlike those other conflicts, however, there isn't likely to be a natural conclusion, a tidy showdown that delivers closure. After all, neither science nor religion are likely to go anywhere anytime soon. In the face of this, it's perhaps only natural to desire resolution and reconciliation—a way for these two diametrically opposed positions to exist in harmony.

To do so, one might start with **Paul Wallace '90** and his new book, *Stars Beneath Us: Finding God in the Evolving Cosmos*. Wallace is unique-

Cosmic Perceptions

Paul Wallace is a champion for both science and religion.

BY ANDREW HUANG '11

ly qualified for this daunting task. He holds a Ph.D. in experimental nuclear physics from Duke University and an M.Div. from Candler School of Theology. He teaches physics and astronomy at Agnes Scott College, as well as theology at Candler and at Columbia Theological Seminary.

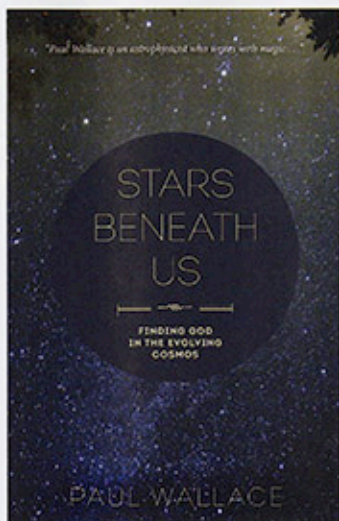
But it's not solely the degrees, credentials, and crossover expertise behind Wallace that make *Stars Beneath Us* compelling. It's the fact that Wallace eschews the academic approach, one that can truly reconcile all the nitty-gritty details of science and religious thought.

Instead, *Stars Beneath Us* is a work that's grounded in personal experience.

"I begin with stories and images that have as broad and immediate an appeal as possible so I can connect with people, as many and as varied as possible, which brings me joy," Wallace says. "Building a universal conceptual framework is tempting—in fact, as one who is scientifically trained, it is my first reflex—but it does not make me happy."

Central to *Stars Beneath Us* is a call to have a personal encounter with the cosmos. It is a vast and complex space that outstrips orthodox theology's ability to account, and therefore can destabilize the fundamentals of Christian faith. "Many Christians

“YOU CAN’T JUST LET EVOLUTION BE A CONCEPT YOU THINK ABOUT OCCASIONALLY. YOU HAVE TO LOCATE YOURSELF IN ITS GREAT STREAM.”



hesitate to fully embrace science, not because they're stupid but because they see the conflict and call it what it is," he says. Yet, within that wobbly, frightening challenge to orthodoxy, Wallace sees a way to get closer to God.

The cosmos—in all its soul-shaking infinity—confronts us with our triviality and ignorance, and in doing so, forces us to evaluate the scope of our knowledge. In stripping away orthodoxy that presents constricting limitations, Wallace believes there can be space for new ideas, new ways for approaching the science-religion debate.

"You have to let the cosmos do its work on you," says Wallace. "You can't just let evolution be a concept you

think about occasionally. You have to locate yourself in its great stream. You belong to it, a work in progress, at every moment a new creation, a small but real part of God's evolving cosmos."

In truth, Wallace doesn't present a full-blown thesis that, once-and-for-all, reconciles the antagonistic positions of science and religion. He doesn't claim to have all the answers. "I live with inconsistencies. I know they're there. But I'm more interested in painting a picture of the world than I am in building a watertight thought system." And perhaps that allows for something more important: an avenue for more fruitful, productive thinking about how to situate religion and science within our own lives. ●



THEN

Reflection on Furman as It Was

I met Edward Earl in 1986 when he was a senior double-majoring in chemistry and mathematics. He had invited us to observe Halley's comet through a telescope on the Furman golf course. I was astounded by Edward's vast celestial knowledge, which he eagerly shared in a way that was understandable to astronomy neophytes. Before meeting him in person, I had spotted him creating precise 90-degree angles while waltzing at the Viennese Ball and had heard stories about how he would snowplow straight down a mountain without turning when skiing with the chemistry department.

Prior to enrolling at Furman, Edward was the consummate intellectual, excelling beyond his years in math, physics, chemistry, computer science, and astronomy. He was also an accomplished violinist. With his focus on academia and music, Edward did not take part in social activities. However, being admitted to Furman changed all of that as he mentioned in his autobiography: "It was in college that I escaped from the interpersonal shell in which I had immersed myself previously. These years were noted for the friendships I developed, which were high in both number and quality. The scope of these acquaintances transcended all levels of university life, involving faculty, staff, and administrative personnel, as well as fellow students."

After graduation, Edward developed an expertise in mountaineering. He and his fellow climbers thrived on the challenge of navigating difficult peaks as well as the kinship that came from it. On August 18, 2013, he achieved his goal of being the first person in the world to climb all of the peaks with at least 4,000 feet of prominence in the contiguous 48 United States, which totaled 142 different peaks. A website that he helped develop (peakbagger.com) credits him with 1,607 ascents, including Mount Rainier, Denali, Aconcagua (Argentina) and Volcan Chimborazo (Ecuador).

Edward never forgot his Furman friends and made a strong effort to keep in touch. When planning climbing trips, he would meticulously map out the route that would allow him to visit as many acquaintances as possible. I was fortunate to be one of those friends and always learned so much while hiking with him.

Although Furman is known for its academics and cultural arts, our alma mater gives us many other priceless gifts. For Edward, Furman was a nurturing place to learn valuable social lessons. From there, he climbed to great heights in the company of good friends.

ABOUT THE AUTHOR

Lori Siemens '88 is a veterinary cardiologist living in the Sierra Nevada foothills of northern California.



A member of the New Washington Heights community voices his concerns and ideas.

It's no secret that the New Washington Heights neighborhood is facing challenges. From the late 1940s through the early 1970s this neighborhood, located just a couple of miles north of downtown Greenville, was a thriving community of predominantly African-American families. Back then the Upstate's textile industry was booming, and mill jobs were aplenty. There was a collective sense of neighborhood pride, and the Washington High School and Happy Hearts Community Center served as lively gathering spaces.

But things change. When Greenville's textile mills began shutting down, so did many of the neighborhoods that depended on them. And com-

munities like New Washington Heights are still working to regain their footing.

For students of Furman's May Experience class titled Community Partnership:

Building a Plan Together

A 27-acre lot that once housed a high school was the soul of New Washington Heights. Now it is barren. Furman students, faculty, and community members are working to answer the question: What's next?

BY STEVEN TINGLE

Envisioning Space and Place, the New Washington Heights community is more than a nearby neighborhood, it's the focus of a class.

The purpose of the class

was to partner with the community and develop a vision for the long-abandoned Washington High School, a 27-acre property now owned by Greenville County. The old high school building was torn down last fall and the site is now raw, flat land. The county's draft concept for the land included a sports park with several athletic fields.

"That would be good for renting out field space to rec leagues," says Earth and Environmental Sciences (EES) Professor Matt Cohen, who co-taught the class with Mike Winiski (Center for Teaching and Learning/EES). "But it's not necessarily the most useful for the community. So we were invited to facilitate a process to hear from the community about what their preferences



Top: Meredith Schosky '17 discusses options for the project site with a resident during a visioning workshop.

Bottom: Furman students tour the project site with members of the Washington High School Alumni Association to learn the historical context of the land and explore options for commemorating the school.

would be for this open space and then articulate that vision to the county.”

Launched in 2009, the May Experience program offers students the opportunity to enroll in an intense three-week course. From sports psychology to the geology of Iceland, the subject matter of the two-credit-hour courses varies. Approximately 600 students participated in a May Experience class this year.

The expanded Furman Advantage, launched this fall, greatly increases the opportunities for students to work on issues of importance to communities in Greenville, SC, and beyond. The university’s strategic vision includes a commitment that every Furman student will be able to participate in projects that

apply their classroom knowledge in a real-world setting.

“This is much more than community service,” said Angela Halfacre, professor of political science and earth and environmental sciences and special advisor to the president for community engagement. “We are creating a new model of community-centered learning, where students, faculty, and community members can work side-by-side to tackle problems of real social importance and social impact. Everyone will be learning together, and as we discover what works, we can put that into practice in communities across the region and around the world.”

Throughout the month of May, students in Cohen and Winiski’s class gathered information, talked to community



NOW

Reflection on Furman as It Is Now

I have willingly, blissfully, terrifyingly, and exhilaratingly lost control of my life.

I know this statement might be jarring to hear. Perhaps you may want to encourage me to embrace my own self-agency, which, like a muscle, has strengthened with three years of liberal arts education. Perhaps you see my confession as an act of surrender or even a declaration of apathy, complacent and defiant in the face of an increasingly competitive job market. For a moment, I encourage you to put these reactions aside.

Like many Furman freshmen, I first arrived on campus with a carefully crafted “life plan.” My plan would revolve around political science, with the aspiration of a career in law or public policy. I structured my first few months at Furman with perfect efficiency, saturating my schedule with as many policy courses as possible. I found comfort in the security and sense of belonging that came with my chosen “path”; however, I could not reconcile this comfort with the fear that my actions were deeply manufactured. I longed for joy and for purpose; I longed to be excited by the unknown; I longed to better understand my community and myself.

Little could I have predicted that I would come alive in the practice room of Furman’s music building. What first began as part of a requirement for a small, non-major music scholarship (I was asked to take voice lessons and participate in a campus

choral ensemble) soon became my outlet for self-expression on campus. I found joy in creating and lifting up beauty, and for the first time in my life, it was my own inexplicable exhilaration—and not the prospect of a career—that drove my actions. On a whim, I decided to add music as a second major, and began to chase fulfillment in all of its spontaneity.

If my first year at Furman taught me how to plan less and feel more, my next two years at Furman taught me how to see life through the lens of loving others. As a sophomore, I became involved in the leadership of EROS (Furman’s LGBTQ+ organization), and became connected with a local Baptist church. Through these experiences, I became passionate about the potential for faith communities to act as a tool for love and social justice. Now a rising senior, I have begun to explore the possibility of attending seminary and pursuing a career in chaplaincy after graduation.

I share my Furman journey not to criticize those with plans, but to defend the pursuit of happiness and knowledge as good in itself. It is true that I have lost control over the path my life will take. In this loss, however, I have found freedom and purpose.

ABOUT THE AUTHOR

Emma Zyriek '17 is a music and political science major from Bel Air, MD.

“WHILE WE’RE THINKING ABOUT THE FUTURE, WE FOUND THAT A LOT OF FOLKS ARE DEEPLY ROOTED IN THE HISTORY AND TRADITION OF THE COMMUNITY.”



Top: Sarah Barton '12 facilitates a mapping activity with a community member.

Bottom: Course instructors Mike Winiski and Matt Cohen prepare lunch during a kickoff event to celebrate the project and introduce the first community engagement exercise of the course.



members and presented their findings in a well-attended public forum.

“This was a very quick class,” said Cohen. “It was a very intensive community engagement exercise.”

Cohen said a sizable number of the 140 homes in the neighborhood sit vacant, and many are rentals, leaving a small group of homeowners who are invested in the long-term future of the neighborhood. Some of these residents are alumni of the shuttered Washington High School and have lived in the community for more than 50 years.

Under normal circumstances, the longtime residents might have been suspicious of academic outsiders. But Winiski helped establish a partnership with neighborhood members two years ago when he and students used Geographic Information System technology to map the streetlights in the area and identify places where new lighting needed to be installed.

“As we worked alongside one another, we ended up developing strong relationships with community members,” said Winiski. “We are learners in this situation and always aware that residents know more about this community than we ever will. But there are ways that Furman can support residents’ efforts to build on existing strengths within the neighborhood.”

With such a short time to collect data, the students had to hit the ground running. “We only had three days to plan for our first engagement,” said Cohen. “And then for the next week we were out doing things in the community every day.” The students went door to door throughout the neighborhood to hand out flyers and drum up interest for the events, the first of which was a barbecue kickoff party that

included a mapping activity to collect ideas.

The other engagement events included a public visioning workshop and a lunch with the alumni of Washington High School. “We engaged with the alumni to reflect on the history of the site,” said Cohen. “While we’re thinking about the future, we found that a lot of folks are deeply rooted in the history and tradition of the community.”

Another engagement opportunity stretched out beyond the neighborhood and over to Brutontown, a small community that borders the south end of New Washington Heights. Two students worked a table at the Brutontown Community Center in the late afternoons to chat with parents coming to pick up their children from the after-school program. In the evenings they spoke with teenagers who gathered at the center to play basketball.

Over the course of six days the students hosted seven events and connected with 112 people.

“For some of the engagements we had very strict research methods in place, and other engagements were more informal,” Cohen says. “So sometimes you are a very formal researcher, and sometimes you’re a human being having a conversation. We’re not just researchers from Furman, we’re people, and we’re talking to people.”

The students spent the final week of class analyzing the data and developing a vision report that was presented to about 40 individuals representing New Washington Heights, Greenville County, and the Washington High School Alumni Association at the Happy Hearts Community Center on May 31. Their PowerPoint presentation illustrated the collective voice of



Tim Sharp '17 listens as a community member shares his ideas.

the New Washington Heights community through graphs, maps, and word clouds. The most popular ideas for the site were playgrounds, a swimming pool, and hiking trails, with safety being a top priority.

When the presentation was over the students, along with professors Cohen and Winiski, answered questions and discussed the next step of the process, which included turning the vision report into an actual site plan. "Before moving forward on this we need to determine the county's expectations for the final deliverable," Cohen says. "I have two sustainability science majors this summer conducting thesis research on the project, and they will help push this through. One is evaluating our process to determine if it was a fair, just, open process that yielded fair outcomes. The other student is comparing the outcome to alternative scenarios to determine if we are planning a sustainable open space."

Once the research is complete the plan will be brought back to the community for additional review and comments. But Cohen is quick to point out that the final approval lies in the hands of the County Council and that the ultimate implementation of the plan is far from certain. "The county

doesn't have the resources to develop 27 acres right now," Cohen says. "Instead, we will propose phased implementations and highlight some low-hanging fruit for which we can attempt to attain funds."

According to Cohen, having only three weeks to complete the course forced a quite effective learn-by-doing approach. "It was a chance to learn how to facilitate these engagements by jumping in and facilitating them," he says. "This is how I was trained to do this type of work, and it's terrifying. You resent your instructor while it's happening, but afterward you really know how to do it."

Tim Sharp, a sustainability science major and class participant, agrees. "Dr. Cohen threw us into the deep end to teach us how to swim," he says. "Putting yourself in an uncomfortable situation is hard, and you feel really vulnerable, but it's the best way to learn." He and his classmates, too, received a crash course in social dynamics where county politics, funding, and community input are in play.

"Being a sustainability science major, it is a constant cycle of being really romantic about a concept that you think is going to change the world and then realizing your idea needs a lot of work," says Sharp. "This project made me more realistic." ●



NEXT

Reflection on Furman Going Forward

Each time I enter Furman's beautiful campus, I am reminded of how privileged I am to teach at an institution that inspires intellectual pursuits. Our students and faculty are dedicated, hard-working and they genuinely want to make a difference in the world. Like most liberal arts colleges, the majority of students who enroll at Furman tend to be middle-to-upperclass Anglo students.

In order to remain relevant, we need to attract and admit more students who reflect the changing makeup of our country. The demographics of the US are shifting. While Hispanics are estimated to become the largest minority group in the US, the percentage of Hispanic students at Furman is 3 percent. In South Carolina, the growing segment of Hispanics in the population is a recent part of the state's history. Currently, 7 percent of all K-12 students in South Carolina are Hispanic, and as the fastest growing minority group, their number will continue to rise.

Hispanics are a diverse group with differing political views and varied stories of immigration. While some Hispanics are recent immigrants, some of us have families who have been in the US for several generations. My students are often surprised when I share that I have a Mexican-American ancestor from Texas who served as a sergeant in the Confederate Army during the US Civil War.

Furman's recruitment and enrollment goals should reflect these changing demographics. The value that a diverse student body will add to our academic goals is

immeasurable. Access to a Furman University education should not be limited to a particular segment of our society, especially when we consider that recent census data reveals there are more nonwhite children under the age of 5 than there are Anglo children. We need to be ready to educate all of those children when they are college-aged.

We should continue to seek international students to enroll in our institution; however, we should define diversity by the ethnic and socioeconomic backgrounds that historically have been underrepresented at the college level. Many of these students may be first-generation college students—as a liberal arts institution that prides itself on mentoring each individual student, we are perfectly positioned to help these students to succeed at Furman University and beyond. Doing so will enrich all of our academic pursuits, will help to shape and define Furman as a leader in diversity, and will better prepare our students for the increasingly diverse country they will live in when they graduate.

ABOUT THE AUTHOR

Angélica Lozano-Alonso is an associate professor of modern languages and literatures, who began her career at Furman in 2001 after receiving her Ph.D. from Cornell University. She was born in Boulder, CO, and is thankful to her visionary parents for her bicultural and bilingual upbringing. Her field of study is Latin American and Latino literature.

An award-winning scientist, professor and administrator, Shields joined Furman July 1 as Furman's chief academic officer. He has worked at Lake Forest College, Hamilton College, Armstrong State University, and Bucknell University.

You were raised in Upstate New York and were the oldest of five. Were you a typical oldest child?

GS: Absolutely, in that I am a high achiever. I think I was lucky in the sense that it was ingrained in me early to not settle for anything other than trying to do my best to make a difference with my life.

How did you come to select Georgia Tech for your undergraduate education?

GS: I thought I was going to college at Case Western to become an engineer, the same professions as my father and grandfather. I grew up in Marcellus, NY, just outside of Syracuse. Although it is a beautiful part of the country, it gets 180 to 200 inches of snow a year. I was tired of that by the time I finished high school. One of my friends was going to Georgia Tech. I thought, well it's 1,000 miles away, no snow. I applied late and got in, and I went down. I hadn't even visited the campus, much to the horror of my mother.

What was your experience like there?

GS: I struggled at first because I had not taken calculus and some other courses in high school. When I was a sophomore I took my first chemical engineering course and hated

George Shields

Vice President for Academic Affairs and Provost

BY JOHN ROBERTS



it. But I liked chemistry so I changed my major to chemistry. I felt like I was largely self-taught, and that the professors were just providing us with information. Then you had to go and figure it out. I was in study groups with some of my friends, and we taught each other.

Obviously your undergraduate experiences were starkly different than the hands-on, personal education that Furman provides. How did you come to appreciate liberal learning?

GS: When I was doing my postdoctoral work at Yale, my research partner was Steve Schultz. He had gone to Carleton College, and he worked with a professor there and published a couple of papers because he had a great undergraduate research experience. He would tell me about his education, and I couldn't believe that he talked to his professors outside of class and, moreover, that they'd have them over to their houses for dinner sometimes. I thought this was unbelievable, and I wanted to be part of that. Then I started looking around at liberal arts colleges for a job. Everything took off from there.

How did you decide to enter education?

GS: It started during my senior year at Georgia Tech when the department needed a TA (teaching assistant) for a chemistry lab, and they hired me. I was the only undergraduate who was a TA in the freshman chemistry lab. Years later in my first teaching job, I became chair at Lake Forest, where I started to learn how to work with people. But, one of my most influential pieces of insight came from my work at Ham-

ilton. During my eight years as chair there, I really figured out how transformative an excellent strategic planning process could be.

Sometime later, though, you began to take on more administrative duties. Why?

GS: At Hamilton (where he served as chair of the chemistry department for eight years), I really learned how to work with faculty by helping to come up with a shared vision. It really paved the way for me thinking about being a dean. I enjoyed the process of strategic thinking and strategic planning. Working together we wrote a white paper about how we wanted to be better; and then we instituted it. We accomplished all of our goals from our first five-year plan in

two years, and then we wrote another. We went through three five-year plans in eight years. We just kept getting better and better.

Armstrong (in Savannah, GA) really stood out to me because they never had a full undergraduate research program in the summer, and that was a big goal for everybody down there. I went down there in 2008, and of course the economy fell apart, and we had to cut our budget by 30 percent, it was horrible. But we did it, we figured out how to get the money for it, and we created an undergraduate research program that's still growing strong today.

I learned a lot about public higher education. It was good for me in the long run, and I also learned a really important lesson about diversity, which

allowed me, when I went to Bucknell, to help them to diversify the faculty.

I've always gone to a place with the intent of trying to make it better just like my grandparents and my parents taught me: Make the world a better place. It is motivating.

When you were benchmarking for Hamilton, I understand Furman came up.

GS: The university wanted me to choose four schools to benchmark and I said the first place I wanted to see was the chemistry department at Furman. Years before I had read about Lon Knight (who served 33 years as chemistry department chair), and I knew that he had helped develop one of the best undergraduate chemistry departments in the

US. So, back in 2003 or so, I brought some of my faculty down to see how you guys do what you do.

What opportunities do you see at Furman?

GS: Furman's got so many good things going for it—the faculty provide an education that is as good or better as any I've ever seen. I think it's going to be a lot of fun working with so many talented people. There are so many excellent things going on here and there are a lot of outstanding people here.

We need to make Furman better known. More prospective students and parents need to recognize the value of this place. ●

FUmerical

Facts and figures about Furman's Study Away & International Education

500

Furman students study away each year



Round-Trip Airfare Included

In the cost of semester faculty-led programs

Scholarships

Available if financial need is demonstrated

50

Faculty-led programs to 30 countries on five continents in the last two years



Cost of Semester = Furman Tuition

Faculty-led programs

Room & board



Credit-bearing May Experience Study Away programs

Quadrupled

In # of May Experience Study Away programs since 2009

Number 1 Regret

Of college grads: not studying away



Postings from the Inter-webs

*What do you
love most about
Greenville?*

ECDBEN

*I love the tree with the
exposed roots by the falls*

CAMMI STILWELL

(icedfrapp)

*Going to the Peace Center
with my mom to catch
a show.*

KATHERYNMARIANNE

*I love that no matter where
you are in Greenville, you
can always find something
fun to do from hiking,
walking in Falls Park, or
simply just reading a book
with a beautiful view.*

CHRISTINA ALSIP

(lovelyeverafters)

*Greenville feels like home,
even for travelers passing
through. It's open and
welcoming to all, and there
is something for everyone.*

MAMABEAR020305

*Greenville is big enough
that there are tons of
choices in activities and
dining but small enough
that you usually run into
a familiar face when you
are out and about... the
perfect place for people of
all ages and backgrounds
too. I came to Furman in
'94 and still haven't left!
#yeahthatgreenville*

MINITWIZZLER

*It's a terrific example of
great urban planning—
blending the old with the
new and making the most
of natural elements to
create some really magical
public spaces.*



A face from the past

*Who was William Rosamond—Furman student,
carpenter, soldier of the Civil War?*

One of the more unique artifacts in Furman's Special Collections and Archives is a plaster life mask of William Nathaniel Rosamond, a ministerial student who attended Furman in 1855. According to a 1941 newspaper article, the casting was made that same year at Gower, Cox and Markley's coach factory in Greenville, by a fellow student. The coach works was apparently a place where Furman students had opportunities for vocational training, learning clay-molding, cabinet work, and carpentry. The cast was presented to the Furman Museum on the downtown campus in 1940 by Rosamond's daughter, Ida Anne Rosamond.

William Rosamond was born in Greenville about 1836. Before attending Furman, he worked in his father's Greenville carpentry shop alongside four apprentices. Rosamond married Nancy Caroline Westmoreland (1835–1904) about 1857, and they had three children while they lived in Greenville: Fannie, Ida, and Sidney.

A tintype showing Rosamond in uniform was given to the Furman library in 1967. According to military records, Rosamond served in the Civil War in the 16th SC Infantry Regiment, Greenville, entering at the rank of sergeant and leaving service with the rank of private.

Newspaper accounts and business advertisements give clues about Rosamond's life after the Civil War. He moved his family to Mexico, MO, between 1872 and 1876, and



A tintype of Rosamond in uniform.

ROSAMOND MOVED HIS FAMILY TO MISSOURI AROUND 1874.

his wife ran a millinery shop while Rosamond was an agent for the Walton Tub Washing Machine and Centennial Wringer Company, though his profession is listed as "carpenter" on the 1880 US Census. Rosamond died on February 20, 1897, and is buried in Mexico, MO, alongside his wife and his daughter, Fannie. His son Sidney and daughter Ida are buried in Greenville County.

The life mask and tintype of Rosamond are currently on display in the James B. Duke Library as part of our fall exhibition, "We Are Furman: Alumni Collections in Special Collections and Archives," and can be viewed whenever the library is open, through the end of December. ●



ON THE QUAD

A glimpse at Furman fashion

BY WILLIAM CROOKS '14

This issue, we veer away from the types of looks you might see in a college brochure. No Chacos, Patagonia fleeces, boat shoes, or Barbour jackets. Instead, we shift focus to the style rebels of Furman, individuals who use clothes to weave a very different visual narrative. These students are not related by their style of dress but rather by their rejection of visual conformity. Their majors are as varied as their stylistic influences. They are a visual representation of the diverse perspectives that exist within the Furman student body. Rebels of various persuasions expand social boundaries. Without these differing perspectives, academia becomes uniform and stagnant, and practiced concepts are not brought to question and re-examination. The status quo remains without challenge—which is not quite what any higher education has in mind. ●

