

# PRESIDENT'S REPORT

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Become a Writer

The Basis of Art

Gordon's Sweetest Coed

What Makes  
Gordon so Great?

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Honor Roll of Donors

*"His spirit will be with us as long as there is a Gordon."*



### Dedication

It is fitting that the first issue of the President's Report be dedicated to George Harrison Hightower, Sr., a tireless fundraiser and supporter of Gordon College. He was a member of the Gordon College Foundation for more than 30 years and its president for 15 of those years.

The current president of the Foundation, Peter Banks, called Mr. Hightower a "true Southern gentleman of the highest form," praising him for his generosity and dedication to the College.

Shortly after Mr. Hightower's death on Nov. 30, 2002, Mr. Banks announced the George H. Hightower, Sr., Nursing Scholarship. This scholarship was established with contributions to the Foundation in memory of Mr. Hightower, which goes to prove a prophecy by Mr. Banks: "His spirit will be with us as long as there is a Gordon."

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#### On the Cover

Dr. Lawrence Weill, Gordon College's president, stands at Lambdin Green with the newly opened Instructional Complex in the background.

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## PRESIDENT'S LETTER

This year, the faculty, staff, students, and friends of Gordon College began the school's second 150 years, filled with optimism and eagerness at what we could accomplish in the coming years.

The year was marked by the many voices that we heard and the diversity of the faces we saw this year.

We heard these voices in musical and theatrical performances, and in the classrooms. We saw these faces on the students who have come to us from across Georgia, the United States and the world to study in the sciences and humanities.

And we have excelled under difficult times. While there has been much focus on the fiscal constraints of the state budget of Georgia, we at the College have continued to do what we do best – educate. Our success builds upon the excellence we inherit from 150 years of experience, and we are proud to provide that extraordinary opportunity to the students who choose Gordon College.

But we have not rested on the successes of the past. This year, the college completed strategic planning to take us into 2008 as enrollment continues to climb. Last year's fall class numbered more than 3,100 students; this year's numbered more than 3,400.

The opening of the new science and technology instructional complex provides us with a state-of-the-art facility for our faculty to teach tomorrow's doctors, engineers, and pharmacists. The completion of the renovation of Alumni Memorial Hall means we now have extraordinary facilities for the health and fitness of our students, faculty, and staff. And once again, Gordon's nursing graduates have shown the strength of our program by its unsurpassed success on the NCLEX, the national licensure exam for nursing.



The coming years will be challenging as the College looks to improve on the groundwork established by pioneers like the founder of Gordon, Charles E. Lambdin. By 2009, the College anticipates 5,000 students. Increased demand for on-campus housing means we must begin preparations for additional dormitory space. As more and more students seek to avail themselves of the whole-college experience that Gordon provides with its outstanding theatrical and musical productions, intercollegiate sports, close working relationships with faculty, and a myriad of extracurricular activities, the College will need to identify expanded resources to make the College affordable to all through scholarships.

We are ready to embark on an exciting trip of continued growth and excellence. As you read the stories within, you will see why we take as our charge, Access to Excellence.

Lawrence V. Weill, Ed.D.



Pat Murphy had dinner with President Ronald Reagan at the White House on July 16, 1986. Murphy is seated second from Reagan's right. Others at the table included James Burke, chairman of Johnson & Johnson, and Lynne Cheney, wife of Dick Cheney and then chairman of the National Endowment for Humanities.



Pat Murphy's nickname while attending Gordon was "B.O. Plenty." The name comes from the comic strip *Dick Tracy*, but other than that, Murphy doesn't know how he got the name.



Pat flew solo for the first time at Brown's Airport in Kendall, Florida, in a cow pasture. He built up the time required for a private pilot's license while at Gordon at the Griffin airport. This photograph shows him after a flight with an unnamed Air Force captain.

# YOU *Ought to Become a* WRITER

PETER BOLTZ

*A dream of becoming a test pilot turns into a journalism career.*

When he was a boy growing up in the wealthy community of Coral Gables, Florida, Pat Murphy was well-aware he was living in what he called "a rigid caste system." His mother and father were not rich, but the family lived among them – many of Murphy's friends were from these prosperous families.

"Parents would invite me over to play with their sons," Murphy remembered, "but when it came to important social functions like birthdays, I was left out."

He said he knew the caste system would be even less to his liking when he entered high school, so he started talking to his mother about alternatives. About that time, a neighbor boy named Bill Scrimgeour came home for the summer from Gordon Military High School and College. Murphy said that "he raved about it."



Baker, one of Murphy's two yellow Labrador retrievers.



Pat Murphy stands outside the offices of the *Idaho Mountain Express*. Murphy writes a weekly column for the newspaper.

In the summer of 1944, Murphy went to experience Gordon firsthand and was not disappointed. He found that he was accepted on his own merits and abilities and not according to what social circle he belonged. Murphy remembers Gordon as “quite a melting pot,” with students from Puerto Rico, Venezuela and Mexico.

Almost 60 years later, Murphy still doesn't let any caste system dictate his social world. Although he knows Saudi Arabian princes and U.S. presidents and has risen to the top of the journalism profession, he is a regular guy who takes people on their own merits.

Murphy, named after the early American itinerant preacher Lorenzo Dow, goes by the name Pat, an affectionate nickname given by his mother. He graduated from Gordon in 1947 and joined the Army in 1948.

“Gordon sure helped. I knew how to drill, I was a marksman on all light infantry weapons, and I had no problem adapting to discipline,” he said. Gordon helped in another way too. Murphy remembers one of his teachers, “a big, tall gal, Faith Porch.” To this day he remembers her advice, “You ought to be a writer.”

So when he found out the Army was starting a new school to train military information specialists, he applied.

“Although I once wanted to become a test pilot, I became a combat correspondent,” he said with no hint of regret. He served in Korea from 1950 to 1951 and was assigned to Task Force 777 of the First Cavalry Division.

After leaving the Army, *The Miami*

*Herald* snatched him up. He worked as a reporter, photo editor and assistant city editor, then as editor and publisher of *Herald*-owned newspapers. In 1972, he went to work for *The Arizona Republic*. By 1986, he was the publisher of the *Republic* and *The Phoenix Gazette*.

Murphy remembers his days at Gordon as a simpler time when he and his contemporaries lived in a pretty isolated world. If he wanted to get out of town, he'd put on his cadet uniform and stick his thumb out. Hitchhiking in those days was a common and safe mode of travel.

“It's worth remembering,” he said, “that hitchhiking in those days was done on nothing approximating a freeway or interstate highway. Even major highways such as U.S. 1 from Maine to Florida were two-lane. Big 18-wheelers were not common.”

Entertainment was simpler then too, or as Murphy put it, “really simple.”

“We'd put pennies on the tracks of the Central of Georgia to flatten them. We had dances in the auditorium, listening to the tunes of Les Brown and dreamy Hoogie Carmichael music like *Stardust*, which was always the last song of the dance.

“We went to the only movie theater in town, the one owned by Jeannie Smith's parents. A freckle-faced athletic girl, she used to sell the tickets. We spent a lot of time at the pool hall next to the fire station, but there was no betting. We would also hang out at the Barnesville Café.”

Cadets were in uniform almost always

when they were off-campus, which encouraged them to be on their best behavior since the uniform made them easy to identify.

Then there were the fun things strictly associated with cadet life, like rolling garbage cans down the stairwells of his barracks. This was considered fun because it would wake the resident faculty member who would try and fail to catch the culprits.

As an object lesson, Murphy is not shy about the low-point in his Gordon military career.

Graduation in those days was a fine, showy affair. By his senior year, a cadet could expect to be an officer with the privilege of wearing an officer's uniform and a saber and to have a young woman on his arm as a sponsor. This was something Murphy was looking forward to, since he had risen to the rank of cadet lieutenant.

But he messed up.

One night he hitchhiked to Macon for a date to a basketball game, but the game went late and Murphy didn't make it back to the barracks until early the next morning.

Around 8:30 a.m., the Assistant Professor of Military Science and Tactics, Capt. W.H.N. Ellis woke him up with a curt, “It's about time you woke up.”

By then, Murphy had missed reveille and his first class.

Busted down to private, he was mortified. He wanted to quit, and he told his mother so, but she convinced him to see his graduation through, despite the humiliation of having to march as a private.

Murphy called his account an “honest admission,” and he offered his lesson to today's Gordon students.

“Getting busted from lieutenant just before graduation, losing all my perks and having to march in the ranks may have been the most therapeutic event of all my years at Gordon. It taught me that irresponsible actions have consequences. Thereafter, I was always less foolish and headstrong, ...but not too less foolish.

“Today's non-ROTC Gordon students may not appreciate the devastating impact on me at the time. I wanted to quit and go home rather than face the humiliation. But my mother and the ROTC commandant urged me to learn from the lesson – which I did.”

Capt. Ellis, the Army officer who busted him wrote in Murphy's annual, “To a good man and above all a good soldier. He has proven his merit and can take what is dished out to him, no matter how rough.” ■

## ENTERTAINMENT WAS SIMPLER THEN TOO, OR AS MURPHY PUT IT, “REALLY SIMPLE.”



Pat with his wife, the 1953 Ms. Toronto, Elizabeth (Betty) Gibson. On Dec. 26, they will celebrate their 50th wedding anniversary.



"People pass this site every day. Maybe after they see my painting, they'll stop and think, 'Yes, it is beautiful,'" Adams said.

After a pause, he added, "You know Monet painted a whole series of hay bales. Such a simple thing can be really beautiful."

# the basis of ART

*Feeling and emotion  
are the foundation of  
Marlin Adams' art.*

PETER BOLTZ

## Marlin Adams does art.

This may sound obvious since Adams is an artist with a ready market for his paintings, drawings and sculpture. He is also a full professor of art at Gordon College.

But these are passive descriptions of a man who stays busy with several works in progress, even at openings.

"I'm always behind time," he said, "working on a number of things at the same time – commissions, teaching, sculpting, painting and drawing."

At a recent opening at Gallery 51 in Forsyth, Georgia, Adams was the only exhibiting artist creating art on the spot. He spent two hours drawing a picture of his daughter, Kayle, even while greeting guests and answering questions.

One woman went up to a complete stranger and said, "Awesome. Isn't that how you'd describe him? Awesome?"



When Marlin Adams begins a painting he first paints basic shapes (see above) and then he goes back to add detail. As a realist painter, he gives his subject matter the look of reality, but he also adds his personal interpretation, a quality that distinguishes his painting from photographic realism.

HE SEES THE IMPORTANCE OF INNOVATION IN ART, BUT  
**INNOVATION IS NOT ENOUGH**  
 TO SUSTAIN ART SINCE YOU “EVENTUALLY  
**RUN OUT OF THE NEW**  
 AND THE DIFFERENT.”

When he is not actively working on a piece at a gallery opening, he is likely at work in his Gordon College office/studio.

On one particular day, his brush is a long thin stick of wood with a sable hair tip that holds about as much paint as a frayed toothpick. He uses it for detail work. His hand moves from the palette of oils on his right to the canvas in front of him. Each stroke is studied before he picks up another dab of paint.

Adams describes this labor of painting as meticulous, and if you could see the size of the canvas he is working on, you would realize just how meticulous. It's a 4-by-8-foot landscape of a scene near The Rock, Georgia. It is a hay field, recently cut and baled into rounds. In the background is a house and nearby pond nestled in a stand of trees that stretches across the horizon.

“People pass this site every day. Maybe after they see my painting, they'll stop and think, ‘Yes, it is beautiful,’” Adams said.

After a pause, he added, “You know Monet painted a whole series of hay bales. Such a simple thing can be really beautiful.”

But the comparison ends with the subject matter. Monet was an impressionist; Adams is a realist. That is, his paintings, sculpture and drawings look real. The style, classical realism, was popular in the 19th century. It was replaced in the 20th century with art that Adams said is “more of a complaint of society, not nearly as beautiful or happy or as sensuous as was produced in the 19th century.”

He objects to the idea that realism may as well be a painting of a photograph, something called photo-realism.

“There is no comparison,” he said. “Good realism is far better than reality, by providing opportunity for interpretation. Look at the work of Nelson Shanks. Photo-realism cannot touch his work. He has the ability to capture people; he makes painting poetically beautiful.”

Some of the things Adams doesn't care for in 20th century art are Picasso's negative representations of women or post impressionistic marketing hype. “Intellectualism and hype became necessary elements of modernism to shape mass acceptance,” he said.

And then there is Dadaism.

If the word doesn't roll off your tongue in a pleasing way or if the sound of it is grating on your ears, you have a fair idea of what Dadaism looks like. It is nihilistic, absurd, irrational, and its images deliberately disturbing. The movement, born in the aftermath of World War I, was one huge social complaint. Its agenda, to jar the senses, to shock people out of complacent acceptance of tradition, whether social, religious or artistic.

Adams' art is not about jarring the senses, but about showing people the beauty they often miss, their sight dulled by the worries and repetitions of everyday life. He describes his style of realism as “intensified.”

“I push on the values. Caravaggio was the first to do this by darkening the background so lighter colors would stand out as brighter.

An artist struggles with light, since he can never get reflected lights as bright as they sometimes are in reality, so he has to push the limits of his palette.”

When he says he pushes the values, Adams is talking about the lightness and darkness of his colors. Obviously an artist cannot mix his oils with sunlight to get the highest value out of his colors. It is not possible to duplicate sunlight, but it is possible to replicate

most of its effects. The closest an artist can get is to mix white with yellow to replicate the warmth of sunlight.

Adams' love of painting began in the second grade, something his teacher rewarded pupils with when they completed their assignments.

“I used to paint ships all the time – I had developed the childhood iconography. I had no real inspiration for ships; I just enjoyed image making. It used to disturb me that other pupils would scribble away and pay no attention to lines. I suppose this was an early indication of my compulsion for realism.”

He said his twin sister, Marla, was the one in the family who first showed an artistic bent, and to encourage her, his parents paid for her to take a correspondence art course. When she lost interest, he finished out the course.

“I THOUGHT I'D  
 LIKE TO BE A  
**PILOT,** BUT  
 I STILL TOOK  
 ART COURSES  
 BECAUSE  
**ART WAS  
 FUN.”**



Adams works on a bust of Brigham Young. He always has several drawing, painting, sculpting and teaching projects going on at the same time. All his work has added up to a collection he has lost count of.



Adams draws his daughter Kayle at an opening at Gallery 51 in Forsyth on May 31, 2003. Gallery patrons crowded into the room to watch and converse with him as he worked.

Adams pauses to evaluate his work at the Gallery 51 opening. A woman who was watching said, “Awesome. Isn't that how you'd describe him? Awesome?”

*continued on page 36*



*Carolyn Black*

# Gordon's Sweetest Coed

*Alumna remembers  
sweetheart curls, jazz and  
a train ride from The Rock.*

PETER BOLTZ

**E**VEN 74 YEARS AFTER HER high school graduation, she paged through her 1929 Gordon annual like someone who knew what she would find on the next page. After all, she had navigated the memories countless times, pointing out people and school events to family and friends. For those present, it was like she was reading from a favorite book, taking pleasure in sharing its contents.

Despite knowing the book as well as she did, an exclamation of surprise could still escape her.

“Oh, that was my music teacher.”

“Lordy, that takes me back.”

In 1929, Carolyn Black was Carolyn Andrews, a 17-year-old resident of The Rock, Georgia, who commuted to school in Barnesville by train.

“The Rock depot was across the highway from where the post office is now,” she said. “The train ran from Thomaston to Barnesville and back again.”

But she didn't always take the train home.

Asked how she got home after school, she smiled and seemed a teenager again. “Some of those boys would drive me home,” she said.

In those earlier days of Gordon, the high school and the junior college were under the same administration. The yearbooks included both student bodies, and participation in the Reserve Officers Training Corps was mandatory for both high school and college boys. College students were taught in Lambdin Hall, which is the same building and in the same location as it is today. Renovations inside and out make the building look a bit different today.

The high school, known as Gordon

Carolyn Andrews wore a fanciful curl down her forehead for her 1931 annual. "We all had a sweetheart curl to catch us a sweetheart. We called it that or a beau catcher."



Institute, no longer exists, but it's where the current Barnesville-Lamar County Library is on Thomaston Street. Cadet barracks were across the street, also on Thomaston. Behind the high school was the Gordon auditorium where dances and recitals were held. A stone's throw from the high school stood the Carnegie Library, which is now The Cara Studio.

The 1929 annual, called Taps, was the 11th volume. Carolyn thumbed through it page by page, stopping to comment every now and then.

"This is Hazel Giles," she said pointing out a young woman. "She was my buddy. Another of my buddies was Dorothy Tyus; she lived on Stafford Avenue. When the boys went off for lunch, I went to lunch at her house. Her mama would fix it for us.

"And here is Dr. C.E. Suggs. Oh, he was a good medical doctor.

"This is a list of former presidents.

Charles E. Lambdin was the first president in 1872. He married my mama's aunt. My mother was a Middlebrooks. John T. Middlebrooks was my cousin."

On the class prophecies page, Mary Helen Gilpin foresaw "Carolyn Andrews in New York. She lives a busy life as one of the most accomplished musicians of her day..."

Carolyn played down the prophecy, calling it all a bunch of fun. But she was known for her musicianship and often played piano for plays, dances and recitals in the auditorium. One time she was about to leave the stage, and a young man said, "Wait a minute, Miss Carolyn, don't leave the stage yet."

SHE SHOULD ALSO have been named the COED WITH THE BEST smile. "I GREW UP SMILING."

And she was brought "a beautiful bouquet of roses," a gift from Sam Black, her future husband.

"I think he just wanted me to know how much he enjoyed my playing."

Then she remembered the dances in the auditorium, and the teenaged Carolyn returned. "They played jazz," she said, making catlike dancing gestures with her arms and shoulders and wearing a smile. "I didn't do

*continued on page 37*

# Community EDUCATION returns



Long absent from the campus,

community education became part of the fabric of the College this past

year with the opening of the Department of Community Education. Housed in a red brick house

on Spencer Street, the growing department has offered more than 170 classes since September

2002. Classes range from aquatic aerobics to software training, and appeal to a variety of ages and

skill levels. The popular Kids' College program has brought more than a thousand students to

campus. In addition to offering courses, the Department of Community Education schedules the

use of facilities by community and area groups for educational purposes. ■



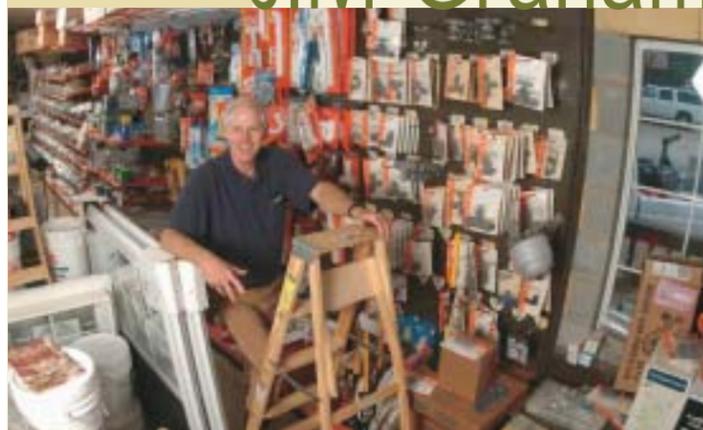
Jim Graham played in a couple of different dance bands that played at the Rec Center. One of those bands, The Condemned Souls, is shown here. From left to right are band members Terry Turner, Jimmy Markham, Jim Graham, Wade McGahee, Johnny Stanley, and Bob Zellner.

The American Legion Hall was known as the Rec Center when Jim Graham was growing up. There was a lower floor to this building which housed the golf shop to a 9-hole golf course. This golf course was where Gordon's Athletic Complex now is.



This aerial view of Gordon College shows the 9-hole golf course that belonged to the city of Barnesville. Contiguous to the golf course is a swimming pool and a softball diamond. If you look above and to the right of the diamond, you can see the Rec Center. Across the street from the golf course you can see Summers Field which once belonged to Gordon College. Notice Summers Field once had a baseball field.

## JIM Graham



# WHAT MAKES GORDON SO GREAT?

*Jackson G. Smith may not have gone to Gordon, but his son, his grandchildren, great-grandchildren and great-great-grandchildren did.*

PETER BOLTZ

**N**OTHING BETTER exemplifies the close relationship between Gordon College and the city of Barnesville than people. Certainly the city has given of its financial and political resources throughout the school's 151 years, but it has also given something greater – its children.

Jim Graham was one of those children. Today he's the owner of Balamo Building Supply in Barnesville, and graduate of Gordon Military High School, Class of 1969. He attended Gordon Military College for his freshman year before transferring to West

Georgia College, graduating in 1975.

Like any alumnus, he has his memories of his days at Gordon. He can tell you how the campus has changed from his day. For example, there used to be a 9-hole golf course and a recreation center where the Wolf Walk and the Athletic Complex are today. The recreation center, known as the "Rec," was a two-story building. The American Legion would meet on the second floor; the ground floor housed the Rec and the golf shop/office. Jim was a member of one of the rock bands that would play at dances held there.



Walter B. Smith, Sr., is Jim Graham's great-grandfather. This photo was taken in 1912, the year he helped secure Summers Field as part of Gordon Institute.

Walter B. Smith, Sr., was an 1882 graduate of Gordon Institute. He would go on to not only



teach bookkeeping at Gordon but also become a member of the school's board of trustees from 1896 to 1933. For 22 of his 36 year tenure, he was the board's president.

He can tell you about everyday life as a cadet student.

The day started with formation of the cadets in their units for morning roll call, the raising of the flag, then dismissal to go to class. It sometimes happened that a cadet was written up during the day. If this happened, as Graham freely admitted happened to him, the cadet had to report to an office building which was located approximately where Melton Hall now sits.

Here the cadets were assigned their punishment: walking the bull-ring. Offending cadets marched up and down and around campus for a set period of time.

Sometimes an hour, sometimes many hours.

Haircuts were de rigueur, and a cadet could find himself making several trips in a day to barbers in the city if his haircut did not satisfy his superiors. Graham said a cadet might have to wait an hour or more, because city barbers sometimes couldn't keep up with the volume. Needless to say, when Gordon ended its Reserve Officers' Training Corps program, the barbershop trade in Barnesville took a big hit.

Any Gordon alumnus can tell you about what their campus looked like and what their student life was like, and in this way, Graham is like any alumnus.

Unlike many, Jim Graham can tell you what it is like to have five generations of family as alumni of Gordon, a 125-year relation-

ship that looks like it will continue for generations to come.

His great-grandfather, Walter B. Smith Sr., went to Gordon. His grandfather Joseph Hunt Smith went to Gordon. His father, Lewis T. Graham, and his mother, Rebecca Smith, went to Gordon. He, his wife, Janet, and his brother, Zollie, went to Gordon. His sons, Will and Jay went to Gordon.

Great-grandfather Smith sent all six of his children – three daughters and three sons – to Gordon. He himself was sent to Gordon by his father, a central figure in Barnesville lore, Jackson Greenleaf Smith, the founder of

Jackson G. Smith and Sons Buggy Co.

So, the Smith family has been supporting Gordon for six generations, almost all of the 151 years Gordon has existed.

Why?

To hear Jim Graham's answer is to hear the answer of a family whose long history is intertwined with Gordon's.

"Look at the reality," he said. "It was the local school for me, and the education was good. Why travel further?"

Looking back over the years, he said he thinks the standards at Gordon have been well-maintained and the college continues to be "an outstanding academic institution."

To this end, he said he tries to be a faithful donor, one who "was blessed to be born into this community." ■

"Look at the reality," he said. "It was the local school for me, and the education was good. Why travel further?"

# 20 COMMENCEMENT

## 03

More than 350 degree candidates gathered on Lambdin Green May 10 to join a tradition that began more than 150 years ago. When the last diploma had been awarded, President Weill stepped to the podium and welcomed the new graduates to the large family of alumni who call Gordon College their alma mater. Five of those graduates shared their plans with us.

RHONDA TOON

Hannah Abbott, Barnesville, GA

Hannah began her studies in the American Sign Language Interpreting program at Valdosta State University (VSU) immediately following May graduation. She chose Gordon as the place to start her college education because she did not feel ready to leave home after high school, but there were also other reasons.

"My dad went to Gordon. My dad's father went to Gordon. My dad's brothers went to Gordon. I could tell that my dad was proud when I chose to go to the school he attended," she said.

Once enrolled, Hannah found other reasons to be glad she chose Gordon. "I really enjoyed the one-on-one time with the faculty members. The small classes and the help I received were wonderful. Anything anyone wants from a larger campus can be found at Gordon College. I was active in the theater and chorus programs. I met my future roommate at Gordon and we became best friends. We will be together at VSU. I know choosing Gordon was the right thing for me."



Tara Griggs, Fayetteville, GA

Tara will begin her studies at Georgia College and State University this fall. A magna cum laude graduate of Gordon, she is considering a career as a physical therapist. Tara chose Gordon because it was close to home and because she had heard good things about the quality education available at the College.

"I feel very prepared for whatever I encounter. I worked as a student assistant for Dr. Mulder and performed in last year's production of *Grease*. Those experiences were incredible," she said. "The teachers were friendly and helpful. It is the people I will miss the most. I met a lot of people at Gordon who I know I will be friends with for the rest of my life."

# COMMENCEMENT



Shahina Salim, Fayetteville, GA  
Shahina will enter Clayton College and State University this fall as a business major. She hopes to concentrate in finance.

"When I was in high school, a Gordon representative came to my school and talked to us about the college. I was not sure what to do. I liked the idea of a small college because I felt I would have more one-to-one contact with the teachers and I would meet more people," she explained. "I narrowed my choice to two smaller schools and applied to both and visited both. I visited Gordon on a special visit day and I knew it was the college for me. If Gordon were a four-year college I would still be there."

Shahina, who was a resident student, enjoyed life in the dorm and participating in extracurricular activities. She served as a senator in student government while at Gordon and was a member of an award-winning Student in Free Enterprise (SIFE) team.

A native of Pakistan, English is her second language. Urdu is her native language.

"I had a problem because of language, but Dr. Guffey, the Spanish teacher, helped me. She worked hard to help me receive credit for my abilities to speak two languages. I was able to meet the language requirement with Urdu," said Shahina.

"The teachers at Gordon were the best part of my experience. Gordon was everything I hoped it to be and above all of my expectations."

Lewistine Andrews, Thomaston, GA  
Lewistine recently accepted a position on the surgical floor at Upson Regional Medical Center, and calls her years at Gordon "unforgettable." When she walked onto the Gordon campus, it had been twenty years since she had left high school. A lot had changed. She did not own a computer and did not know how to turn one on. She quickly realized that she was old enough to be the mother of many of her classmates.

"I felt like an old granny at times," she laughed, "but the one word that tells how I felt is scared."

During the next two years Lewistine's fears were replaced by confidence as she was exposed to different clinical experiences and quality instruction.

"I started in tears, but I left with a smile," she said. "I wanted to see if I could do it, and I had an early experience that almost caused me to give up. I applied to take an anatomy class and it was full. I needed that class and I was willing to beg someone to please just let me sit in the class and listen even if I can't be enrolled for credit. I knew if I did not get in that class I would leave. I was so scared and so uncertain and I needed someone who would listen to me. Dr. Mary Wilson did. There was one opening the next day and she



let me in. I will never ever, ever forget her listening to me. If she had not, I know I would have given up. Instead I made an A in both parts of anatomy, and from then on out I knew I was going to do it."

"All of the instructors I had at Gordon were wonderful, though they were all different. They are what make Gordon College what it is."

Sharon King, Thomaston, GA  
 Sharon is the new RN over the clinic at the Roosevelt Diabetic Foot Center in Warm Springs. She assumed her duties at the center, which is part of the Roosevelt Institute for Rehabilitation, a month after her graduation from Gordon. She is working under the directorship of podiatrist Bhavin Mehta, and reports that she “loves it!”

“I chose Gordon because of its reputation. Before I applied to Gordon, I had already heard a lot about the College. The two things that drew me were I had heard that the teachers really cared about the students and that there is a high success rate for the students who complete the nursing program. I experienced both. In September 2002, I became very ill. I was so ill that I missed three weeks of school. Almost every one of my instructors called me at home to ask about me. They also called the hospital. They made sure I would be able to keep up. They gave me encouraging words. I am especially grateful to Pat Brown, Christy Johnson, and Joan Cranford.” ■



“When I started looking for a job, having Gordon College on my resume meant something. In my interviews everyone remarked about the quality of the Gordon nursing graduates.”

# Inauguration of President LAWRENCE V. WEILL



## The inauguration of Gordon College’s

President, Lawrence V. Weill, was easily the highlight of the last year. Held in the Fine Arts Auditorium at Gordon College, the event attracted alumni and friends of the College from a wide area who were eager to welcome the Weill family to Gordon. Dr. Weill is the second president to serve at the institution since it became part of the University System. Regent Connie Cater referred to Weill as “the right person at the right time.” Seventeen of Georgia’s thirty-four university and college presidents were on hand for the event.

University System Chancellor Thomas Meredith installed Weill, charging him to serve ethically with firmness and fairness. In his remarks, the president shared his plan to place students first and to build on Gordon’s reputation as an institution which prepares students to succeed and to excel.

The Gordon College Chorus debuted the Sesquicentennial Alma Mater at the event. The song was written by English professor Dr. Ed Whitelock and arranged by music professor Dr. Stephen Mulder. ■

# WHEN GORDON WAS DOWNTOWN

PETER BOLTZ



IN 1912 AN ARCHITECT NAMED EUGENE D. WACHENDORFF drew this rendering of a future Gordon Institute campus. Despite inaccuracies of perspective, the rendering accurately shows the location of the three main buildings of the Institute and of the Carnegie Library. The Institute's Administration Building is located left of center of the rendering, behind it (to the right) is the Auditorium/Armory and behind it is the original classroom building of the Institute. The Administration Building faces onto Thomaston Street which intersects with an overly broad Holmes Street. Today, the only surviving building of the four is the library which is now a private home and business. The Barnesville-Lamar County Library sits where the Administration Building once was, and the Barnesville-Lamar County Chamber of Commerce is where the original classroom building once was.



**Two Views of Gordon Institute's classroom building**

The top drawing shows how the school looked in 1887. The photograph, from a 1925 annual, shows the addition of peaked roofs to the corner sections of the building. There is little similarity between these two views and the building shown in the 1912 architect's rendering.



**A View from Thomaston Street** Cadets stand in formation on the Thomaston Street side of the Auditorium/Armory in 1907. Notice the top of the Armory entrance on the right and the bell tower of the classroom building above the auditorium's roofline.

**The Transformation** The Administration Building became the Academic Building by the time this photo was printed in the 1931 annual. This same building eventually became the Gordon Grammar School, grades 1 through 8.



**The 1912 Campus** A formation of cadets stands on the Greenwood Street side of the Carnegie Library on the left side of the photograph. The building on the right side is the classroom building, and the one in the middle is the Auditorium/Armory. Notice the distinctive entrance to the Armory.

**The Gordon Cannons** The two cannons in this picture from 1931 are one of two, possibly three, pair of cannons on the Gordon campus. Pictures from this year show a pair of cannons in front of the Carnegie Library and at least one cannon in front of the dining hall. After Gordon was moved to the agricultural and mechanical school campus, Gordon's present site, the cannons would guard the north entrance to the campus and the entrance to Lambdin Hall. Two cannons are now on display in front of Alumni Memorial Hall.



**The Carnegie Library** (above) This view of the library shows the tower of the classroom building. This photograph was found in the 1910 annual, the same year the building was completed.

## Teaching Matters

Gordon Professor Initiates New Conference

**A**N INTERDISCIPLINARY CONFERENCE FEATURING eighty presenters and thirty different panels was held on the Gordon Campus spring 2003. Attendees and presenters came from Alabama, Tennessee, North and South Carolina, as well as from campuses across Georgia. The conference titled "Teaching Matters: Theory, Practice and the Classroom" was led by Dr. Jason Horn. Among the topics discussed were mentoring, on-line tutorials, classroom use of film, the dynamics of group discussion, and the connections between science and literature. ■

The conference titled "Teaching Matters: Theory, Practice and the Classroom" was led by Dr. Jason Horn.

## Instructional COMPLEX OPENS

**T**he snip of giant red-handled scissors in December 2002 marked the opening of Gordon's newest instructional facility, the \$17 million Instructional Complex. Well-equipped science labs and state-of-the art technology grace the four floors of the building. Located adjacent to the Hightower Library and connected to Lambdin Green, the glass-front structure gives a new perspective to the grassy quad of the central campus. Inside, the instructional capabilities of the classrooms are bringing new perspectives to instruction. Floor to ceiling projection screens and high-speed internet connectivity allow greater flexibility in the delivery of class content. Chancellor Thomas Meredith, President Lawrence Weill, Barnesville Mayor Jimmy Matthews and former Lamar County Commission Chairman Kent Kingsley cut the ribbon to officially open the building. ■



Chancellor Thomas Meredith (left) and President Lawrence Weill at the ribbon cutting ceremony.

# Pastime Skill Surviving GORDON



*A Gordon alumna keeps building her list of alumni.* PETER BOLTZ

**W**e mostly think of survival as something that happens to people after a deadly natural disaster or some lethal failure of humankind. They are survivors by virtue of outliving others caught in the same catastrophe.

Gordon Survivors are different in that they have made it through time, whereas their high school hasn't. They live on, but not Gordon Military High School; it came to an end in 1972.

Sure, the physical campus lives on, and it resembles the high school in some ways, but unless it is filled with the life of high school students, it isn't the same for alumni. With the cessation of classes, the state had the high school students' records removed to storage with the Lamar County Board of Education. The act was as clear as it was symbolic to the high school alumni. Gordon Military High School was truly gone.

"Oh, I had a good time," she said from the heart, drawing out the words. "We had a lot to do."

## Enter Roxie Peugh, Class of 1961.

She and several other Gordon High School alumni formed a nonprofit called Gordon Military Survivors Inc. Peugh guesses they chose the name “because we survived Gordon Military High School, and there wasn’t going to be another.”

She said that when the idea of a reunion came up in 1996, it was just for the classes from 1961 to 1963, but then came the idea of inviting everyone they could locate. So invitations went out to alumni from 1928 to 1972. The first reunion was such a success, they did another in 2000, and a third was held Sept. 20 and 21, 2003, the same weekend as the Buggy Days Festival.

Approximately 500 alumni came, each with a personal invitation from Peugh.

Since the first Survivors reunion, Peugh has been building a mailing list name by name. She gathered names from old annuals and then traced individuals by word of mouth, mail and phone calls.

When asked about her time at Gordon Military High School, Peugh paused for a second with a big grin on her face.

“Oh, I had a good time,” she said from the heart, drawing out the



Bill Barbar (left) and Jack Truett talk about their glory days as 1950 Georgia Junior College football champions at The Rock Ranch on Sept. 20.

words. “We had a lot to do. There were two movie shows, a recreation department, lots of dances, and the Frosty Palace.”

Peugh asked those who attended this year’s reunion to help her find more Gordon Survivors by passing the word along that they can now register their whereabouts on a website called Classmates.com. Former Gordon Military students can also call the Department of Institutional Advancement at Gordon College at 770-358-5123. ■

# It has to be a PASSION

*A Gordon nursing graduate sees miracles every day.*

PETER BOLTZ

On the Gordon campus in 1977, one of the more inspiring sights had to have been of Vicky Vaughan at the pinning ceremony for newly graduated registered nurses. She was five months pregnant and in her arms was her baby daughter Chrissie.

As if Gordon’s nursing program wasn’t rigorous enough, Vaughan entered the program in 1975, a wife and a working mother to a six month old.

Today in 2003, some things have not changed. She’s still working, she’s still going to school. But instead of being a wife and mother, she is now a wife and grandmother. And



Vicky Vaughan has been a nurse since her pinning ceremony at Gordon College in 1977, and she still loves going into work. Today she juggles her family life, her professional life and her student life. She is currently working on a master of sciences degree from Georgia College and State University.

although she is still working, it is work she loves – nursing.

Vaughan remembers her first inspiration to become a nurse, Miss Lee West, the nurse at the Lamar County Health Department when Vaughan was a little girl. “I wanted to be a nurse like her,” she said. “She was so kind and efficient.”

But after she graduated from Gordon Military High School in 1972 and completed her sophomore year at Gordon Junior College, she went to work on a degree in medical technology at the Medical College of Georgia in Augusta.

“I hated it because I wanted to be a nurse. But my parents were against it, saying I was too smart to be just a nurse,” she said.



"I worked at it for a year and then dropped out. I returned to Barnesville, got married and had a baby all in the course of a year."

And then she decided to follow her dream.

"Things would have turned out very different for me if the Gordon nursing school had not been here," she said. "The college helped me get a scholarship from the state for tuition, books, expenses, and I even had a little money left to pay for some daycare. I paid back the state by working at a state-funded hospital, Upson County Hospital in Thomaston."

She said Gordon nursing school graduates were hired quickly not only because there was a nursing shortage, but because of Gordon's reputation – difficult, strict, disciplined, successful. She went to work as a "mothers' and babies' nurse," just what she wanted and has been doing for the last 26 years.

Life-long learning is another thing she's been doing. In 1988, she got her bachelor of sciences in nursing, and she expects to graduate with a master of sciences from Georgia College and State University in 2005.

She attributes her commitment to life-long learning, in part, to the founder of

Gordon's nursing program, Dr. Marie LoMonaco, who encouraged nursing students to continue their education.

All this sounds like she gives Gordon too much credit for her success, but she denies it.

"Oh no, Gordon allowed me to get into nursing and get started," she said. "If I hadn't had the chance. . . ."

And she stopped and remembered an experience that shows her love of her work.

"When I went to my daughter's high school graduation, I looked around and realized I had probably cared for a third of her class when they were newborns." Then she reflected, "I get to participate in the miracle every day. I love going to work."

For today's nursing students at Gordon, she has a little advice.

"Don't do as I did. I encourage you to finish your degree in a timely manner. This was my parents' advice to me before I got married and had children. It worked for me, but my way puts many constraints on time."

And one last thing.

"You really have to love nursing, for it to be a passion. If not, it's not worth doing." ■

Gordon nursing school graduates were hired quickly not only because there was a nursing shortage, but because of Gordon's reputation – difficult, strict, disciplined, successful.



At a pinning ceremony for registered nurses, a pin with the Gordon College name is placed over the heart of the nurse. Afterwards, the nurses light a lamp and recite the Nightingale Pledge, devoting themselves to the welfare of those committed to their care.

# Carlos Welch

## named All-Gordon

# STUDENT

**E**ACH YEAR A STUDENT IS CHOSEN to receive the All-Gordon Student award. Carlos Welch of Griffin was named the 2002-2003 All-Gordon awardee. Welch, a business administration major and a graduate of Griffin High School, was given this honor because of his academic record and his community involvement. He was also recognized by Governor Sonny Perdue with a proclamation honoring his achievement. He is the son of Dorothy Welch of Griffin.

President Lawrence Weill

(right) congratulates

Carlos Welch of Griffin,

the 2002-2003

All-Gordon awardee.



# Gordon COLLEGE STUDENTS

## "BY THE NUMBERS"

ALAN N. BURSTEIN

High Schools sending 25 or more graduates among

### FALL 2002 FRESHMEN

Griffin High School . . . . .	79
Upson-Lee High School . . . . .	72
Fayette County High School . . .	51
Henry County High School . . .	50
Pike County High School . . . . .	39
Mary Persons High School . . .	33
Eagles Landing High School . .	32
Lamar County	
Comprehensive High School . .	32
Starr's Mill High School . . . . .	29
Lovejoy High School . . . . .	25
Mcintosh High School . . . . .	25

**A**S THE 2002-2003 ACADEMIC YEAR BEGAN LAST FALL, 990 students entered Gordon College as first-time freshmen, coming from 63 different counties within Georgia, four other states, and three foreign countries. To a large extent, Gordon's new freshmen were "traditional" students; 94.2 percent were under the age of 25, and 89.4 percent began their college careers with a full-time course load, taking twelve or more credit hours during their first semester. While the majority of the new freshmen commuted to campus, 233 of them lived in Gordon's residence halls, comprising just over half of Gordon's 543 resident students.

Half of Gordon's new freshmen enrolled in Learning Support classes, designed to prepare them for success in their further college studies. The new freshmen intended to major in 33 different fields of study, with Business, Pre-nursing, and Teacher Education topping the list of most popular intended majors.

In many ways, Gordon's entering freshmen reflected the characteristics of Gordon's entire student population, which totaled 3,116 last fall. With this year's redefinition of the Atlanta Metropolitan Area to include Lamar and Pike Counties, the overwhelming majority



of Gordon students – over eighty percent – are now classified as residing within the Atlanta Metropolitan Area. Actually, 90 percent of Gordon's students came from 16 counties, and all but one – Upson – are in either the Atlanta or Macon metropolitan areas.

Gordon's student population is ethnically diverse in proportions which closely reflect the composition of the populations from which the students are drawn. While African Americans have comprised just under a quarter of the student body over the last several years, the proportion of students who are Hispanic or Asian has been slowly growing. And among all Gordon students, women have outnumbered men for several years, now making up nearly two thirds of the student body.

In other ways, however, the student body as a whole is more diverse than the new freshmen. The most popular majors remain Business, Nursing, and Teacher Education, with Psychology running a close fourth. The student body as a whole is somewhat older, however, with 17.3 percent of the students over age 25. Additionally, 30 percent of the

### DEMOGRAPHIC CHARACTERISTICS OF GORDON'S STUDENTS FALL SEMESTER 2002

ETHNICITY	FRESHMEN	GORDON
Asian	1.8%	2.1%
African American	24.3%	22.8%
Hispanic	2.0%	1.9%
Native American	0.0%	0.4%
Mixed	1.1%	1.0%
White	70.7%	71.9%
GENDER		
Women	57.5%	63.3%
Men	42.5%	36.7%
RESIDENCE		
Atlanta Metropolitan	79.3%	80.7%
Non Metropolitan Middle Ga.	8.0%	7.7%
Macon/Warner		
Robins Metro	6.0%	7.6%
Other	6.7%	4.0%

students attend part time, reflecting Gordon's increased commitment to attract and serve the needs of nontraditional students.

In May, 372 Gordon students graduated with Associate of Arts (162), Associate of Science (164), Associate of Science in Nursing (41), and Associate of Applied Science (1) Degrees, as well as four degrees from cooperative programs with nearby technical colleges. Degrees were awarded in 39 different areas of concentration, with Teacher Education, Nursing, Business, and Psychology the top majors.

It is hardly surprising that with an average age of 24.2, spring graduates were somewhat older than the student body as a whole. On average, graduates received their degrees 3.7 years after first matriculating at Gordon.

A key aspect of Gordon's mission is to prepare students for pursuing baccalaureate degrees in four-year institutions. While Gordon's graduation rate compares well with other two-year schools, many students transfer to four-year schools prior to completing an

associates degree. Gordon's Office of Institutional Research has estimated that over 40 percent of Gordon's new freshmen eventually graduate or transfer to four-year colleges prior to receiving an associates degree, and in the University System's July 2003 report on transfers within the System, Gordon ranked fourth among the thirteen two-year schools in the proportion of its student body transferring to four-year schools within the system.

The success of Gordon's students—from matriculation to graduation to transfer into baccalaureate programs—has taken place in the context of remarkable growth. Gordon's growth rate of 5.9

percent annually over the last five years ranks second among two-year schools in the University system and reflects the fact that Gordon draws its students from some of the nation's fastest growing areas. Growth of Atlanta's metropolitan area is not likely to stop any time soon, and accordingly, neither is growth in Gordon College's enrollments. ■

MAJORS PURSUED BY 10 OR MORE  
May 2003 graduates

Teacher Education	.65
Business (transfer)	.61
Nursing (ASN)	.39
Psychology	.30
General Studies	.22
Dental Hygiene	.15
Criminal Justice	.13
Biology	.12
Pre-Nursing	.10
Pre-Pharmacy	.10

In the University System's July 2003 report on transfers within the System, Gordon ranked fourth among the thirteen two-year schools in the proportion of its student body transferring to four-year schools within the System.

*"I must be doing something*

RIGHT"

*The small town atmosphere of Gordon was key to one man's success.*

PETER BOLTZ



Kike Seda sits in his office and remembers his years at Gordon Military High School and living in Barnesville, Georgia. Kike, pronounced kee-kee, is the shortened version of his middle name Enrique

About the time the '50s became the '60s, Julio Seda made a phone call from Edgewood, Maryland, to his brother Eugenio in Barnesville, Georgia. At the time, phone calls first went to a telephone operator who then routed the call to the right location.

"I'll connect you if you want," the operator told him, "but he won't be home. He leaves at 7 p.m. for softball, and after that he goes to get a butter-scotch milkshake. He won't be home until 9 p.m."

Seda was taken aback, but he followed the operator's advice and tried again at 9. The first words out of his mouth to his brother Eugenio were, "What kind of town do you live in?"

Eugenio, better known as Kike (pronounced kee-kee) to many in the Gordon and Barnesville communities, recalled this anecdote in a recent interview. He was trying to convey what life was like in Barnesville when he attended Gordon Military High School and then the College.



Kike Seda still plays ball at 61 in the National Softball Association Senior League. In 2001 his team won the League's World Series. When he was a senior at Gordon Military High School, Georgia Tech offered him a baseball scholarship and the Milwaukee Braves were interested in recruiting him.

His brother was the reason he chose to go to Gordon. Julio was an infantry lieutenant in the U.S. Army, and Kike wanted to follow his example. His father, Julio, Sr., worked for the quartermaster at Ft. Buchanan in Puerto Rico.

Kike was familiar with Gordon because the college advertised in Puerto Rican newspapers, and local boys went there. Their uniforms attracted the young Kike, as did their discipline and bearing. When they were home, they donned their dress uniforms and escorted young ladies to cotillions. This may have been another reason Kike wanted to join the Army.

But he was still in high school and his parents wanted him to get a good education, so, as Kike put it, they "made sacrifices," and he entered Gordon Military High School as a junior in the fall of 1957.

When he reported to the president, Col. C.T.B. Harris, Kike was wearing his hair long, with sideburns and a curl down his forehead. The president simply looked at him and said, "That hair has got to go. Be in my office at 9 a.m. with a crew cut."

While this initial meeting sounds inauspicious, he remembers the school as giving him a good education and good opportunities, with quite a few entertaining memories. To hear them without recognizing his accomplishments would cast him in an unfair light, so accomplishments first.

Finding work after he left Gordon in 1961 was difficult. He went from being a plumber's assistant in Barnesville to commuting to a \$40 a week job at the Peter Pan

Baking Co. in Atlanta.

"And it was costing me \$42 a week to do all the commuting," he said.

"Then one Sunday afternoon Trumie Elliot, a very fine man, called me for an interview at William Carter Co., and he offered me a \$40 a week job sweeping in the knitting department. This was a raise for me because I wouldn't have to drive to Atlanta anymore. I lived down the street."

William Carter soon recognized they had a valuable employee in Kike, and he worked his way up to production supervisor by age 24, just a step below Elliot in the hierarchy. In 1973 he left the company for more money and opportunity in the insurance business. In 1980 he went to work for Pitney Bowes, and nine years later made the gutsy decision to go into competition with the giant.

He remembers that when he told his supervisor his plans, she replied, "We'll crush you. You'll never make it through the first year. I'll have 10 people in Columbus year-round to outsell you."

His response: "You cannot find 10 people who can outwork me."

On Feb. 1, 1989, he started A-1 Postage Meters and Shipping Systems. Kike projected he'd have 40 customers after his first year in business; instead he had 80. Today he has more than 1,000 and grosses \$1 million.

"I must be doing something right," he said with a smile. So right, in fact, that he is retiring in January 2004 and making his son Skip president of the business.

In addition to his business, he serves on

Eugenio Enrique (kike) Seda in his Gordon cadet uniform.



24 different boards of directors or committees including the United Way, Goodwill Industries, the Better Business Bureau and the Columbus Regional Medical Foundation Gifts Committee, which is currently raising money for the John B. Amos Cancer Center.

It would be easy to continue with the list of serious accomplishments, but this might make him appear to be all work and no play, which is something far from the truth.

Some stories of his student life serve as examples.

In the eleventh grade, Kike pretended not to know English well, but his English teacher Miss Faith Porch knew better. So one class period she had him come to the front of the class to describe a cat. He hesitated, but then he dropped down to all fours, and, like a cat, he rubbed his head against her leg.

"She went ballistic," he said. "But she didn't give up on me. She was persistent."

In the course of his senior year in high school, he was promoted twice to second lieutenant and twice busted to corporal, because he played the wrong record.

The first time happened when he was

officer of the day, and it was his duty to play reveille over the public address system to wake the cadets. Instead of reveille, he played *Reveille Rock* by Johnny and the Hurricanes.

The guys loved it, he said. "All the guys had a hard enough time waking up, but that morning they didn't."

Having worked his way back to lieutenant, he repeated the caper except for one detail – instead of playing *Reveille Rock*, he played *Wake Up Little Susie* by the Everly Brothers.

"I was really, really blessed. All the teachers at Gordon, I loved them. I came away with a good education."

"I did come to regret that stunt," he said. "I was knocked out of competition for best cadet."

Seda is not usually at a loss for words, but when he tries to distill his experience at Gordon, he can

find it hard to articulate.

"I was really, really. . . . All the teachers at Gordon. . . ."

You may be tempted to fill in the blanks if you ever have the opportunity of talking with him and hearing his stories of Gordon and its teachers.

You might guess he would say, "I was really, really blessed. All the teachers at Gordon, I loved them. I came away with a good education." ■

From age 19 to 21, Adams was on a mission for the Church of Jesus Christ of Latter-day Saints in Kentucky, Tennessee and West Virginia. During his spare time, he kept up and developed his skills by drawing fellow missionaries' portraits of their girlfriends or family members. When his mission ended, he entered Brigham Young University (BYU) in Provo, Utah, where, he says, he painted his first original work, a still life.

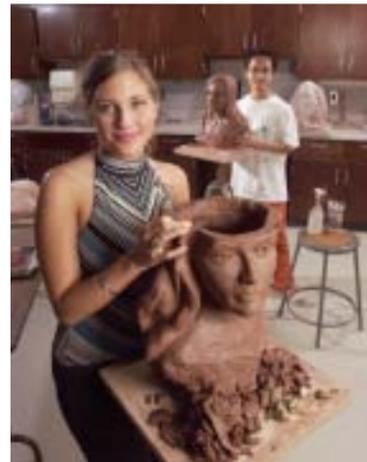
But he still hadn't committed himself to art. He had toyed with the idea of becoming an accountant, and he joined the Air Force Reserve Officers Training Corps at BYU.

"I thought I'd like to be a pilot, but I still took art courses because art was fun. Eventually I realized I didn't like theories of war classes and standing in military formation with shined shoes, so I dropped out of ROTC."

As an undergraduate, he impressed his teachers because he was more skilled than most, and they encouraged him to continue, which he did, finally declaring himself an art major. When he graduated in 1974, he asked himself, "Now what do I do? Okay, I'll get an M.F.A. so I can teach."

As a teacher, Adams believes the most important element of art is feeling or emotion, which he calls "the basis of art," no matter the

art form. But feeling alone is insufficient; aesthetic skills are essential. As Adams puts it, "Development of your basic skills gives you the vocabulary for a full range of expression later on. Originality or innovation is the third important element."



He sees the importance of innovation in art, but innovation is not enough to sustain art since you "eventually run out of the new and the different." Referring to some of the experimentation of the 20th century, he said, "You can shock people only so much before they become immune to it."

He added, "There is also a tendency to overintel-

lectualize art to the point of silliness or absurdity. To make too much of the simple expressive and responsive nature of the medium trivializes it. To overemphasize the unimportant exposes intellectual vacuousness which the 20th century sometimes fell prey to."

With the dawn of a new century, Adams sees a revival and renewed appreciation of realism, "where once there was wholesale rejection."

And ADAMS is still finding encouragement for painting the beauty of EVERYDAY LIFE. ■

any dances. They did flapper dances."

In 1930, she was a freshman at Gordon Military College, and in Taps she was honored as the best musician coed, the most genteel coed, the best natured coed and the sweetest coed. She was also the sponsor for the "G" Club.

When the club was looking for a new sponsor, a club member said he wanted to make a particular coed the sponsor. It's reported that when he did, the president, Hat Parks, made an executive decision. "No you're not," he said. "Carolyn is the sponsor."

In 1931, she was named the best musician coed, the most genteel coed, the most influential coed, the sweetest coed, and Ms. College Sophomore. She was also the editor of Taps.

She should also have been named the coed with the best smile.

To fully understand this observation, all you need to do is pick up a copy of Taps from this era and look at the photographs. The faces of the students are uniformly sober and stern. She stands out from everyone else because she is wearing a smile which would be striking even if her classmates dared to compete.

When asked about the smile, she didn't make much of it, saying that she had always been one to smile, and that her girlfriends told her she had to smile when the picture was taken. "I grew up smiling," she said.

But there's another feature of the photograph she didn't dismiss as unimportant. She sports a single curl of hair, conspicuously hanging down the center of her forehead.

Asked about this part of her appearance,

she flashed a smile that hadn't lost any of its power, and she said, "We all had a sweetheart curl to catch us a sweetheart. We called it that or a beau catcher."

To compare the Carolyn Black of today to the Carolyn Andrews of yesterday, it would be hard to say which one is or was the most active. Dances, music, clubs, class and church kept her busy then. Today church, clubs, family and charity work keep her busy. She still plays piano, as she has done all her life, at The Rock Methodist Church.

At one time, Carolyn also painted. Her home is decorated with several of her still lifes and landscapes that she copied from magazine photographs.

"I had this easel," she said, "and I would paint on canvas. People ask me why I stopped. I say I just don't have time."

When Carolyn turned 91 on June 11, 2003, the Daughters of the American Revolution honored her not only for her birthday but for her 70 years of service with the John Houston Chapter of the D.A.R., in Thomaston, Georgia.

When her family surprised her with a birthday party at her home, they presented her with a cake with three candles. At the time, her nephew Marcus Mitchell said to her, "Well Aunt C, does this mean you are two times forty-five plus one?"

Carolyn liked the interpretation so much of how three candles could equal 91 that she said she wanted it to be part of any captions to photographs with this story, along with these self-effacing words, "This old woman was at Gordon." ■



Before Carolyn Andrews Black allowed a photographer to take her picture she insisted the following be put into the caption: "This old woman was at Gordon." This picture was shot in her home in The Rock, Georgia, three days after her 91st birthday.

# Master Plans for College's Future Growth Approved

RHONDA TOON

**The University System Board of Regents has approved the master plan for the physical facilities of Gordon College.** President Lawrence Weill presented the plan, which includes long-range proposals for the development of the 138-acre Gordon campus, to the board at a meeting in January.

"Work on the master plan began in 1999, under the direction of Richard + Wittschiebe Architects of Atlanta," noted President Weill. "It is the result of study by campus committees, civil engineers, architects, and other planners, who examined the condition and capacity of current facilities and then looked at enrollment projections."

One of the most noticeable changes in the proposed future look of the campus is the relocation of the portion of Gordon Road that cuts through the campus from the corner of Memorial to its intersection with College Drive. The proposed roadway would go behind the former maternity clinic, now Gordon Hall, and make its way back up the hill to intersect College Drive at its current location across from Stafford Avenue.

The relocation of the roadbed from its current position into the hollow just northeast of the current site would allow for the integration of approximately 20 developable acres into the academic core area. The current roadbed of Gordon Road would form a pedestrian thoroughfare connecting proposed residence halls and academic buildings.

"No streets would be closed under the plan, but relocating this busy section of

Gordon Road would allow for the existing Gordon Hall students and students residing in the proposed student residences to move more safely to the main body of the campus," explained Weill.

Acreage near the current athletic playing fields contains a former stream corridor and serves as a drainage basin for the campus and southeast sector of Barnesville. "The development potential of this area is low due to the floodplain," noted Weill. "Many options for growth were discussed, but relocating the road seems to be the best solution to get the developable land we need."

The plan also includes a series of quadrangles that reflect the look of the Lambdin green for the eastern part of the campus. "It was important to the members of the planning team that the beauty of the older part of campus is carried through to the new development. The landscaped green areas found around the Lambdin quadrangle are found in the plans for the proposed new developments," Weill stated.

Additional parking for commuter students would also be added along the borders of the campus.

"Planning began on this project before the September 11 attacks and before the downturn in the economy," noted Weill. "While we can't begin to predict timelines for completion of some of the projects in this master plan, the plan itself gives us information and guidance as we plan for the future growth of Gordon College." ■

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