Designed in 1926 by library architect Edward Tilton, the Asa Griggs Candler Library was for decades the center of the University’s academic and intellectual community. It began as a multi-purpose facility, initially housing the president’s office, all of the deans, the bursar, the treasurer, the library, the museum, and first-floor classrooms. Clad with pale gray and pink marble from the Tate quarries of northern Georgia and topped by reddish-orange Spanish tiles, Candler Library was a beautiful addition to the Quadrangle.

One of the University’s most famous controversies involved Candler Library’s reading room. A handsome two-story room with arched windows, the reading room was also dimly lit from distant chandelier lighting and was uncomfortably hot during much of the year. To address these issues and the need for a science library, Guy Lyle, director of libraries from 1954-1972, proposed to President Goodrich White that the 32-foot-tall reading room be split horizontally by the addition of a floor to double usable space and to add air conditioning and improved lighting. Despite protests by numerous University members and even the building’s architect, the renovation was approved and completed in 1957.

“The mid-1950s renovation compromised the aesthetics but enhanced the functionality of the building,” says Charles Forrest, director of the Library Facilities Planning Office, sympathetically. “Emory was a small regional college back then without a lot of...”

“Candler” continued on page 3

Candler Library, (left to right) 1930s and today
Fall on a college campus always brings feelings of excitement, possibilities, and new beginnings, and at Emory College this fall, these feelings are perhaps even more intense than usual. Certainly, we have the excitement of new leadership—Emory University has a new president, James Wagner, who brings a wealth of new ideas to the campus community. And for the first time since Fall 2000, we have in place a permanent dean for Emory College—I am proud to have been named dean, and I look forward to leading the College into the future.

We also have new offices in Candler Library, the beautifully renovated building you see discussed and illustrated in this issue of Quadrangle. Our new offices not only provide us with much needed space, but they also put us at the heart of campus and allow us proximity to other divisions with which we have much in common—most especially the Graduate School of Arts and Sciences and the library. Candler Library combines the best of the old and the new—the elegance and grandeur of times past are showcased in magnificent spaces such as the Matheson Reading Room, and the innovations of the most up-to-date technologies are put to use in offices and classrooms.

And perhaps most exciting of all, the College is embarking on a planning process that will help us determine the future of the arts and sciences at Emory. Over the past several months, we have talked with faculty, students, and administrators, asking them to help us articulate the special qualities of the Emory educational experience and think through our vision, goals, and aspirations for the future. Although this process is far from complete, we are already beginning to see some common themes emerge. We know, for example, that we will build on our tradition of combining excellent teaching with world-class research. We know we must attract, retain, and educate the very best students, both undergraduate and graduate. We must provide our students with a superb intellectual environment, and Emory scholars must continue to push back the frontiers of knowledge and work to change the ways people live and learn.

We hope our strategic plan will, like Candler Library, combine the best of the old and new, preserving the most precious aspects of the liberal arts tradition and the College’s history of top-notch teaching and using them as a solid base for the discovery of new ideas that will transform the world. I invite you to share with us your thoughts about the future of the arts and sciences at Emory and to join us as we enter a new era for Emory College.

Robert A. Paul
Dean of Emory College
Faculty of Arts and Sciences

Candler Library and Beckham Grove, 2003
resources. We wouldn't compromise a building that way now. We would find another way.”

**A Thoughtful Renovation**

Renovating Candler Library meant more than just restoring a physical structure that had fallen into disrepair—it meant restoring a missing piece of Emory’s academic life. “Candler Library embodies the intellectual community of Emory College,” says Rosemary Magee, senior associate dean of the Office of Resources and Planning. “Throughout the corridors and classrooms, in addition to the magnificent reading room, faculty and students come together to teach and to learn from each other. We’re very happy to have recaptured Candler’s traditional design, embodying the spirit of inquiry and exploration, even as we’ve enhanced its infrastructure in a way that will take us into the future.”

From July 2001 until August 2003, Candler Library was redesigned, gutted, and then reconstructed. Renovation plans kept a careful balance between old and new, aiming at a historically accurate renovation while adding much-needed office and classroom space near the heart of campus. The ornamental main stair, lobby, and reading room were restored to their original condition and appearance while the remainder of the building, plus a matching two-story addition constructed on the north side, became contemporary classrooms and office spaces. A twenty-six panel plaster frieze depicting “The Triumph of Alexander” was rediscovered in wooden crates in the building’s attic, meticulously restored, and returned to its original place above the lobby. Technology updates, such as computer kiosks in public areas, were designed to blend in with the building’s architectural style.

As it was originally, Candler is a multi-purpose facility, housing the administrations of Emory College and the Graduate School of Arts and Sciences, the William L. Matheson Reading Room, the Center for Teaching and Curriculum, the Departments of African American Studies, Classics, and Women’s Studies, the Rabbi Donald A. Tam Institute for Jewish Studies, and first-floor classrooms.

The Candler Library renovation team is currently submitting for the University’s first Leadership in Energy and Environmental Design (LEED) certification for a renovation. LEED is a comprehensive system of building rating and certification that can maximize both economic and environmental performance and provide a better atmosphere for occupant comfort and health.

The William L. Matheson Reading Room

The reading room was rechristened the William L. Matheson Reading Room in honor of the late William L. Matheson ’47G, whose wife, Marjorie, generously contributed $1.5 million to the Candler Library renovation project. Matheson was a loyal supporter of the University who created two awards for student achievement in memory of two major figures in his life: the Archelaus Augustus Drake Award, named for a friend from his youth, and the Lucius Lamar McMullan Award, named for his uncle.

Restored to its original two-story majesty with subtle modern improvements in light and air quality, the William L. Matheson Reading Room houses the current periodicals collection of the Robert W. Woodruff Library next door, which is connected to the reading room by an interior pedestrian bridge. Encircled by windows and draped with chandeliers, the reading room has a serene and elegant feel. Rows of dark-stained oak tables and shelving are bookended by leather couches and chairs. The leather furniture is a favorite of students who curl up on the couches and chairs to read or doze. Technology is present but discreet. Wooden carrels hide computers, wireless coverage aids visitors’ laptops, and soon-to-arrive table lamps will have power and Ethernet outlets built into their bases.

“The reading room is an absolute jewel,” says Chair of Classics David Bright, “Despite its size and monumental architectural qualities, it may well be the most welcoming space on the campus.”

Visit the Candler Library website at [http://www.emory.edu/COLLEGE/candler/](http://www.emory.edu/COLLEGE/candler/)
When you walk into a Candler Library classroom, the first thing that strikes you are the wheels. Wheels on the chairs, wheels on the tables, wheels on the computer consoles. Wheels enable chairs and tables to shift into surprising formations: circles, squares, U-shapes, rectangles. Not just your usual rows. The next thing that strikes you is the horsepower. Candler Library classrooms have an array of technology tools:

- Dedicated computer
- DVD and VHS players
- Document camera
- Emory cable television and data network access
- Slide projector
- Data projector
- Laptop display capabilities

Three professors were asked what it was like to teach in Candler Library.

**Paul Courtright**  
*Professor of Religion*  
REL 369: Religion and Film: India and the United States

Paul Courtright’s “Religion and Film” course explores the intersections of religion, culture, and film. Students are introduced to critical issues in the study of religion through thematic and historical comparisons of films produced in India and the United States.

Courtright says his course is “richer because of the technology” of his classroom. With the aid of a computer, large screen, DVD and VHS players, Courtright shows film clips as a springboard for discussion. He gives an example, “Using the Indian film ‘Bombay’ which is about Hindu-Muslim conflicts in India, we were able to generate a very good discussion about religiously fueled ethnic conflicts in India as well as how those ethnic conflicts are experienced—in very different ways—by Hindu and Muslim students living in the United States. Students in the class were able to draw parallels to issues of race in the United States and to relate this film and its political critique to their own lives, to the views held by their parents about racial and religious boundary crossing, and to how they want to shape the world in which they live.”

Courtright says his classroom’s mobile furniture is “coveted” by other faculty members whose classroom settings are not as conducive to group discussion.

**Marshall Duke**  
*Candler Professor of Psychology*  
PSYC 190: Freshman Seminar: Psychology From a Novel Perspective: What Can Fictional Works Tell Us About Non-Fictional Human Behavior?

Beginning with a basic grounding in psychology, Marshall Duke’s freshman seminar examines how psychological knowledge can be applied to the characters and plots of novels as well as their authors. Knowledge gained from fictional characters is also applied to the understanding of real-life people and situations.

Duke says the Candler Library classroom technology is easy to work with and has changed the way he teaches his seminar because he “can be a lot more spontaneous on visual things.”
Having internet access in the classroom means Duke can quickly find an image and project it onto the large corner screen. For example, a painting mentioned in a novel the class is studying can appear almost instantly from an on-line museum collection for the students to view and discuss.

Duke applauds the furniture’s ability to shift easily into a rectangle for class discussion or into smaller groupings for multiple discussions. But his favorite part about teaching in Candler is Candler itself. “I just love Candler Library,” Duke says. “It’s the most academic and scholarly-feeling place on this campus. It just says ‘college,’ right down to the marble countertops in the bathrooms. And I think the students really like Candler. There are lots of places for them to sit, to meet, and to talk.”

Debra Spitulnik
Associate Professor of Anthropology
ANT 385S: Sociolinguistics

After a general introduction to sociolinguistics, the study of language in its social context, Debra Spitulnik’s seminar focuses on two major topics within sociolinguistics: the study of multilingualism and the study of media discourse.

Spitulnik uses her classroom’s technology in many ways such as accessing the class’s Learnlink conference, projecting data with the document camera, and downloading streaming audio of “actual utterances.” Spitulnik praises the classroom’s technology as “essential for the linguistics of the present and the future.” “The tools of our discipline are inherently multimedia,” she explains, “as we attend to the acoustic, aural, visual, bodily, textual, and neurological dimensions of human language and communication. More researchers are putting their linguistic data in digital form and making it publicly accessible via the web. So being able to access this material within a classroom is a particularly powerful way to get right to the source. It drives home the diversity and richness of world languages and makes more vivid the specific linguistic examples that we subject to detailed scrutiny.”

Regarding the room’s furniture, Spitulnik says the open rectangular arrangement “de-focuses attention on the instructor as head of the class and gives students more opportunity to directly address one another.”
Besides the administrations of the College and the Graduate School of Arts and Sciences, Candler Library is home to three departments, one program, and a center. We spoke with the department chairs and the program and center directors about their areas and their new surroundings.

Department of African American Studies

Originating in 1971, African American studies graduated this year from program to department. Over the years, their programming has grown to include an annual lecture series jointly with the women’s studies department on race and gender, an annual speaking engagement jointly with the creative writing program for a prominent African American writer, and the Grace Towns Hamilton Lecture. Highlights include founder Delores P. Aldridge being named to the Grace Towns Hamilton Chair in Sociology and African American Studies, the first professorial chair to be named for an African American woman, hosting Nobel laureate Wole Soyinka '96H, and a nationally attended, two-day symposium in celebration of their 30th anniversary.

Originally housed in Candler Library, African American studies worked directly with the architects to make the most efficient use of their space. The result was an increase in faculty offices and the addition of a seminar room. According to Chair of African American Studies Mark Sanders, people are impressed and pleased with the space, and many faculty have requested to teach in the new seminar room next spring. Sanders enjoys his residence in Candler Library. He says, “The architecture has a sense of majesty and a real seriousness that underscores the process of higher education.”

Center for Teaching and Curriculum

Since its inception in 1995, the Center for Teaching and Curriculum (CTC), which includes the Writing Center and Theory Practice Learning, has experienced steady growth in programs for faculty members and graduate student instructors. CTC programs for the benefit of faculty members include the annual Gregory Pedagogy Seminar, the annual Writing Workshop, monthly luncheon discussions, the Excellence in Teaching awards, the annual faculty retreat at Callaway Gardens, Teaching-Research grants, summer course development grants, teaching initiatives grants, Emory-Oxford teaching exchange, and last year’s institution of Teaching Observation Pairs.

The CTC also worked with the architects to make the best use of their space. They now have a seminar room with improved technical capabilities to accommodate small meetings, an area for socializing, a food preparation area, a work/supply room, and workspace for Theory Practice Learning. Staff members appreciate the enhanced light and spaciousness. Director of the CTC Robert McCauley describes the redesign as “both more efficient and more attractive.” McCauley is impressed overall with the building’s redesign and says, “We were pleased to see that renovation of the building and the improvement of its systems did not compromise the integrity and beauty of the building’s original style and appointments.”

Department of Classics

The Department of Classics has existed in one form or another since the outset of Emory College in 1836. It began as the teaching of Latin and Greek, became part of a grouping of ancient and modern languages into the Department of Modern Languages and Classics in the 1970s, and finally split independently into the Department of Classics in the late 1980s. Since 1960, faculty members have grown from three to ten. The most visible activities of the department have been a series of conferences on topics ranging from Roman law to the Mysteries to ancient medicine and science.

Housed in Candler Library’s new addition, the classics department had two main concerns when working with the architects: plenty of book
shelving for their reading-intensive discipline and a well-suited seminar room. Their concerns were met. According to David Bright, chair of classics, faculty and staff are “pleased with the size and capabilities of our new home.” Bright adds, “Just being in Candler Library is gratifying; it occupies an historic position in the layout of the campus and now houses the central offices of the arts and sciences to whose tradition classics is so central. We couldn’t ask for a more gratifying location from a symbolic perspective.”

The Rabbi Donald A. Tam Institute for Jewish Studies

Jewish studies formalized as an institute approximately five years ago. According to Director of the Institute of Jewish Studies Deborah Lipstadt, Jewish studies has grown “by leaps and bounds” with the creation of an undergraduate major and minor, the addition of three faculty lines, and increased campus programming. Jewish studies is even exploring the possibility of creating a doctoral program. The program is proud of the new links they have created with other departments across campus and of their success in placing their M.A. students in Ph.D. programs at Harvard, Chicago, Stanford, Emory, NYU, and Brown.

Lipstadt describes Candler Library as “outstanding” and having a “gracious feel.” She says they are pleased with the increase in space, particularly with their new seminar room. “We used to work out of 1.5 offices. It was awful,” Lipstadt says. “But now, in addition to classes, we can hold events in our seminar room. For example, on the spur of the moment, I decided to do a ‘Meet the Parents’ afternoon during Parents Weekend. We opened up the seminar room, put out refreshments, and sent emails to all the students to stop by with or without their parents. It was supposed to last from 3:30-4:30. It lasted until 5:30.”

Department of Women’s Studies

Women’s studies began as a program in 1989 and became an autonomous Ph.D. program by 1991, making it one of the oldest women’s studies Ph.D. programs in the country. Granted departmental status last year, women’s studies now has the power to locate faculty appointments and tenure solely within the department. At present, there are 10 faculty members, one of which is full-time in women’s studies. Pamela Hall, chair of women’s studies, credits the success of their “lively and thriving undergraduate and graduate programs” to the dedication of their core faculty, their staff, and many associated faculty across the College and University.

Hall says her department is pleased with their new location in Candler Library’s addition. She says, “Coinciding with our transition to department, this move reinforces our identity as a department, giving us a beautiful and functional suite of offices.” One of Hall’s favorite places is the area outside of their suite, which has a frieze depicting the beheading of Medusa. “The first time I saw it,” says Hall, “I thought some designer must have been playing a prank in placing it next to women’s studies. Now it has taken on many levels of meaning, as I pass it every day. One of our associated faculty said she might write a poem about it.”
“An avid reader, my husband appreciated fully the importance of a tranquil environment and gracious surroundings for intellectual pursuits. How thrilled he would have been to see the reading room now, newly restored to its former luster.”

MRS. WILLIAM L. MATHESON
Donor to the Candler Library renovation and wife of William L. Matheson ’47G in whose memory the reading room is named
“The blending of old and new, the celebration of the life of study that is at the heart of the University and the College, the respect for tradition and the core values Emory represents—these are all great boons. I think this is aesthetically the most impressive renovation of a public space at Emory and one of the best anywhere, right up there with the New York Public Library and the great hall of Grand Central Station.”

ROBERT A. PAUL
Dean of Emory College

“We have given back to the campus the grand reading room, a center for quiet study and reflection, that had been missing from Emory since the 1950s. The room gives a sense of grandeur to the intellectual life. As one faculty member said to me, ‘When I go into that room, I know I am in a university.’ There is no other space on campus like it, a space that gives an immediate sense of being a part of a continuum of learning and ideas.”

LINDA MATTHEWS
Vice Provost and Director of University Libraries

“I love being in the reading room, the expanse of light, just the physical beauty. My favorite parts are the windows and the quiet. The room gives you the same feeling of wide open potential as a field under the sky, except they’ve managed to turn it into something architectural.”

ARI BOOKMAN ’05
Emory College student

(Top) Candler Library’s original reading room. (Bottom left) The reading room after the 1950’s renovation. (Bottom right) The Matheson Reading Room today.
New leadership for Emory University

Emory College welcomes James W. Wagner as the University’s 19th president. Wagner, who officially took office on September 1, comes to Emory from Case Western Reserve University in Cleveland, Ohio, where he served as interim president, provost, and dean of the Case School of Engineering following a distinguished thirteen-year tenure on the engineering faculty of Johns Hopkins University. Wagner holds a bachelor’s degree in electrical engineering from the University of Delaware, along with a master’s of clinical engineering and Ph.D. in materials science and engineering from Johns Hopkins.

“Although he comes from an engineering background, Jim has a deep commitment to the concept of a liberal arts university,” states Deborah Lipstadt, Dorot Professor of Jewish Studies and member of the presidential search committee. “He wants Emory to be at the cutting edge of academia without sacrificing its tradition of being a values-based institution. He’s young, energetic, and anxious to make a difference. He comes to us with a vision of what Emory is and what it can yet be. He is not coming to be a caretaker—he is coming to be an agent of change.”

Return, renew, rediscover Emory in the spring

The Association of Emory Alumni is proud to announce Emory Weekend, a University-wide celebration of old friends, professors, new graduates, and all things Emory.

Beginning in May 2004, Alumni Weekend will become “Emory Weekend,” a prelude to Emory’s loveliest and liveliest time of year: Commencement. This is a new opportunity for alumni to return to a campus in bloom, renew friendships, rediscover Emory’s richest tradition, and enjoy a number of new offerings. Whether it’s been five years or fifty since your last visit, alumni of all ages and from all over are invited to “come home” for Emory Weekend.

Emory Weekend special events include:

• A candlelight procession by graduating seniors to the Miller-Ward Alumni House, where they will be welcomed as alumni by alumni leaders
• A celebratory concert at the new Donna and Marvin Schwartz Center for Performing Arts
• A Saturday afternoon block party with shrimp boil, music, and entertainment
• The Emory Legatee reception
• Class reunion gatherings
• A semi-formal dance honoring graduates, alumni, and their families
• Glenn Memorial Commencement Concert
• Department/Major receptions and gatherings

For information, registration, and updates, please visit the Emory Weekend website at http://www.emory.edu/ALUMNI/EMORYWEEKEND2004/ or call (404) 727-6400 or toll-free 1-866-727-6485.
The day began with a panel discussion entitled “Emory Women Through the Years” moderated by Emory Women’s Center Director Ali P. Crown ’85C. Panelists included Judith London Evans ’69C, Director of Educational Studies Eleanor Main, Melanie Platt ’75C’85L, and Aida Rita Sued Domenguez ’99O’01C.

An all-alumnae luncheon followed in Governor’s Hall featuring keynote speaker The Honorable Tillie Kidd Fowler ’64C’67L, who spoke on women as pioneers, historical challenges, and opportunities for women today, University Archivist Ginger Cain ’77C’82G, who presented An Historical and Humorous Reflection of Women at Emory 1953-2003, and emcee Renelda Mack ’83C, former president of the Association of Emory Alumni Board of Governors.

Co-chairs for the event were Jaye Johnson Smith ’59C and Marjorie Nunn ’61C.

Host Committee Members
Beverly Dew Allen ’68C
Laura Hailey Bowen ’56C
Susan A. Cahoon ’68C
Angelyn Sanders Chandler ’57C
Martha Husmann Dobes ’66C’68G
Judith Williams Ellis ’57C
Ann Estes ’65C’76L
Augusta Hixon Gay ’61C
Barbara McKnight Hund ’58C
Harriet Wight Kirkpatrick ’66C
Betty Nunn Mori ’58C
Carrie Nelle Moye ’61C
Marianna Reynolds Patterson ’61C
Dr. Rebecca Halyard Pridmore ’65C’67G
Pamela C. Pryor ’69C’70G
Donna Keesler Schwartz ’62C
Helen G. Serfling ’57C
Betsy K. Tanner ’68C’72A
Nancy Rankin Tarbutton ’57C
Anisa B. Threlkeld, M.D. ’84C
Betsy Chamberlain Tuller ’61C

All money raised by the event went to the Emory College Scholarship Fund. To make a gift to the Emory College Scholarship Fund in honor of “50 Years of Women at Emory College,” please call (404) 727-8780 or email pbethea@emory.edu.
New Adopt-A-Scholar Program announced

The Emory University Adopt-A-Scholar Program is a new program designed to aid student scholars. For a donation of $2,500 per year over four consecutive years (totaling $10,000), scholarship awards will be made to support a student scholar during their four academic years at Emory. There is also an opportunity to support additional students, and those with higher financial needs, by giving $10,000 per year for a total of $40,000. At the donor’s request, the scholarship can be designated for a scholar in a particular school or department.

The Annual Fund will host events during the year to provide opportunities for sponsors to meet with and get to know their scholar. Scholars and sponsors may choose to have regular contact in addition to these organized events. Mentoring relationships will be encouraged. Sponsors will significantly benefit their scholars by providing the encouragement and support scholars need to maintain their grade point averages, keep their scholarships, and achieve their educational and career goals.

People wishing to support the Adopt-A-Scholar Program with gifts under $2,500 are welcome to do so. Though they cannot be assigned to a specific scholar, they will have opportunities to attend Adopt-A-Scholar events.

For more information, please contact Lacey Sanford at (404) 727-1521 or lsanfor@emory.edu.