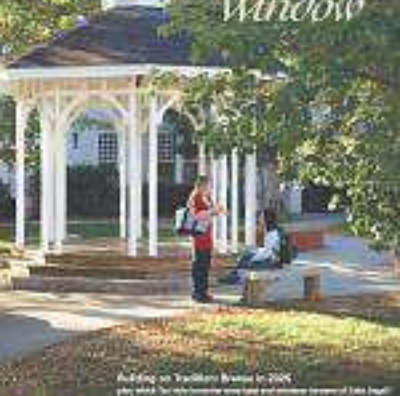


BRENAU

Window



Building on Tradition Begins in 2005

the 1999-2000 academic year and continues toward the year

What is the Value of Your Brenau Degree?

Not long ago a career counselor expressed his views about the diminishing value of a college education in the job market in a newspaper column under a headline that said, "College degrees are overrated products."

As a university president, I probably should have been more upset with his "attention-grabbing" headline, reacting in complete indignation to this heresy. The trouble is that I do not totally disagree with his premise. A four-year college degree today is not "worth" what it would have been on our parents' resumes. Truthfully, a four-year baccalaureate degree today has about the same lifelong earning capacity as a high school diploma in 1950.

It has been widely broadcast that today worldwide knowledge doubles every five years. About three-fourths of the entire American work force will have to undergo some kind of retraining in the next decade. The education provided to college students today must prepare them to change jobs, or even careers, up to 10 times before they retire. Our "flat" world is so much more complex and demanding than the professional and personal environments of our parents and grandparents. Higher education institutions must address these realities.

In March Brenau's trustees accepted an exciting program to do exactly that. This new strategic plan calls for a substantial increase in enrollment over the next 15 years. The plan is an exhilarating vision requiring that Brenau University not only confer many more undergraduate diplomas but also evolve into an institution conferring more master's degrees, doctorates and other advanced degrees. These advanced degrees represent credentials and skills that our students are already discovering to be necessary for the competitive and complex careers of the 21st century.

Specifically, we anticipate that most students, if not all, who begin as Brenau undergraduates will already be thinking ahead to their graduate studies. Part of the university's plan is to help them climb more quickly up the education ladder with accelerated degree programs and enhanced learning. Concomitantly, our newly innovated curriculum (based on the Brenau concept of the "four portals of learning") ensures that Brenau graduate and undergraduate students will be exposed to a broadly-based range of ideas and information, which will lead our students to become well-rounded citizens of that complex world. In sum, Brenau will realize its potential to become a nationally recognized leader in liberal arts-based, professionally focused higher education. We plan for that framed degree on your wall to continually appreciate in intellectual value, recognition value, and intellectual "capital" as a result.



The diploma awarded Audrey Blocker is one of 783 Brenau degrees this year that will escalate in value.

To be starkly honest, on top of all of this forward-looking and exciting vision, many of our constituents are concerned that only about 50 single-gender institutions remain out of almost 300 in the 1960s, and some of those are threatened financially and culturally. What does that trend portend for Brenau? Well, do not be concerned about the intent and planning of your administrators and trustees! These strategic plans for educational leadership and fiscal responsibility also lay a foundation for the support, flourishing and continued academic excellence of the Women's College with an enrollment somewhere around 1,000.

This is what I tell alumni: let's look at the realities of history. Brenau Women's College remains strong and vibrant today precisely because trustees more than two decades ago embraced a radical new strategy to offer the Brenau-quality education in multiple formats that embraced both the single-gender Women's College and the coeducational Evening and Weekend and Online colleges. The addition of these programs did not diminish the single-gender college; rather, they strengthened it adding more excellent faculty and financial stability. The Women's College will continue to be strong in the future as the centerpiece of the new Brenau.

If we continue to value Brenau's 130-year heritage and re-invest in her traditions of academic and artistic excellence, then we will fuel her reputation for academic quality, leadership and the excitement of spirit. The value of a Brenau degree escalates with each new first-year class and each new graduate. The "value" of each diploma from Brenau University transcends its earning power. The value in a Brenau degree is an intangible creative and intellectual treasure that its recipients carry with them continuously infusing their lives.

Yes, Brenau must and will change to meet the challenges of our evolving, "flat-world" culture. This institution delivered for you an educational experience of which you can be proud. Work with us and trust Brenau to deliver the same and more to future generations.

Ed L. Schrader

Ed Schrader, Ph.D.
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The Peacemaker

Frazier Bolton has seen people treated like rock stars. As head of security at the World Congress Center in Atlanta, he dealt with, among other things, people mobbing star athletes like former Atlanta Falcons quarterback Michael Vick and actual rock stars like Metallica and U2. After he became chief of police in Hattiesburg, Miss., last year, Bolton received the star treatment. During his recent trip to Starbucks for something cold and creamy, the barista gave him a big smile as she took his order. Men and women rushed to the counter to greet him and have a brief chat.

Bolton, 59, cuts an imposing figure – a pistol strapped to his belt and standing well over six feet tall. His crisp white shirt and the brim of his navy blue hat are covered in gold bling – a sparkling badge, stars and oak leaf clusters designate him as the town's top gun, the chief of police. Still, he says, "This has been the warmest welcome I've received as a policeman, and I have 38 years [on the job]."

Hattiesburg, population 50,000, is the kind of place where strangers greet each other and drivers pull over for funeral processions. It's home to the University of Southern Mississippi and William Carey University. The economy is booming in a major medical and shopping hub. But Bolton's predecessor had a controversial four-year tenure, during which crime surged, especially gang-and drug-related crimes. Police resigned in droves. The force, which is authorized 140 officers, dwindled to half that number.

Now, the crime rate has dropped and vacancies are being filled. In six months Bolton even won over an early opponent, city council president Kim Bradley.

"I was not against Frazier Bolton," Bradley says. "His predecessor came from outside our ranks and he destroyed our department. After some time spent with Frazier and talking to the people I represent who have known him for years, what I finally settled on is that he could be a peacemaker."

Bolton was not exactly an outsider. He grew up in Richton, about 12 miles from Hattiesburg. Becoming chief fulfilled a dream. "That was my quest for the last 20 years," he says. "I wanted to come back to Hattiesburg, and I wanted to be chief of police. I had to wait my time."

Bolton's parents, Lou Ella and Clyde Bolton, worked as a housekeeper and scrap man, respectively, and raised eight children. Three of Bolton's four brothers also went into law enforcement. One is chief in DeKalb County, Ga., one is a retired chief in Massachusetts, and the third works for the Forrest County Sheriff's Department in Hattiesburg. The brother who did not go into law enforcement worked at a hospital.

His responsibilities as chief of a city force – solving murders, rapes and burglaries and making drug busts, as well as supervising his staff – are more general police work than when he headed security at the World Congress Center/Georgia Dome/ Atlanta Centennial Park complex. The Atlanta venue is always regarded as a potential terrorist target (the park was the site of the bombing during the Olympics), and its population easily can swell in a day to well more than 100,000 people, many of them fueling their passions with alcoholic beverages. His biggest challenge came after Hurricane Katrina, when he had three major events in

one weekend.

"I call it the trifecta," Bolton says. "I had the Sugar Bowl (which relocated to Atlanta from New Orleans after Katrina), the Chick-fil-A Bowl and an Atlanta Falcons game within three days. We had a pretty well-oiled machine. Nothing happened."

When Bolton was a Morehouse College student in 1970, a friend with the Atlanta Police Department persuaded him to join the force.

While there, he earned a bachelor of science degree in criminal justice at Brenau's Atlanta campus in 1984 and two years later a master's degree in public administration.

"Brenau was a school for professionals," he says. "It allowed me to go to night school. I was able to complete a master's in 18 months. I went three nights a week and on Saturday."

Attending Brenau gave him the chance to interact with other professionals, including employees of Lockheed-Martin and Atlanta Gas Light, to see how he stacked up. "I did just fine," he says with a smile.

Bolton retired from the Atlanta Police Department in 1991 as a lieutenant in the property control division. He put in time with the Fulton County, Ga., school system, and two stints in academia as security chief at Jackson State University in his native Mississippi and at Fort Valley State University in Georgia before landing the WCC job – all the time eying a post in Hattiesburg. "If I was approved [for the Hattiesburg post], I knew in my heart I would make a difference," Bolton says.

So far, it seems he has. In addition to quickly getting the force to near its full complement, he's added three motorcycle patrolmen and three K-9 officers. A new crime suppression team targets areas that are experiencing a rash of burglaries or car thefts. Morale is up, in no small measure because the new chief is willing to accompany his officers on night patrols and does not micromanage.

His wife Linda, a school counselor in Atlanta, and 12-year-old son Ryan joined him in their new home this summer. Bolton says he will miss his house on a private lake in Georgia where he planned to while away retirement years catching fish. Although the retirement part will have to wait, Bolton probably will have little trouble finding plenty of fish in southeastern Mississippi that are itching to have the new chief read them their rights.



George Clark

– Robyn Jackson



Clockwise from far left: NAIA Region XIII Race; early morning run at the Deep Creek campout; Rachel Nodine and Monica Muchene at the NAIA Region XIII Race. Photographs by Susan McIntyre and Maxine Bone.

Cross country: Third-year coach sees improvement

by Julie W. Boley

Maybe it's the "runner's high," that euphoric feeling experienced by the more fit among us, but head coach Susan McIntyre looks thrilled talking about her upcoming season in cross country at Brenau University.

Preparing for the fall season kickoff, the athletes on McIntyre's team have learned they need to add personal discipline to their regular training so they can stay in shape all year. In February they kept in shape by competing in the Charles Harris 10K, a qualifying race

for the July 4 Peachtree Road Race in Atlanta. Senior Rachel Nodine ran it in 41:57, shaving more than three minutes from her time since last year and finishing second place in her age group. For first-year student Monica Muchene, this was her first 10K, and she also finished second in her age group with a time of 45:32.

The constant running schedule is one thing McIntyre, known as Coach Mac to her team, brought with her when she came to Brenau in 2006 after a

successful stint at North Forsyth High School. She says the athletes have responded well to the no-longer-optional workouts and runs. McIntyre also uses effort-based training, a method in which athletes monitor their heart rates and speed up or slow down their running pace accordingly. She says this method, when perfected, allows players to train smarter and control the time at which they peak physically during the season.

Kenyan-born Muchene admits she took a while to adjust to the training schedule along with her nursing classes. Now that she has been on the team for several months, Muchene has developed something of a cross country addiction.

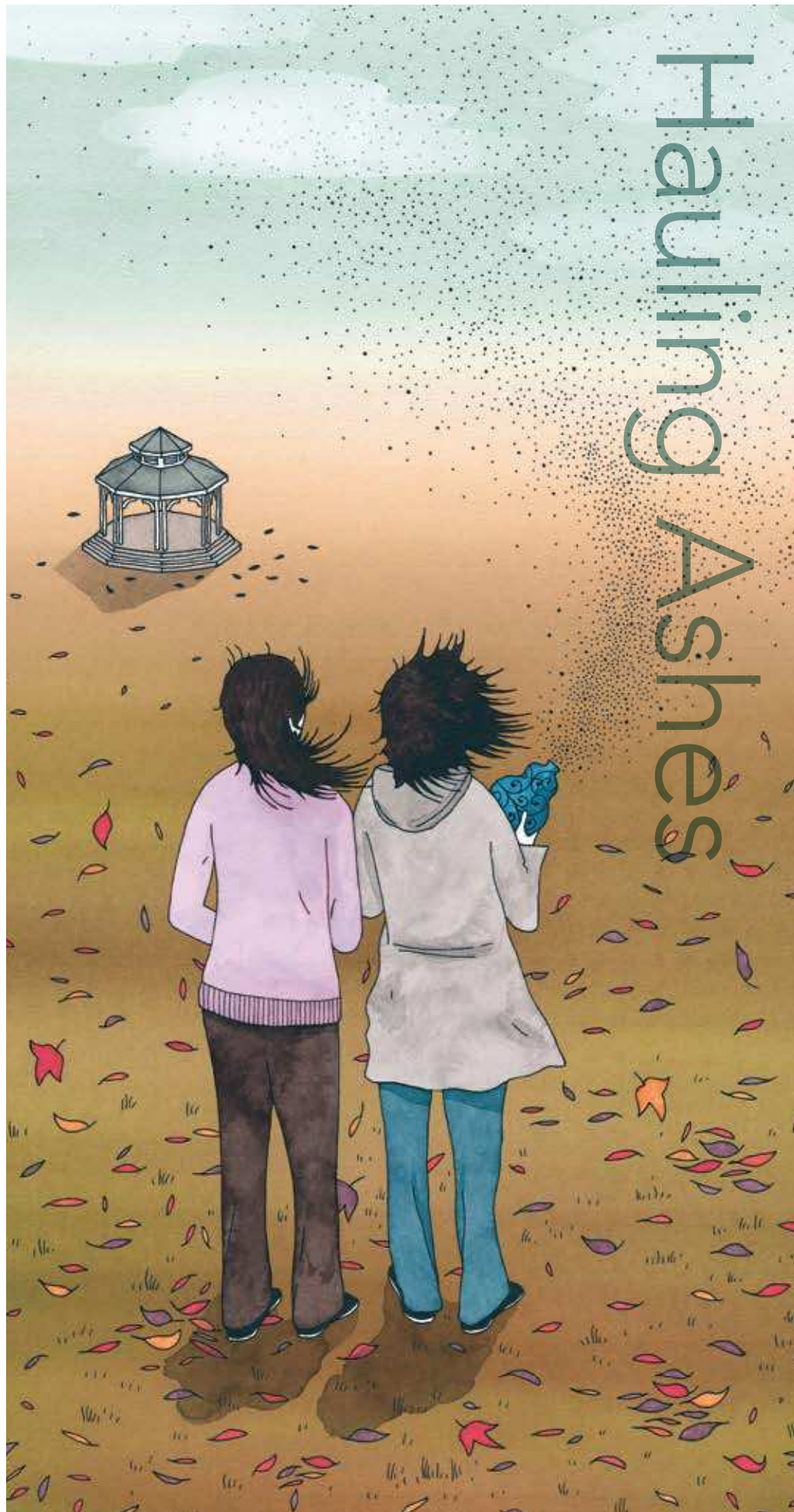
"I'll realize there's something missing if I'm not running," she says.

During the season, the team practices five days a week with

weight training on Tuesday and Thursday and hour-and-a-half runs on Saturdays. Muchene is looking forward to the season starting in the fall because the pace then is actually less strenuous.

Muchene credits McIntyre with bringing the team closer and making them perform better. Even though "there are times it gets so heavy," Muchene says she and her teammates like what they do. "I'm hoping for great things," Muchene says.

The young team has already shown improvement, but McIntyre knows it has a few years to develop to full potential. For now, she's busy trying to recruit athletes who she "won't have to drag to practice in the morning." Cross country has its rewards – she cites better health, confidence and self esteem – but she wants girls with the energy and passion to enjoy running as much as she does.



Ian Dingman

By Nick Taylor

Zeke Segal loved Brenau. Among the many and varied enthusiasms that marked his extraordinary career in the media and arts, Brenau was second to none.

Keep in mind, this was a career that included the Yale Drama School, a speechwriting gig with New York governor and long-time diplomat Averell Harriman, radio scriptwriting in New York, managing news assignments at CBS television when news was more than just another cost center, and heading the CBS Southeastern Bureau in Atlanta when television was the nation's eyes on the struggle and sacrifice of the civil rights movement. He dealt with some of the great names in the news business. Mike Wallace and Dan Rather were his friends. Once, when we were having dinner at Elaine's, the celebrity and media hangout in New York, Walter Cronkite walked in, and he and Zeke fell into each other's arms like long-lost childhood pals.

For all of his bold-face name associations, Zeke was always at his best when he was mentoring the reporters in his charge. This was why he took so strongly to Brenau when he started teaching on the Gainesville campus in January 1991 after he retired from CBS. He found among its students intelligence, ability, charm and, I suspect most importantly, curiosity. He loved guiding his subjects in the art of critical thinking, taking them down the paths that separated spin from substance and getting at the real heart of the news.

And did I mention, he also was a ladies' man. The Brenau Women's College student body refreshed and energized him. When Zeke's daugh-

ter, Barbara (my wife), and I would fly down from New York to Atlanta, we might find Zeke working on a play or a manuscript on his ancient Radio Shack computer. He always wrote with what might be called cautious optimism. If he had been up to Gainesville in the past day or two, however, he would be freed of his writer's doubt and full of his teacher's enthusiasm. He bubbled with news of his students, their critical abilities, and – let's admit it – his fondness

tember. But it was the Thanksgiving weekend before Barbara and I were in Atlanta again, visiting Hope and Ed at their home there, before we reunited Zeke with his favorite college.

Barbara, Hope and I drove to Gainesville early on that Sunday morning. Zeke occupied a place of honor on the back seat. I think we were all a little nervous, anticipating the college policeman's cry, "Hey, what are you doing? What's that you're scattering around?

stand or, as it were, a variety of vantage points? These were our considerations as we eyed the landscaping and fixed our attention on some lovely evergreens with low, sweeping boughs. This made sense to us in terms of Zeke's priorities. He liked to be the life of the party, near the center of things. The nexus of the campus was the place for him.

Barbara and Hope shrieked and then dissolved in laughter as they started to scatter the ashes under the ev-

Zeke Segal loved women. More specifically, he loved Brenau women. The long-time CBS news man and former mass communication professor died in 1996. But he never really left the campus.

for their attractiveness.

Which all gets around to why, after Zeke died in 1996, we thought he would want his ashes scattered on the campus.

Thus was hatched a conspiracy of three – Barbara, her sister Hope Tudanger, and me. Hope's husband, Ed, wanted nothing to do with what we all believed was an act of dubious legality. I suppose we could have asked permission from the Brenau authorities, but that promised to be complicated. Besides, we assumed they'd turn us down. Barbara and I had scattered my parents' ashes a few years earlier, but that was in the Gulf of Mexico, not on a populated college campus. Nevertheless, we went ahead, encouraged by Zeke's own subversive tendencies. The more we thought about it, the more we knew he would have loved the whole idea. After Hope was born, he took four-year-old Barbara to the hospital to see her. Children were barred from the maternity ward, so Zeke took her up the fire escape outside the building to look at her sister through the window.

Zeke had died in August. There was a big memorial service in Sep-

What is that stuff?" At the very least, we'd get ticketed for littering. At worst, we'd be calling lawyers from a cell.

I had once spoken to Zeke's class, but none of us knew the campus well. We mostly just tried to figure out where he would have enjoyed being. That led us to the center of the campus in the area in front of Crudup Hall. There weren't that many people around, it being a holiday weekend. This was a relief. On the other hand, the people who were there were more conspicuous. At least, that's the way it seemed.

Cremains, as cremated remains are called, are misnamed when they're called ashes. Ashes imply a fine, siftable quality like the burnt end of a cigarette. Cremains are composed of larger matter. On the other hand, there's enough fine ash that one wants to scatter them downwind. These are the kinds of things you think about when you're going out to scatter ashes or if you don't, you soon will be, especially the downwind part. We also thought about whether Zeke would want to be all in one place or in as many places as possible. Would he have wanted to observe the passing parade from a single viewing

ergreens. They had forgotten the downwind rule. Chastened, they resumed the scattering in a circle around the bases of the trees. The ashes seemed very white, quite eye-catching, sure to be noticed and questioned. But no one did. Maybe we passed as campus arborists, testing a new fertilizer. The circles of white around the trees grew wider. Then the container of ashes was empty. The deed was done, and nobody had paid us any attention whatsoever.

About this time a busload of student athletes pulled up across the way, perhaps members of Brenau's soccer team. The women got off the bus, collected bags of gear from its storage compartments, dispersed to wherever they were going. They seemed relaxed and easy at the end of the holiday. Sounds of their laughter, clear and bright, reached us on the light fall breeze.

Yes, we decided, this was exactly where Zeke would want to be.

Nick Taylor, author of American-Made and eight other books, lives in New York with wife Barbara Nevins Taylor, a reporter with the Fox TV stations, WWOR-TV and WNYW-TV in New York City. Hope and Ed Tudanger live in Atlanta and Edwards, Colo.

When trustees in March approved the strategic framework for the university, the 2025 strategy ensured this is not at all a case of a mouse’s roaring.

by David Morrison

A New Ball Game

Trustees’ Vote Puts the ‘New Brenau’ Vision into Play

In the dustbin of overwrought clichés, you can find all sorts of analogies about the courage, determination or just plain audacity of little engines that could, Davids vs. Goliaths, small institutions undertaking grand ideas. As Brenau University began talking openly about its designs on becoming the premier liberal arts institution in the Southeast, even true believers are fighting the temptation to explain “the vision” by dragging out some well-worn old saws.

How could tiny Brenau accomplish such a feat? According to the 2025 strategic plan, it would do so by creating graduate and undergraduate divisions, by offering doctorates and other professional or “terminal” degrees, and by increasing its population of graduate students fourfold to more than half the student body total. At the same time, as other single-gender institutions fight for survival, Brenau not only would make its mark by keeping its Women’s College alive, but also by making the Women’s College tougher to get into and graduate from.

“IT IS A LITTLE SCARY, BUT IT IS ALSO EXCITING,” says Elizabeth B. (Beth) Fisher, WC ’62, who is just returning to membership on the university’s board of trustees. “For me as a women’s college graduate, I have to ask, ‘why shouldn’t Brenau be the premier collegiate destination for young people?’”

Fisher ironically served two terms on the board, at the time of its last major change – when Brenau College became a university. Initially, she confesses now, she opposed that change because she feared it might adversely impact her beloved Women’s College. As it turned out, creation of the co-ed Evening and Weekend College and other current components of the university helped sustain the Women’s College during some financially lean years. Fisher returns to the board this year fully embracing the 2025 program.

When Jim Southerland first began hearing bits and pieces of the academic framework for a new Brenau, he confesses he regarded it mostly with passing curiosity. It was interesting, exciting even, he thought, but had little to do with him. After close to 40 years at the institution, the 66-year-old Southerland was laying his own framework for a gradual retirement as chair of humanities and history professor. President Ed Schrader had other ideas.

Provost Helen Ray announced her retirement effective at the end of 2008. With aggressive proposals for academic reorganization in the works, the president looked to Southerland to help ease the transition. On Jan. 1 Southerland officially becomes vice president of academic affairs and dean of faculty, an appointment that puts off his retirement from two to four years.

Don’t call him “interim,” however. Although his main task will be to work himself out of a job, in the transitional post Southerland, working directly with the four academic deans, spearheads the substantive reorganizational effort to create distinctive graduate and undergraduate divisions and refine roles of the university’s top academic officers. Southerland also succeeds Ray in overseeing refinement of curriculum built on the four portals of liberal arts learning – an initiative that not only will provide unique course content but in many ways affect how things will be taught. Finally, he will be chief faculty advocate to help ensure academics are paramount in the university’s “market-driven” strategy and self-proclaimed effort to redefine liberal arts education.

“I think my main job is to ensure continuity and to be a stabilizing figure because I will have absolutely no interest in any of the positions that might be created within the new strategic framework,” Southerland says. “The vision is already there; the deans are already putting things together; so I’ve just got to ensure there is appropriate input from the faculty.” Schrader said the four deans unanimously recommended Southerland for the position, but the president added that it was a logical choice. “Dr. Southerland is an institution on the campus,” Schrader says. “People know him and trust him to look at things dispassionately, with the eyes, heart and soul of the scholar he is.”



Jim Southerland focuses on strengthening academics

Billy Howard

“I bought into this strategy because I always believed Brenau was a unique place, but that it was not always prospective students’ first-choice school,” she says. “This is a program that will put Brenau at the top of high school seniors’ college choices. This is a program that shows how extraordinary Brenau really is.”

The trustees’ March approval of the new strategic framework ensured that the 2025 strategy is not at all a case of a mouse’s roaring. It is, they noted, a directive, wrought from a two-year-long deliberative process with considerable debate on the institution’s future. It is the best way, they concluded, to address a combination of demographic evolution, geographic restrictions and market realities facing the university.

Indeed, the trustees’ ratification of a blueprint for a new Brenau went well beyond the board’s merely patting the administration on its head and saying “nice vision.” President Ed Schrader and company delivered at the March board meeting a summary of the shopping list of what it probably will cost to get from where Brenau

is now to where it will be in the future, a compendium of some \$40 million to \$55 million in “identifiable needs” that range from replacing worn out dormitories to endowing chairs for gifted faculty in about a dozen critical growth areas. Since in the annals of private higher education trustees often are called upon to pay personally for large portions of the execution of grandiose plans, they in large measure voted with both their voices and their pocketbooks on that warm spring morning in Thurmond-McRae auditorium.

“We believe Brenau University can fill a void that now exists for leadership in liberal arts graduate and undergraduate programs,” Brenau Trustees Chairman Peter D. (Pete) Miller said enthusiastically as he explained the board’s unanimous approval. “We believe this university will set the standard by which other liberal arts institutions will be measured.”

LATER THIS YEAR Schrader and the university’s top academics will debut the vision before other institutions at the annual meeting of the accrediting agency, the Southern Association of Colleges and

continued

Becky Clark looks beyond accreditation



Billy Howard

In 2007 Becky Clark came to Brenau from a for-profit Arizona institution that in two years grew from eight degree-granting programs to 22 and increased enrollments from 2,000 to 6,000 students. So Brenau's ambitious growth plans, including adding degree programs like Doctor of Education degree, did not intimidate the new education school dean. She found a great core faculty that is "hard-working, intelligent, motivated and work together to get things done." Plus, she adds admiringly, her predecessor Bill Ware, a 40-year education veteran, "knows everybody everywhere, and they all think highly of him. He knows teacher education backward and forward. He has always been right there to help any way he can."

Still, the college already suffers chronic growing pains. Close to a third of Brenau students in all divisions and all campuses enroll in some kind of education program. The education college each year places and manages some 500 students engaged in practice teaching or other field work in schools around the state and mentors recent graduates. Meanwhile, the school is preparing for a visit in two years by the National Council for Accreditation of Teacher Education for its seven-year review. That will be followed the same academic year by the Southern Association of Colleges and Schools decennial re-accreditation review of all the university's academics, including education.

"To be great, to achieve the kinds of things I know Brenau can achieve in executing its strategic plan, we have to first make certain that our infrastructure is solid," says Clark.

But she agrees with Schrader that the Ed.D. and other advanced degrees are certainties in Brenau's future. The short supply of K-12 classroom teachers, specialists and administrators creates urgency for Brenau to produce more. Public pressures to improve education quality are sending many teachers back to school to improve skills. Lots of "baby boomers," retiring or forced from other careers, want to try teaching but don't have academic credentials. Once accreditation validates Brenau's rock-solid reputation for educating teachers, Clark says she and her staff are ready to build rapidly and innovatively toward the 2025 goals.

"The 2025 plan is right on the mark for what we need to be doing to fulfill the university's tremendous growth potential," Clark says. "In the college of education, the faculty and the dean are ready to do their part."

Schools. That informal "peer review" could provide tremendous feedback on whether the plan is realistic, not just wishful thinking or collegiate conceit. It comes at a time, too, as the university prepares for its decennial SACS review of all its institutional operations and academic programs. A few days after the trustees' vote Schrader told the Gainesville Rotary that mission state-

ments and strategic plans "are your compass, rudder and astrolabe, but the accrediting agencies are going to say, 'show us how you plan to do that.'" Furthermore, some of the specific components of the plan are guaranteed to trigger even more scrutiny of accrediting agencies. "You can't just add doctoral degree-granting programs because you think it's a good idea or see a need," explains Brenau

Education Dean Becky Clark. "It is a process, and SACS and other accrediting agencies are totally involved in that process."

Eventually Schrader, members of the trustees and those charged with providing for the fiscal integrity of the institution will have to convince alumni, foundations and other members of the donor community to back the plan financially as well. That is another process that will take several years and one that will be governed by its own set of rules. You cannot, for example, publicize the fact that you are trying to raise specific amounts of money for long-term programs until you have actually raised large portions through private one-on-one solicitations.

AS A PRIVATE INSTITUTION, BRENAU UNIVERSITY financially will continue to be "tuition driven." That means almost the entire annual operating budget, which amounts to about \$40 million for the 2008-09 fiscal year that started July 1, comes from student tuition and fees. Additional revenue sources include routine annual contributions from donors, which amount to less than \$2 million a year, and earnings from its endowment funds, which are much smaller than endowments at many other private institutions. The new strategic plan involves holding the line as much as possible on what it costs to attend Brenau. The total cost per residential student at the women's college in the 2007-08 academic year for tuition, room and board is \$26,450. Scott Briell, Brenau's senior vice president for enrollment, estimates that with normal inflation that will be \$31,450

in the 2012 academic year. And, Schrader says bluntly that tuitions probably will continue to rise.

Although Brenau is a not-for-profit institution, the reality is that it cannot operate at a loss. That will not be a problem – as long as the university provides the kind and quality of education that future students demand, facilities they're comfortable with and relevant social and educational experiences. The key for the university is to determine presciently what that will be in coming academic years and deliver in a cost-efficient manner. That is what the 2025 plan is all about.

The Biggest Change

When the dust settled at last fall's deadline for reporting data to the U.S. Department of Education, Brenau had enrolled about 2,600 students in the Women's College, at the four evening and weekend campuses, and in the degree-granting Online program. Of that number, more than 1,900 – about 75 percent of the total student population – were undergraduates with the balance pursuing master's degrees in the limited number of graduate programs offered by the university at the time. The new plan envisions doubling enrollment at the university to about 5,000 students by 2025. The growth, however, will occur primarily through expanding graduate programs, including doctorates, says Schrader. There is already a substantial list of possible "terminal degree programs." In higher education parlance that is the highest degree attainable in a field. The terminology comprises Ph.D.s as well

as clinical doctorates in education, psychology, occupational therapy and other disciplines. It also includes masters of fine arts degrees, the highest degree that can be attained in areas like dance, theater, studio arts and similar courses of study. According to the plan, by 2025 about half of the Brenau student body will be enrolled in advance degree programs, a 317 percent growth in graduate students compared with the more modest 32 percent growth in the number of undergraduates.

"We are thinking of graduate programs that to some degree are market-driven," says Schrader. "For example, failure to establish a doctorate in education, an Ed.D., is not an option. We could fill those classes tomorrow." Likewise, there is already great demand on the university to create clinical doctorates and Ph.D.s in nursing, occupational therapy and psychology. The university this summer planned to sign a contract with Philadelphia College of Osteopathic Medicine in Duluth, Ga., for a physician's assistant program, which could lead to creation of a master's or clinical doctorate for that much-in-demand field.

Organizationally, the more intense focus on graduate programs means some significant changes. The plan calls for replacing the three current organizational silos at the university – the separate Women's College, Evening and Weekend College and Online College – with two divisions, graduate and undergraduate, which make more sense from an academics management perspective.

continued



1878 Dr. W. C. Wilkes starts the Georgia Baptist Seminary for Young Ladies



1886 Dr. Azor Van Hoose becomes president following Dr. Wilkes' death. The name was changed to the Georgia Female Seminary



1893-1901; 1913-1943 Dr. Haywood Jefferson Pearce serves as Brenau President



1897 Opening ceremonies for the Brenau Auditorium. Would not be called Pearce until 1964.



1890s Legendary actress Sarah Bernhardt performs here



1900 The Georgia Female Seminary becomes Brenau College Conservatory



1901-1913 Dr. T. J. Simmons serves as president (came from Shorter College in Rome)



1905 Crow's Nest given as a gift of the class of 1905

1914-15 Helen Keller appears here
1919 Peace demonstration by students at end of WWI
1928 Brenau Academy opens



1931 Jeanette Rankin, first female elected to Congress, speaks here



1936 Gainesville tornado damages campus



1945 Dr. Josiah Crudup assumes the Brenau presidency



Becky McGonigal advances multidiscipline nursing

All graduate programs will fall under new management. Currently each of the four academic deans of the university has responsibility for both undergraduate and graduate programs in his or her domain. In the new scheme, however, there will be a graduate dean, Schrader explained to faculty and staff in a May meeting, “to ensure a level of quality of graduate programs across the board.” This will be a person skilled in the unique specialty of attracting and recruiting graduate students and visionary enough to lead in development of programs relevant to the university’s mission and society’s needs.

Transformational Learning

A major criteria in expanding graduate programs, Schrader insists, is that “these degree programs be truly transformational, that will take the learning at the university beyond the addition of just another graduate program, and that would impact society and our students in really exciting ways.” Several factors affect the heavy emphasis on graduate studies at “the new Brenau.”

FOREMOST IS MEETING THE NEEDS OF STUDENTS. For the 18- to 22-year-old variety that is considered to be in the normal age range for college, the Brenau of the future will assume any first-year undergraduate who matriculates will not end his or her education with a bachelor’s degree.

There’s one certainty in Brenau’s future: health care. It is in the field that we find the most immediate intersection of essential components of the university strategic plan – cross-pollination of seemingly disparate disciplines, shortened timeframe between first-year matriculation and graduate school, and expanded market-driven graduate programs.

In July, for example, the university was scheduled to finalize an agreement for a physician’s assistant program that would enable students to complete an undergraduate biology degree in three years, move into graduate training at the Philadelphia College of Osteopathic Medicine for 18 months, then – after six months in a hospital clinic – receive a master’s degree. On the Atlanta campus this fall, the nursing department, working in conjunction with the School of Business and Mass Communication, will matriculate its first students in a new Master of Science in Nursing focusing on giving skilled nursing practitioners the business skills required to move up the ranks in hospital and health care administration.

“Many schools have M.S.N. programs in administration, but few collaborate with business schools,” says Becky McGonigal, who heads graduate nursing education. Brenau’s program gains, she adds, from two business faculty members who have first-hand understanding of the problem it aims to solve. Lua Blankenship and Jim Whitlock both served as hospital CEOs prior to entering academia.

The program’s curriculum of 15 hours of straight business courses and 22 hours of nursing also was developed with input and review by top administrators in seven Georgia hospitals, including Grady, Northside and St. Joseph’s in Atlanta – all of which have potential to supply scores of students looking to advance their careers in senior administrative roles.

In today’s complex society, the four-year degree is losing some of its caché with prospective employers. They’re demanding a better-educated workforce. In 2006 the U.S. Bureau of Labor Statistics reported that the median weekly income for workers with a four-year college degree was \$962, but those with Ph.D.’s earned \$1,411

First-year Brenau students this fall will also be the first to enter the university’s “four portals of learning.” They will be required to take a two-hour orientation course that, in addition to providing basic college survival skills, will introduce them to liberal arts learning opportunities designed to broaden communication skills, improve world views, expose them to a variety of art forms and enhance their curiosity about science, math and social issues.

The first requirement is that they all read the Afghanistan-set novel, “A Thousand Splendid Suns,” in preparation for author Khaled Hosseini’s October visit to the campus. Beyond that, among about a dozen wildly eclectic choices, they will have an opportunity to learn communications skills from a psychology professor while a communications professor teaches a section on the social significance of horror films and the chair of the nursing department exposes them to Zen and other meditation techniques – and throw a pretty good dinner party to boot.

“It’s a true entryway to the four portals,” says Political Sciences and Legal Studies Professor Ken Frank. “If we don’t get our students excited about and engaged in this unique portals curriculum that Brenau offers, we’re not doing our jobs.” Frank directed efforts of several faculty and administrators to repack-age what previously was an hour-a-week “freshman seminar.” Basic text for the two-hour course, which ultimately will expand to three hours, will be *Rhythms of College Success* by Steve Piscitelli. Frank and the author met accidentally on an airplane, and their initial discussions led to an agreement with the publisher for a version of the book customized for the unique Brenau-specific curriculum.

The first “elective” portals course also debuts in fall term. Occupational Therapy Professor Mary Shotwell on Mondays and Wednesdays will teach *Spirituality and Society*. That delves not only into the philosophical differences between spirituality and religion, but also into different types of spirituality around the world, and spirituality’s relationship with art, music, business and health care. By completing the course, students – who can at times be a bit narrow-minded – should have “a deeper sensitivity to spiritual issues and the importance different people place on them,” Shotwell says.

About a dozen prototype portals electives are in various developmental stages. In the spring Biology Professor Louise Bauck heads the Island Microcosm interdisciplinary course that studies one island from a variety of perspectives – ecological, biological, economic and anthropological – and will involve some domestic or international field work. Just in time for the 2010 winter games in Vancouver, Augusta-based Business and Economics Professor Simon Medcalfe offers for the 2009-10 academic year an interdisciplinary study of virtually every aspect of the Olympics, including economic, geopolitical, global marketing, the science of designing athletes’ clothing, even artistic and cultural expression in the opening ceremonies’ song-and-dance numbers. Students cannot pass the course without writing a detailed analytical thesis focusing learning on their own majors and areas of expertise.

“It’s new; it’s different; it’s very challenging, but students like learning that outlasts the course,” says Medcalfe. “When we set the bar high, Brenau students always rise to the challenge.”



Ken Frank leads first exposure to learning portals

weekly – about a 50 percent difference in salaries. Furthermore, the BLS reported that the unemployment rate for college-educated people was 2.3 percent compared with 1.4 percent among those with Ph.D.s.

Georgia currently is the nation’s 9th most-populous state with close to 10 million people. But it is the fifth fastest-growing, so by 2030, it will rank 8th in population with more than 12 million residents. And Brenau’s home county, Hall, and its contiguous counties are the six fastest-growing counties in the state. Currently there are about 4,100 higher education institutions serving about 18 million “traditional” college-age students. Although Georgia’s high school graduation rate remains shockingly continued



1962 Science Building opens, perhaps on Halloween?



1968 Dr. William K. Clark becomes President



early 1970s
Evening and weekend
classes open to both men
and women



1970 Dr. James T. Rogers becomes president.
Red brick administration buildings painted beige
but turn pink when color bleeds through



1973 Sen. Herman Talmadge
speaks at Brenau
commencement

1974 Maria von Trapp of
Sound of Music speaks
at Brenau



1978 National Register of Historic
Places cites Pearce Auditorium



1985 John S. Burd becomes
president of Brenau



1988 Trustee Library opens



1992
Trustees vote to convert college into a university



1999 and 2001 Golden Tigers
win national tennis championship

low compared with other states, the growth ensures that there will be plenty of traditional-age students looking for the quality of education Brenau will offer.

That, however, is only part of the story: the largest and fastest-growing “market” is the non-traditional student group – people outside the 18- to 22-year-old range who want higher education.

Graduate programs, surprisingly, are relatively “low overhead” offerings. There’s usually no need for residence halls or the kinds of programs and services undergraduates need or enjoy. As a result, a Ph.D. program can be “financially viable” with only 10 to 20 candidates and graduating four or five of them each year.

FINALLY, A CRITICAL FACTOR IS COMPETITION. On the map of all private institutions offering diverse graduate degrees, including doctorates, the closest institutions comparable to what the 2025 plan envisions for Brenau are in Birmingham (Samford) and central Florida (Stetson).

“We are not going to be competing so much with Agnes Scott, Shorter and Berry,” Schrader says, “as we will with Smith, Wake Forest, Vanderbilt and Belmont.”

A Healthier Women’s College

In the new plan, undergraduate studies remain a big part of Brenau – and the Women’s College an essential element.

The only “drama” here is the disappearance, in name only, of The Evening and Weekend College and The Online College, which Schrader says “got their names for non-academic reasons.” The plan is simple, really: all graduate programs will be part of the new graduate school and all undergraduate programs will operate under their own umbrella, too.

Because of its unique nature, the residential Women’s College will operate as a separate unit in the undergrad-

uate division. But instead of growing the Women’s College in size, the enrollment will stabilize at about 600 residential students and another 400 commuters and off-campus residents. As a result, it will become more selective with high academic and social expectations of its students.

“THE BRENDA WOMEN’S COLLEGE WILL CONTINUE to be the residential, liberal arts-based college within our university that focuses on single-gender education,” says Schrader. “It will not be the only way that we chose to deliver education at Brenau, but it is a way that has been the heart and soul of this institution, and we do not envision that changing. The Women’s College will be stronger, more selective and more academically adept than it is today. Our target is to generate a profile of women that will become leaders and role models for other women throughout the United States and the world.”

“The future of women’s colleges in general is to some degree unrelated to the future of Brenau University,” he adds. “We offer a unique situation in which women can study as independent beings in a liberal arts environment that chooses single-gender education as our delivery mode, not as our reason for being.”

The plan also includes continuation of the all-female, residential Brenau Academy on the Gainesville campus. Tim Daniel, new to the academy in 2007-08, is, as part of the program, under a five-year mandate to determine exactly what role that part of the institution will play in the future, including enabling students to shorten the time between high school graduation and graduate school by taking some college courses. All potential innovations are on the table, such as an idea advanced earlier this year by Trustee Douglas Ivester to broaden the Academy’s offerings into the online sector and integrate with the rapidly growing home school market – an opportunity for home schoolers to “brand their high school experience.”

Brenau University awarded 753 diplomas at its 2008 commencements, the largest number since 1988-89 when the university granted 783 degrees throughout the full academic year. About 15 percent of the diplomas, 112 total, went to Online College graduates. They included both graduate and undergraduate degrees for students working from such far-flung locations as Framingham, Mass., Salem, Conn., Bothell, Wash., St. Catherine’s, Jamaica, and Eagle River, Alaska. Apart from showing steady growth since the first 29 Brenau Online College students received diplomas in the 2002-03 academic year, the numbers presage a fact of life acknowledged in the 2025 strategic plan. “We fully anticipate that by 2025 most students graduating from Brenau will have significant online experience,” says Heather S. Gibbons, associate vice president for online studies. “They will either taking all of their courses online or taking many of their courses in a blended format that includes both online and classroom instruction.”

In spite of indications Women’s College and Evening and Weekend College fall enrollments may slip, projected online this summer were 13 percent ahead of 2007; the number of those taking a majority of their courses online is up 63 percent; and there is a 56 percent increase in total credit hours taken online.

“Our approach to online has been one of quality first, not a rush to enroll record numbers,” says Gibbons. “One reason Brenau has had such success in the online format is the administration’s support of quality and consistency. Our students enjoy a truly collaborative learning experience ... [with] the students from various backgrounds with individual experiences to share.”

IN SPITE OF THE UNANIMOUS VOTE, trustees indicated they were taking a business-like look at the vision and its implementation. Some of the good, tactical ideas surfacing from the strategy will become “issues

the campus.”

In addition to the restraints of a 55-acre campus that is virtually landlocked in the Gainesville downtown, some of the older

Heather Gibbons sees surge in online education

of resources, priorities and timing,” Ivester cautioned. “Some of the things may fall by the wayside.” “I can see the vision,” said Trustee John Jacobs, “but it’s a big plate. The question is can we digest all of it.”

Facilities and technology will continue to be a bugaboo, even if the university did not add graduate programs, Trustee Gary Riley argued. “I think we do have an opportunity here, but to be the extraordinary school that we can become, we have to address the physical aspects of

buildings on campus are overdue major overhauls or replacement. For example, under discussion are ideas for a new academic building, the possibility of renovating Owens Student Center as a new home for the Academy, then building a new student center/student health center on the current Academy site, new dorms and sorority houses and improvements on satellite campuses – a wish list that could run to \$30 million or more.

“Brenau has been a good school,” says Schrader. “It can be a great school. The focus on the graduate programs is the optimum way. Other than the hospital, Brenau University is the most important institution in this area, but with the expansion of the graduate programs, it can become an important national resource as well. It means a lot to have a nationally prestigious university in your hometown.”

To read the entire 2025 Strategic Plan, visit www.brenau.edu/President/StrategicPlan/default.cfm



2002 Brenau Online College opens

2000 Online M.B.A. is available



2003 Dedication of Burd Center for Performing Arts



2005 Dr. Ed Schrader becomes Brenau's ninth president



2007 Brenau East at Featherbone opens



2008 “Prototype” Portals courses begin



2008-2013 Organization of Graduate and Undergraduate college



2008 Author Kahled Hosseini speaks at Brenau



2010-2015 New Academic Building, Sorority Circle, Student Center



2020-2025 Brenau is a 5,000-student doctoral institution

ROOTS of Dictatorship?

BY DAVID MORRISON



Soft-spoken Gnimbin Ouattara with a fullback physique and a dazzling, ever-present smile, arrived in the United States on a Fulbright fellowship in 2001 hoping to become a latter-day de Tocqueville, studying democracy in America so he could take lessons learned to his native Cote d'Ivoire (Ivory Coast) in West Africa. Instead, the 35-year-old assistant professor of history and international studies at Brenau University has become a political refugee, residing since 2005 with official asylum from the "civilian dictatorship" of his homeland. Along the way he learned something interesting: roots of the government that forced his exile probably originated not too far from the Brenau campus among Cherokee Indians.

Ouattara joined the Brenau faculty last fall from Georgia State University where he fleshed out that theory in about 400 pages of a doctoral dissertation. The primary focus of Ouattara's continuing research is the interdenominational American Board of Commissioners for Foreign Missions (ABCFM) and how its work among the Cherokee Indians in the early 19th century became a springboard for its missions in West Africa two decades later. Ouattara is convinced that his country's leaders learned their dictatorial, paternalistic, militaristic ways over the last two centuries from the educational philosophies those early missionaries instilled in the core philosophies of African education systems today.

Founded in 1810, the New England-born ABCFM established its first mission among the Cherokee in Tennessee in 1817. The idea was to "civilize the Cherokee and then Christianize them," says Ouattara. By the 1830s, when the U.S. government removed thousands of Cherokees from their Appalachian Mountains home to Oklahoma on the "Trail of Tears," the ABCFM turned its eyes on Africa.

Part of that "civilizing" plan involved deployment of British educator Joseph Lancaster's method of mass producing educated, civilized Christians with an almost militaristic approach, rigid curriculum, an enforced-from-the-top classroom hierarchy in which older students policed younger students, and a sometimes dehumanizing reliance on corporal punishment. The ABCFM believed that the Lancastrian model worked so well with the Cherokee nation that – with the appropriate modifications to suit each colonial scheme – it became the template missionaries used in Liberia and elsewhere on the West African coast. That, Ouattara maintains, is where the continent's problems with democracy all began.

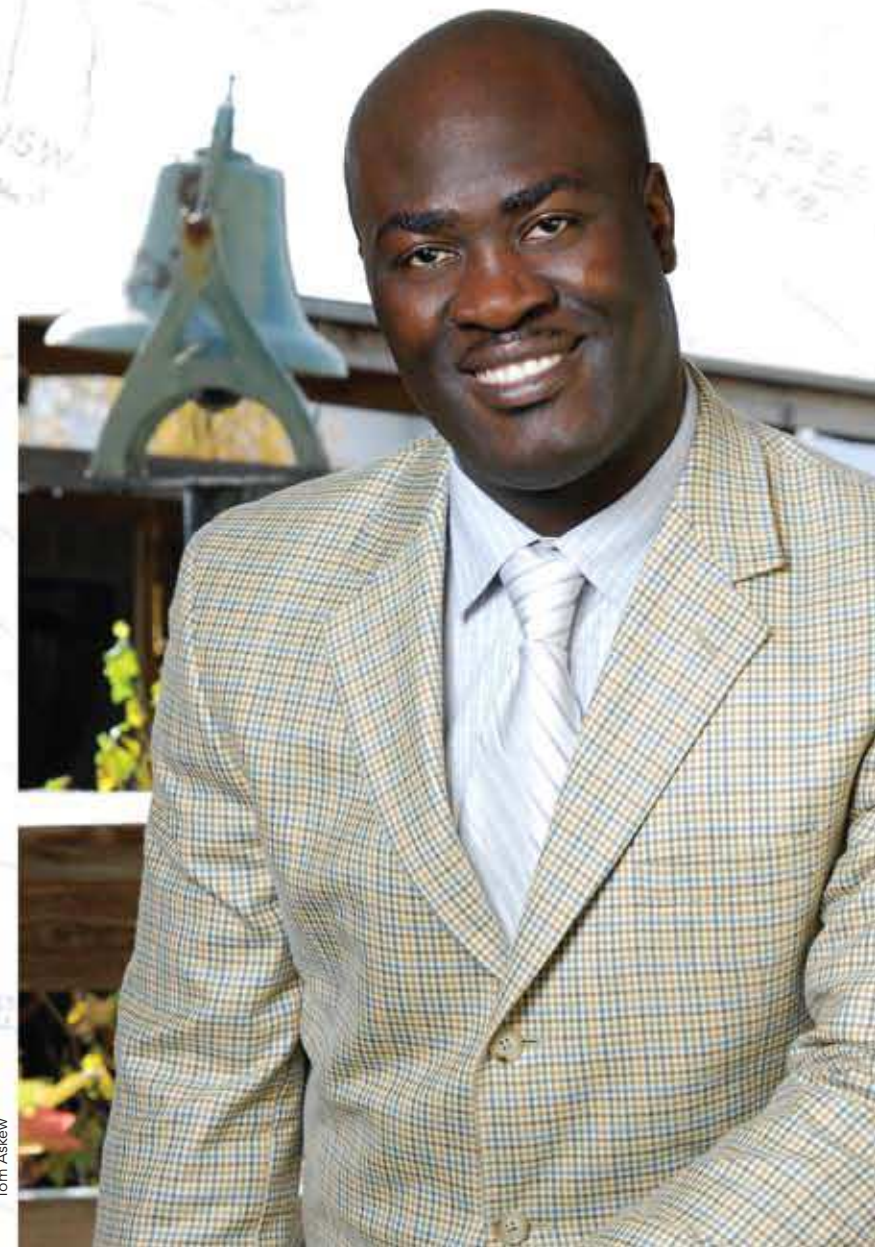
"I'm not making a value judgment on missionaries. In fact, as far as Africa is concerned today, we are not talking about missionaries anymore. We are talking about African politics and governance," says Ouattara. And yet, "If you want to understand the modern political system in Africa or the roots of African dictatorships, you need to first understand the African modern education system. This task necessarily leads you to missionaries. That is when you may realize that the most educated Africans were educated in some form of Lancastrian missionary schools."

"The education system the missionaries established was anything but democratic," Ouattara says. African leaders who graduated from these schools are so steeped in aversion to contradiction and consensus thinking that "they don't find anything wrong with what they are doing," he adds. "In a democracy, the people have the power. But our leaders say, 'No, we are the power.' Where did they get that idea? From the missionary schools. The closer you look at the education system, the more you understand why Africans cannot practice democracy."

French nobleman Alexis de Tocqueville was five years younger than Ouattara in 1835 when he published his broad, almost prescient

work on the infant American democracy and problems that would haunt it as it matured. Now, focusing on roughly the same period in history as de Tocqueville, Ouattara is the first scholar to note the striking similarities between the legacy American missionaries left on his homeland after first imposing it on the Cherokee people. He has presented papers on the subject in a dozen scholarly forums in the United States and abroad; he's in discussions with two book publishers; and, as a former film student, he wants to produce a documentary on his research.

Like de Tocqueville, Ouattara has some unsettling news as well: "The longer dictatorships prevail, the more poverty you will have," he asserts, warning of mass illegal migrations of poor Africans to other continents, or even more dire consequences. "Dictatorships in Africa are no longer an African problem. They are a global threat."



Tom Askew

A Pioneering Spirit

The way **Helen Ellis Lilly, WC '31**, tells it, she first came to Brenau by covered wagon.

It's a good story, told only the way it can be recounted by a southern centenarian with a mischievous glint in her striking blue eyes. And, it has the added value of actually being true.

The year was about 1928. Lilly had completed a two-year business course at what is now Huntingdon College in Montgomery, Ala., and returned home to Panama City, Fla. She was enlisted to work that summer as a counselor at Camp Takeda, the Japanese-style summer camp developed on the Brenau campus in 1924 by famed Japanese-American landscape architect Shogo Myaida. Although Helen was little more than a girl herself, the camp director asked if she would serve as a travel chaperone for five younger girls who were making their way from Florida on the then-arduous journey from Jacksonville to Gainesville, Ga. She traveled first across the Florida panhandle, where she hooked up with her charges. The group traveled by rail to Atlanta. There they changed trains – not to mention stations and railroads – for the final 50-mile leg.

Lilly recalls there was only one taxi in town at the time. It was so rickety and decrepit that “we weren’t about to ride in that thing.” So she and her party waited transportation provided by the camp – the aforementioned horse-drawn contraption. “Well,” she says to her son, Ben, who was helping with the story, “it was something like a covered wagon.”

Whatever the technical definition, that wagon became the vehicle that would transport her to a new life and a love affair that has lasted eight decades. In a way, the wagon also symbolizes a pioneering spirit of a young woman who knew her capabilities and has never been shy about putting them to use, not only to get what she wanted from life, but to help others along the way.

Although she was primarily a counselor, she volunteered her business skills and landed a full-time job as secretary to the Brenau Academy dean. She enrolled in the Women’s College, majoring in physical education and English. She also befriended a town girl and became mixed



doubles tennis partners with the girl’s brother, often playing on the Brenau courts, then located at the corner of Washington and Prior streets, site of the current Science Building. One of their opponents was a handsome young banker, Oscar J. Lilly, and when Helen first laid eyes on him, she recalls, “I said, ‘I’m going to marry that man.’” Sometime later, he passed her without speaking, and she whacked him in the back with a tennis ball – not exactly a Hallmark moment, but it did the trick. In their 53 years together, they had two sons – James, who died earlier this year, and Ben, who followed in his father’s footsteps as a Brenau trustee.

But, she has never strayed too far from her beloved Brenau. In addition to many civic and charitable activities in Gainesville, she was a founding member of BULLI and a 30-year member of the President’s Club of donors. In 1995 she added to her pattern of substantial annual contributions by establishing the Helen Ellis Lilly Scholarship for Women’s College students.

“I got a good education at Brenau,” she explains, “and I want to do anything I can for Brenau. You couldn’t go to a better school. Brenau produces some really fine people. If I had a daughter, she would surely go there.”

Ironically, Ben’s daughter slipped away from grandmother’s evangelism. But Helen Lilly is now working on the daughter of her former housekeeper to try to get her to go to Brenau. “I think we’re going to get her,” she said.

Helen Lilly moved from Gainesville after a mild stroke in 2007 and now resides at Sunrise at Ivy Ridge in Alpharetta, Ga., not too far from Ben’s home. For her 100th birthday in February, an Elvis impersonator showed up because she’s a dyed-in-the-wool fan of “The King.” The entertainer told her that he usually kissed birthday girls for each year they’d been alive, but wasn’t sure he could make 100. “Well,” said Helen, “you’d better get started.”

– David Morrison

Now let us praise tea hole brownies

By Lily Grace M. Hudson (WC '67)

Imagine my dismay when I finally could slip away from trustee committee and board meetings, bound for the "Tea Hole" and the inestimable joy of a huge chocolate brownie and found that they are no longer offered. In fact, the young woman working there claimed never to have known about those delicious morsels that saw us through hours of studying for exams, or celebrating any number of special occasions from Dean's List to initiations to pinnings to successful concerts and recitals.

Actually, morsel would bring to mind something small, but I recall them as huge, not too gooey and never too dry. A marvelous comfort food when things weren't going so well with a paper or art project. No counseling needed, and all for 50 cents. I remember the couple who ran the Tea Hole and how just going in there somehow felt homey. Now it's stainless steel and has a big-screen TV and the workers are in little uniforms. I remember the huge pans of brownies when they came out of the oven before they had even been cut. And I recall trying to get the recipe. I think they said it was just a recipe from something like Good Housekeeping Cooks for a Crowd. Those pans were really big.

Well, of course I knew they would cost more today, and I had been struggling with my inner good girl who diets, but I knew that when I got there I was going to have one anyway. That was the whole point of this pilgrimage.

As I sadly walked out of the Tea Room – that's what they call it today – bereft of the comfort I sought, I was overwhelmed with grief and concern for the modern-day girls at Brenau who must cope with computers (admittedly, they make researching and writing papers a breeze compared to what we had to endure), more sophisticated labs, more advanced requirements and myriad slings and arrows that we dodged. How do they manage without the heavenly brownie?

As I walk around campus these days, I note some of the svelte bodies, so today's Brenau women probably are much healthier. They probably get more exercise and can choose healthier foods in Hopkins. But what could one little brownie hurt?

Shouldn't we, as responsible, caring alumnae, take it upon ourselves to campaign for the return of the Tea Hole Brownie as a service to the students? What better gift could we bestow than the true comfort of home when well-meaning moms are sending care packages with Power Bars instead of chocolate chip cookies?

And what about us alums? As we survey all that youth and beauty on campus today, we may not be able to recapture our own youth, but we could at least take some comfort while sitting

with friends in the Tea Hole having a brownie.

As a child of the '60s, I say let's rise up. Let's demand the powers that be bring back a beloved Brenau tradition. All hail the Tea Hole Brownie.

Editor's note: Our tireless researchers discovered two recipes for Tea Hole Brownies, so you be the judge on which one is best. Of course, if you want to submit samples for a second opinion, the editor – long past worries about sveltness – will happily, um, weigh in on the subject.

Martin's Tea Hole Brownies

Brownies

6 eggs
3 1/8 cups granulated sugar
1 tablespoon vanilla
1 1/4 cups shortening
3/4 cup cocoa
1 cup chopped pecans
2 cups all-purpose flour
2 teaspoons baking powder
1 teaspoon salt

Icing

1/2 cup margarine
1/3 cup cocoa
1 box confectioners sugar
1/3 cup milk
1 teaspoon vanilla

For brownies, place eggs, sugar, and vanilla in a large bowl. Beat with electric mixer at high speed. Melt shortening in saucepan. Stir in cocoa and nuts. Sift together flour, baking powder and salt. Pour shortening mixture into egg mixture. Blend by hand. Stir in flour mixture. Blend together as quickly as possible so mixture will pour easily. Spread in greased 19 x 13-inch pan. Bake at 350° for 30 minutes. For icing, melt margarine in a large saucepan. Stir in cocoa, keeping mixture hot. Add remaining ingredients quickly and beat until smooth. Spread warm icing on cooled brownies. Makes 4 dozen.

– Mary & J.B. Martin, former owners of Brenau Tea Room

Mae & Helen Blackshear's Tea Hole Brownies

Brownies

1 cup butter or margarine
2 cups sugar
4 eggs
2 cups all-purpose flour
5/8 cup cocoa
1 tablespoon vanilla
1 cup chopped pecans or walnuts

Icing

1 cup confectioners sugar
1/2 cup margarine, softened
1/4 cup cocoa
1 1/2 teaspoons vanilla
1 tablespoon hot coffee

For brownies, cream butter and sugar. Add eggs one at a time, beating slightly after each egg. Sift together flour and cocoa, then add to creamed mixture. Add vanilla. Stir in nuts. Pour into greased and floured 8 x 12-inch pan. Spread evenly and bake at 325° for 30 to 40 minutes. Cool completely before icing. For icing, combine all ingredients. Blend until smooth and spread on brownies. You may leave brownies in pan to ice, or remove to a server before icing. Cut into squares. Makes 2 dozen.

– Mae & Helen's brownies were famous at Brenau for many years. The secret was kept until after Mae's death and then Helen shared their recipe with us.