2001


Donna Winchell

William A. Maker

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THE IDEA OF THE UNIVERSITY:

Wednesday, November 8
4 p.m., 208 Tillman Tower
English Lecture "Toーズ in Front of Academia"
Steve Sayre, Professor of English, Clemson University

Thursday, November 9
7:30 p.m., 100 Bracket Hall
"A Brief History of the University"
James R. Red, Jr., Senior Vice Provost and Dean of Undergraduate Studies, Professor of History, Clemson University
"The Idea of a Land-Grant University"
James B. Poole, David T. Howard, Agricultural and Forestry Research and Public Service Administration, Clemson University

Friday, November 10
7:30 p.m., SCU Auditorium
Sawyer Thurmond Institute
"Where We Have Been: Personal Reflections on Clemson's Past"
Susan McCollum (Mary Landr, Jr., Albert Professor Emeritus of History, Clemson University
Mark West, Professor Emeritus of Parks, Recreation and Tourism Management, Clemson University
William H. Shaw, M.D.
Distinguished Alumnus of Clemson University and of the Medical University of South Carolina

Monday, November 13 and Tuesday, November 14
7:30 p.m., 100 Bracket Hall
"What's Next for Text? Seeing and Hearing in Digital Expression"
Richard A. Lanham, Professor Emeritus of English, UCIRA, President of Boston College, Inc.
Dr. lanham is the author of The Literature of Insularity, Literacy and the Survival of Hawaii, and eight other books of literary criticism and three anthologies. His latest book, The Electronic Word: Democracy, Technology, and the Arts, was published in June and will be released by the University of Chicago Press in 1995.

WHERE HAVE WE BEEN? WHERE ARE WE GOING?
NOVEMBER 8-14, 2000
THE IDEA OF THE UNIVERSITY:
THE PRESIDENTIAL COLLOQUIUM
2000-2001

Edited by Donna H. Winchell and William A. Maker

Clemson, SC
This magazine is produced for the friends of the university to celebrate the first Presidential Colloquium, which took place at various times during academic year 2000-2001, entitled

**The Idea of the University: Where Have We Been? Where Are We Going?**

The full-text version of the proceedings, with illustrations and associated features, is published on our website (see [www.clemson.edu/caah/cedp/pres_coll/index.htm](http://www.clemson.edu/caah/cedp/pres_coll/index.htm)), edited by Donna Haisty Winchell and William Maker, and designed by Kimberly Grissop, the editorial assistant who also developed layout and illustrations for this booklet.

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Fall 2000

A Brief History of the University
Jerome V. Reel ..................................................... 2

The Idea of a Land-Grant University
James R. Fischer .................................................. 4

Where Have We Been: Personal Reflections on Clemson’s Past
Dr. William H. Hunter ........................................... 6
Mable Wynn ......................................................... 8
Earnest “Whitey” Lander ....................................... 10

What’s Next for Text: Seeing and Saying in Digital Expression
Richard Lanham ................................................... 12

Student Writing ..................................................... 14

The Last Campaign
Skip Eisiminger ................................................... 18

Spring 2001

The Idea of the University: The Corporate University or the High Seminary of Learning?
Jennifer Washburn ............................................... 19

Fall 2001 Colloquium Schedule .................................. 22

This magazine provides condensed versions of the presentations made by the guest speakers at the 2000-2001 Presidential Colloquium. For the full text of each speech or for more information about the speakers, please visit the Presidential Colloquium website at www.clemson.edu/caah/cedp/pres_coll/index.htm.
“What is unusual in our world is that the nature of the university did not begin as passing on to the next generation what we learned from the past. But rather attempting to discover invaluable truths that could be then put to the use of other people.”

Dr. Reel on the Birth of the University...

"One of the most sobering things that ever happened to me was the year that I was directing Clemson's centennial and all the centennial invitations that came in from other schools were all being sent to my office to give us ideas. I opened up a large invitation with lots of beautiful Italian stamps. The invitation was from the University of Bologna, which was inviting us to participate in their 900th anniversary. That gives you pause for reflection when you're trying to reflect on 100 years; the university is a long tradition.

. . . At Bologna, the great cathedral had a large library. In the library were bits and pieces of the Roman Emperor Justinian's incomplete law codes that he had attempted to put together for the Roman Empire, an Empire in serious decline and decay. Many lawyers thought that if this code could only be, Europe could understand universal law and therefore the universal right and wrong.

. . . It wasn't long until the word got out that the smartest folks in law in the world were hanging around in Bologna; so students needed to go down there and try to pick their brains. That's what we do now. Students come to our universities to learn from ‘first class’ researchers."

Dr. Reel on Thomas Green Clemson...

"Think with me for a moment about the founder, Thomas Green Clemson. He is a series of contrasting thoughts, contrasting values. A Pennsylvania Quaker educated first in Vermont and then in France, who became one of the most important agricultural chemists and assayers in the early first half of the 19th century of the United States.

. . . Mr. Clemson came back to South Carolina to live here on this place, his father-in-law, John C. Calhoun, being long dead. Here at this place he would conceive the notion of a land grant university. He had participated in early conversations with Justin Morrill and Alden Partridge about the land grant idea. After the Civil War, he knew that if the South was going to pull itself up, the South would have to do that from scientific education. When he said scientific education, he did not mean simply chemistry and physics.

Beyond that he meant all subjects that are useful and are within the realm of human knowledge."
"Think of the fact that Thomas Green Clemson . . . began dreaming more and more about leaving a legacy to the young people of South Carolina, to claim them as his 'children.' So on the 6th of November 1886, he drafted the important document which we call the Will.

. . . It's purpose was to create a scientific institution, which could be called variously the Clemson Agricultural College of South Carolina, if South Carolina was willing to make it a public school, or by several other titles if it was going to be a private school.

He created a most unusual trustee board or governmental board with seven life trustees; he named the original seven, and he called upon the other life trustees when one of their number resigns or retires, to convene and elect the seventh, the self-perpetuating corporation. He then also allowed that if the state accepted all the terms of the will and held them unchanging, the legislature would elect six trustees."

". . . if you think about Clemson, the first thing is the 'dead hand' of the past does not rest upon us. Changes that are needed can be made. Changes that are needed will be made. Secondly, the mission of this institution is never finally defined. That mission itself must change regularly to meet the needs of society. Further, it is one of the few state schools in our area in which one-third of its students come from beyond the borders of the state. Clemson has emerged in the last years as a national university. It is national in reputation; it is national in knowledge. . .

Clemson has had this marvelous expansion, marvelous growth, but most importantly, marvelous adaptability. And the study of the past of that adaptability is important to protect adaptability itself. Adaptability, change, expansion, broadening, always broadening for the future."

- Dr. Jerome V. Reel, Jr.

"I've studied universities, and their foundation, their origins. The odd thing about universities that were established in the first half of the American national history, dating 1776 to 1900 or so, almost always specified that the people who come to this university will be all men or all women; be white males only; white Protestant males only. None of those specificities were in Mr. Clemson's will. He was willing not to put the 'dead hand' of the past on this institution, but to lay a charge to the future trustees to guide its path. The first half of the university's history from 1893 when the doors opened until 1955 remains all male, all white, all military.

But in 1955 change began coming around the country . . . Clemson opened its doors to women in 1955. There were no protests, in fact there was a big sign on the front of the campus 'Welcome co-eds.' The guys were happy to have their co-eds.

Because of the good graces of Harvey Gantt, Bob Edwards, Walter Cox, and Matthew Perry (Perry was Gantt's lawyer) the institution went through racial integration with harmony. There were momentary instances of discourtesy, but it was not pervasive as it had been in our sister states all around us. So it marked to me a high degree of respect that Clemson people have for good and for the right order.”
"...Thomas Green Clemson's vision of what a land-grant university should be: engaged with the people, anticipating the needs of society, and providing the knowledge to meet those needs today and in the future. A land-grant university is an engaged university."

DR. FISCHER ON THE CREATION OF THE LAND-GRA NT UNIVERSITY . . .

“Land-grant universities were created in 1862 when the U.S. Congress passed the Morrill Act, named for Justin Smith Morrill, a Congressman from Vermont. The Morrill Act was intended to provide a broad segment of the population with a practical education that related directly to their daily lives. . .

The Morrill Act of 1862 provided federal funds to the states that were equivalent to 30,000 acres of land for each Congressional senator and representative. These funds, known as ‘land script,’ provided an endowment to establish a people's university in each state, thus the term ‘land-grant’ university.

. . .Land-grant universities originated to produce graduates who were prepared to function effectively in the practical world of business. . . There are now 105 land-grant colleges and universities, which are located in every state, the District of Columbia, and all the U.S. territories.”

DR. FISCHER ON THE LAND GRANT UNIVERSITY'S BENEFIT TO THE PUBLIC . . .

“The Hatch Act established a national system of agricultural experiment stations, in which land-grant university researchers share their discoveries and thereby accelerate the development of scientific knowledge. This knowledge has produced the high-yielding crops, environmental conservation methods, and sanitary food-handling procedures that today provide Americans with the safest, most abundant, and most affordable food supply in the world. In addition, some land-grant universities today also include engineering experiment stations.”

In 1914 Congress again expanded the land-grant university's mission with the Smith-Lever Act. This act established the Cooperative Extension Service, a national system to take information generated by land-grant university scientists directly to the people throughout each state. The Extension Service was charged with sharing practical information and encouraging citizens to adopt improved practices in agriculture, home economics, and rural development. As a result, an extension office was established in every county in the nation. . ."
“A land-grant university is a people’s university. While early universities were developed in Medieval Europe to educate a courtly society in the arts, land-grant universities were created in 19th century America to help a populist society build and feed a new nation. To do this Americans needed a liberal and practical education for everyone, not just the wealthy or the society elite. In the words of the sponsoring Congressman, ‘The fundamental idea was to offer an opportunity in every state for a liberal and larger education to larger numbers, not merely to those destined to sedentary professions, but to those much needing higher instruction for the world’s business, for the industrial pursuits and professional of life.’”

- Dr. James Fischer

DR. FISCHER ON LAND-GRA N T UNIVERSITIES AND PROFESSIONAL SOCIETIES . . .

“In addition to serving the needs of people in each state, land-grant universities also brought together agricultural and engineering professionals throughout the nation. This began a movement to form new professions and professional societies. The first agricultural professional society was the Entomological Society of America, founded in 1889. The first engineering society, the Institute of Industrial Engineers, was formed in 1848 before land-grant universities were established.

However, the growth of engineering societies, as well as agricultural societies, accelerated as the number of land-grant universities grew. As faculty members joined their colleagues across the country to form professional societies, they pooled their collective knowledge and accelerated the pace of scientific discoveries. The faculty also shared that knowledge, and their enthusiasm, with students as they taught classes and conducted research. This created a new generation of professionals who continued to expand the knowledge base and anticipate the future needs of the people.”

DR. FISCHER ON THE LAND GRANT UNIVERSITY’S IMPACT ON SOCIETY . . .

“The land-grant university is a uniquely American institution, based on populist ideals and an adventurous spirit. This combination fueled both the industrial revolution and the agricultural revolution, two of the major forces that shaped the destiny of this country and the world. By making higher education widely accessible and relevant to the needs of the people, land-grant universities mobilized the energy and creativity of the entire nation.

. . . The tri-partite mission of a land-grant university is teaching, research and extension. But the basic business of a land-grant university is knowledge: knowledge that is transferred through teach-
“IT’S ALWAYS BEEN THAT WAY WITH CLEMSON MEN. . . THE COLLEGE GIRLS JUST LOVED TO SEE A CLEMSON MAN COMING!”

DR. HUNTER ON THE FIRST BUILDINGS AT CLEMSON. . .

“One my favorite people in my family was my great Uncle Will Shumate. Uncle Will was a contractor. His mother was Mary Bolling. I think there are some books here about Mary Bolling. You ought to read them. She was a tough lady.

[During the War Between the States] Will’s mother put him on the ballot for sheriff without his knowledge and he was elected sheriff of Greenville County without even leaving General Lee’s army. Anybody in the Confederacy that held a public office had to resign from the army. He did. He was a Sergeant at the time. He came back to Greenville and was sheriff. He learned how to work convict labor and eventually became a contractor.

Now this is where he ties into Clemson. When they decided on Thomas Clemson’s vision and they decided to build this college, Uncle Will got the job as a contractor. He’s the one that built all the original buildings. . . So many of the people that worked to build these buildings were convicts.

Uncle Will had done a lot of building in Greenville, including the railroad through the county. Then the Clemson Board contracted with him to build Clemson College. The job connected our family forever to Clemson.”

DR. HUNTER ON CLEMSON PROFESSORS . . .

“You know I remember my professors. I think the most distinguished and most brilliant professor I had was my professor of History and Civilization, Dr. C. W. Bolen.

... I remember looking at 160 grades he put on his door one semester and there were only two A’s on that whole list. He would ream you.

... Walden Bolen, I can see him now. He prepared me more for graduate school than anybody else. He made you study. He gave you a list of books to read. He didn’t just do it out of the textbook. He gave you a list. And then you would come and he’d sit down with you and talk about these books. I can remember sitting on the steps of Sikes Hall. The classroom was upstairs. And I can remember right now the books we talked about then. That to me is what a university is all about.”

Dr. Walden Bolen
“When it came time for me to go to college – all our family had always gone to Clemson you know, my cousins and everything. I was fortunate to be recruited by several different places to play football. I had visited at Duke and Alabama and some places like that. Then they took me down to Columbia. They asked me what did I want to study. I didn’t know what. My grandfather, who I was named for, had been a storekeeper up at Tigerville. So I said I believe I’ll just be in business. I had lunch with the chairman of the business school at Carolina. I thought boy howdy man; I’m in high cotton. They really are treating me properly.

I got back and I told my cousins over in Greenville about all that. Well, the next day they all showed up. Three of them came in, grabbed me by the arm, put me in a car, took me over to Clemson, and put me down in front of Coach Howard. Coach Howard said, ‘Boy, what is it you want to study?’ I said, ‘Well, Coach, I thought I’d study business.’ I had visions of having lunch with the Dean. He said, ‘Well, business! If you want to study business go out there and get you a job. Don’t go to college for gosh sakes.’ So my idea of lunch with the Dean came crashing down. I didn’t know that Clemson didn’t have a business school at that time.

So anyway I came over here and studied electrical engineering.”

The thing in the past that made Clemson great is the faculty and student interrelationship. Not the buildings that my uncle Will built. Not the football team. Not the military. All those things had parts in it, very important parts. But the thing about a great university is purely and simply the faculty and student interrelationship. That’s what makes a university. And you can’t expect that to happen if the professor has 200 students. And I don’t know what to do about this, but I hope this will work into the future in some way.

. . . I hope that we have a Clemson on into the future like we’ve had in the past.”

- Dr. William Hunter
"When we first came to Clemson it was hard to get into the community. Being a black family living in a white neighborhood, attending a black church, doing everything else in the white community - it was hard. But I must say, Bernice and some others with the Human Relations Council just opened their arms to us. We were a part of the group."

MS. WYNN ON CLEMSON IN THE SPRINGTIME . . .

“In 1974 I had this wonderful opportunity to follow my dear husband Eddie up to Clemson.

. . . Ed had been up here with our dear friend Clarence Addison and our dear friend Ruby Lee and they said, ‘Come on, the weather's good.’ So we moved to Clemson.

. . . I remember Eddie didn't bring me in the traditional way from Orangeburg - we were coming from Orangeburg. Somehow, we ended up coming across the Seneca River - Lake Hartwell area from Seneca. I think we probably were up here for something, a reception or something else. If you can imagine Clemson University - Clemson, South Carolina - in early April, late March - dogwood blooming everywhere, the sun just right over that lake, you know - how was I going to say no I was not coming here?

So anyway we got in here and we decided we were going to make a go of it. We looked for housing everywhere. Now, students especially, if you come to Clemson in August looking for housing off campus you know what a difficult time it is. There's no housing. We went to Seneca. We went to Six Mile. We went wherever. Eventually we found a house over in Sunny Acres, right here in Clemson. We decided this is it. We bought the house. We didn't realize at that time that we were in such good company.”
**MS. WYNN ON MOVING TO CLEMSON...**

“Coming to the northwest part of South Carolina when you have been in the midlands for ten years previously - I was at South Carolina State University teaching for ten years before that - it’s a little bit different. So we were here looking for housing. We were looking for early childcare for our children. We were looking for a lot of things that were not yet available for us at Clemson.

I can remember going from one daycare - I guess it was day care back then - trying to find a place that would take our two children. I went to Mother Goose. Mother Goose was full. I know it was late. It was August 15th and Mother Goose was full. I went to another little day care: ‘We’re very sorry, but we’re full.’ And, I went to another day care: ‘We’re very sorry, but we’re full.’ So eventually I said, ‘Can I get on the waiting list for next year?’ And the lady told me, ‘We’re full.’ So I went ‘Okay, let’s do a complexion check here.’ Which is what I did.”

**MS. WYNN ON THE CLEMSON DANCERS...**

“I’ve always functioned under this particular premise: It’s not what can you do - I always ask what do you need to have done? That was how I got this job. [Burt Brantley] was saying write me a description for a dance course or write me a description of anything. So I wrote my course.

... Well, at the time my first dance classes were in the basement of Holtzendorff. ... I taught modern dance to about twelve Clemson students in that gymnasium. We'd arrive every day. The badminton nets and the volleyball nets were strung there, and we’d just duck under and go ahead and dance.

I did not realize at that time that there was no dance at the cow college. So that was the beginning. I got with a couple of students and we decided we needed to have a dance group. We needed a dance company. So the Clemson Dancers were born. We got together and wrote our little constitution. We did all that we were supposed to do. And hence, the Clemson Dancers were up and going.”

“We always laughed about triple M being the Marvelous Mable Minority person. I represented everything and everybody on this campus when it came to having a need for that minority person on that committee, in the community effort, in whatever. As I think back on it that was the one thing that held me back a little bit. But I felt if there was a need there, I would rise to that occasion. If you need a female, here you go. If you needed a person of color, or black, or African American, or whatever we were, whatever decade we were in, here we go. So I was the ‘be all’ for all things.

... someone asked me where would you move to if you were invited to move to another area. And I don't think I'm going anywhere. I really love Clemson. I think Clemson has served our family very well.”

- Mable Wynn
"Mr. Fernow taught thermodynamics. Gosh! The engineers hated thermodynamics. So one summer a bunch of them rushed off down to Auburn to take it down there. And lo and behold there he was - the visiting professor that summer."

DR. LANDER ON LIVING AT THE OLD CLEMSON HOTEL . . .

“Now my living quarters were at the old Clemson Hotel. . . It was a two-story, wooden building with an L-shape. And most of the rooms were on the second floor that they rented out. You had a private room, but you didn't have a private bath. One end of the hall was a ladies bathroom and at the other end was the men's. And that was it.

Now you might say well what did we do for entertainment at the hotel? It was a great community. We all knew each other and it was just one great big house party. We played cards together. I think Pen is the one that introduced me to the Saturday Metropolitan Opera broadcast that Texaco put on. There were three dance clubs in town at that time. We would go to movies down at the YMCA. That was the only place there were any movies. We used to go to Boscobel a lot in the early fall and late spring. Boscobel was not only a golf course; they had a great swimming pool and a dance pavilion. It was a great place for parties when the weather was good. So we would go out there when we could get it. One thing about it - hardly any of us owned an automobile. You couldn't afford an automobile on $1,500 a year. Some didn't make that much. So we had to make our own entertainment around here.”

DR. LANDER ON BIG THURSDAY FOOTBALL . . .

“Of course we enjoyed the college athletics, and we all went to the football games, the basketball, whatever they had. Football was a big thing when I first got here. And on Big Thursday, now remember Big Thursday was always played in Columbia until 1960, but on Big Thursday they would bury the Gamecock up here. And an old Clemson man named Gaitor Farr would come up and preach the funeral for the Gamecock. Well, the year I first heard him, 1941, he came out and he said, "Well, I look out here and there's Dr. Poole, and there's Col. Poole (who was the commandant) there's Mrs. Virginia Poole (she was one of the secretaries), but where is Hude Pohl?" If you didn't know - Hude Pohl was a beer then.”
ON A NIGHT ON THE TOWN. . .

“You might say what type college was this? Well, it was military. The students lived under military discipline. All but the seniors, during the week, had to be in the barracks by 8:30 at night. That meant the town was deserted. Well, there weren't any bars in town anyway. There wasn't even a liquor store in Clemson. You had to go to Pendleton to get any hard liquor.

Of course, the town was dead after 8:30. There were three of us that wanted to rent this small bowling alley there. It was this little wooden building at the upper end of College Avenue. The proprietor said, ‘Well during the week you can have it for ten dollars a night after 8:30, and I'll furnish two pin ball boys.’ Also there was a nickelodeon in there and a small dance floor. So the three of us, for ten bucks and a few nickels, had a good party.”

Sammy Kaye’s ‘Sunday Serenade,’ which was a popular program. And in a few moments: ‘We interrupt this program to bring you a special bulletin.’ And there it was. Well gosh, the other three said, ‘Where's Pearl Harbor?’ . . .

. . . in December of ’42 I was called up. I was at Fort Jackson in a special training unit. . . In May of ’43, the Clemson student body came marching through. By that time they had lowered the age to eighteen. But they let them stay in school until the spring semester was over. So I saw them come marching through.”

- Dr. Earnest “Whitey” Lander

ON FACULTY FRIENDS . . .

“I think fondly of Garland Ross (a former English professor) for he is the one who introduced me to that poem ‘The Ballad of Yukon Jake.’ An excerpt from the poem is provided below:

Now the North Country is a rough country
   And it mothers a bloody brood;
   And its icy arms hold hidden charms
   For the greedy, the sinful and the lewd.
And the strong men rust, from the gold and the lust
   That sears the Northland soul,
But the wickedest born, from the Pole to the Horn,
   Was the Hermit of Shark-Tooth Shoal. . .

. . . Now he was just a boy and the parson’s joy
   Ere he fell for the gold and the muck,
   And he liked to play in the hogs and the hay
   On a farm near Keokuk.
   And a Service tale of illicit kale,
   And whisky and women wild,
   Drained the morals clean as a soup tureen
   From this poor but honest child. . .

“Now on December 7 Pen Brewster and Gil Miller and I and somebody else, I’ve forgotten who, had sat down to play bridge right after supper. And I said, ‘Pen let’s have a little music.’ He turned the radio on and we got
"If educating our students for the world they will live in, for a competitive global economy and the unprecedented high level of daily symbolic processing that comes with it, is to be a dominant university purpose rather than a routine Chancellor's Exhortation, then we must find ways to bring these new contracts onto campus and to understand them. We must modify our departmental and disciplinary structures so that this vital conversation can occur, and be prepared to modify them much more after the conversation has occurred. . ."

During his visit to the Clemson campus in November 2000, Richard Lanham twice presented a lecture that traced our language's evolution from what was essentially an oral operating system to a combination of an oral and literate culture that arose in the seventeenth century and is still our current operating system. Lanham pointed out, however, that a new operating system is coming into being that is once again redefining the relationship between literacy and orality. Lanham presented literacy and orality as like two tectonic plates. As Lanham put is, “Every time the plates grind against each other, some interesting and wildly important things happen.”

Professor Lanham traced the evolution of text from a 6th BC manuscript in scriptora continua that provided no spaces between words, no punctuation, and no lower-case letters as useful signals to a reader as to how the text should be read. Such manuscripts were decipherable only by a special class trained to read them. Around the year 1000 a series of complex political pressures led to a need for more people to access information much faster. Conventions that we take for granted, such as spacing and the distinction between upper- and lower-case letters, became means of reducing the time and effort it took to read texts. It was a time for readjusting the relationship between literacy and orality. We are at exactly such a point in time once again right now. More people need to absorb more information faster than ever before, and digital text is providing the means of doing so.

Through a fascinating series of visual examples, Professor Lanham presented time-based typography as part of the new system that responds better to the needs of our own time. One was a touching example of how one young woman compressed a hospital report and her response to its revelation that she had breast cancer. In the resulting visual “poem,” words are taken out of linear syntax and placed in a two-dimensional context. They flit across the screen, shrinking, growing, disappearing, as the cold facts of the report alternate with the writer's anguished response. In this and other examples of digital text that Professor Lanham offered, the boundary between prose and poetry disappears. . . Lanham explains, such visual adjustments “realign the image world and the word world.”
Dr. Lanham’s opens the chapter entitled “Electronic Textbooks and University Structures” from his book The Electronic Word: Democracy, Technology, and the Arts (University of Chicago Press, 1993) with the following statement:

“I began to think about how electronic texts would affect textbooks because I write textbooks, and I began to think about how university administrative structures might be affected because I used to be a composition administrator. The two strands of thought came together when the Council on Library Resources invited me to a series of meetings convened to ponder the role and path research libraries should pursue in an electronic universe. I found the meetings stimulating and felt privileged to attend them. The conversation I heard there prompted this paper. When I delivered a small portion of it, on electronic information, to the national meeting of the American Council of Learned Societies in 1990, I was surprised to be told that my remarks (inoffense as I thought them -- indeed, ineluctable and undeniable) scandalized the meeting. I still can’t understand why, but perhaps the reader will be more perceptive. The world that really ought to be scandalized, or at least galvanized, is the world of print-textbook publishing.”

The chapter concludes with the following warning:

“The influence of ‘electronic text’ in our now-expanded sense of the term, must then be pervasive. If this is so, why are we not discussing this influence? Surely it is because the university’s departmental, disciplinary, and administrative structures work implicitly - and often explicitly - to discourage it. It is almost as if the university’s structure had been invented specifically to deny a place for this vital conversation to occur. . . . But we must begin a conversation somewhere, and it must include all the main players in university governance. If we don’t begin it, and if we don’t move forward swiftly to make basic changes in institutional structure and practice, we mustn’t be surprised when American society, public and private, steps in and does it for us. For it is hard not to conclude that what we are doing now is not preparing our students for the world they will live in, and the lives they live, but training them, instead, to be the ‘clerk of a forgotten mood’.”

Dr. Richard Lanham

“Western print, Western alphabetic utterance going back to non-print may contain a number of spatial signals that we have chosen to ignore. If it does, it means they are oral residue, that is, habits of mind that come from the oral world - the world of time and space and gesture that have somehow been embedded in a text. When they are put on the screen, they have unfrozen some of those oral coordinates - a suppressed agenda of time and space that digital expression allows us to see.”

- Dr. Richard Lanham
STUDENT WEBSITE

Students in Dr. Elisa Kay Sparks English 101 class built a website related to the Fall 2000 Presidential Colloquium. The website contains a schedule of Colloquium events; links to student poems that won a poetry contest sponsored by Dr. Art Young; links to student essays based on readings in Dr. Donna Winchell's reader, Common Knowledge; these essays are based on writings by John Henry Newman, Caroline Bird, Wendell Berry, Paulo Friere, and Richard Lanham; a link to the Kellogg Report on the Future of Land Grant Colleges; and the Final Report of the Commission on the Future of Clemson. The student website can be viewed at:

http://virtual.clemson.edu/groups/dial/la101/university/uindex.htm

STUDENT POETRY CONTEST

As part of Clemson University's Presidential Colloquium 2000 on "The Idea of the University," students in certain sections of English 101 wrote poems about experiences in higher education. Some of the poems were serious, some humorous, some about Clemson, some about education more generally. A committee of eight judges selected five of these poems for special recognition, and the writers were awarded a Certificate of Achievement and a $100 gift certificate to the University Bookstore.

This "Focus on Poetry" event was sponsored by the Robert S. Campbell Chair in Technical Communication, the Roy and Marnie Pearce Center for Professional Communication, and the Department of English. Nineteen teachers of English 101 and hundreds of students participated in this event. The five winning entries are included on the following three pages.
Distracted

The thumping started with clicking stretching knuckles and tapping pencils. Chattering teeth and noise no less significant than any other intellectual conversation made ripples in drinks on silver platters. Only outside was there an approaching, whining, whirring unhappiness losing its voice, as does metal striking metal. I thought "of the pinging engine." A little fire, a little national, the curtains behind the class and I am made of paper.

We were driving away
On a road above another.
Everything was wet.

Casey Hanyzewski, Major: Undeclared
November, 2000

Mr. Calculus

Let's start the equation off.
You come in, complete a fraction of the exam, sine your names, and turn the finished product in.
A number of constant continuous complaints are all I receive,
"The degree of difficulty was too hard."
By this time, my mind is functioning in circles.
First, you arrive late
Second, your homework is incomplete.
Third, you expect good grades.
My limit of anger has reached its maximum height.
The plane difference between your generation and mine is that minimum work is required these days.
Technology, that ranges from calculators to computers and the list is infinite, has left a small amount of area for improvement.
Do not take everything for granted.
To solve the formula, take your minds to the next power and reach the absolute point you are capable of.

Casey Hanyzewski, Major: Undeclared
November, 2000
The best teacher I ever had was Mr. Cardoza. He taught English, and had a receding hairline, and was the most beautiful man I had ever seen. Sophomore year in high school, I sat in the front row, paying close attention to him. With him, we labored through Chaucer, through Lord of the Flies, through the Odyssey. He made us think, made us enjoy learning things we didn't really need to know. Every day all year I woke up with the anticipation of seeing him at 7:45. I was always on time, not wanting to miss one minute, one word, one movement he might make. I was sure that one day he would realize that he would be happier with me. He would leave his wife and children, and we would run away and spend our days in fields of wildflowers, discussing Emily Dickinson. I can imagine nothing more romantic. But the year came and went, flew by, and he never noticed how much I loved him. He never knew how much I wanted to shout from the press box at football games, "Mr. Cardoza, WILL YOU MARRY ME?????"
He never knew that I woke up an hour earlier than I really needed to, just so I could look perfect. Some may call this obsession, or misplaced affection, or, pardon the cliché, "puppy love." But no. This was the real thing. A lot of people say that women make better teachers. They're empathetic. And nurturing. And understanding. I call myself a feminist, but what I'm about to say may negate that. But I learned more from my imaginary love affair than I ever did from anyone else. Men make wonderful teachers. Especially when you're fifteen and not expecting it.

Erin Hensley, Major: Speech and Communications Studies
November, 2000
Advice

Why am I so tired, mom
I can never get enough
Rest she said is all you need
And you will feel
Better to be tired than skip your classes
And make low
Grades are so important
Your first semester of
College is difficult, she said
I'm not going to
Lie down and take a nap
You have so much to do
Tomorrow you have a midterm to
Take each day at a
time is all you need to adjust
I just don't understand this grade
I studied three hours just for a
C me after class she said
And I will let you
Know more absences- do you hear me
It hurts you more and
More time needs to be spent studying
And all homework must be turned
In order to stay here and not fail out
You must do what I say
But how do I know if he likes me
How can I really
Tell me what he says to you
Does he hold your
Hand me that coke, will you please
Well we don't really
Talk about a loser
He won't even call
You can do so much better, my friend
There are so many more
Guys are so confusing, she said
But it's time to go to
Sleep tight my friend
Goodnight

Beth Richards, Major: Speech and
Communication Studies
November, 2000

Harcombe Lady

I stand here everyday
Taking cards
Swipe
*beep*
My feet hurt
They hate to remain in one place
Swipe
*beep*
I encounter thousands of people
The same ones everyday
Swipe
*beep*
They are all hungry
They want something to fill themselves
Swipe
*beep*
They take me for granted though
None ask my name
Swipe
*beep*
Most don't even see my eyes
But I always see theirs
Swipe
*beep*
I have seen every kind of person
Their eyes and walk tell me much
Swipe
*beep-beep-beep*
Hold on honey,
Let me try that again
Swipe
*beep*
Swipe
*beep* Ok, there it goes
You might need a new card soon
Swipe
*beep*
Sometimes the cards are finicky
But a second swipe fixes most
Swipe
*Beep*
I wonder how long I will do this
Stand here and swipe, swipe
Swipe
*beep*

Stephen Sells, Major: Physics
November, 2000
Alumnus of Sandhurst, Somme, and Dunkirk, Col. Lyons was working late one Friday duplicating his infantry tactics midterm. When he finished, he counted them, tapped them smartly on end, and placed them front and center on his desk. He departed without locking the door, for Clemson was a military school.

Monday morning, "The Lion" thought he'd better count the ranks one more time. To his astonishment, he was one short. Mandatory golf crossed his mind as he located his stencil and double-timed to the office. As he waited for the ink to spread across the drum, the paper cutter caught his eye, and he quickly deployed his cavalry. Maybe after all, he'd not been derelict. So when the copy was dry, he cut a half inch off all thirty sheets with one surly sweep of the steel. "The Lion" was of the school that "if you draw your .45, you'd better throw your holster away."

To class he marched, then, to proctor his exam. After a quick head count, he said, "Gentlemen, when you have finished, do not fall out. Find something to read until all exams have been secured. I have a dispatch that concerns each of you grunts." The disparity in diction was not lost on the class. If all the tests were the same length, the colonel himself wondered what his announcement would be. Meanwhile, he just counted.

At five before the bugle blew, he casually mustered the papers, saw what he had to see, and marshaled them again on the desk. For a moment, he paced behind the podium with a leather crop saluting from his armpit, then said, "One of you dog soldiers entered my office without my authorization and stole a copy of the midterm."

The class froze. "But that pilfered test," he said, "is somewhat longer than all the rest."

He then assembled the papers and sharply stood them at attention on the desk of a student in the first rank. As one paper peeked above the rest, the thief rose from his seat in the back, fished up his satchel, and hurried out the door.

When it swung shut, the colonel barked, "At ease, gentlemen - for now, you've made the cut."
“The problem, I believe, is not university-industry collaborations. The problem is that universities are increasingly allowing industry to dictate the terms of their support in ways that fundamentally threaten academic freedom and the ability of the university to remain free of vested interests.”

Excerpts from Jennifer Washburn’s talk:

“Increasingly, we live in an age where ideas are seen as commodities and the control of information is central to our economy, so it’s really no surprise that, in this context, universities are coming to be seen as incubators of new ideas and are being asked to play a more prominent role in fueling our nation’s economic growth. Both the biotechnology and computer engineering revolutions were largely born out of university research labs, after all.

...In my talk, I will focus on three main areas of concern:

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**First**, the growth in corporate-sponsored research poses a threat to the open culture of the university, the right to publish, and the ability of professors to perform disinterested research that the public can trust.

The days of unrestricted private grants appear to be disappearing. Increasingly, corporations are unwilling to invest in academic research unless they can in some way control the results, which frequently means that corporations require professors to sign agreements laced with restrictive provisions, including, for example, requirements that investigators keep both the methods and results of their work secret for a period of time.

...Beyond the question of secrecy lies a more serious concern: namely, the potential that companies will influence the design—and in some cases the results—of the studies they pay for.

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There is a second problem with the way commercialism is being pursued on campus today. In their eagerness to cultivate alliances with industry, universities are beginning to look and behave like for-profit companies themselves.

- Schools like Johns Hopkins now operate their own internal venture capital funds to bankroll commercially promising lines of research.
- And many universities, themselves, are now investing heavily in the companies sponsoring their professors’ research, creating the potential for serious institutional conflict... .

Meanwhile, universities also have taken to guarding their intellectual property aggressively as any business would.

Traditionally, universities regarded patents and other intellectual property restrictions as standing in direct conflict with their role to disseminate information as freely as possible. But today, as a result of Bayh-Dole, most schools have technology licensing offices dedicated to commercializing their professors’ discoveries and managing the university’s burgeoning patent portfolio.

Much to their dismay, universities have also discovered that defending their intellectual property is costly! The truth about Bayh-Dole, which no one wants to discuss, is that very few schools are actually making any money off of all this licensing activity. And, in looking at figures from the Association of University Technology Managers (AUTM), we see that a large number of schools actually spent more on legal fees—to defend their intellectual property—than they brought in from royalties.

However, the difficulty in turning a profit seems only to have made some schools more aggressive. Stanford University, for example, has gotten into launching its own brands (to extend the life of its royalty income beyond the life of a patent); other schools are spinning off for-profit subsidiaries, such as online-education ventures.
One third, and final danger looms if universities do not retain their autonomy from the market: Namely, that the university’s own research agenda—and its curriculum—will become increasingly tied to the needs of industry.

At U.C. Berkeley, many of the students and professors I interviewed expressed concerns that less commercially-oriented fields of research will languish as the university tightens relations with industry.

. . .This trend poses a particular threat to the humanities, where research very rarely, if ever, has direct commercial value. As Chancellor Berdahl noted in his speech, “With the new capacity of some faculty—biologists, engineers, computer scientists, and business school faculty—to earn substantial amounts outside the university, there can be a corresponding devaluation of the work of humanists and social scientists.”

. . .One school that I visited for my Atlantic article was George Mason University, which recently decided to boost funding in areas like computers, information technology, and biotechnology. At the same time, degree programs in classics, German, Russian, and several other humanities departments have all been eliminated. The university’s president defended the cuts by saying that “funders take a dim view of giving you money to run an inefficient organization.” He notes that students are “good consumers” and they want degrees in areas where there are robust job opportunities.

Of course, universities do need to prepare students for the job market. But at George Mason, hundreds of professors and students signed a letter of protest, arguing that that these cuts would undermine the university’s ability to provide a well-rounded education. Higher education, they argued, means more than training students in job skills—it means teaching them to read, write and think critically, to reflect on the world’s problems and to obtain a broad knowledge of various subjects. It means, in short, creating intelligent, well-rounded citizens.

I would like to stress that even on utilitarian and economic grounds, there is strong evidence to suggest that it would be foolish for universities to allow the research agenda or the curriculum to become commercially driven.

In the spring of 1999, I met with Dr. Paul Berg, a Nobel Prize winning biochemist at Stanford, who was a seminal figure in the biotech revolution, having laid the early groundwork for splicing DNA to make hybrid molecules. Berg points out that, in its early stages, all of the basic research that led to the biotech revolution was funded not by industry but by the government. Why? Because it did not appear to have any commercial promise, so industry and the venture capitalists simply were not interested in funding it.

Berg stresses that many of the most important scientific breakthroughs—including the computer-
engineering revolution—resulted from public support of basic, undirected research that yielded unexpected discoveries, some of them with great commercial benefit.

So, if we allow universities to become too closely enmeshed with the marketplace, I think there is a grave risk not only to the humanities and to ‘public good’ research and to the integrity of the scientific enterprise, but to our economy and to our future economic growth.

The University’s independence from the marketplace, in short, should not be thrown away lightly.

. . . I think the nation’s universities should band together and establish collective guidelines that would preserve academic freedom in all their interactions with industry. . . . Here are my recommendations:

1) In line with federal guidelines, all universities should prohibit publication delays of more than 30-60 days, and any other editorial constraints imposed by corporate sponsors, such as pre-publication revisions.

2) Colleges and universities should require professors to publicly disclose all of the entities that are funding their research (as well as all related financial ties such as equity, consultant fees, etc.) on all publications, and they should maintain a publicly-accessible database where any one can look up a professor’s funding sources and other financial ties.

3) Dr. Marcia Angell, the former editor of the *New England Journal of Medicine*, recently pointed out in testimony before the NIH that institutions must also go beyond mere disclosure and must adopt policies that actually prevent professors from having direct financial ties to companies sponsoring their work. I agree, and would recommend that investigators who receive grant support from industry should not be permitted to have any other financial ties to those companies (including stocks, seats on boards, etc.). These kinds of interests are not acceptable in the journalism or legal profession. Why should it be any different in academia?

4) Institutional conflicts are an equally serious problem. I would recommend that universities, themselves, be banned from investing in companies sponsoring their professors’ work, as well as other start-up companies founded by their professors.

5) Also, universities should mandate that their technology licensing offices always work to minimize proprietary restrictions on basic research tools and reagents so the basic building blocks of science continue to be shared.

6) Finally, and most importantly, universities should refuse to tailor either the research agenda or the curriculum to the needs of industry, and make a stronger case for the importance of preserving public support for higher education.”

“Am I proposing that we simply turn back the clock and cut off all ties between industry and universities?

The answer, I believe, is No. Erecting an impenetrable wall between universities and the commercial sector would neither be wise or realistic. But I do believe that quite a lot can and does need to be done:

First and most importantly, I think the nation’s universities should band together and establish collective guidelines that would preserve academic freedom in all their interactions with industry. The reason these guidelines must be collective is that, otherwise, we risk creating a race to the bottom. When one school adopts a more stringent policy on equity holdings, for example, you can’t have accomplished scientists and professors running to other schools with more lenient policies.”

- Jennifer Washburn

The idea of the university: The corporate university

OR THE HIGH SEMINARY OF LEARNING?
PRESIDENTIAL COLLOQUIUM

FALL 2001 SCHEDULE

GLORIA NAYLOR
AUTHOR

“The Road To Mama Day”

October 24
8:00 PM
at
Brackett
Auditorium

October 25
2:00 PM
at the
Brooks Center

GREGORY PENCE
MEDICAL ETHICIST

“Defending Human Cloning: A Rough Road Ahead”

November 8
8:00 PM
at the
Brooks Center

All events are open to the public, free of charge.
Presidential Colloquium
Town Meeting

The Idea of the University:

The Corporate University
Or the
High Seminary of Learning?

April 25, 2001
11AM-4PM

Meet Our Guest Speaker

Jennifer Washburn, an independent journalist based in New York City and fellow at the New American Foundation will be our speaker for this meeting.

Currently, Ms. Washburn is working under a fellowship at the Open Society Institute where she is examining the growing privatization of the public sphere. Her articles have appeared in a range of publications, including The Atlantic Monthly, The Washington Times, and the Bulletin of Atomic Scientists.

She has frequently appeared on radio programs across the country; in addition to this, she has been invited to speak about the future of higher education at numerous prominent venues.

Ms. Washburn is the co-recipient of the National Association of Science Writers 2000 Science-In-Society Award for "The Kept University," written with Eyal Press.

We invite you join any portion of the colloquium that you can; if you plan to join us for lunch during the colloquium, please return this completed form to: Bill Maker, 113 Holtzendorff, or you can e-mail him at: makerw@clemson.edu with your information so that we can reserve a place for you. Please return this by April 16 to ensure your spot.

Name: 
E-Mail: 
Department: