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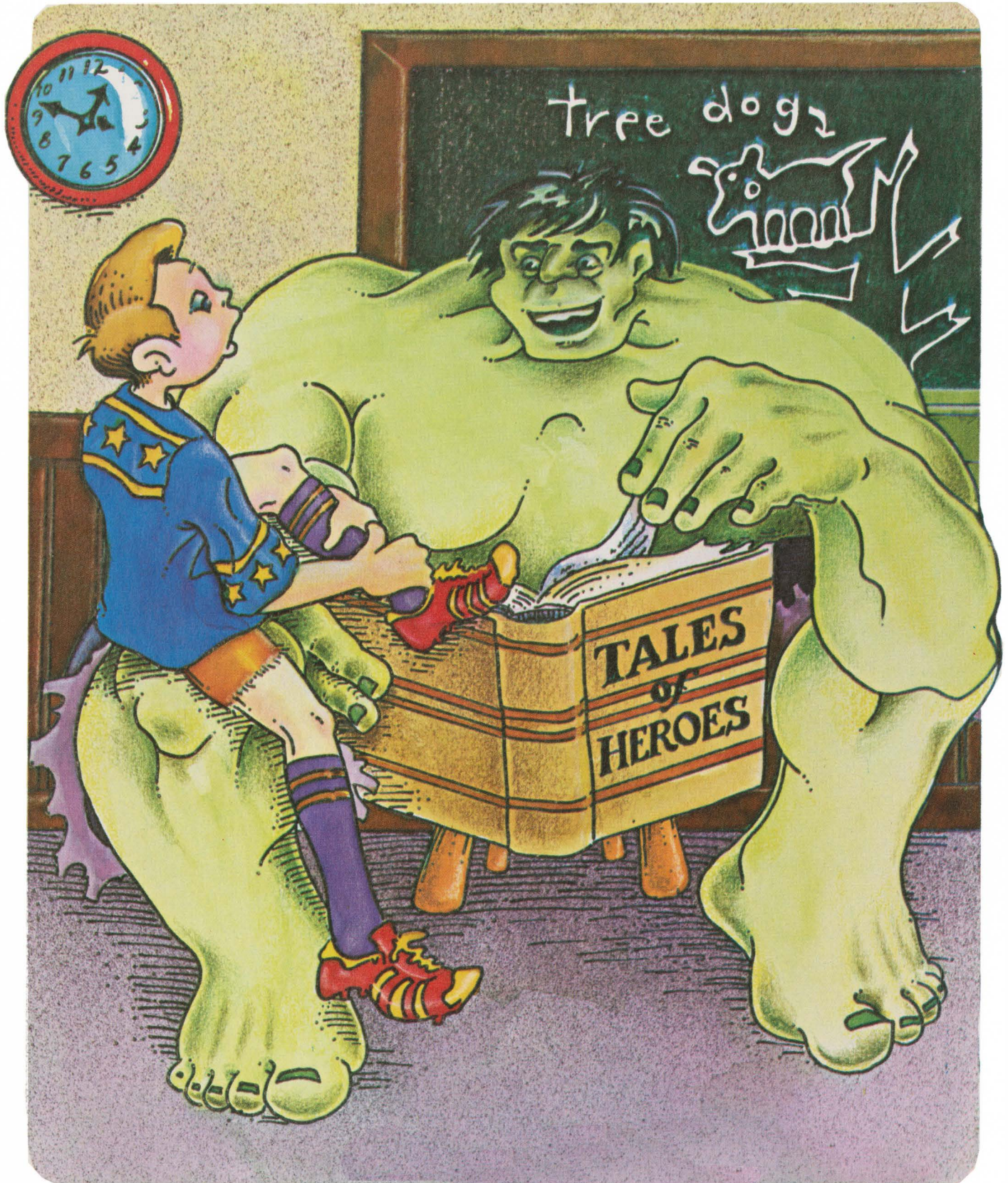
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The
FURMAN
Magazine

SPRING 1979



Spring 1979/Vol. 24 No. 1

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COVER:

Tom Cloer, director of special services at Furman, suggests that the presence of heroes like the Incredible Hulk in the classroom would help boys learn to read. See article on page 14. Illustration by Whole Hog Studio, Atlanta, Ga.

Furman University offers equal opportunity in its employment, admissions and educational activities in compliance with Title IX and other civil rights laws.

Almost a theme

This issue of the *Furman Magazine* was planned around a central theme — services for students and faculty — although now that theme is scarcely noticeable. The three main articles, however, do tell about some of these services.

At one time it was assumed by Furman and most other colleges that students should either make it on their own academically or flunk out. With a growing understanding of the causes of academic problems and a shrinking pool of qualified college students, most colleges now offer students some kind of remedial help. At Furman Dr. Tom Cloer, director of special services, works with students who have academic problems. A reading specialist who has taught all kinds of children — from normal to brain-damaged, Cloer diagnoses each student's problems individually and recommends a course of action. (See article on page 14.)

A few years ago colleges did not worry much about what their students would do after graduation. Back then, getting a college degree usually did mean finding a good job. But this is no longer the case, and liberal arts colleges in particular are sensitive to the problem. At Furman the Office of Career Programs is a multifaceted operation which attempts to acquaint students with career possibilities, prepare them for careers through counseling, internships and cooperative education, and eventually put them in touch with prospective employers. Executive Week, sponsored last fall by the career programs office, brought six businessmen to the campus for a week to promote a better understanding between the business community and the liberal arts college. (See article on page 8.)

The newest services provided by colleges are those for faculty development. Until recently, professors could advance their careers by moving to more desirable positions at other colleges and universities. But now, with the tight job market in most academic fields, some colleges are trying to provide means for professional development within the institution. Furman has applied for and received three grants, totaling more than half a million dollars, which allow faculty members to travel, study, plan new courses and learn new teaching techniques. (See article on page 3.)

These and other services provided by Furman reflect the college's efforts to keep up with changing economic and sociological conditions. They demonstrate Furman's intention to provide the best possible environment for faculty and students.

M.H.



Leslee Bates and Robert McLaughlin in the Japanese garden

JAMES CLEM

**UNDER
CONSTRUCTION**



Ivory tower remodeled

*Far-reaching changes in higher education
have affected the faculty drastically.*

by Melvin Hipps

The ivory tower, where the dedicated scholar sits in splendid isolation from the hurley-burley of the real world, is one of the most popular images of the college or university. The term is often used scornfully by critics who view the university as a haven for those who cannot or will not face reality and cannot make a contribution to society beyond vague and useless theories delivered piously from the tower window. For those of us who grapple with the problems of modern higher education, the ivory tower is a nostalgic symbol of the halcyon days of college life where students and professors could spend four serene and pleasant years contemplating “the best that has been thought and said,” relatively unencumbered by worries about the job market, Graduate Record Examination scores, inflation, cash flow, demonstrations, “relevance,” teachers unions, the Buckley amendment, and so on and on. That was a time when we like to think responsibilities shared at least equal billing with “rights.”

So much for nostalgia. Now, the ivory tower has been remodeled to accommodate the vast changes in students, faculty, and society. Unfortunately (or fortunately, depending on one’s point of view) the ivory tower has come to resemble more a condominium where people with vastly differing values, interests, and goals co-exist, not in splendid isolation, but in a lonely crowd.

Several of the architectural changes in higher education that have affected faculty most dramatically are the decline in the college-age population, the virtual extinction of opportunities for professional mobility, and the shift in attitudes of society toward higher education. All of these are either causes or effects of an economic crisis in the higher education “industry.”

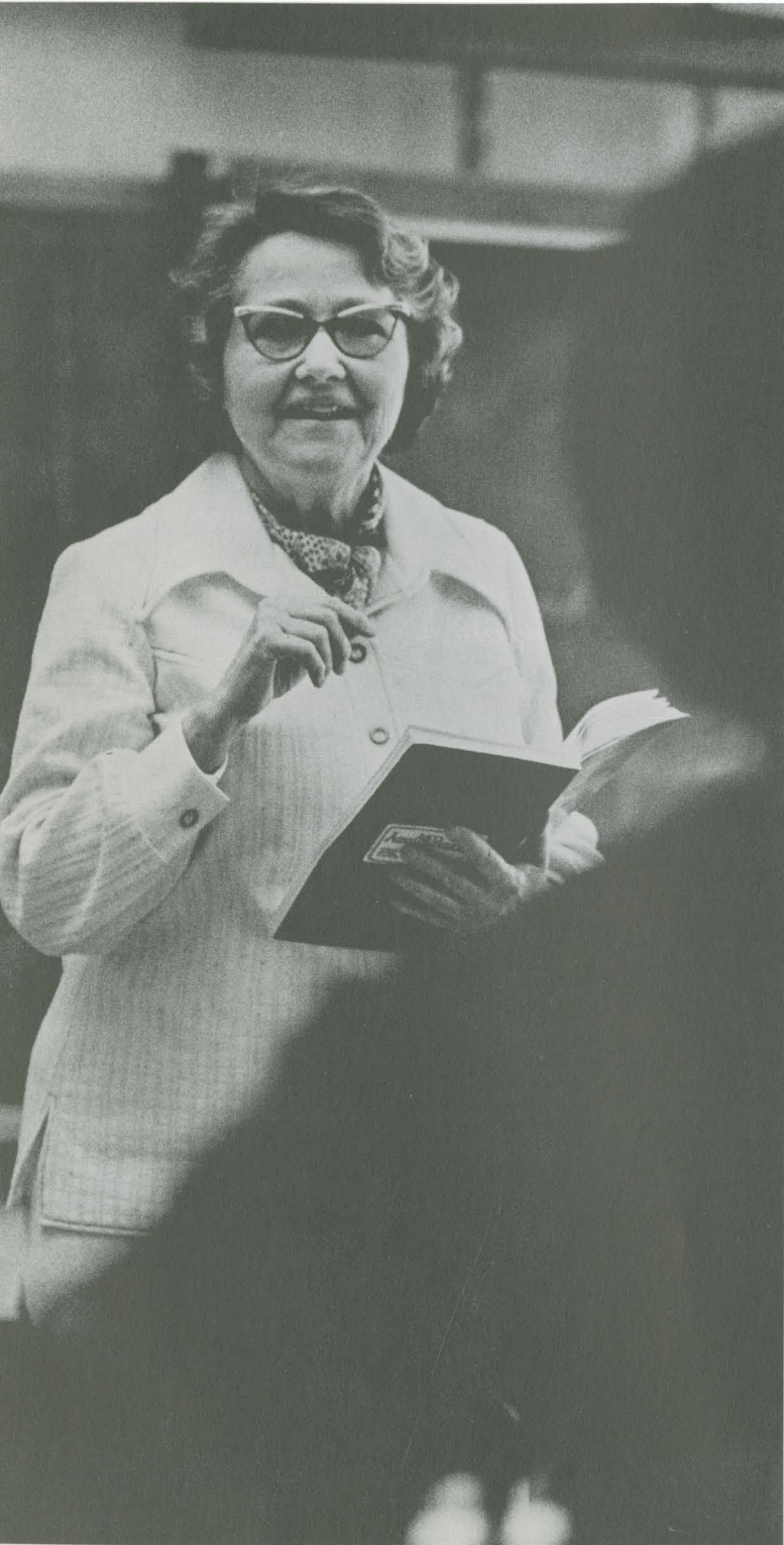
In the fifties and early sixties, colleges were actually struggling to accommodate the children of the postwar baby boom. Federal money for colleges was flowing freely, and we foolishly thought that higher education would be an ever-expanding “enterprise.” In their structures, universities came more and more to mirror the business

world. We hired vice presidents of this and vice presidents of that and coordinators of this and directors of that. (After all, titles like “dean” or “professor,” while they may have commanded a certain surface respect, have never been very highly regarded in the power structure of the real world.) We posed a lot and spoke knowingly about markets and products. Then suddenly the bottom dropped out. We finally looked at the birth-rate statistics and saw the inevitable leveling off of the student “supply” and thus of the “demand” for higher education. The economic situation worsened, unemployment rose to new heights, and prospective students began to have serious doubts that the college degree was the guaranteed ticket to the good life that it had always been assumed to be. Having expanded beyond reasonable limits during the sixties, colleges and universities during the seventies have become locked in a fierce battle for the available student population.

What a change from the fifties and sixties! During those decades students were imploring colleges to admit them. Institutions, certainly professors, felt no particular pressure to help students succeed and stay in school. We could peer down disdainfully upon our young charges and say, “Take it or leave it; if you don’t make it, there are several people out there eager to take your place”; or that now infamous threat to trembling freshmen: “Look to your right and to your left; at the end of the year, one of you won’t be here.” How omnipotent we were. No more. Now a professor senses quite keenly that if he fails to interest or motivate his students, they may drop out or transfer; and if enough do so, he may soon be in the soup line.

This shift from a “seller’s market” to a “buyer’s market” in higher education has brought to a screeching halt the game of academic musical chairs that became so popular during the sixties. In those days, if a professor became disenchanted with his circumstances, he knew he could always move on to pastures which, if not greener,

The "steady state" in higher education has almost obliterated the opportunity for faculty mobility.



were at least different. At contract time, he felt an enormous sense of power in waving all his offers in the face of the dean. If you didn't have eight or ten job offers after graduate school, your future in the academic world seemed bleak indeed. The "steady state" in higher education brought on by declining enrollments and shrinking budgets has virtually obliterated the opportunity for faculty mobility that characterized the sixties. (It is interesting to note that only five new members joined the Furman faculty in 1978, in contrast to the fifteen to twenty-five new members added each year in previous sessions.) Furthermore, the new later retirement age will further assure us of many years with virtually an unchanged faculty.

Finally, the shifting attitude of the public toward a college education, especially a liberal arts education, is perhaps the most ominous threat of all. We appear to be very near the destiny toward which our pragmatic philosophy of education has been inexorably moving us since the founding of the Republic. Students are becoming increasingly restive under the discipline and demands of liberal learning. Perhaps the tight job market is the real culprit, but nevertheless, students and their parents are pressing for more career-oriented and job-related training. Even students who plan to go on to law or medicine or theology are beginning to suffer somewhat less patiently than before the rigors of a traditional liberal education. However, they at least have *some* motivation for doing college work. The others, those who realize that even if they endure four years of college, they will likely wind up driving a cab or waiting tables — these are the ones who wonder, often quite vocally, what the "use" is to them of Spanish or calculus or western civilization.

What are colleges doing to try to accommodate or adjust to these renovations in the house of learning? Well, one new wrinkle has been labeled the faculty development movement, a trend in higher education now about a decade old. Some of the assumptions underlying faculty development programs are as follows:

(1) If colleges cannot count on faculty turn-over for continuous renewal, they will have to conjure up ways of continuously renewing the faculty they have. (And faculty, faced with the prospect of a lifetime in the same old job and with the same old colleagues, yearn for weapons to stave off the deadening ennui that often descends on academic people sometime about mid-life.)

(2) College faculty are masters of academic disciplines, but many of them know little about the craft of teaching

Left: Marjorie Watson, who teaches Spanish, created a new course on teaching English to students who speak another language.

*Unpleasant as the task may be,
faculty must be full-time apologists
for liberal learning.*

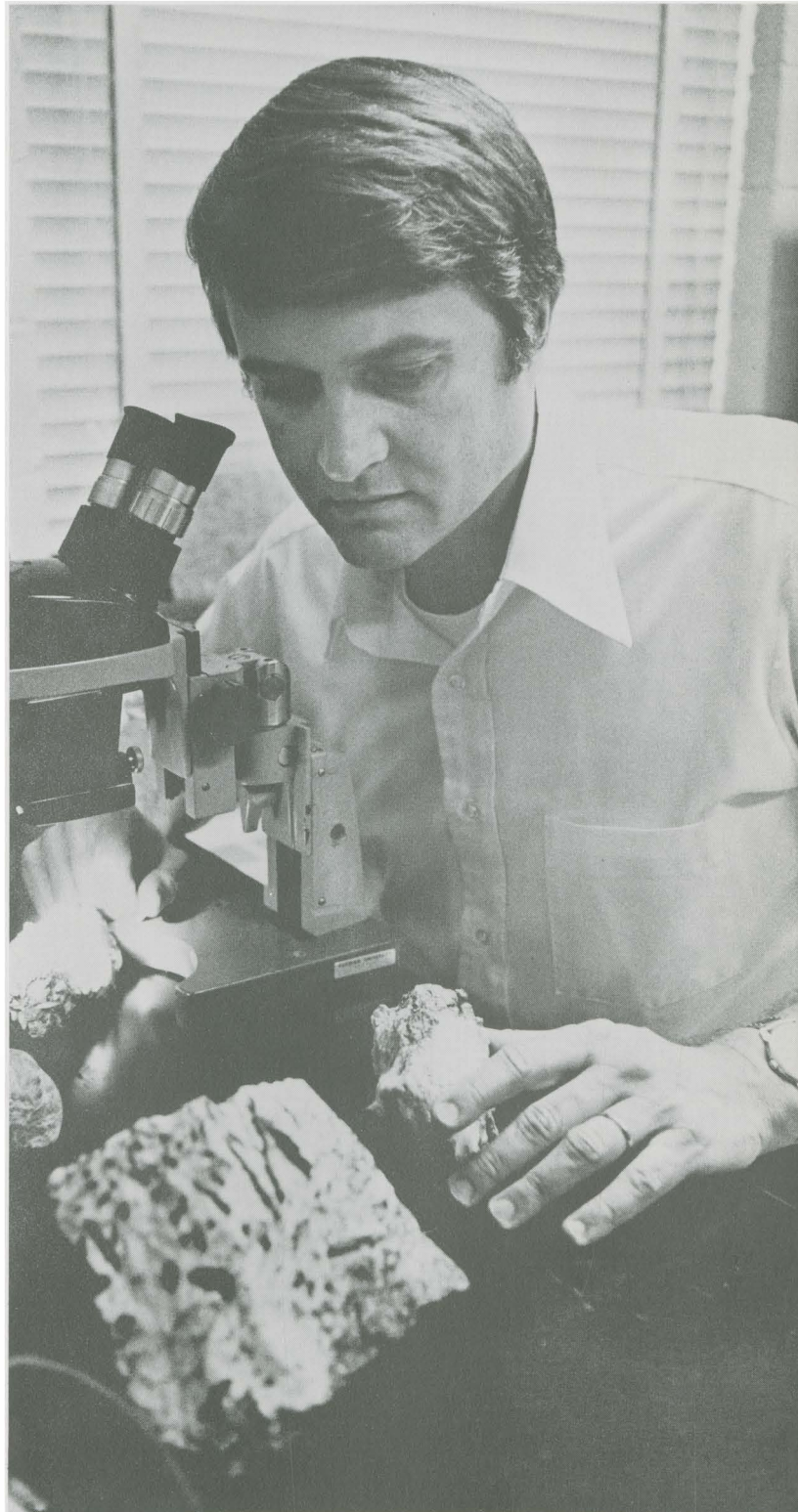
— about the various approaches to instruction, about ways of motivating students, about the different modes of learning, and so on. We have always said we believed in the importance of high quality in teaching, but nowadays good teaching seems to be an imperative to help assure our ability to attract and retain students.

(3) It is no longer possible simply to serve up a liberal education and tell students to take it or leave it. Unpleasant as the task may be for some, faculty must be full-time apologists for the idea of liberal learning. Furthermore, they must be equipped with knowledge of the world of work outside the college and of the career possibilities for the liberal arts graduates.

The government and the philanthropic foundations foresaw the plight of college faculties in the late sixties and began funding programs for faculty development. Since 1975, Furman has received more than half a million dollars for such programs. In 1975, the W. K. Kellogg Foundation awarded Furman a grant of \$134,389 for a project entitled "Faculty Development in Academic Planning: An Approach to Institutional Self-Renewal." The purpose of this project was to extend to the area of academic planning the principles of the management planning program instituted in the administrative operations of the university in the early seventies through grants from the Ford and Exxon foundations.

The Andrew W. Mellon Foundation has given Furman \$300,000 in two different grants, one in 1975 and one in 1977. The first award, a grant of \$100,000, was used to orient faculty to new career opportunities for women. The second grant is supporting a program for the personal and professional growth of mid-career faculty, those ranging in age from thirty-five to fifty-five. This project, which is also related to the management planning program, allows faculty members to plan the next few years of their professional development in some detail and to indicate the financial resources necessary to meet their goals. In 1978, Furman received \$118,983 from the Lilly Endowment, Inc., to support a project for the development of the teaching skills of new faculty members.

How do faculty react to this faculty development movement? To continue the architectural metaphor, some look upon it much the same way as they do a housing development — a scheme designed to turn everyone into a dreary replica of some FHA approved model. The term "development" itself conjures up the spectre of some mindless and thoroughly illiberal bureaucracy that is



Right: As his Kellogg faculty development project, geology professor Ken Sargent planned a new course in ore genesis and ore petrology.

Traditionally, college professors are fiercely independent people.



going to develop poor, benighted faculty members. College faculty are traditionally fiercely independent people who feel quite capable of managing their own professional development without any advice or direction from educational “managers” or pedagogues.

Some faculty of course deny the validity of all the assumptions upon which faculty development programs are based. They cling tenaciously to the truism that teachers are born, not made, and that if a professor is a bad teacher who happens to be on tenure, all we can do is muddle through until his retirement. Another assumption closely associated with this one is that all one needs for the improvement of teaching is more knowledge in his discipline. Some faculty resolutely refuse to assume any responsibility for recognizing the changes in society that might call for a reconsideration of the nature and mission of the university. Of course, college faculties are not without their share of opportunists. These are the ones who will welcome any source of money and who, according to their colleagues, are willing to sell their souls for a fast buck.

Happily these attitudes appear to be in the minority at Furman. Furman faculty, while they are as independent as any other faculty, are highly professional people who know how to take advantage of opportunities for growth and development without compromising their professional integrity.

Fifty-nine faculty members (approximately forty percent of the full-time faculty) completed Kellogg planning projects. Their planning involved developing or revising courses, instituting new academic programs, and trying new methods of teaching.

Olof Sorensen (art), Rhett Bryson (drama), and David Gibson (music) developed a new interdisciplinary course in fine arts which students can take to satisfy the general education requirement in fine arts. Trying to merge some of the basic concepts in these three disciplines was a new experience for these faculty members. They all commented that they had learned as much from each other as they had taught the students.

Ken Sargent (geology), who planned a course in ore genesis and ore petrology, attended a geological symposium in Canada. He wrote the following account of this experience: “As a result of encounters with other professionals at the symposium, we subsequently secured several contracts for geological work with DuPont’s Savannah River labs. As a result of all this, the geology department has received a great deal of recognition as well

Left: With support from the Kellogg Foundation, music professor Dick Maag planned ways to incorporate more material about aesthetics into the music curriculum.

The Lilly project, which is designed to develop the teaching skills of new faculty members, has just begun.

as monetary support for its programs; approximately 20 students have been involved in the various projects over the past 18 months; two cooperative education positions have been developed with Union Carbide; and three of our 1977 graduates are employed in geochemical explorations."

Carey Crantford (modern foreign languages) traveled to Spain in order to make tapes of the regional languages of Spain. He also surveyed the Spanish art collections of museums in the Washington-Boston corridor as a part of his planning for a course on the history of Spanish art. Marjorie Watson (modern foreign languages) created a new course on teaching English to speakers of other languages, a course which opened up a new career area for modern foreign language majors.

Dan Cover (sociology) went to Texas for a conference on limits to growth and then planned and taught a special winter term course on this topic. Ray Nanney (computer science) studied at Stanford University during one summer where he planned a new computer science course on artificial intelligence.

In addition to planning new courses, several faculty members planned new academic programs. Jim Guth (political science) investigated possible alternatives for students who would like to spend a term working in Washington, D. C. Perry Woodside (economics and business administration) planned an alumni feedback program whereby the graduates in economics and business administration can assist in curricular planning for the department.

Experimentation with new teaching methods was another thrust of Kellogg planning projects. Tom Buford revised the introductory philosophy course according to the Personalized System of Instruction developed by psychologist Fred Keller. Ray Roberts and Dick Stanford have also used this system in introductory economics courses. Bob Fray (mathematics) reorganized the pre-calculus course into modules so that students can work through the course individually at their own pace. Ruby Morgan and Del Parkinson (music) planned some ways of teaching the piano to entire classes at the same time.

The second project sponsored by the grant from the Mellon Foundation focuses on the professional rejuvenation of mid-career faculty. Forty-one faculty members wrote detailed five-year professional growth plans required for consideration for participation in this project. In these plans, faculty were to list their professional goals for the next five years, enumerate activities that would achieve these goals, and calculate the funds they needed for their plans. The faculty selected to be in this program have planned very exciting and diverse activities. For example, Ann Sharp (English) is planning to go to Austria for a linguistic institute in the summer of 1979; Ray Roberts (economics and business admini-

stration) will survey the activities of multinational business in Europe; Roy Lindahl (classics) will travel to Greece for an archeological expedition; and Myron Kocher (modern foreign languages) will become a student again when he enrolls in the Spanish School at Middlebury College. These are only a few activities designed for the renewal of mid-career faculty and through them of the entire university.

The Mellon project is also sponsoring several group activities to meet the common needs of faculty members. For example, ninety-five faculty voluntarily gave up the last two days of their summer vacation to attend a two-day conference on teaching students with academic problems. During 1979, there will be a series of workshops to help faculty learn how to use the computer in their teaching and research.

The Lilly project, which is designed to develop the teaching skills of new faculty members, has just begun. This project has three main phases. First, five experienced faculty (Dick Maag, Hazel Harris, Tony Arrington, Frank Powell, and Jim Edwards) have agreed to prepare themselves to serve as in-house consultants on teaching and learning. During the 1978-79 session, they planned and presented a series of seminars on lecturing, leading discussions, making out good tests, asking good questions in class, using audio-visual aids, and so on. During the fall term, 1978, over 25 faculty attended these weekly "bag lunch" seminars. Second, there will be opportunities for some experienced teachers and new teachers to work together to develop their teaching skill. Finally, some new faculty members will have the opportunity to develop individual projects for the improvement of teaching.

Through these projects, Furman is attempting to structure a program of faculty development suitable for the institution. The projects provide unusually rich opportunities for professional growth at a time when most colleges are drastically cutting budgets for programs that support such activities as sabbaticals and professional travel. The large numbers of faculty participants in these projects admittedly reflect the quantitative success of the various faculty development programs rather than their quality. Nevertheless, it is clear that many Furman faculty are unwilling to settle in either an ivory tower or a condominium. They are, to quote a poet now completely out of favor, using the opportunities for faculty development to "build more stately mansions" for themselves and their students. □

Dr. Melvin Hipps, who has taught at Furman since 1960, is director of graduate studies and coordinates faculty development.

Taking stock of the liberal arts

by Bill Henry

Six business and industry leaders spent a week at Furman, going to classes and doing the things students do.

A quick glance around the philosophy classroom would have revealed nothing unusual. Looking closer, however, one would have noticed two men who — although dressed like the majority of today's students — were somewhat past college age. Like the other students, the men seemed absorbed in the lecture, taking notes occasionally.

At the front of the room Professor Jim Edwards was talking about the four stages of life as described in the ethics textbook. The main virtue of adolescence, he said, paraphrasing the author, is exploration. Adolescents should be given a great deal of freedom to explore different life styles.

One of the "older" students raised his hand. He disagreed, he said. Given the prevailing social conditions, there must be restraints on adolescents as well as on everyone else. The author was being impractical.

Another student disagreed with this opinion. Then two others agreed. And so the discussion continued.

The older student who spoke up in the philosophy class was Philip Southerland, senior vice president of Southern Bank and Trust Company. He and five other businessmen lived briefly on the Furman campus during Executive Week last November. The men slept in the "Hut," ate dining room food, carried a full class load and took part in campus events and intramural sports.

Sponsored by Furman's Office of Career Programs, Executive Week was made possible by a \$5,000 grant from Metropolitan Life Insurance Company. According to Dr. Judith Gatlin, director of career programs, the week had three goals:

- *to show area executives what it's like to be a student at a liberal arts college;

- *to help faculty members realize that businessmen have ideas and concerns which need to be understood by the academic world;

- *to let students find out that a lot of businessmen — besides their fathers — are "pretty neat people."

Ranging in age from about 30 to 50, the men

attempted to fade into the academic scene by dressing casually — exchanging briefcases, coats and ties for books, sweaters and khakis. The fact that they blended in so well with students is a statement in itself. Ten years ago such a venture, though perhaps needed, would have been virtually unthinkable.

As it happened, neither businessmen nor students were totally prepared for the experience. The men, remembering the campus of a decade ago, expected to find vestiges of radicalism — like long hair, beards and anti-business sentiment. Students, on the other hand, expected the businessmen to be aloof, if not downright stuffy.

Checking into their "dorm" on Sunday night, the men started classes early Monday morning. Each took three courses, meeting three classes every day. Some attended economics courses and lectured in their fields of expertise. All took humanities courses, including Ethics, Modern History of Japan and Roots of Western Civilization.

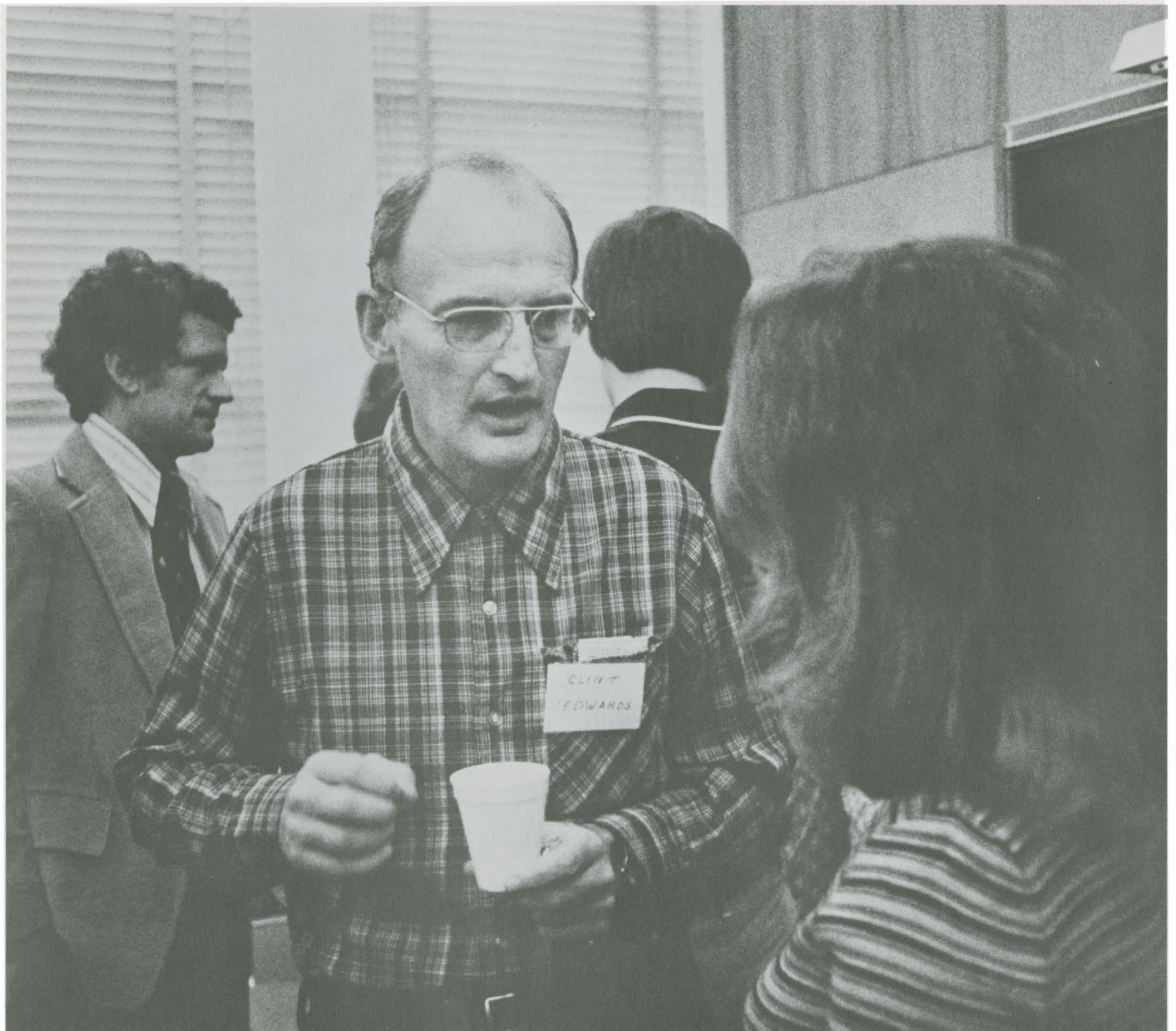
When not in class, they took part in whatever was going on at the time. Escorted by students, they attended meetings, rehearsals, a basketball game, a Shakespearian play, an orchestra concert, fraternity night at a local restaurant, and a Homecoming dance. They played tennis and racquetball and even participated in the intramural water polo finals.

After spending two or three days on campus, the executives had revised their opinions of students. Today's students are more mature and more aware of what's going on in the world than students of past generations, they decided. "I couldn't tell freshmen from sophomores from juniors or seniors. They've got to be more mature," said James Hamrick, vice president of Milliken and Company, a Furman trustee and 1950 graduate.

Right: Doug West, vice president of Texize Chemicals, exchanges ideas with students.



*"The facade came down in a hurry.
We all relaxed very quickly."*



Insurance executive Clint Edwards answers a student's question.

They were surprised at the lack of anti-business sentiment. They had come prepared to defend themselves.

"These kids are real sharp," said Southerland. "They are not in awe of us. It shocked me sometimes for them to call me 'sir' because they didn't treat me like an older man. They are very much in control of themselves."

For their part, students found the businessmen friendly and easy to talk to. The fact that they were in the same classes and met the same schedule made communication easy. "The facade came down in a hurry," said English major Peggy Wilson. "We all relaxed very quickly."

At times during the week — especially during the water polo game — the executives sensed that the students thought they were "slightly nuts." "We had the same feeling," remarked Clint Edwards, executive vice president, Liberty Life Insurance Company.

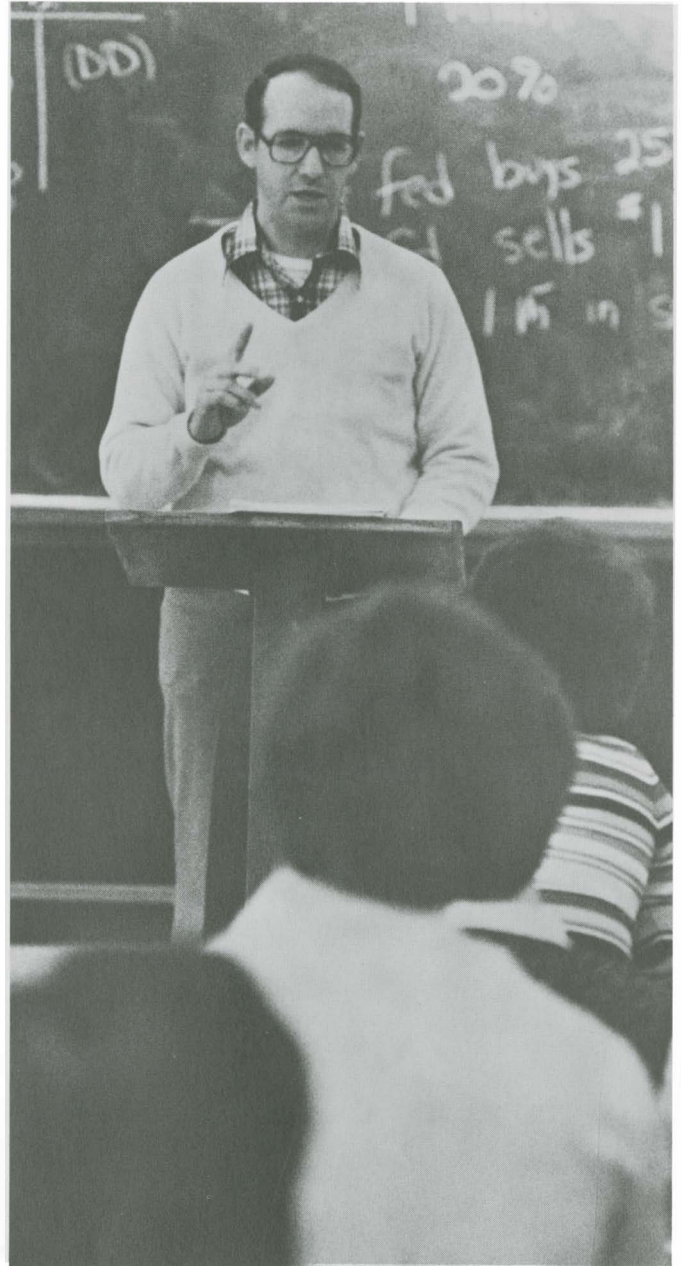
The businessmen were surprised at the lack of anti-business sentiment they encountered among faculty and students. They had come prepared to defend business, but they were never called on to do so. When asked if students distrust the business community, Peggy Wilson said, "I think it's quite the opposite. A lot of people are gearing themselves up for the business world. It's almost a preoccupation, in some cases maybe an obsession."

One of the main objectives of the program was the selling of the liberal arts education as a background for careers in business. These particular businessmen, however, did not seem to need much convincing. Sam Lovell, a vice president for Citizens and Southern Bank in Charleston who graduated from Furman in 1968, said, "I think the liberal arts are an extremely valuable background. There is a major accounting firm that hires nobody but English majors. The reason they do is that they think the ability to communicate is more important than the technical know-how. The liberal arts develop a thought process."

"We've had the same experience with computer programmers," said James Hamrick. "If you get someone who has had a lot of computer science courses and bring them into your shop, you want them to do it your way; a lot of times it's a disadvantage. It's better to get someone who can think logically."

All of the men agreed that the ability to communicate is an essential skill in business. "I see otherwise talented young men sit down with a legal pad and waste half an afternoon writing a simple letter, because they don't have enough confidence to dictate," said Southerland.

The businessmen strongly advocate a course in public speaking for anyone going into business. In trying to decide who should eventually take over the business, top management is always looking for young executives who can communicate, said Clint Edwards. "The young man or woman who can speak up, communicate ideas, give presentations, and speak persuasively will always get more



Charles Cox with Daniel International lectures in an economics class.

visibility than someone with a higher IQ who lacks those skills."

Although most of the men said their companies hire liberal arts graduates, one admitted that his department requires new employees to have had two years' experience. When a student asked, "How can we get two years'

*Some became so interested they
considered taking similar courses
in the future.*



Bankers Sam Lovell and Philip Southerland consider ethical questions in a philosophy class.

*"If these students are typical,
then the world is in good hands."*

experience?" the executive just shrugged. But the question obviously made him think.

Although the week was designed to provide an opportunity for dialogue between students, faculty and businessmen, it had some other, unexpected results. For one thing, the men got to know each other. Although the planned activities usually lasted until 11:00 p.m., they sat up late, discussing the day's events and the courses they were taking.

"We had our session every night, let our hair down and kicked around ideas," said Southerland. "This is a different kind of relationship than normally forged among businessmen."

Then he added with a smile, "It's been a long time since I shared a bathroom with four guys. You get to know people real well."

"I have five new friends," said Doug West, vice president of marketing for Texize Chemicals. On a more practical level, he said, he now has personal contacts at all of the businesses represented and he would not hesitate to call any of them to ask help in solving a problem.

Some of the men became so interested in their courses that they were considering enrolling in similar courses in the future. For Charles Cox, executive vice president for marketing with Daniel International Construction Company, and James Hamrick, the textile executive, the Japanese history course was of special interest.

"I'm seriously wondering if I shouldn't come back and take the whole course," said Cox.

Southerland was intrigued by the ethics course. He read the textbook conscientiously, although with some difficulty at first. A subject like ethics, which deals with values and meanings, requires a completely different thought process from the problem-solving approach required by business, he said.

Someone asked if there were any value for businessmen in being exposed to this kind of thought. Sam Lovell replied, "It's a refreshing thing to me. We went through all this as a student, but then you get away from it and everything becomes so practical. It's a luxury to be able to look at things philosophically."

Clint Edwards said, "I think we forget what businessmen are supposed to be accomplishing. A lot of our activity is trying to improve our company or make more money, but really the ultimate thing that we are trying to do is make a better civilization, and that's what philosophers are talking about: what is good. I think it helps to think about these things."

Did Executive Week accomplish its goals? Dr. Gatlin thinks it did, and she is already planning a similar program next year. Liberty Corporation has offered to fund the program.

The students seemed to think the week was a good



James Hamrick, vice president of Milliken and Company, thinks students today are more mature.

idea. "I wish my father could go through something like this," said senior Mark Kaiser.

As for the businessmen, they seemed impressed by the kind of education Furman offers and by Furman students. "If these students are typical, then the world is in good hands," said James Hamrick.

One of the men said the week made him realize that business has a responsibility to college students. If six men in six companies feel this way today, Executive Week was an unqualified success. □

Bill Henry graduated from Furman in 1974 and now serves as university photographer.

From tree dogs to the Incredible Hulk

*At a time when the trend in education
is toward standardization, Tom Cloer
may be a voice crying in the wilderness.*

by Marguerite Hays

In the fall of 1967 Tom Cloer accepted his first teaching job in a little school in the mountains of South Carolina. Just out of Cumberland College, he was eager to teach his first class of 35 second graders.

But almost from the first day, Cloer says, he realized that something was wrong. The children were bright and articulate, but they could not learn to read.

"The kids wanted to talk about 'tree dogs' and 'hog suckers,'" he says. "Every one of them knew how to catch a hog sucker — a fish with a carp-like mouth. They knew what kind of bait to use and how to cook them. Every one of them knew about tree dogs — dogs that can 'tree' squirrels, ground hogs and racoons. They knew the different breeds that would do it and how to train them."

The children talked endlessly about these subjects, says Cloer, but when they sat down to read *Fun with our Friends*, the book furnished by the school district, they would "stumble, mumble and hiss." They could not make any sense out of it.

"Yet they couldn't wait to start communicating again. Some of them wanted to talk about putting up stoves. That was what was happening in their world. Every one of them was doing it. It was October, getting cold and leaves were falling. The kids wanted to talk about leaves and the beauty of the place. They wanted to talk about gathering the pumpkins they had planted and about eating persimmons."

But there was nothing in *Fun with our Friends* about any of these things, Cloer says. "There was not a single Appalachian face in the book. The dog in the story was an upperclass canine who treed no squirrels. The family,

which appeared to have been cleansed with violet disinfectant, had no desire to fish for hog suckers. The father left for work with his attache case at ten minutes of nine in the morning. And there wasn't a word about persimmons in the whole book! How could these children relate to a book like that?"

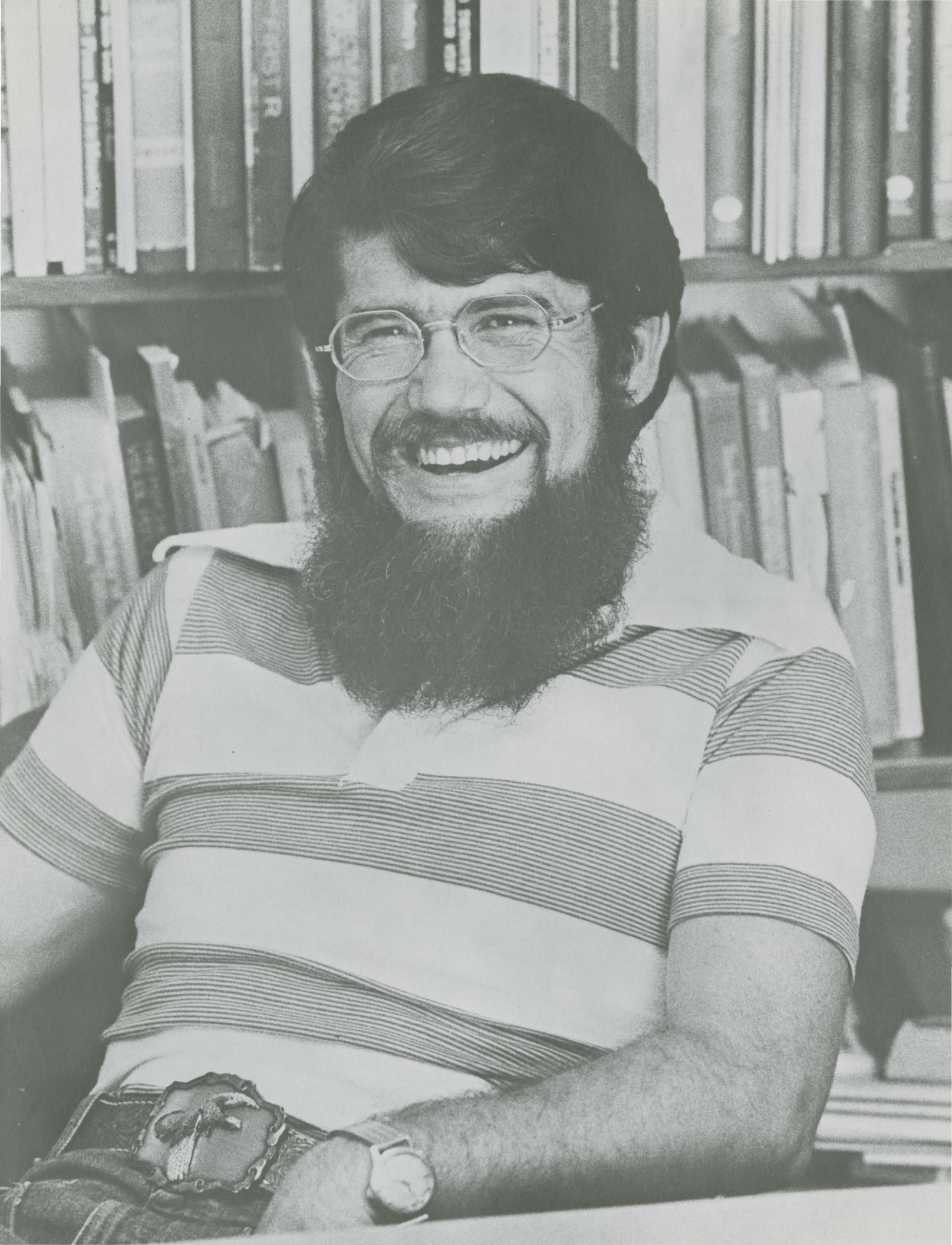
The writing material furnished by the school district was no better than the reading book, according to Cloer. Not only did its subject matter have no relation to Appalachian children, but the sentences in the writing workbook had no relation to the stories in the reading book.

"The state was saying, 'Now, children, practice your letters by copying these sentences written by some bureaucrat up somewhere,'" Cloer fumes.

And so he decided to throw out both books and teach reading and writing another way. From that time on he let the children talk about tree dogs, hog suckers, stoves and pumpkins. Next he wrote and let them write about tree dogs, hog suckers, stoves and pumpkins. Finally he let them read what had been written about tree dogs, hog suckers, stoves and pumpkins.

By the end of the year, Cloer says, all of his 35 students were reading above average on standardized tests. Every one of them had learned all of the phonics and reading skills that the school, the district and the state required them to learn.

Right: Dr. Tom Cloer, director of special services at Furman



"I wanted to find out if kids could learn to read if we dealt with them on a personal basis."

That year in the little mountain school made a profound impression on Tom Cloer and changed the direction of his career. As a result of that experience, says Cloer, who is now director of special services at Furman, he became interested in the whole process of communicating and decided to attend graduate school at Clemson University.

"I wanted to find out if kids could learn to read if we dealt with them on a personal basis," he says. "What if we scrap the whole idea of bringing in a book and having a kid recognize the print? Was there more to it than that? Was it a novel idea to think that recognizing words was a very narrow view of the whole process?"

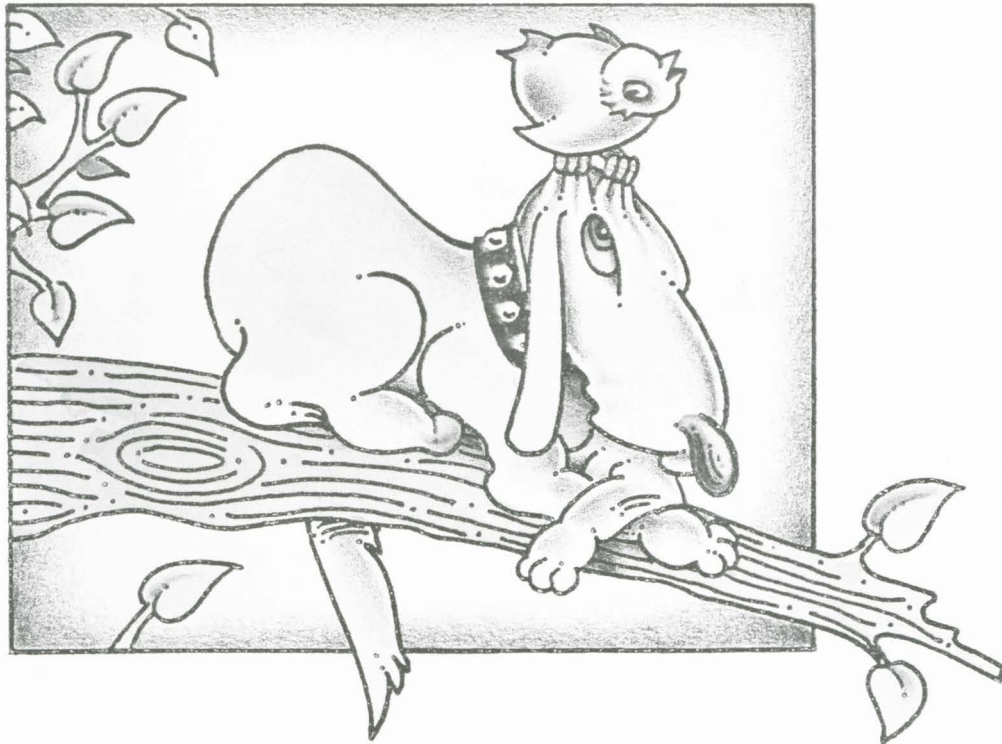
While studying at Clemson, Cloer worked in the reading clinic with children who had reading problems. After receiving his master's degree, he served as a reading specialist in another elementary school in upper South Carolina and two years later enrolled in the University of

South Carolina to work toward a Ph.D. in reading. At U.S.C. he worked in the reading clinic with severely brain damaged children.

Many of Cloer's experiences during these years reinforced his earlier ideas. He remembers in particular one incident that occurred while he was working as a reading specialist.

"The teachers sent me a little boy named Dennis. They said he could read but he couldn't comprehend what he read. He couldn't draw inferences or perceive relationships. Dennis was a freckle-faced little guy about the size of a pencil. He was the tiniest little fellow I had ever seen in my life. I called him 'Big Dennis.'"

Dennis came to see Cloer every day, and for several weeks Cloer just talked with him to find out more about him. One day Dennis missed his bus after school and Cloer offered to drive him home. During their conversation Cloer found out — among other things —



*“People in the next century
will hold their bellies and
laugh at what we’re doing”*

that Dennis' father was a “pulpwooder” (a logger). After a long time, Cloer says, Dennis began to think that he was “human” and he opened up.

Finally one day Cloer said to Dennis, “All right, now's the day, Dennis. I want to see if you can perceive a relationship, if you can anticipate an outcome. Now here's a story. It's a funny story. Maybe you'll recognize it. This guy's a pulpwooder.”

“Ah ha,” said Dennis.

“He's going out to cut some pulpwood to buy some school clothes for his children,” Cloer said. “He went to a place where an old fence had been nailed on some trees and he cranked up his chainsaw.”

Dennis said, “What?”

“He just tore down the fence that was on the pines and he began to cut the trees.”

Dennis began to laugh.

“What's the matter, Dennis?”

“He can't do that,” said Dennis. “He can't just tear down the fence. The nails in the trees would ruin the chainsaw.”

“You see what was happening in this kid's head?” asks Cloer. “He was perceiving relationships, anticipating outcomes, making generalizations. He knew that nails in the trees would ruin your chainsaw, that the day's spent and nothing's earned. He knew you can't do this.”

The next step, says Cloer, was to give Dennis a story to read. The story was about taking logs to the mill, one that Cloer had written especially for Dennis.

“The story was about a guy who ‘tripped standards,’” says Cloer. “A lot of people wouldn't know that ‘tripping standards’ means releasing the sides of the truck to allow the logs to roll to the ground. To a lot of people this wouldn't even bring up any mental images, but with Dennis it was no problem. Vocabulary was no problem.”

At one point in the story a man went to the right side of the truck.

“This can't be,” Dennis said.

“What do you mean?” asked Cloer.

“You can't trip the standards from that side of the truck,” Dennis said. “You do that, the logs will jump and roll and kill you!”

Dennis could read the story, perceive relationships, make generalizations and draw conclusions because the subject of the story made sense to him, Cloer says. He understood what the story was about.

This was just one more incident that confirmed Cloer's belief that children (or anyone) learning to read must be familiar with at least a few words — and the things they stand for — before they can recognize words in print. To try to teach Appalachian children, black ghetto children or Hispanic children the same way, and with the same materials, we teach average American children is

utter folly to Cloer.

“How can you read something that you don't have a language base for? How can you recognize words that you don't know? It's impossible. It's inane. People in the next century will hold their bellies and laugh at what we're doing.”

It is like trying to teach a little American boy to read first in Russian, he says. Wouldn't it be better for him to learn to read English and then learn Russian?

“Let's teach blacks or Hispanics or Appalachian kids to read with what they bring to school, then inundate them with ‘public English,’ which we have proven we can do. Let's get them clothed first and then put on a tuxedo.”

As director of special services at Furman, Cloer works with college students who have academic difficulty. They may be students who encounter problems after coming to Furman or freshmen who, because of low SAT scores or for other reasons, are predicted to have difficulties.

In this work Cloer follows the same principles he followed in working with Appalachian children. First, he attempts to find out as much as possible about each student to determine the reason for the problem. Next, he plans a program of assistance based on the student's strengths and interests.

College students do poorly in their studies for many reasons, Cloer says. Divorcing parents, an unhappy romance, an illness — any physical or emotional problem may cause academic problems.

Also, some students come to Furman with deficiencies in the basic skills of reading, writing, spelling and math. These deficiencies, he says, are sometimes caused by disabilities, including both visual and auditory disabilities.

One of the most common disabilities among Furman students is the inability to remember how to spell. “I've worked with several boys who couldn't spell ‘Duke’ or ‘Coke’ or my name. They can't remember what a word looks like, which is a visual perceptual disability. They can't remember if ‘Coke’ begins with a ‘c’ or a ‘k.’ They would give their immortal soul if they could remember, but they can't.”

Other students cannot separate the elements of the language, he says. “When a professor starts talking in a foreign language, they can't hear the difference in the sounds. It's all just garbled. These students have an auditory discrimination problem.”

After determining the reason for a student's difficulty, Cloer decides what sort of assistance will help the student most. In some cases, this means finding a tutor to help a student in a particular subject. The special services office, which keeps a file of student tutors, makes the arrangements and pays for the tutoring. In other cases, Cloer attempts to persuade professors to accept students'

On the whole, boys do much worse than girls in reading.

limitations and find alternate ways for them to meet requirements.

Recently, Cloer says, he had a very bright, extremely articulate student who simply could not spell. Although Cloer could have taught him how to spell a few words, the process would have been too long and arduous to be practical. "In a case like this," he says, "we tell the professor he is never going to spell. If your class requires him to spell anything, he is not going to be able to do it."

In this instance, the professor agreed to let the student tape his reports rather than write papers. Cloer also taught the student how to spell phonetically — which did not require him to remember how words look — so that he could take exams.

As it turned out, Cloer says, the student did well in this and other courses and intends to go to law school. "This guy will become a prominent trial lawyer," says Cloer, "if he hires a good secretary."

One of the main aims of the special services program is to improve students' performance in the courses they are taking. For this reason, Cloer tries to work closely with professors, sometimes suggesting ways that the professor can teach a student more effectively.

"They have just been magnificent," says Cloer of the Furman faculty as a whole. "Very few are reluctant to cooperate once I explain the problem."

When Cloer first came to Furman, he had the job of educating the faculty about students with academic problems. Since many of these students had problems with a foreign language, he found himself talking frequently with language professors.

"The modern foreign language department has been superb in working with us," Cloer says. "They have gotten to the point — and this is evolution at its best — where they say, 'maybe success in a foreign language may depend on something other than motivation. Maybe, if a guy is blind, that would make a difference. Maybe, if he's deaf, that would make a difference.' They have gotten to the point where they will actually say, 'I've done my best and I believe that kid has done his best, and we've learned nothing.'"

When Cloer finds that a student has a disability that prevents his or her learning a foreign language and the professor accepts his conclusion, the student may appeal to be excused from Furman's foreign language requirement. If excused, the student will take alternate courses in English about the culture of a country instead of studying its language.

There are still a few departments which question the fact that students may not be able to learn even though they want to, says Cloer. "Some departments would say that there is an inherent weakness somewhere and probably that weakness is in motivation since all Furman

students have more or less the same basic abilities." But that just is not true, says Cloer. "All brains are not the same. Everybody is not turned out of molds like Pepsi bottles."

Each year more and more students seek help in the special services program. Some are sent by professors, others by the associate academic dean. Some come on their own. This year, Cloer predicts, he will see about 175 students.

Since one of the aims of the program is to prevent academic problems from occurring, all freshmen receive a letter inviting them to take a special noncredit class to improve their study skills. But participation is not compulsory. "If you tell people they are poor students, they'll act like poor students," says Cloer. "We just tell them that we can improve their reading, listening and study skills, if they will come."

The class is filled to capacity each fall, Cloer says. Studies conducted in the past four years reveal that students who take the course make significantly better grades than do other students with the same predicted grade point average.

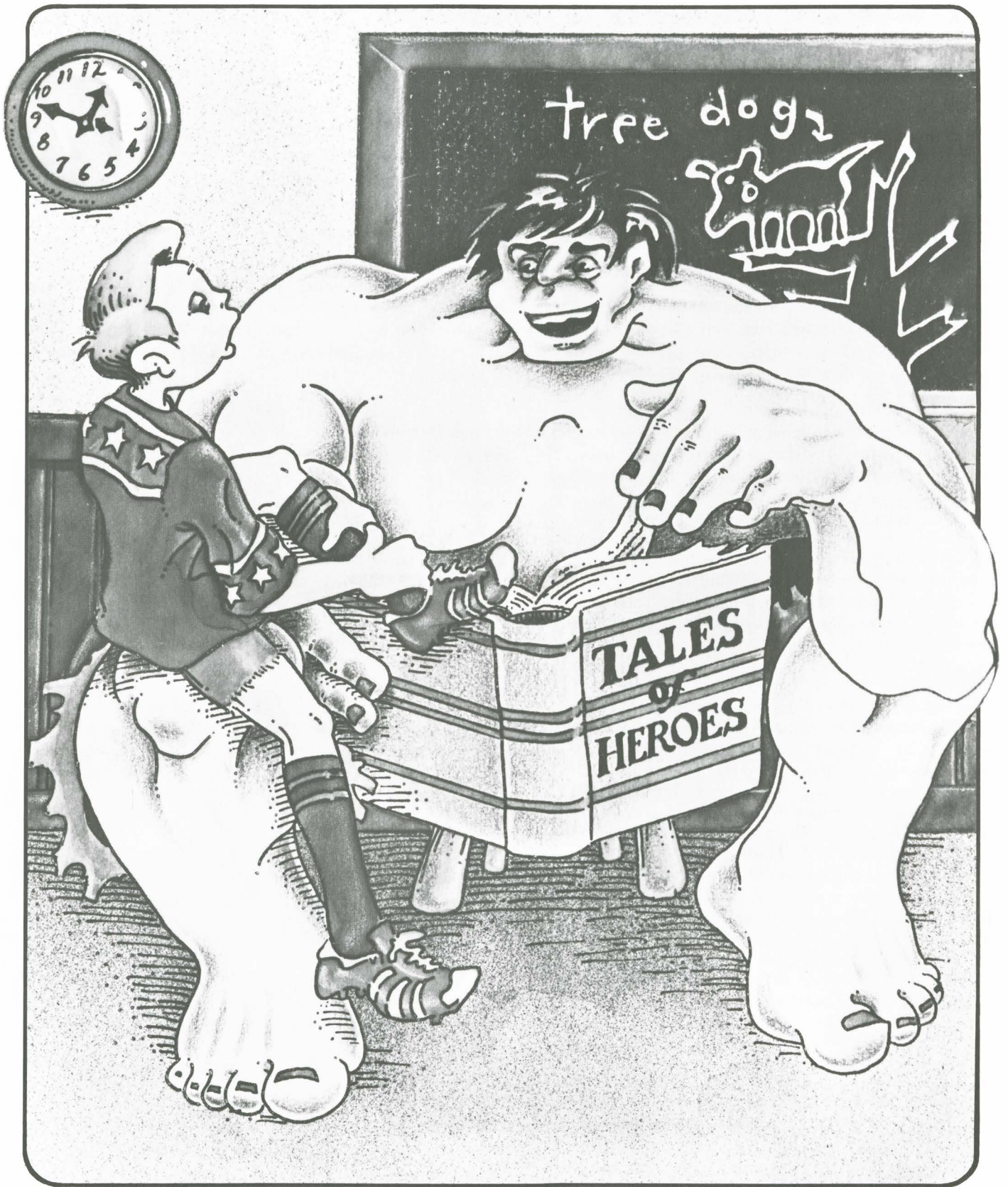
Not all students who seek Cloer's help have academic problems. Some, predominantly premed students, are making good grades but want to do even better. "Premed students who come to me are extremely competitive. They want to read better than anybody in the world," he says. "If there's one person who can read better than they can, they want to surpass him. They want to be tutored to make an A plus instead of a B."

Since the special services office has limited funds, it will pay for tutoring only for students with a 2.4 GPA or below. However, Cloer or his secretary will locate a tutor for any student.

Cloer is realistic about the effectiveness of the special services program. He emphasizes that he cannot teach students in a few months what they should have learned in 12 years. And he readily admits that he cannot help all of the "marginal" students who come to Furman.

The fact that so many students finish high school without learning to read and write adequately disturbs Cloer. It is a symptom, he thinks, partly of weaknesses in schools and partly of weaknesses in society.

One of the problems is the fact that on the whole boys do so much worse than girls in reading. Tests show that girls read better than boys at every level, says Cloer, who with Dr. Floyd Sucher of Brigham Young University has been compiling statistics about the academic differences between boys and girls. Over a ten-year period, he says, 70 percent of the problem readers in one study were boys. In New York state 75 percent of the reading clinic cases were boys. This suggests there might be a genetic deficiency in boys. However, studies in other



Illustrations by Whole Hog Studio

*The schools are going to have
to get the Incredible Hulk
to come and work with the kids.*

countries indicate that this is a phenomenon peculiar to this country, so it could hardly be genetic.

Instead, he says, he has proof that there is “gross discrimination” against boys in school and in many other areas. Researchers, who have observed in classrooms, report that teachers give boys an average of 2.2 seconds to answer a question, while they give girls an average of 9 seconds. Teachers call on girls ten times more often than they call on boys, although eight times as many boys raise their hands.

Teachers also discriminate in grading, Cloer says. “Boys in the sixth grade, reading at the seventh grade level would get a B, while Linda, who was reading at the fourth grade level, would get an A plus. You ask teachers why and they’ll say that she’s a ‘better student,’ not because she reads better but because she ‘cooperates’ and is ‘polite.’”

Discrimination is not confined to the schools, he says. “It starts in the cradle. Twice as many girls as boys are breast-fed. Studies show that mothers leave boys alone significantly greater amounts of time than girls. Mothers put off little boys by building a barricade. They let them squall and scream, but just let the little girl wrinkle her mouth and mother will run.

“Girls are involved in mother-daughter activities. Little Suzanne, with her hair done up so nicely, sitting there doing what? Working with scissors. School-related activity. Jimmy is out hanging in the trees, playing Lone Ranger. Then all at once one day he’s brought in and told ‘Now take up your scissors’ and do the same thing the little girl has been doing three years with mother.

“Look at the equipment in kindergartens, for example. Garages? No. Wrenches? No. But they’ve got stoves in 90 percent of the kindergartens. I know feminists are much in favor of having little boys work with stoves, but why isn’t there a wrestling room in kindergartens? Why not vines? If you had Jimmy hang on vines, he would be in the top percentile because he’s done that.”

How can we improve the performance of boys in the classroom? Not by trying to increase the development of motor skills of little boys, he says, which has been tried already and failed.

The real problem, he says, is that society — especially on lower socioeconomic levels — views reading as a feminine activity. A comprehensive study in 1972 revealed that children of both sexes at all levels rated reading as an activity appropriate for girls. In another comprehensive study a majority of fathers and sons rated reading as a purely female activity. Since a man’s status is considered superior to a woman’s, aspiring to a lower status must be in some way suspect. “If I’m Macho King,” he says, “why do I want to do something that’s for non macho kings?”

The heroes of boys today have nothing to do with

education or reading. “When you think of Mohammed Ali or Terry Bradshaw, do you think of them as readers?” Cloer asks. “When you relate to those guys, you relate to violence.

“When a lady teacher comes into a ghetto area where guys have been smoking joints since they were 10 or 12 and says ‘you’re going to have to learn to read,’ they don’t relate to that. The schools are going to have to get Black Jack Mulligan to come and read to the boys. That will help. They’re going to have to get the Incredible Hulk to come in and work with the kids.”

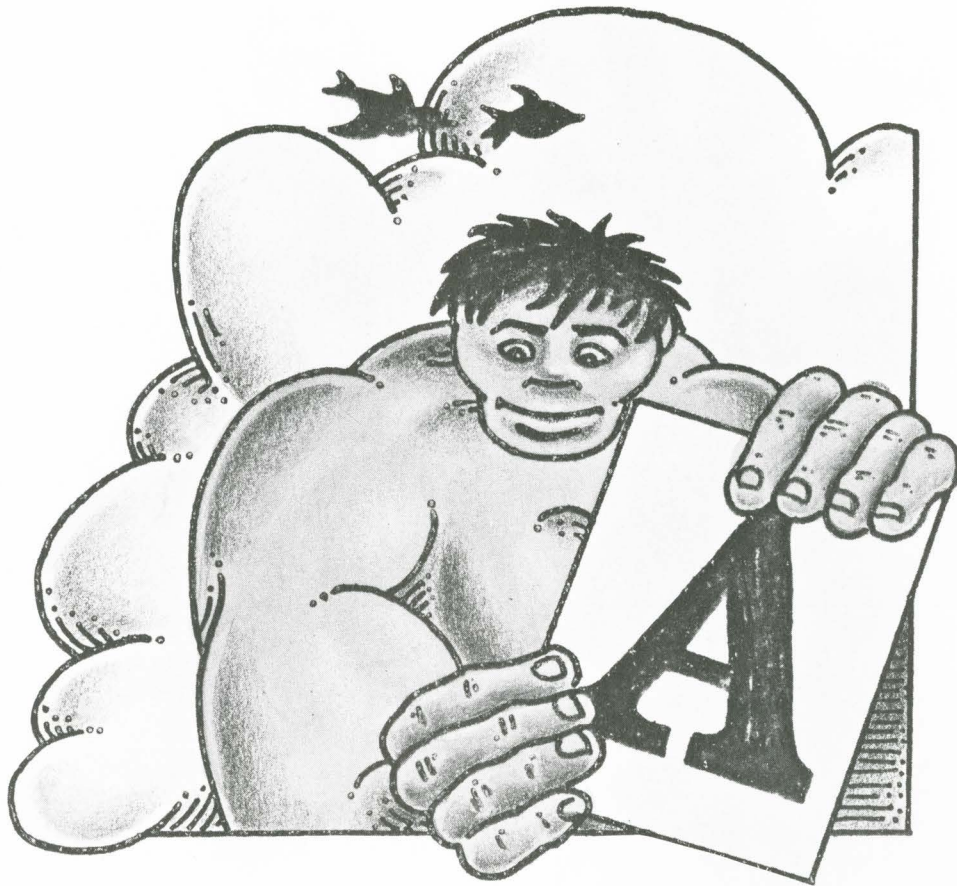
Schools are going to have to relate to macho characteristics, he says, and they are going to have to have activities that show that reading is for boys. “Boys will have to have widespread exposure to guys who are macho and who put great value in reading. I think that will help.”

Cloer himself is a person with whom boys can relate. In high school in Jacksboro, Tennessee, he was elected Most Scholarly Athlete and Most Valuable Athlete. At Cumberland College he was captain of a nationally recognized judo team. Now he likes to spend time outdoors, hiking, gardening and fishing.

Despite the problems, Cloer thinks the Southeast is making progress in reading. Reading intervention programs in primary grades have been successful, he says, and the last national assessment in 1974-75 showed that nine-year-olds in the Southeast read significantly better than did nine-year-olds a few years before. But the region still has a long way to go. “It’s like our kids are on a journey from Myrtle Beach to Maine. They’ve come from Myrtle Beach to Conway at a very rapid pace, but they’ve still got to go to Maine.”

The “Back to Basics” movement in education, in so far as it means a more rigid curriculum and more standardized materials, horrifies Cloer. “If ‘Back to Basics’ means destroying humanism in the classroom, if it means we don’t need to know our students individually, we need to look at it very closely. If it means making reading and writing and language arts dry and having books sent from Boston, if it means making sure everybody is doing the same thing, that’s the very antithesis of what we should do.”

Instead of making school work more standardized, Cloer suggests, teachers should use more imagination in their teaching. They should ask more imaginative questions which require students to think. “Don’t ask a ghetto child, ‘Where did the ball roll?’” he says. “Ask, ‘Can you think of a way that Jimmy could have made a ball from something he had around the house?’ Or if an Appalachian child is reading about the sea, ask, ‘If you had no money and wanted to see the ocean, how could you possibly get to the seashore?’”



The solution to our problems in education, he says, is not for teachers to be sterner, but for each one to be more competent in his or her particular situation.

Besides teaching graduate reading courses during the regular sessions, Cloer teaches teachers how to teach remedial reading in Furman's Summer Session. As the teachers work with young people who have reading problems, he directs them in techniques which emphasize the students' personal experiences. One of the techniques he suggests is for teachers to let students write their own "books." Writing stories, which are then bound in book form, he says, helps students realize that books are the thoughts of others in written form. He encourages teachers to put these books in their school libraries.

Cloer explains many of his techniques in his new

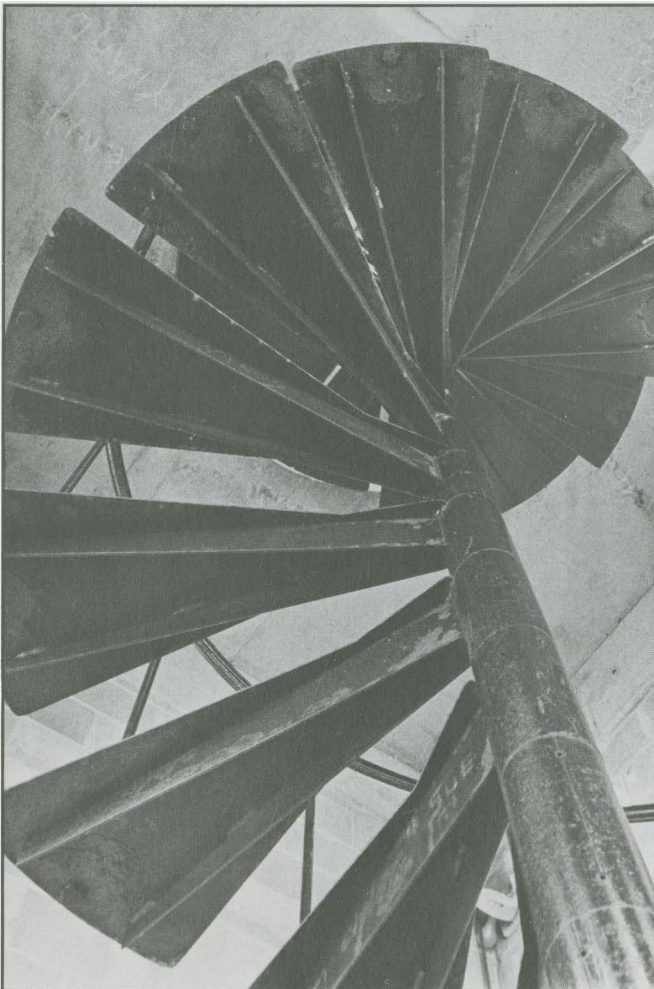
book, *A Teacher's Handbook of Language Experience Activities*, just published by *d³ learning* in Columbia, South Carolina. Along with the book teachers may order any quantity of *Me Books*, nicely bound little books with blank pages in which students may write their own stories.

At a time when the trend in education is toward standardization, Tom Cloer may be a voice crying in the wilderness. Educators may reject his methods because they are based on recognition of students' individual differences and because he places the burden for success or failure squarely on the teacher, not on some book or program. In the long run, however, educators may adopt Cloer's methods — simply because they work.

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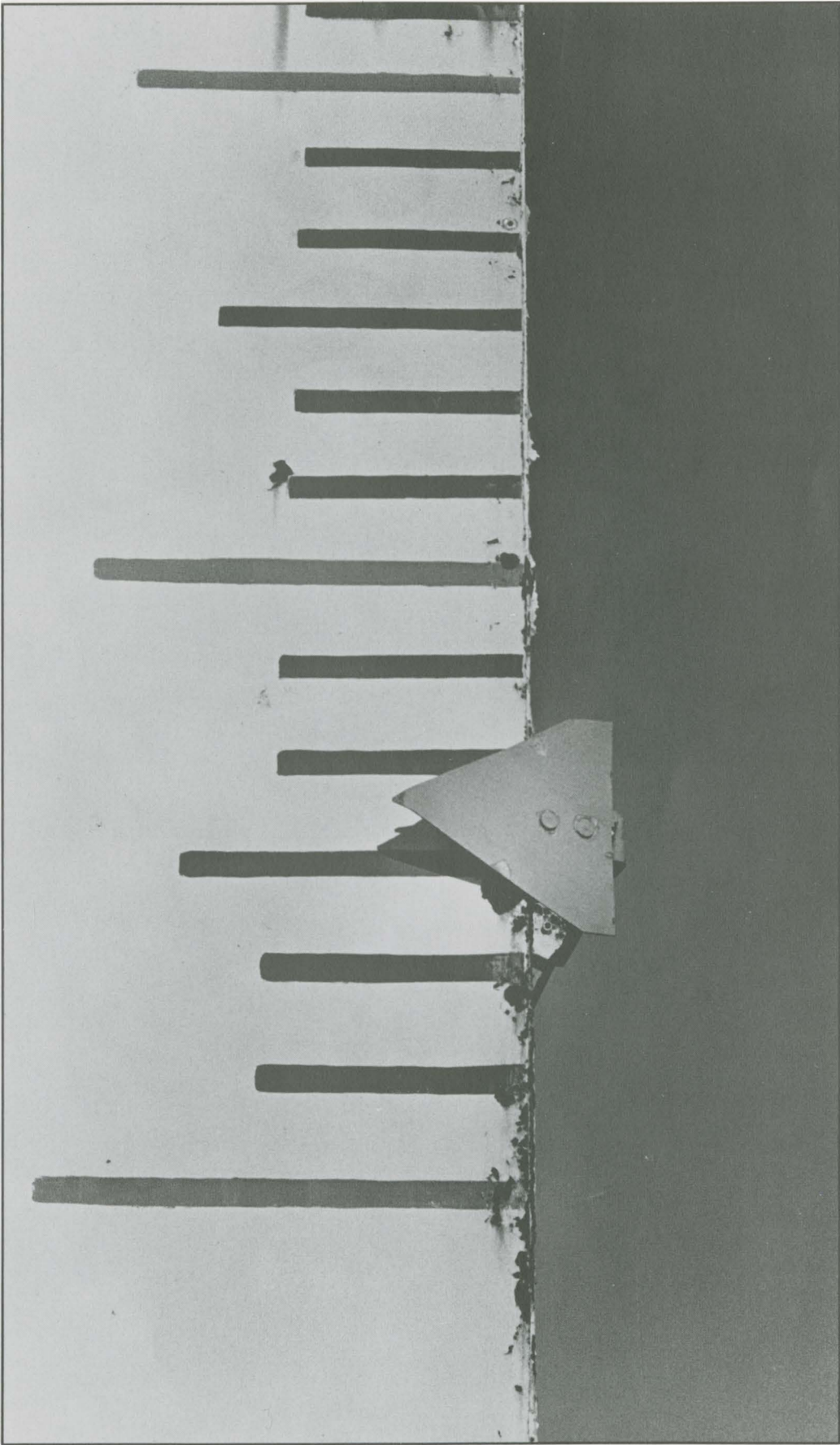


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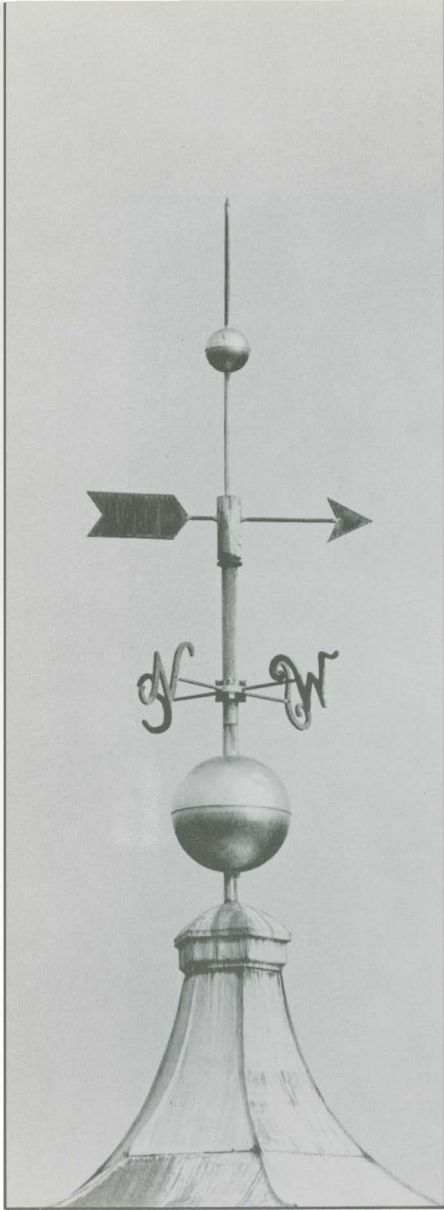
Familiar Sights ?

How observant are you? The photographs on these pages were taken on the Furman campus, but do you know where? Most are scenes Furman students pass daily, although a few are out of the way. If you went to college on the new campus, you have an advantage in figuring out just what and where they are, but at least two could have been seen on one of the old campuses. Anyone can guess where they might be. Answers (and another photograph) are on the inside back cover.

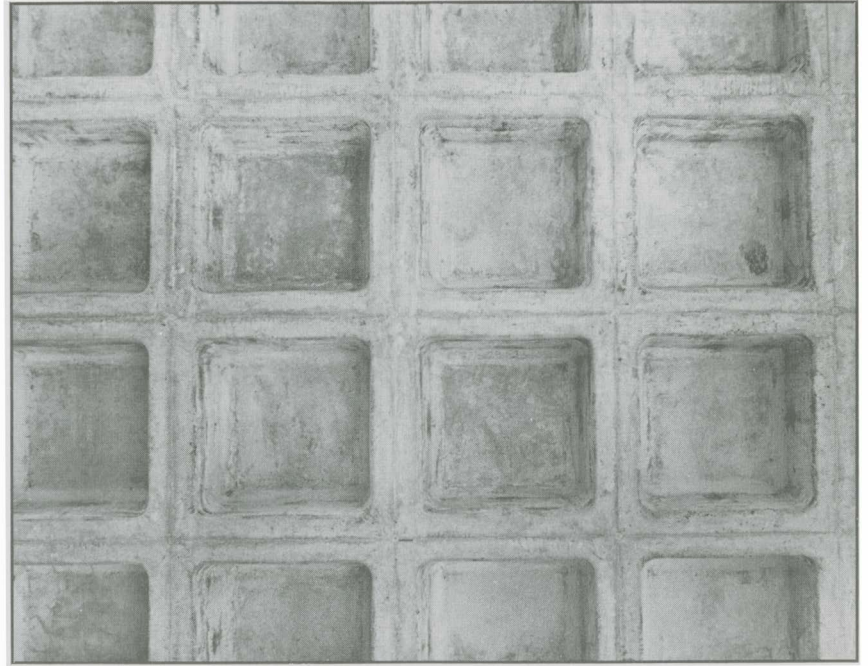
Photographs by Bill Henry



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A person who cares

On April 4 the American Personnel and Guidance Association presented the Gilbert and Kathleen Wrenn Humanitarian and Caring Person Award to Marguerite Chiles, Furman vice president of student affairs, at the association's national conference in Las Vegas. The award is given annually to honor a person "who cares without expectation of reward" and consists of a plaque and one thousand dollars.

Writing letters in support of Miss Chiles' nomination

Some thirty years ago I came to Furman University for the first time in my life, as a political science instructor. As part of my duties I was to teach two courses at the Woman's College, which consisted of old and rather run down buildings with few facilities. However, I soon discovered that the Woman's College was a delightful place to teach, that the lack of complaining and carping among the students was most pleasant, that the cooperation between students and faculty was noticeable, that people simply enjoyed life there. It took only a few weeks of being there to discover that most things eventually came back to a rather nondescript office, with the less than imposing title of "Director of Student Personnel." Nobody ever said that the person who held that title, Marguerite Chiles, was responsible for the qualities I admired about the school. It simply became evident over a rather short period of time.

It was Marguerite who believed so strongly in student government and pushed so hard for official support. It was Marguerite who was available, all night if necessary, to lend support to those young women who struggled with the responsibilities of governing themselves in a time when most women, young or old, did not. It was Marguerite who took an old shack and made it into the place to go for fun and relaxation. It was Marguerite who had a mountain cabin which was used by the college students and open to them. It was Marguerite who owned an old

camping trailer called "the egg" (it actually looked like one) which provided opportunities for the students to get off campus. It was Marguerite who demonstrated the delights of camping and the joys of nature long before most of us knew the meaning of the word "ecology."

Marguerite came from a rather modest, rural background, and largely through her own efforts went to college and graduate school. She has maintained the simplicity and openness of that background, while associating with students from the upper middle class, and developing a host of friends from the widest cultural, economic and social backgrounds.

I was dean of students at Furman University (now on a new and modern campus with beautiful facilities) for six years in the 1960s. Marguerite was dean of women during that period. She should have been dean of students but, even that recently, women were not put in the top position in this area. That was a particularly difficult time for college and university people who worked with students (perhaps an understatement), and I frankly would never have made it without Marguerite Chiles' calm, beneficent and steady faith in young people. From behind the scenes and without public recognition she not only stood for her principles and values but trusted young people who were acting in a way that was foreign to her background. From her I learned that being honest with students was the basic, funda-

were Furman President John E. Johns; Academic Dean John H. Crabtree, Jr.; Dr. Ernest E. Harrill, professor of political science; Dr. Judith Gatlin, director of career programs; Dr. Kathleen Riley, former member of the Furman Board of Trustees; and Virginia Davis, former executive director of the Greenville YMCA. Dr. Harrill, who has known Miss Chiles since he joined the Furman faculty in 1949, describes her in his letter which is printed below.

mental and absolutely essential quality of a student personnel worker. Marguerite's concern was, and still is, for the activist and nonactivist. She wants each to be the most that he or she is capable of being. She has been one of the few people who can combine a firm sense of duty and discipline with compassion and concern, without going overboard in either direction. She has a strong sense of religion without being pious or obnoxious.

The activism of the 1960s was a challenge, as was the rapid change in social and moral values in society. This was particularly difficult in a Baptist-related college. Marguerite was one of the ones who quietly but effectively pushed to allow dancing on the campus in the 1960s when many people denounced the innovation and anyone connected with it. She never made any statement about the critics but when it was necessary, she was as firm and committed to being in the modern world as anyone could be.

In summary, she has lived in a changing and fast-moving world. She is a vital part of that world, yet she has retained the best of the world and society from which she came. She rarely has her name in the paper, but ask Furman alumni whom they remember and her name tops the list. In the last few years she has worked with men and women with the same competency, honesty, concern and success that she has previously shown with members of her own sex.

Ernest E. Harrill



Jack

He was the only student
in my Georgia-chicken-farmer class
who wore a tie and white shirt.

It must be because he's older,
I thought,
and proud of it.

But, no,
it was because he'd
kicked his life around
at odd jobs before he
had got religion and decided
to become a preacher boy.

"I always thought there
might come a day I could
wear a white shirt,
and now it's come," he said.

He moved into the
upper world faster,
perhaps,
than he had planned:

the last I heard
he'd run off with a poetess,
leaving wife and four kids,
one aphasiac,
behind.

Out of the Blue

He always wrote of a Sunday,
cheerful-earfuls from
five thousand miles away,
that would arrive
(since mails were better those days)
on Thursdays.

One special Thursday
the letter told
of dinner at Mrs. J's
with her butter-melting biscuits,
of football game with Michigan State on TV,
of drive to see October orange
in Blue Ridge foothills,
of scientific and religious
articles he'd written that week:
ordinary letter from my father
cheerful even after twenty years
of stroke.

This letter of a Sunday on a Thursday.
He had died on the Tuesday between.

How living to have his final lines
the simple joys of a sunny man.

by Jane Sampey

Jane Sampey, who graduated from Furman in 1951, teaches at Robert College in Istanbul, Turkey. Her father, Dr. John R. Sampey, Jr., was chairman of the chemistry department at Furman in the 1930s and 1940s.



Familiar Sights ?

- (1) part of the legend on the Doughboy statue
- (2) steps in the Bell Tower
- (3) high jump marker at the track
- (4) weathervane on the science building
- (5) ceiling of the covered walkway beside the classroom building
- (6) railing in front of the library
- (7) heel of the Doughboy
- (8) part of a lamppost

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