**Faculty Newsletter**

The College of Charleston
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The contents of this, past, and future Faculty Newsletters are available on Ashley gopher campus information services

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| Report to the Faculty on the Activities of the Conference of South Carolina University Faculty Chairs | Faculty Senate Meets
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<td>The Conference held two plenary meetings and its executive committee met twice already this semester. The executive committee produced a draft plan for a South Carolina Higher Education Improvement Act, the principle of which was endorsed by the Conference as a whole. This Act would target specific areas for funding and accountability including library purchases, technology and equipment upgrades, class sizes, and the utilization of part-time faculty. This funding would be in addition to increased formula funding which should be at least at the southeastern average. The executive committee will be making contact with key legislators and staff persons in the House and Senate as we approach the legislative season. The Conference is in the process of revising its position papers, in particular the one dealing with the crisis in higher education. This will be used to press the case for increases in state appropriations as well as special funding. The position paper will also be edited to make it appropriate as an op-ed piece which we will then try to place with all the newspapers in the state. The executive committee had an interview with Nick Theodore and unsuccessfully sought an interview with candidate David Beasley. The results were put on e-mail shortly before the election. Now that the election is over, the Conference is contacting Governor-elect David Beasley to open lines of communication with him and his staff. The Conference’s strategy for legislative contacts this year is as yet uncertain. The pending changes in the leadership of the House will affect the Conference’s program. In the meantime, the executive committee will continue a dialogue with Senate members. The Conference was also given the opportunity to comment on a draft statement on higher education as it was submitted by Winthrop’s President to the Council of Presidents. The Conference took exception to continued next column</td>
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<td>November 29th</td>
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Agenda:

- Tentative Approval of Degree Candidates
- Curriculum Committee
- Graduate/Continuing Education Committee
- Academic Standards Committee
- Faculty Welfare Committee
- Honors Program Committee

See your friendly local Faculty Senator for details.

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the technical education orientation of the statement and to its attack on both tenure and faculty governance. It is my understanding that our administration also took exception to the draft. The Conference continues to be a state-wide presence and a valuable one. Its meetings are well attended and I continue to be impressed by how much we have in common as faculty across the state despite the great differences in the types of institutions in which we work. We have also finally been able to welcome Francis Marion to the Conference now that they, at last, have a system of faculty governance.

I would welcome questions you might have about the Conference and its work. The Conference would also welcome any suggestions you might have for strengthening the faculty voice at state level. The next plenary meeting of the Conference will be on Friday, January 13, 1995.

Submitted by:
Jack Parson,
Representing the College of Charleston Faculty Senate to the Conference of South Carolina University Faculty Chairs
ProfNet Provides New Opportunities for Coverage

The Office of College Relations subscribes to an Internet bulletin board called "ProfNet," which is compiled and disseminated by SUNY StonyBrook. ProfNet is a clearinghouse for radio, television and magazine journalists from around the country and world seeking experts at colleges and universities. Twice a day, requests are made for information on specific topics for upcoming articles or programs.

College Relations staff members Bobbin Huff, Claire Fund, and Patrick Harwood, and Director Susan Sanders, scan requests daily to identify topics that might be a match for faculty members. You may receive a call to see if you are willing to have us submit your name for an interview on the topic. Then it is up to the reporter/producer whether you will be called.

Requests come from a great variety of sources, including major national publications, such as the Washington Post, New York Times, and National Geographic Magazine, as well as from national network TV news shows and radio programs. So far, the system has resulted in placement of information about our success in recruiting African American students in an article in the Chronicle of Higher Education, which submits requests for information regularly.

--reported by Bobbin Huff, College Relations

Deadline for Copy,
January, 1995 edition of
Faculty Newsletter:
Wednesday, January 11th

This is the last issue for calendar year 1994

Happy Holidays

Compare DOS and MacIntosh Systems*

Insufficient consideration has been given to the new underground religious war which is modifying the modern world. It's an old idea of mine, but I find that whenever I tell people about it they immediately agree with me.

The fact is that the world is divided between users of the Macintosh computer and users of MS-DOS compatible computers. I am firmly of the opinion that the Macintosh is Catholic and that DOS is Protestant. Indeed, the Macintosh is counter-reformist and has been influenced by the 'ratio studiorum' of the Jesuits. It is cheerful, friendly, conciliatory, it tells the faithful how they must proceed step by step to return--if not the Kingdom of Heaven--the moment in which their document is printed. It is cathechistic: the essence of revelation is dealt with via simple formulae and sumptuous icons. Everyone has a right to salvation.

DOS is Protestant, or even Calvinistic. It allows free interpretation of scripture, demands difficult personal decisions, imposes a subtle hermeneutics upon the user, and takes for granted the idea that not all can reach salvation. To make the system work you need to interpret the program yourself: a long way from the baroque community of revellers, the user is closed within the loneliness of his own inner torment.

You may object that, with the passage to Windows, the DOS universe has come to resemble more closely the counter-reformist tolerance of the MacIntosh. It's true: Windows represents an Anglican-style schism, big ceremonies in the cathedral, but there is always the possibility of a return to DOS to change things in accordance with bizarre decisions; [some of the next part is missing from the message; editor] you can decide to allow women and gays to be ministers if you want to.

And machine code, which lies beneath both systems (or environments, if you prefer)? Ah, that is to do with the Old Testament, and is talmudic and cabalistiс. . . .

*from an English translation of Umberto Eco's backpage column, "La bustina di Minerva" in the Italian news weekly "Espresso," September 30, 1994; it came over the Internet from somewhere; I don't remember where.
New Chair of C of C's Board of Trustees Writes:

[Editor's note: Joel H. Smith, Esq., of Nelson, Mullins, Riley & Scarborough law firm in Columbia was recently elected Chair of the Board of Trustees. He was invited to submit an essay for this edition. It was written prior to the recent election.]

Dear David:

When I was a student at the College of Charleston (Political Science, 1978) I somehow missed taking any of your classes. Last week at the Board Meeting, however, I developed an appreciation for your teaching ability. If the measure of a good teacher is the ability to ask challenging questions, you certainly measure up. You handed me a list of questions you wanted to cover in an "interview" for the Faculty Newsletter. Your questions required me to examine carefully my past, the present and future. I did feel a little funny about responding to questions from a political science professor without writing my answers in a blue book.

You pointed out that I am the first alumnus of the College of Charleston to Chair the Board of Trustees in its current format, Cussie Johnson being the last chair who was an alum. You asked if I could remember why I enrolled in the College of Charleston. I suppose we could have a long debate about whether things happen as a result of accident, fate, or providence, but my enrolling in the College of Charleston should qualify as one of the above. I had planned to go to Clemson, following in my father's footsteps, when Ted Miller became the new coach of the College of Charleston's soccer team. Because I had played against Ted's Porter Gaud team the year before, he called me and asked me to visit the campus. As you know it only takes one visit to the campus to become a part of it.

You asked what undergraduate skills have assisted me most in my career. I think I can narrow this down to three leading candidates. There is a widely held belief that law school teaches a method of analytical thought not taught through other disciplines. I do not think this is correct. I believe I began to understand analytical processes and to develop abilities to articulate the resulting analysis while I was at the College of Charleston. While a tremendous contribution to this sense of learning came from many of my political science courses, I can identify at least one important course outside of my major which helped me to be a better analytical thinker. The liberal arts curriculum requires either math or logic. I took logic from Dr. Folse (an unusual name for a logic professor, but at least he was not Dr. Unsound) [editor's note: Folse was pronounced "false"]). This class was the first opportunity I had to diagram and analyze argument. Now that that is what I do for a living, I look back on Dr. Folse's class as a first foundation for this learning.

Second, I am thankful for the minimum standard writing requirements in the English Department. I hated them when I was there, but again, since I make my living with the written word, it is helpful to know how to know how to write (I hope Nan Morrison is not examining this letter for comma splices).

Third, and equally important, I developed a cultural understanding. While I took an appreciation and music appreciation this is not what I mean by cultural understanding. I use cultural in a more anthropological sense. I had the opportunity through a number of classes in my major, but two primarily, (Southern Politics and Extremist Politics taught by Bill Moore) to develop an understanding of competing interests within this culture which we call "the South." It has helped me to understand better those who live around me and, in many respects, myself.

You asked what led me to be interested in being a Board Member. To be honest, I believe anyone who loves the college would want the opportunity to serve on the Board. What led me to become a Board Member was more opportunity than anything else. My father had served on the Board of Trustees at Clemson, and when the new Board was created by the legislature I already knew that service on the Board would be a rewarding and enjoyable experience. I was fortunate to be elected in 1988, then re-elected in 1992.

You asked me to explain briefly what the Board actually does. It is probably easier to describe what the Board does not do. The Board does not get involved in the day to day running of the College of Charleston. The Board does approve, and in some instances establish the direction and policy of the College. This includes individual approval of capital improvement, degree programs, changes to the budget, and changes in by-laws, among other things. More importantly, however, is the Board's role in working with the President in establishing and maintaining a direction that the College will follow. All other decisions must be considered in light of the Board's belief in this direction.
You asked how I view the present and future of the College of Charleston. As for the present, I believe the College of Charleston is a remarkable institution of higher education. It has, over the past decade, continued to improve in the light of dwindling state resources. We are teaching more students better for less money than we were ten years ago. That is an amazing accomplishment, particularly for any organization remotely associated with the government. As President Sanders has said, there is a good argument that all of the funding problems in higher education could be solved simply by sending all of the State's students to the College of Charleston.

As for the future, this brings us to the issue of direction. I see the College continuing its undergraduate role but expanding to some degree in the graduate area. Our undergraduate offerings need to continue the focus of a liberal arts teaching institution, with relatively small class size and great attention to the student. I believe the College has succeeded largely as a result of keeping our focus on teaching. There are many other important roles of the faculty. Contributions to administration and research require a great deal of time; however, the pervasive commitment I have seen in the faculty (and the administration) to individual students is the single most important feature which sets this college apart. Continuing this focus as well as creatively examining the undergraduate offerings to fit the needs of students in the twenty-first century will ensure the College's place as a leading undergraduate institution.

The graduate offerings of the College are now dictated by community need or specific resources available at the College. We need to continue to evaluate community need to be sure that we are fulfilling our role of service to the educational needs of this part of the state. We also need to provide graduate programs that we, as an institution, are best able to offer.

Finally you asked about governance of higher education in South Carolina. Last year's legislative issues polarized many interests. My hope is that we can work together as a higher education community to serve the needs of our constituents. I do believe some issues are important as we move into a new legislative year, however. First, I believe the institutions need representation on the CHE Board. Second, if representation is made available to the institutions, it should be equally shared among the three groups of higher education institutions (e.g., the research universities, the four year colleges and universities and the technical colleges). Third, governance of the institutions should remain with the individual institution's Boards, and the Commission on Higher Education should remain a coordinating agency. I have great respect for the Commission and its staff. These principles are based only on my belief that this is the best system for higher education governance in this state.

I hope this answers your challenging questions. I guess you have noticed that brevity was not one of the skills I learned at the College of Charleston.

Very truly yours,

Joel H. Smith
In Memoriam
George G. Heltai, 1914-1994

The College of Charleston has lost one of its greatest luminaries with the recent death of Dr. George G. Heltai, Distinguished Professor of History, Emeritus. Steeled by the privation of war and the suffering of imprisonment, Dr. Heltai knew the terrible price often exacted in the defense of liberty. His students in the history of Eastern Europe and the Soviet Union not only learned from an eminent authority, but also from one who had been acquainted with many contemporary leaders. He could vividly recall episodes of great importance or little known facts about well known people (for example, Stalin's infatuation with a sentimental film entitled "Siberian Rapsody" which he insisted that all of his guests much watch). Dr. Heltai's stature, however, did not rest solely with his scholarship, accomplished as that was, but with his great moral authority. He was a survivor of the worst perverisions of state power in our time, yet one who was calm, compassionate, serene. It is said that war and revolution bring out the worst and the best in human nature. Instead of yielding to bitterness, he became the living embodiment of that responsible freedom extolled by the Renaissance humanists whom he much admired: Niccolo Machiavelli, Pico della Mirandola and Francesco Guicciardini.

Were it not for the abortive Hungarian Revolution of 1956, Dr. Heltai probably never would have left his native land. Perfectly aware of what may happen to those even remotely associated with defeated movements, he and his family fled to Belgium, ultimately settling in the United States. He made the transition to his adopted country as gracefully as could be expected for a man in middle life. With its streets laid out before the automobile and its structures built to human scale, Charleston seemed to resemble the cities he had known in the Old World. Just as it was true for countless others who have come to these shores, he was a refugee from his original home and denied a reasonable hope of ever safely returning. The secret sadness that this may have fostered we cannot know, but his life among us reflects the conclusion that Benjamin Franklin had reached: "Where liberty dwells, there is my country."

George Heltai was a leader in that small group of senior faculty who helped to guide the College in its transformation from a small, private school to a large public university. While the institution at his retire-

ment was barely recognizable as the institution he had joined, his wisdom and integrity were indispensable in preserving its essential character. He was a defender of the faculty's proper role in academic governance and in upholding the rights and interests of our students. He was even known to cooperate with administrators, demonstrating thereby that all of us have a legitimate share in the perpetual responsibility of making a good place better. Although George Heltai was from a distant land, he became one of us. We can only be grateful that he passed our way.

--Malcolm C. Clark, Professor of History

Dr. George Heltai was for many years a faculty member in our History Department. He came to the College from Columbia University in New York. He served as Chairman of the Department of History and was later appointed by the President and Board of Trustees to the rank of Distinguished Professor. Upon his retirement he was designated Distinguished Emeritus Professor. He also received the Distinguished Service Award from the College. A noted scholar, Dr. Heltai was a very unique resource for students and faculty alike because of his experience in Hungary as a member of his country's foreign service but also because he was a political prisoner in the aftermath of World War II. George Heltai was a true intellectual with wide ranging interests and a contagious enthusiasm for a serious discussion over a fine cup of coffee. One of my fondest memories of my years at the College of Charleston will always be the semester when George and I taught an Honors Program course on "Gorbachev's Russia" together. I spent many memorable hours discussing the design and teaching of the course with him and in the process received a special education myself. His many friends on the faculty and those students for whom he was a mentor will long remember his warm and engaging personality and his dedication to the world of ideas.

--Samuel M. Hines, Jr., Dean of Humanities and Social Science

special thanks to Joan Dee
and Beatrice Stiglitz