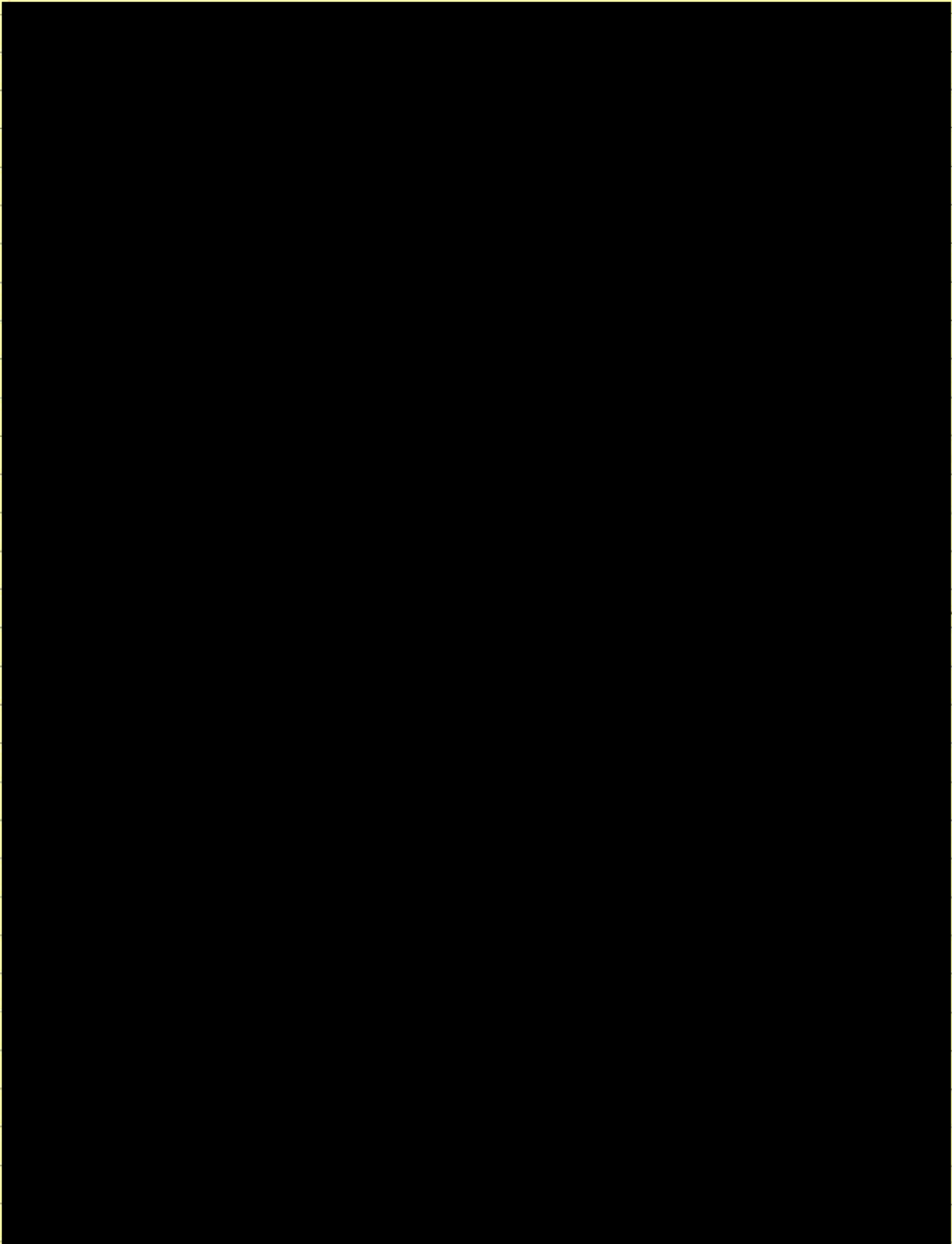
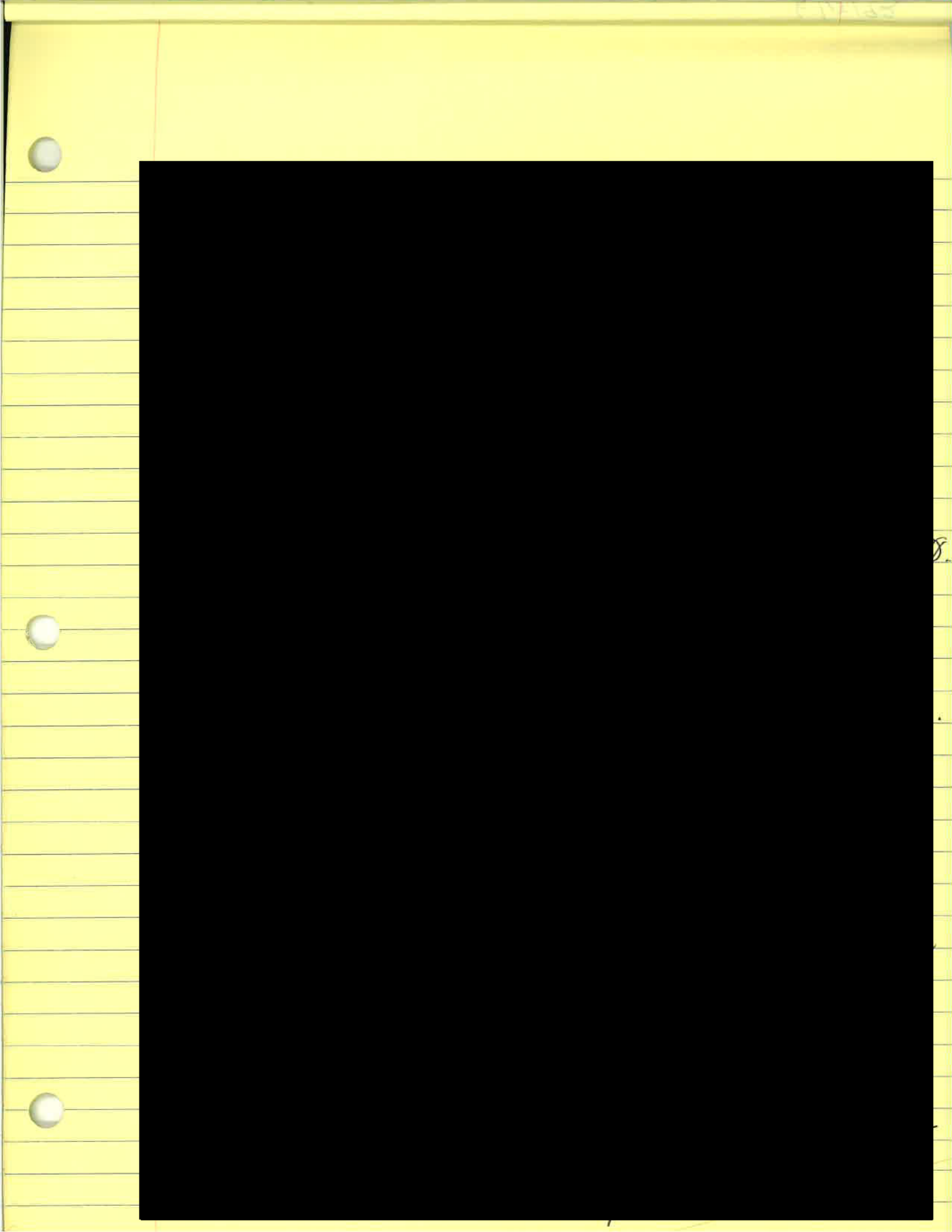
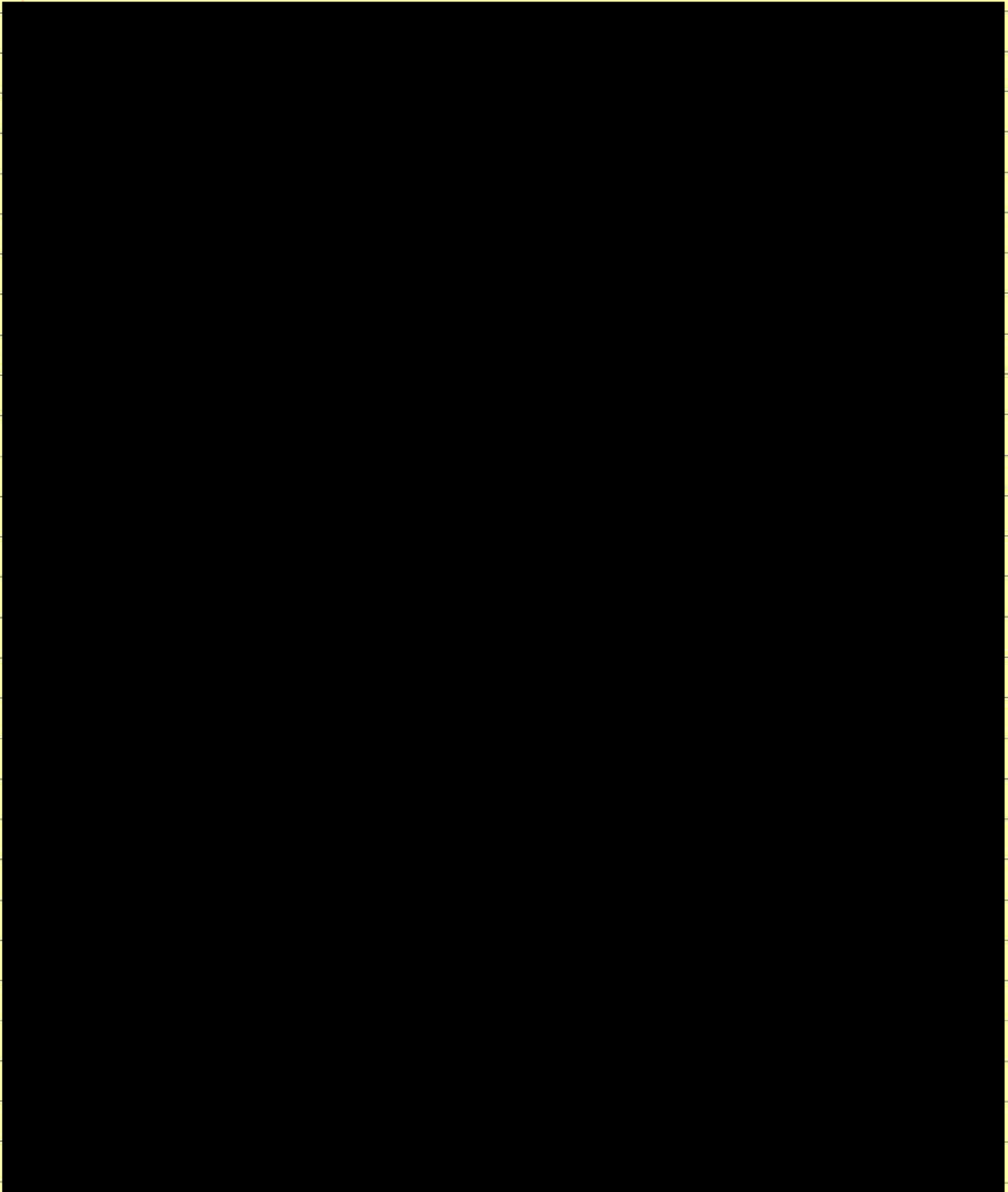


Charles Kessler

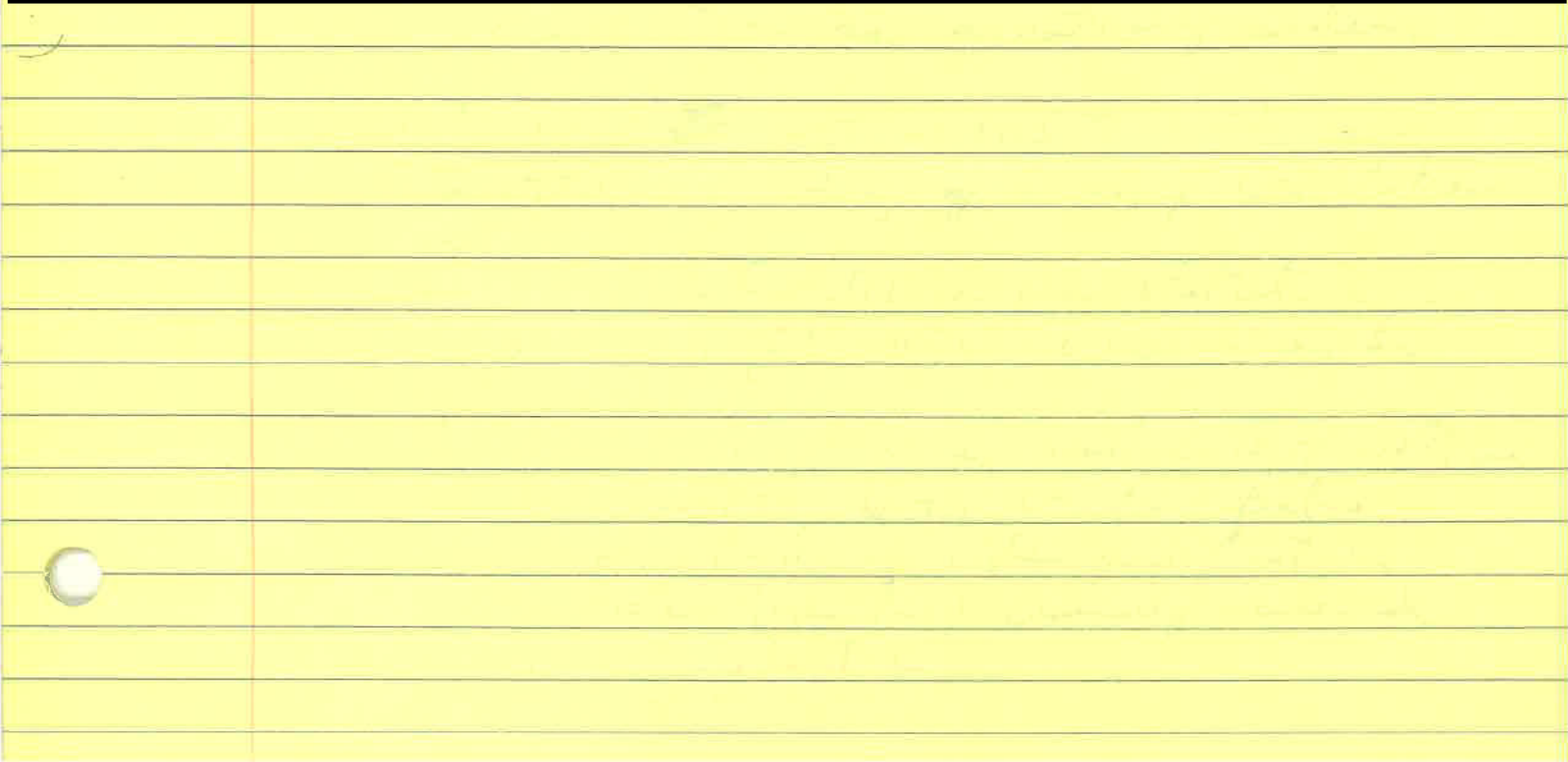
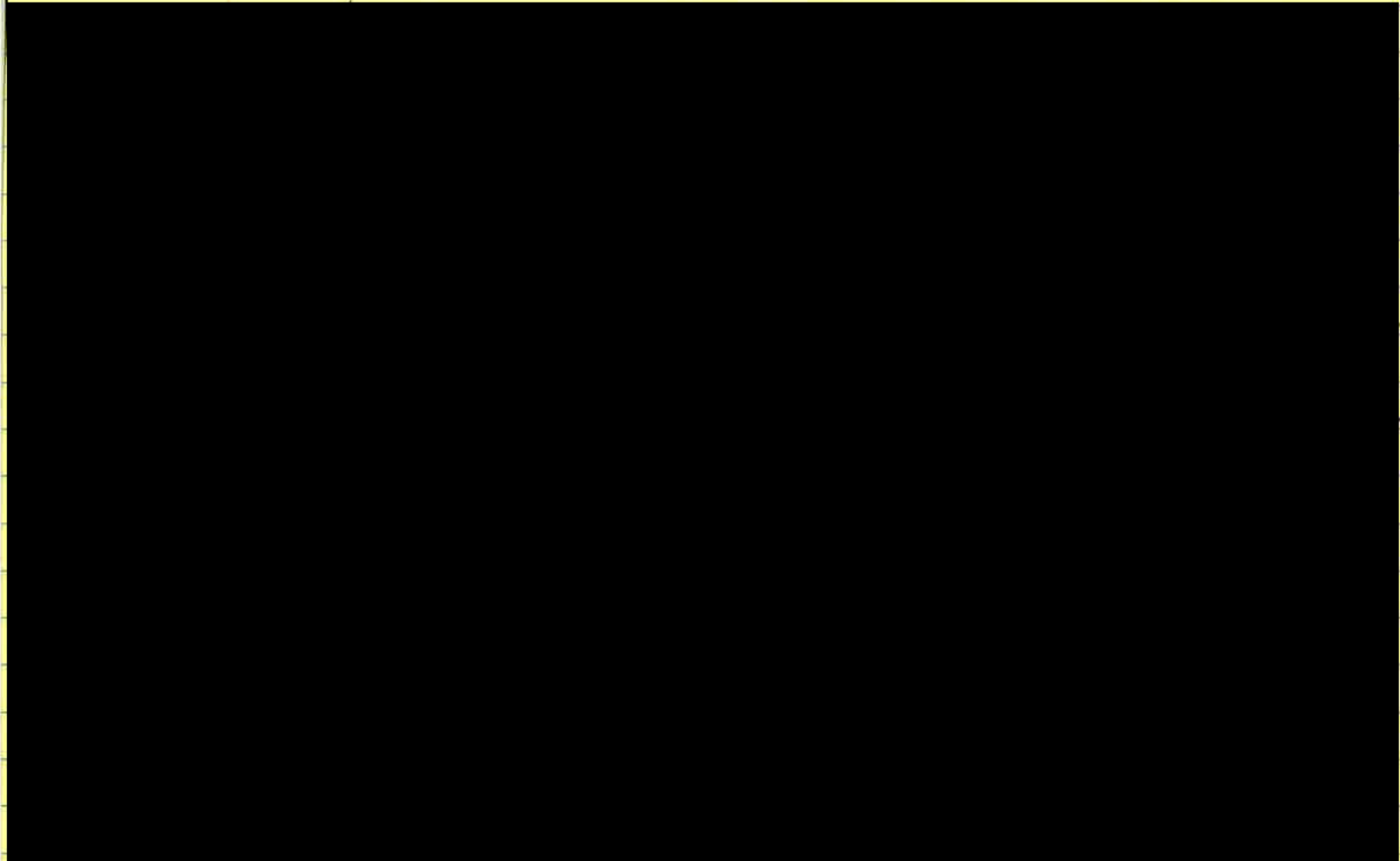
6/15/92



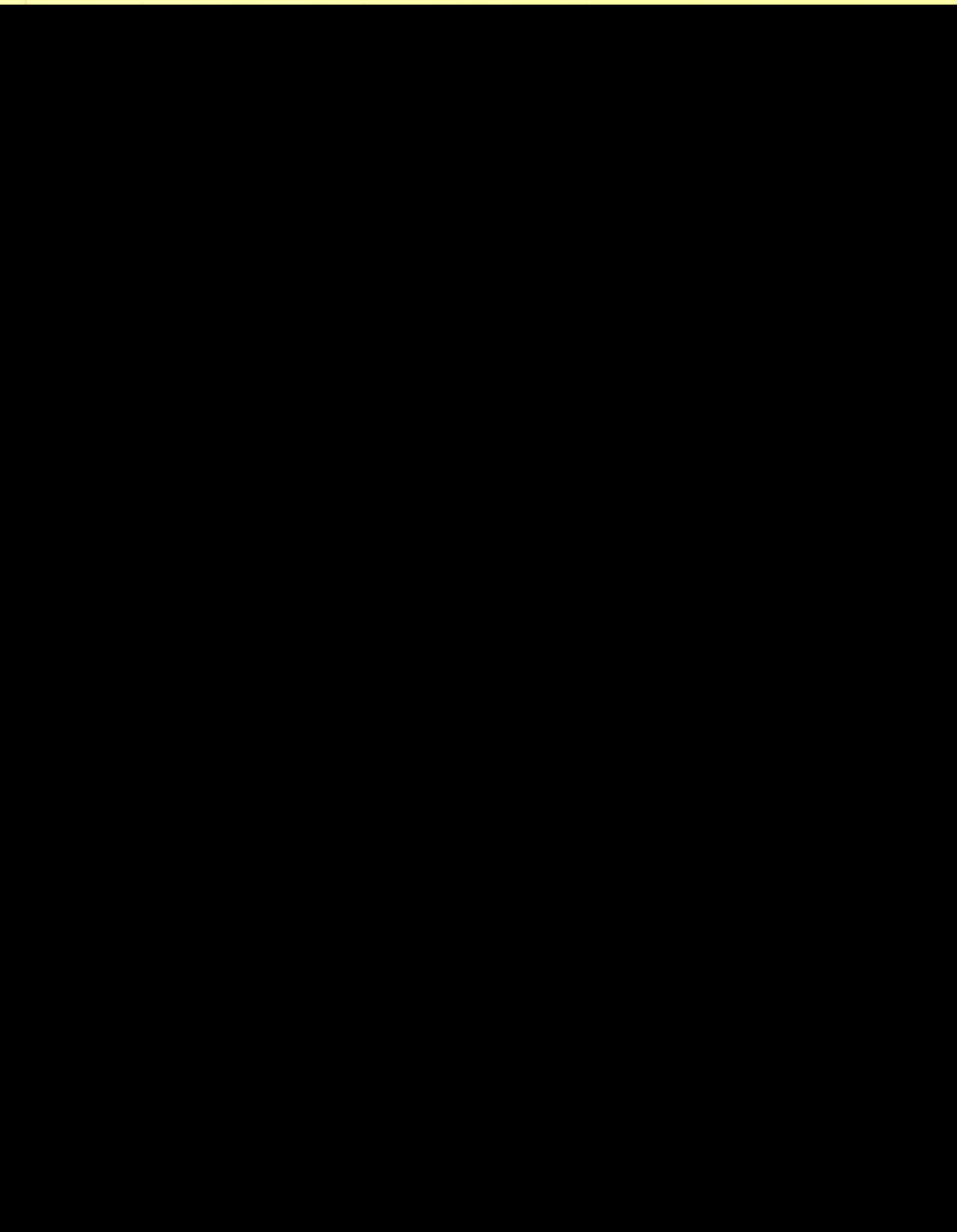




6/16/92

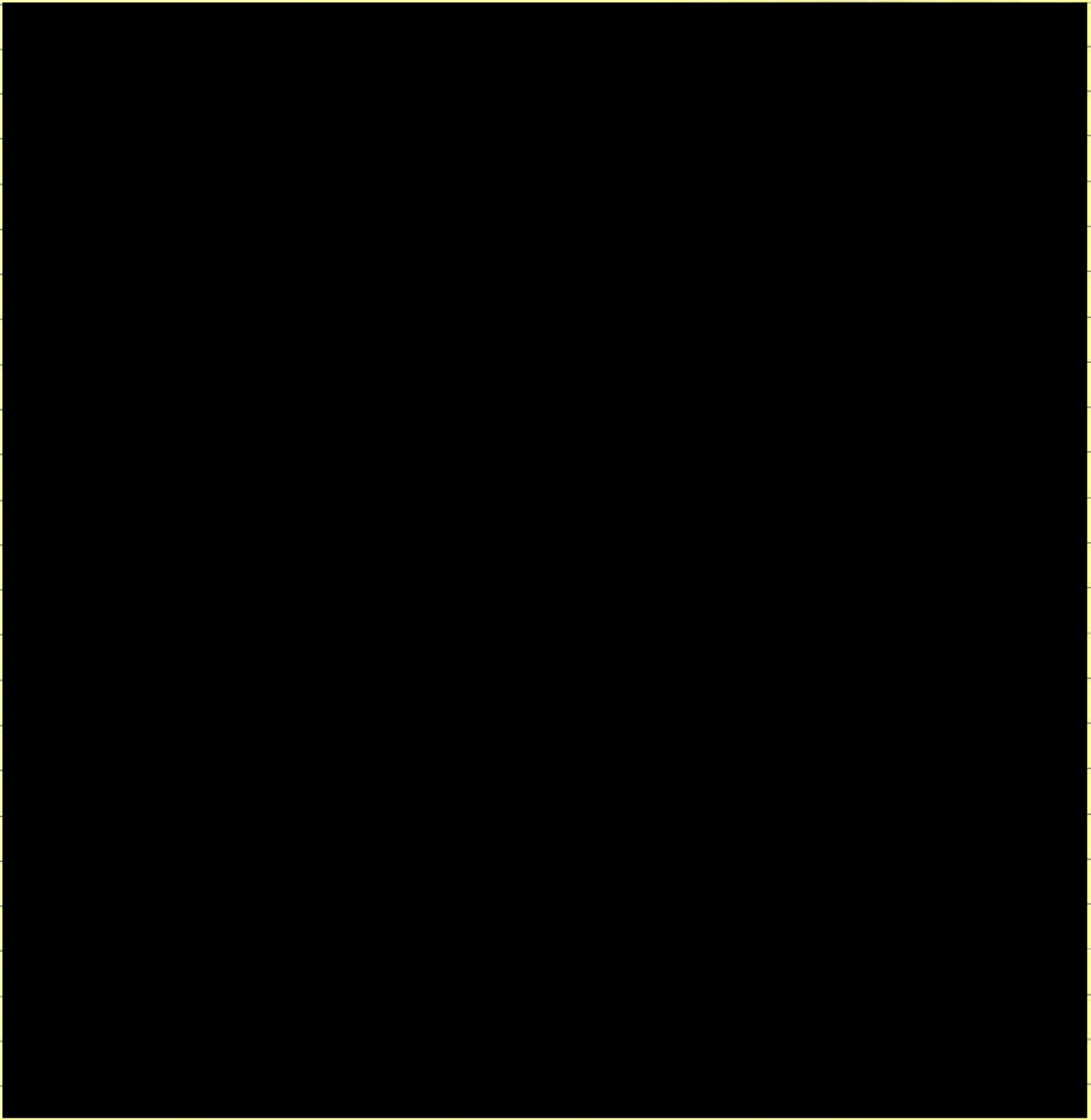


6/17/92



8/17/92

28/11/92



Classical  
Prose

6/17/92



Classical  
Republicans.

Convol veto & ca  
assembly of tribes  
Athenian joy

6/18/92

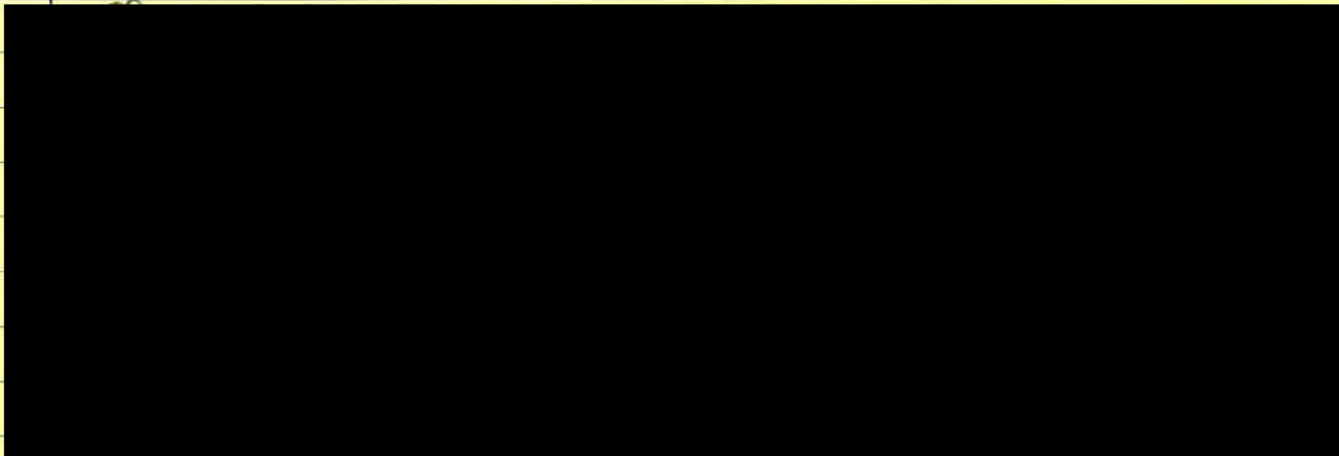
A





4/19/12

┌



2012-2013

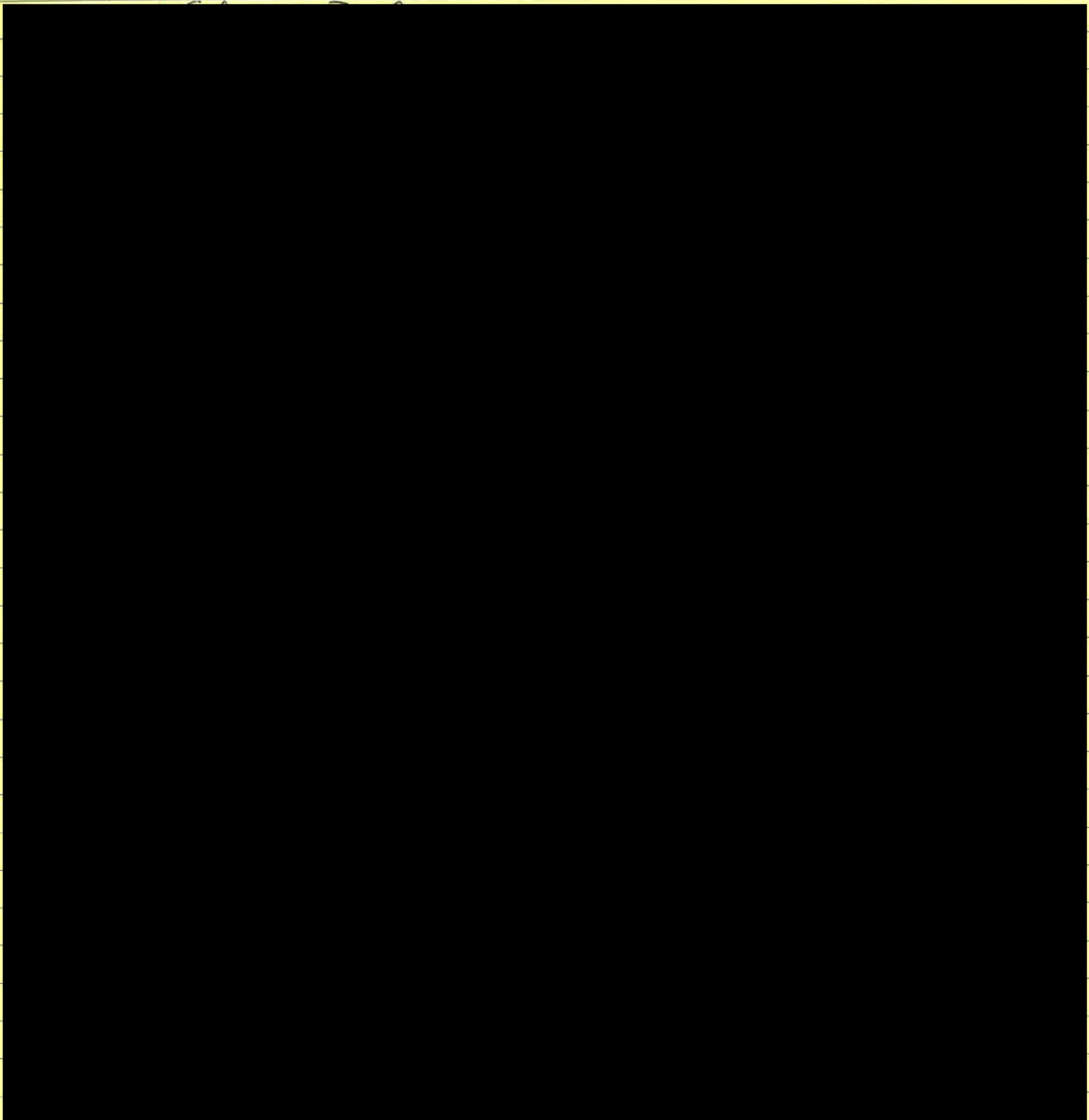
Chlorophyll

6/19/82



Culture of Narcissin  
Christophen Hasch

6/21/92

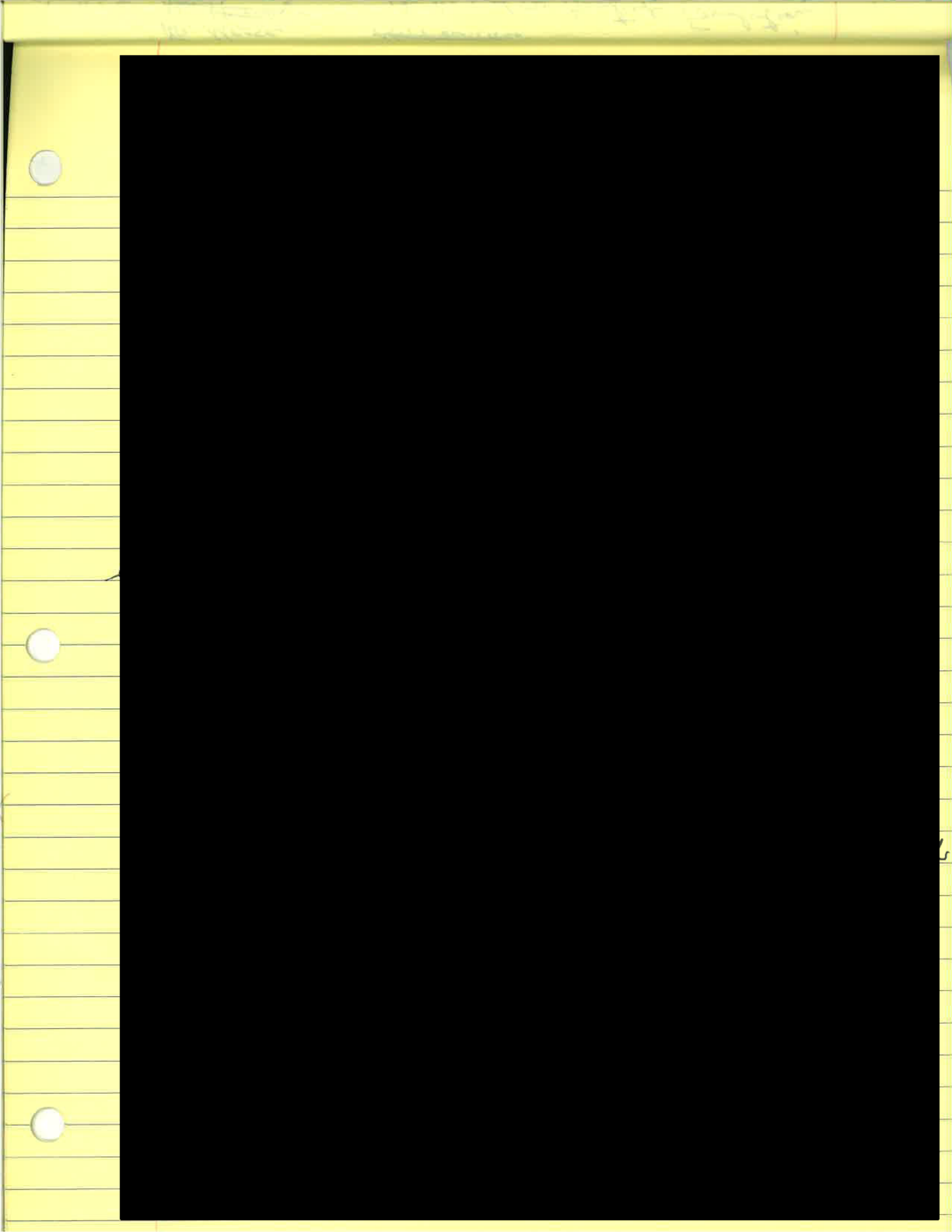


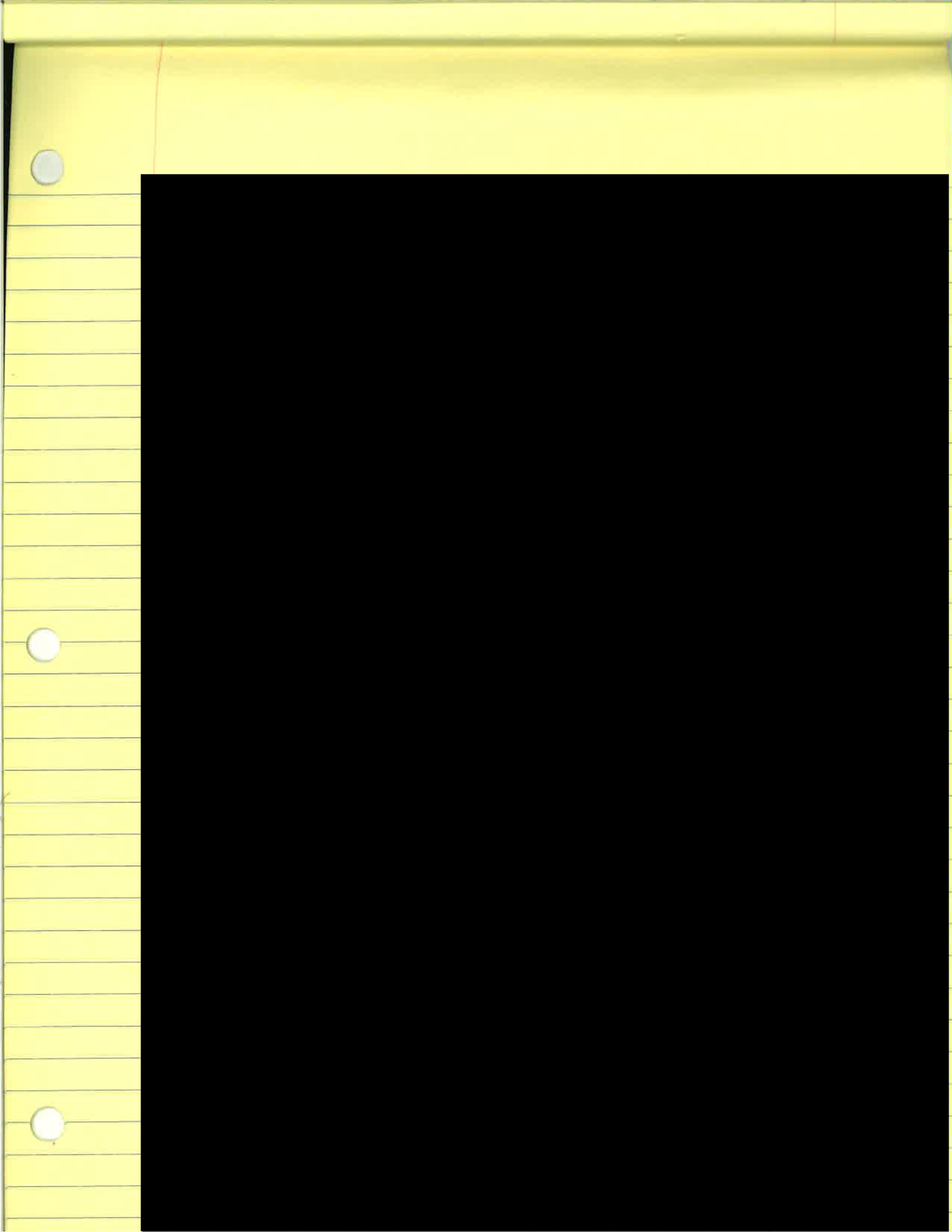
"I know I am a racist" → da 4. vier

Back in Austin:





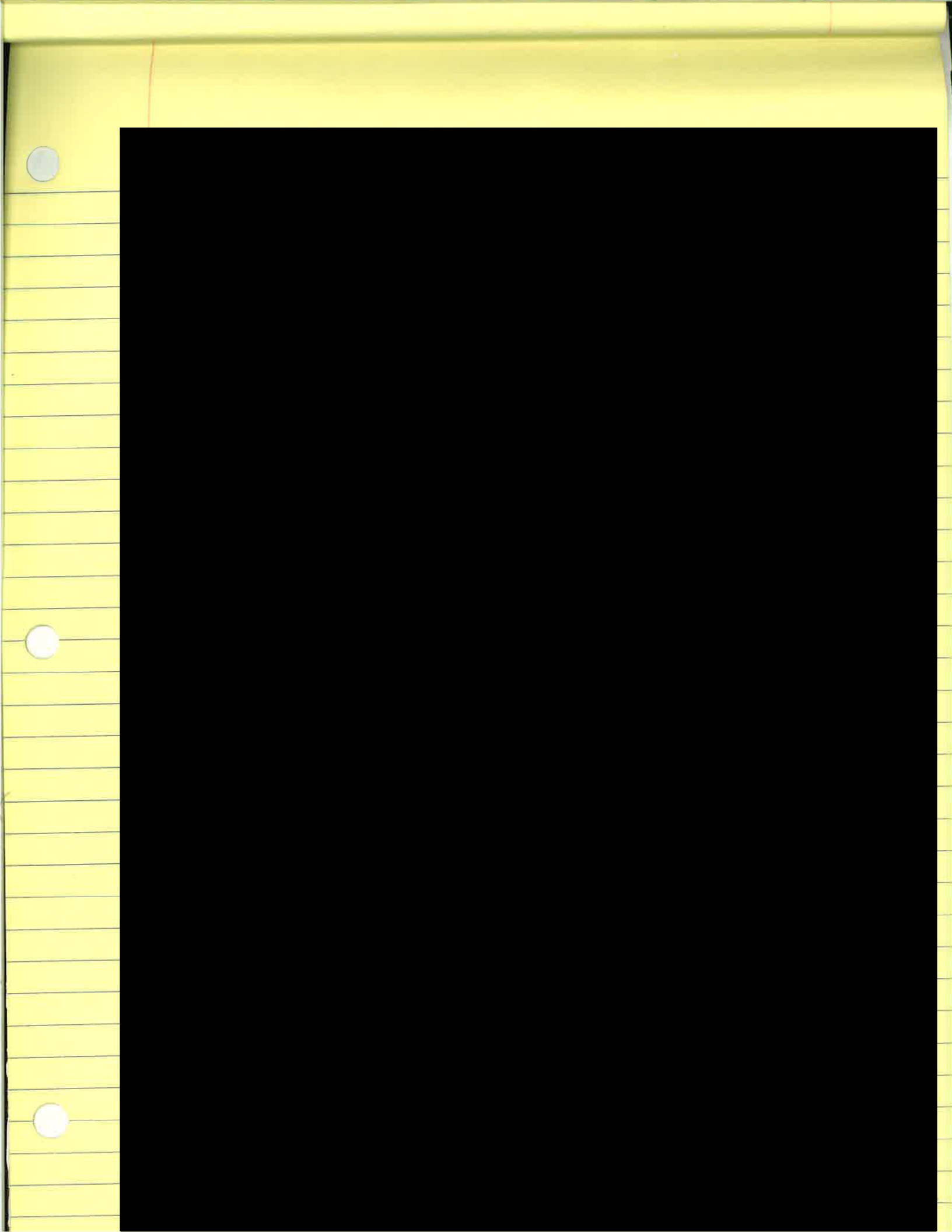


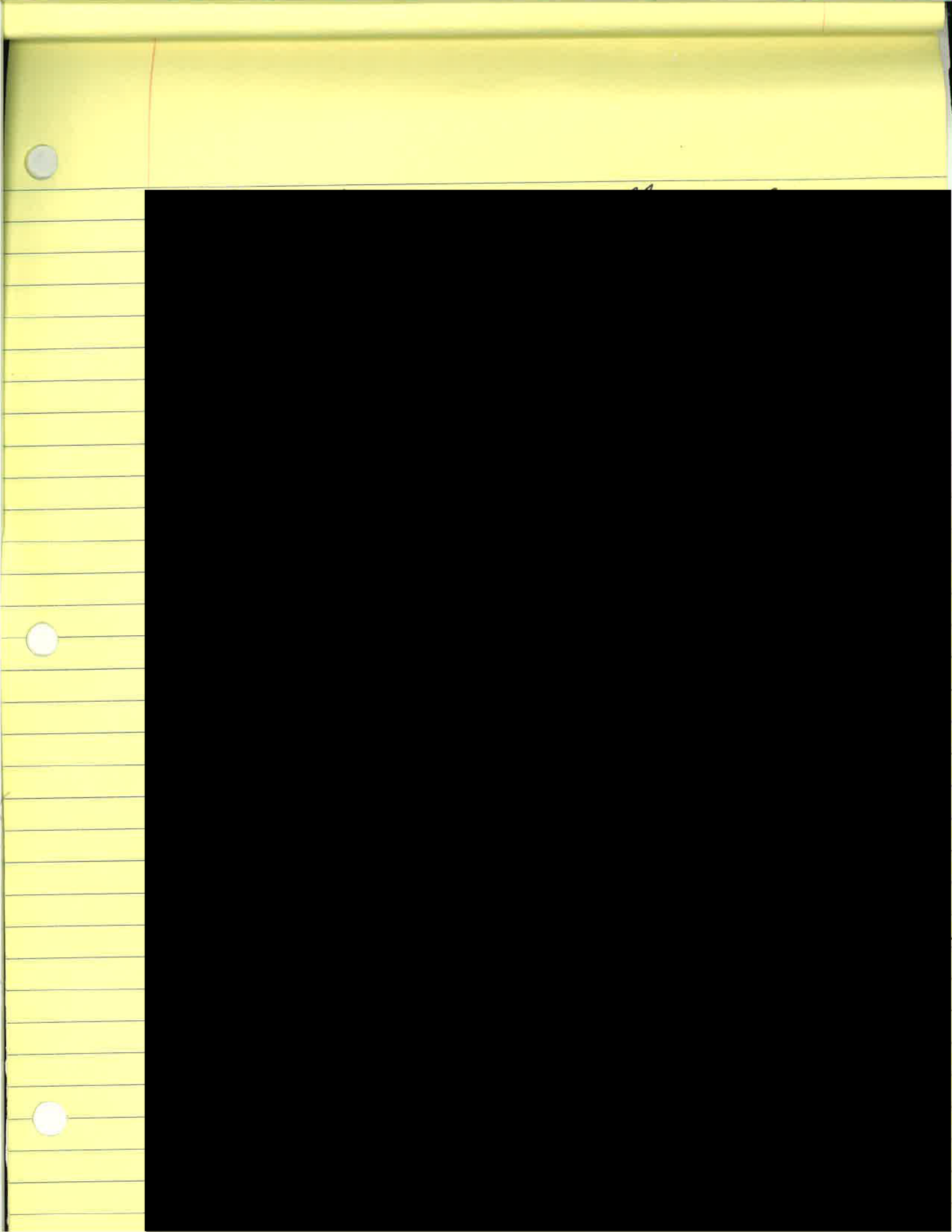


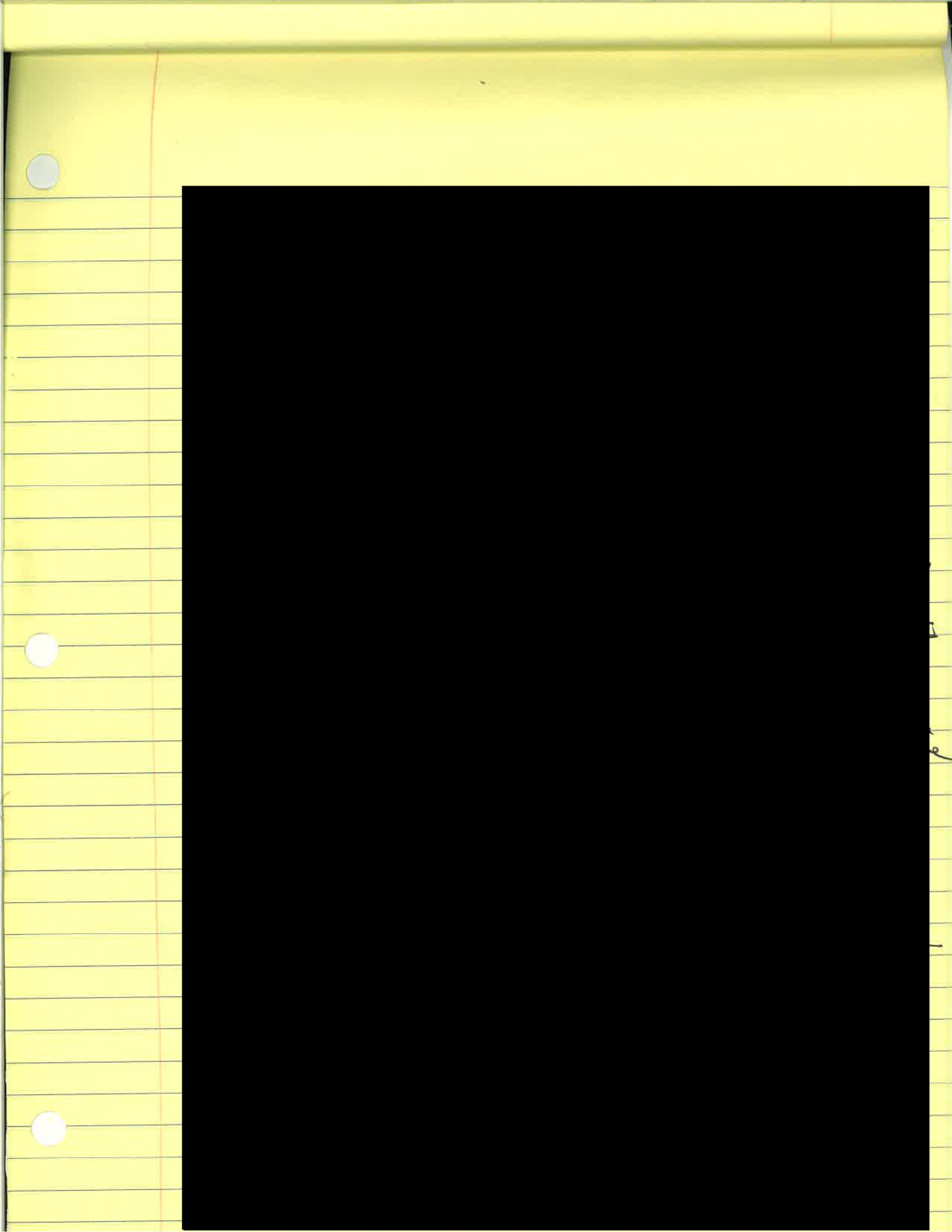


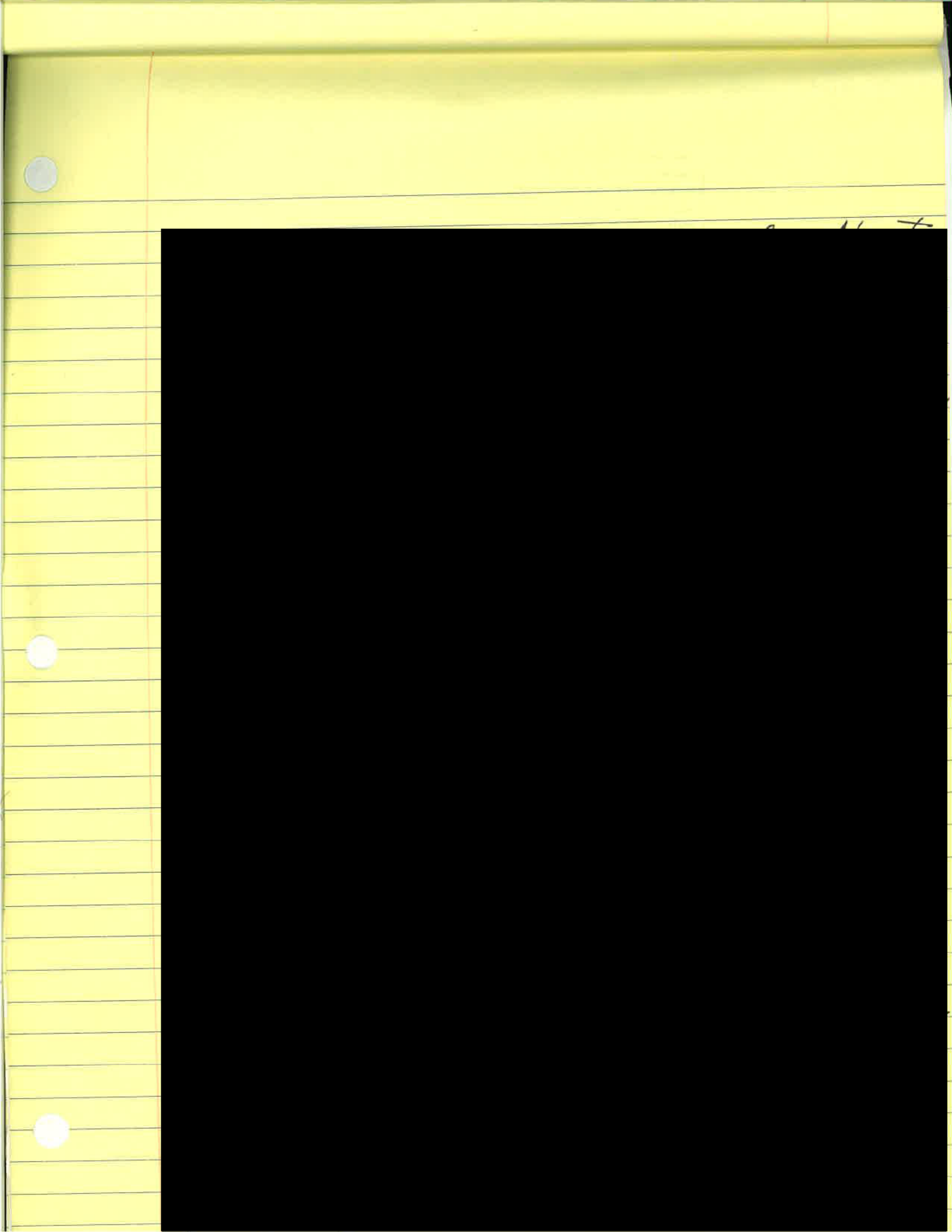
3. Third, I was reminded of what I already knew, that those of us who describe ourselves as conservatives, still have powerful and ~~remarkable~~ <sup>noteworthy</sup> disagreements, ~~But what makes us~~ <sup>distinguishes</sup> ~~us~~ <sup>different</sup> from the relativists, perhaps, is that our diversity reflects the complexity of the truth toward which we <sup>hope to</sup> progress; while their plurality is the confusion of Babel, we pursue the truth and sound <sup>very</sup> different; they reject the truth and ~~sound the same~~ <sup>all sound alike</sup>. We joked all week about the possibility of a male in this <sup>Salvatori</sup> group (and we did observe more than a little odd behavior). But what would a male have to report to the other side other than that we are a lively, unmediated and ~~determined~~ indeed quite "sensitive" group

~~of people~~ unwilling to take anything at face  
value, <sup>a group profoundly religious or spiritual.</sup> And our speakers - distinguished  
people like Edwin Meese, Lynne, Cheryl,  
Wilcomb  
Anne - ~~Radice~~ Radice, and ~~William~~ Washburn,  
and John Diggins are good for far more than  
a sound bite. ~~If there is a~~ We  
have nothing to hide, much to be proud  
of.





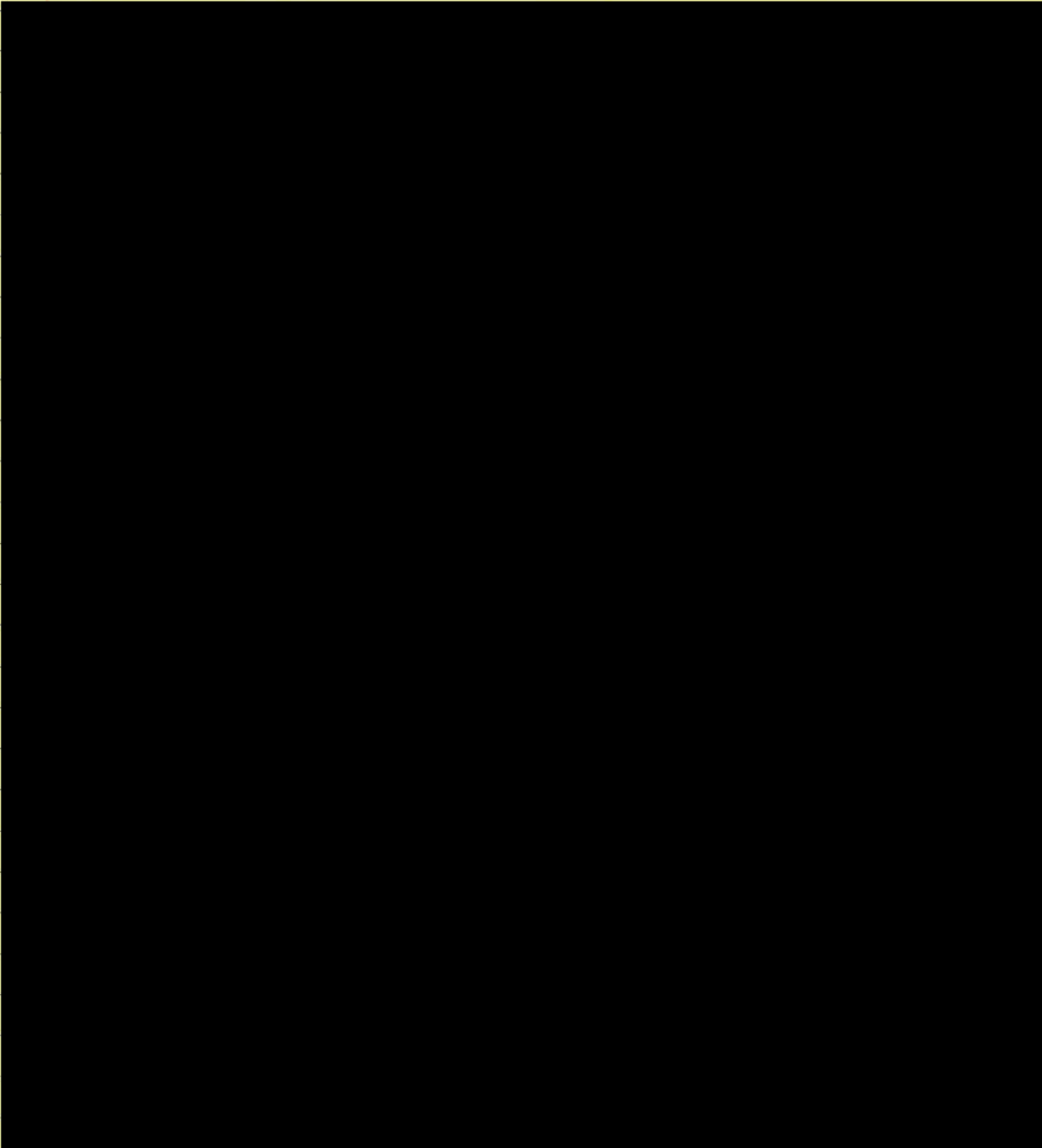




But I must bring these extracts to an end. To-day I have confined myself to saying that that training of the intellect, which is best for the individual himself, best enables him to discharge his duties to society. The Philosopher, indeed, and the man of the world differ in their very notion, but the methods, by which they are respectively formed, are pretty much the same. The Philosopher has the same command of matters of thought, which the true citizen and gentleman has of matters of business and conduct. If then a practical end must be assigned to a University course, I say it is that of training good members of society. Its art is the art of social life, and its end is fitness for the world. It neither confines its views to particular professions on the one hand, nor creates heroes or inspires genius on the other. Works indeed of genius fall under no art; heroic minds come under no rule; a University is not a birthplace of poets or of immortal authors, of founders of schools, leaders of colonies, or conquerors of nations. It does not promise a generation of Aristotles or Newtons, of Napoleons or Washingtons, of Raphaels or Shakespeares, though such miracles of nature it has before now contained within its precincts. Nor is it content on the other hand with forming the critic or the experimentalist, the economist or the engineer, though such too it includes within its scope. But a University training is the great ordinary means to a great but ordinary end; it aims at raising the intellectual tone of society, at cultivating the public mind, at purifying the national taste, at supplying true principles to popular enthusiasm and fixed aims to popular aspiration, at giving enlargement and sobriety to the ideas of the age, at facilitating the exercise of political power, and refining the intercourse of private life. It is the education which gives a man a clear conscious view of his own opinions and judgments, a truth in developing them, an eloquence in expressing them, and a force in urging them. It teaches him to see things as they are, to go right to the point, to disentangle a skein of thought, to detect what is sophistical, and to discard what is irrelevant. It prepares him to fill any post with credit, and to master any subject with facility. It shows him how to accommodate himself to others, how to throw himself into their state of mind, how to bring before them his own, how to influence them, how to come to an understanding with them, how to bear with them. He is at home in any society, he has common ground with every class; he knows when to speak and when to be silent; he is able to converse, he is able to listen; he can ask a question pertinently, and gain a lesson seasonably, when he has nothing to impart himself; he is ever ready, yet never in the way; he is a pleasant companion, and a comrade you can depend upon; he knows when to be serious and when to trifle, and he has a sure tact which enables him to trifle with gracefulness and to be serious with effect. He has the repose of a mind which lives in itself, while it lives in the world, and which has resources for its happiness at home when it cannot go abroad. He has a gift which serves him in public, and supports him in retirement, without which good fortune is but vulgar, and with which failure and disappointment have a charm. The art which tends to make a man all this, is in the object which it pursues as useful as the art of wealth or the art of health, though it is less susceptible of method, and less tangible, less certain, less complete in its result.

~~I got~~ Before proceeding, I'd like to invite Gayne Anacher to the podium for a special presentation.

New York





## New chapters

1. Describe <sup>in the chapter on writing</sup> six-to-ten types of writing the reader will ask for in the text.

1. Report
2. Research
3. Free writing
4. Listing
5. Interview

2. How to move from reading to writing (is this for the chapter on writing/reading?)

How about three brief chapters

1. From reading to writing
  2. Writing ~~study~~ in college
  3. Responding to assignments
- + 9 chapters of readings

• Would not wish to be a part of a division

- that did not guarantee the academic freedom of every member of that faculty.

> More than almost anyone in this room, I've taken unpopular stands and gone toe-to-toe with two chairs,

- that was not governed by its faculty in matters of salary, promotion, <sup>and</sup> curriculum

> Brodkey,

- that compelled faculty to join it,

• Core faculty (100%) over time

• Existing faculty with dual appointments ~~judges~~ evaluated in their own departments if they so choose

• Professors from other departments occasionally teach & participate

Sept 18, 1992

Kinneavy

"The members of the Rhetoric group are not straining to get out of the department."

I do want to assure you that the rhetoric group is accepting this..

October 1, 1992

- No increases in state education; accountability

efficiency  
social payoff

Richards + Bullock are not friends of UT-Austin.

- Going to lose faculty positions across the University,

- Modest decrease in graduate student populations,

- Next president will have to squeeze + downsize

- Undergraduate program in writing has taken on symbolic proportions.

- Position would lose positions to Classics and other departments.

- University is committed to undergrad writing program

- Clear state.

- Run by people professionally committed to writing.

- Not a service department. Hire tenure + tenure-track faculty.

- best uses of space as needed.

- No replacement of A.T.S. from English

- Board of Regents is committed to the program.

- Startup funds; academic development funds.

## Kidney

- A unity lab
- Will supervise unity across the disciplines,  
(Supervise across - the - curriculum  
in broad sense)

## Fairly

- Minnesota

• UCLA

• Iowa

• Michigan

→ Write to Bruce about 1995 invitation  
to Baylor.

→ ~~Write to Texas Voices~~

- Richard Saxe (Retired 91)
- Gerald Kirk
- Carol Rich (Retire 90)
- John Getone (Retired)

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Tanner Kolder for presentation  
to honor Fulwiler

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