Dancing with Books

By Vera Keller, Assistant Professor of History

As a historian of early modern Europe, I know great collections intimately, having done research in some of the richest archives and libraries from Prague to Berlin to The Hague to London to Los Angeles. The UO’s Knight Library safeguards a treasure offering invaluable opportunities for teaching, for student and faculty research, for public engagement, and for the preservation of the human experience. Only last year, however, did the full richness of Knight Library’s rare books and manuscripts in Special Collections begin to dawn on me.

Exploring these riches has proven an exciting collaborative intellectual adventure. A colleague in Romance languages, Marc Schachter, and I banded together to found a new research group, the Oregon Rare Books Initiative (blogs.uoregon.edu/orbi). Over the past year, alongside speakers from both the UO and off campus, we’ve delved through these riches. At each event, we brought uncatalogued works from both the UO and off campus, we’ve delved through these riches. At each event, we brought uncatalogued works from the collection out on view, allowing the public access to these otherwise little-known and difficult to access works. Our final event of the year, in May, brought Ann Blair, Henry Charles Lea Professor of History at Harvard University, to campus (see story, page 12).

Sometimes I’m asked why such collections are so important in today’s digital era. Aren’t the contents of the printed works, especially the more famous ones, already available online? I have two answers to that. First, each object traveled an individual path over the centuries to reach us, gathering its own unique history on the way. To the trained eye, each volume becomes a miniature detective case, offering physical clues about the past we can research. Doodles, marginalia, marks of previous ownership, handcrafted bindings made of older manuscripts, old library stamps and classifications, and even signs of erasure or censorship can all be made to tell a story. Many of the volumes in our collections were previously owned by renowned individuals, such as this Persian manuscript from the collection of John Ruskin [Fig. 1]. Knowing that, when we look at this manuscript we learn not just about it, but about Ruskin as well.

Second, books are three-dimensional objects handcrafted for a performance. Opening, unfolding, and reading each book are physical acts in which messages from the past are often encoded. Looking at a digital image of the same title would be the equivalent of looking at a photograph of a dance, rather than dancing one’s self.

For example, in our collections is a seemingly insignificant little French book, Bernard le Bovier de Fontenelle’s 1686 Conversations on a Plurality of Worlds (528.13 F737). In this work, Fontenelle entertains the (at the time) alarming idea that the universe is infinite, replete with many solar systems and possibly extraterrestrial life. To make this point in dramatic visual fashion, a folded engraving is pasted into the beginning of the work. It continued on next page
Dean’s Message

Approaching the one-year mark as dean of the Clark Honors College, I have taken the opportunity to reflect on the challenges of learning a new position and institution, as well as building relationships in our community of alumni, colleagues, and students. As an anthropologist and new dean, I am learning a new culture, even as it evolves in the changing UO context of academic leadership. I am excited to join the CHC at this critical juncture as we move dynamically forward at a time of new energy and opportunities for creativity and thoughtfulness in our growing role in the institution. We are optimistic about a bright CHC future.

I am proud to say that the Clark Honors College is thriving. CHC students continue to excel in their academic achievements. Our incoming freshman class is the strongest and most diverse in the College’s history. Our alumni are enthusiastically engaged and can’t of the engraving to reveal an infinite universe, we are each individually invited by Fontenelle to imagine an alternate reality much more immense than the court of the Sun King. That is one reason why many consider this little, lightweight book to be the opening salvo of the Enlightenment. Without pulling open that theatre curtain ourselves, however, it is difficult to hear the ringing of that salvo across the centuries.

My second collaborative exhibition, *Recipe: The Kitchen and Laboratory*, 1400–2000, is on view in Knight Library’s Special Collections through the first week in October. Next time you are in Eugene, take a look and let me know what you think!

![Fig. 2. Bernard le Bovier de Fontenelle, *Entrétiens sur la pluralité des mondes* (Paris: Ménard, 1686). 528.13 F737.](image_url)
On Giving Back

By Kelli O’Laughlin ’99

In the spring of 1999, after years of camaraderie in the classroom and late nights in the Clark Honors College library, I took my final walk down the steps of Chapman Hall and headed for Oregon Health and Science University School of Medicine. Driven by a desire to help others, I chose a career in emergency medicine and attended Olive View–UCLA Medical Center Emergency Medicine Residency. Being an emergency medicine doctor was exciting and meaningful, but it did not completely fulfill my desire to give back. After residency, I moved to Boston, Massachusetts, and studied for my master of public health with a concentration in global health at the Harvard School of Public Health (HSPH). At HSPH, inspired by words from the World Health Organization constitution etched on the walls of the school—“The highest attainable standard of health is one of the fundamental rights of every human being”—I dedicated myself to helping underserved people worldwide have access to high-quality health care.

In 2007, I began work in the Brigham and Women’s Hospital Department of Emergency Medicine and Harvard Medical School. I worked clinical shifts in the emergency department caring for patients while training residents and medical students. When not working in the hospital, I devoted my attention to using research to improve the delivery of health care in resource-limited settings. Drawn to helping the most marginalized populations, I developed an interest in refugees and displaced populations. As 26 percent of refugees worldwide (2.9 million) live in sub-Saharan Africa, I was pulled to Uganda. I established a study site in Nakivale Refugee Settlement in southwestern Uganda to learn about HIV/AIDS, and access to HIV services in this population. Established in 1960 to accommodate Rwandan refugees, Nakivale spans 71 square miles and hosts 64,000 refugees from 12 countries. HIV prevalence from the refugees’ countries of origin ranges from 1.1 to 6.3 percent, and prevalence in the surrounding region of Uganda is 7.3 percent. This is worrisome since nearly half of the refugees are from the Democratic Republic of the Congo, where sexual violence is used as a weapon of war, and HIV prevalence is thought to be high. With ruptured social support networks and few resources, refugees in Nakivale must navigate linguistic, cultural, and psychosocial barriers to access survival needs such as food, water, and health services. The instability of the refugees’ situation increases risk of exposure to HIV and causes substantial hardships as they attempt to access HIV-related services. Over the last four years, I developed a team of research collaborators and study staff to begin to understand refugee issues related to accessing HIV testing and care. Through qualitative research with HIV-infected refugees, I learned that refugees prioritized survival needs over HIV testing and only tested when 1) circumstances triggered a priority shift away from survival-related tasks, 2) survival needs were temporarily met, and/or 3) conditions changed to alleviate testing barriers. This led me to develop a clinic-based routine HIV testing study in Nakivale in which we assessed an intervention to scale up HIV testing by offering it while clients were in the waiting area of the clinic waiting to see a doctor. We found that this simple intervention was acceptable, and increased the rates of testing from about 7 to 21 percent of refugees who came to the clinic. Next steps in our study include studying interventions to improve linkage to HIV care for those newly diagnosed with HIV, and assessing a home-based HIV testing intervention as a means to scale up HIV testing and offer services to people not accessing care at a clinic.

While taking courses in the Clark Honors College, I began to think seriously about how to design my career so I could “give back” through my work. I am proud to say that the lessons I learned at the CHC helped me choose a path that is engaging and motivating and helps me to accomplish this goal.
Giving Back is a Habit of the Mind

By Daniel Knapp ’62

At age 18 in September 1958, I migrated from West Virginia to the University of Oregon. Nine months before, I took a day off from work to nurse an injury, a chemical burn from cleaning carbon-encrusted walls inside a big mixing machine at the giant aluminum plant where I worked as a new hire. The only way I could do the work was to wrap my legs around the mixing blades. It was a frightful job: what if it turned on somehow?

Another newbie my age replaced me the day I stayed home. While he was inside, the machine turned on. He died instantly. It should have been me. Fate and chance said no. To what end?

I worked hard, saved, and left West Virginia. I brought my working-class heart and soul to the honors college ethos. Not a selfless lad, I was molded by caring HC professors, including Lucian Marquis, to start giving back right away.

With other HC freshmen, I cowrote an irregular column for the Oregon Daily Emerald called “We Dissent” that criticized unequal treatment of women under in loco parentis. The housemother system on the UO campus was dismantled a few years later. As a senior, I was the yearbook’s poet, lamenting the loss of privacy as we entered the cyberage. In 1963, as a grad student in East Asian Studies, I joined the first-ever Eugene demonstration against the escalating Vietnam War. I became a community organizer—in Lyndon Johnson’s war on poverty. With my thesis advisor, I wrote a book: Scouting the War on Poverty: Social Reform Politics in the Kennedy Administration. That book became my doctoral dissertation.

With other HC freshmen, I cowrote an irregular column for the Oregon Daily Emerald called “We Dissent” that criticized unequal treatment of women under in loco parentis. The housemother system on the UO campus was dismantled a few years later. As a senior, I was the yearbook’s poet, lamenting the loss of privacy as we entered the cyberage. In 1963, as a grad student in East Asian Studies, I joined the first-ever Eugene demonstration against the escalating Vietnam War. I became a community organizer—in Lyndon Johnson’s war on poverty. With my thesis advisor, I wrote a book: Scouting the War on Poverty: Social Reform Politics in the Kennedy Administration. That book became my doctoral dissertation.

While relationships between nations change, the community of scholars is borderless and universal. We all want to create knowledge and move the idea of the university forward. In my work on the Carnegie Program, I see my role as one of getting these global scholars where they want to go, by identifying opportunities for growth and giving them the resources they need to go home and effect some positive change. I’m able to do this because this was done for me by the faculty and students of the Clark Honors College during my time in our community of scholars. This is what “giving back” means to me.

A Perspective on Giving Back

By Dana Ponte ’02

There are a lot of ways to describe the experience of higher education, but the one I like best is the community of scholars—the universitas magistrorum et scholarum—on which the idea of the university is based. This idea reminds me that the academe isn’t something that’s locatable, chartable, made up of walls and buildings; it’s a community of people who grow together through learning and teaching. Being a part of the community of scholars means the promise of mentorship and also brings the responsibility to do the same for others. A lesson of the Clark Honors College is that after four years, we all graduate with an understanding of how to give and to receive as part of this community.

When the Soviet Union collapsed, scholars in Russia and its neighbors were up against a legacy of ideological limitation and academic isolation that, several decades on, continues to present a significant challenge. Facing a lack of access to sources, methodologies, and networks of scholars, philanthropic organizations, led by the Carnegie Corporation of New York, entered that breach—committing the support needed to bring these scholars and their work into the international academic community.

“Honors College” hovers like a medal with no frame below “Bachelor of Arts” on my diploma. There were six of us in the HC class of ’62. I was saved; then selected. Why? To what purpose?

I harnessed coursework to study social change and social movements cross-culturally. I wrote and published reports, essays, and reviews drawing from all sorts of academic domains. Applied science became a pathway to giving back. The teachers who hired me were practical idealists: entrepreneurial academics who created institutions like the School of Community Service and Public Affairs.

Since then, I have focused on key questions: inquiries to inform choices between adaptive options for social change. The big takeaway from the honors college: neither academic disciplines nor the university should ever be a barrier to learning, or to the joyful pursuit of key questions.

While I enjoyed a stint as a professor, I could see things changing. Courses I offered morphed from General Sociology to Twentieth-Century Homesteading. After seven years, I left academia for good.

While “retired” from my professorial duties, I helped the Oregon Country Fair pivot from anarchy to dictatorship to democratic profit-sharing corporation and responsible landowner. Pushed out of Lane County government for proposing reuse and recycling businesses at all county transfer stations, I hitchhiked to Berkeley. I became a scavenger at the city’s dump while cofounding Urban Ore, Inc., a reuse and recycling enterprise like the ones I proposed for Lane County.

continued on next page
I’m for discipline, not against it. Business, which I have done full-time for 34 years, is discipline with a big D. That’s ‘D’ as in “Don’t Do a business if you Don’t want Discipline.” With my wife, Mary Lou Van Deventer, an environmental journalist, I manage a resource-trading venture that is open 360 days a year. Urban Ore keeps more than 7,000 tons of resources out of area landfills annually.

Providing recycling services is a rewarding way to give back. People all over the globe want to stop putting discards into the land, air, and water by conserving them for productive use. Recycling, reuse, and composting are progressive and conservative at the same time. Today’s recycling movement began in 1970. By 2004, the US Environmental Protection Agency reported that American recycling hit $225 billion, equal to the gross income of the US auto industry. Today it is even bigger. I’ve helped create an industrial colossus.

Every country has people working on “Zero Waste: No Burn, No Bury.” My biggest intellectual contribution to this global enterprise is a theory of total recycling based on experience as a landfill scavenger leavened with an elite education from the Clark Honors College. The core concept is a set of 12 market commodities that describes the entire discard supply as resources, not wastes. In 1995, while in Australia as a consultant, I merged total recycling with Canberra’s idea of zero waste (same thing) and brought Canberra’s zero waste message to the USA. Zero waste quickly went viral on the new Internet.

To join the zero waste movement is to make uncounted billions of tons go away, legally, and without polluting. It’s hard work. Much comes in dirty. The work requires a judicious mix of technology and well-trained and motivated labor. It is brainy work, and brawny. I love that mixture.

Recyclers compete with wasters for the same resources. Wasters waste them by burning and burial; we conserve them. Recyclers are winning the industrial competition; wasting is a sunset industry. I still ask and answer key questions. A big part of my writing becomes policy or informs policy decisions. Some best bits are archived on Urban Ore’s website—www.urbanore.com—if people want to enjoy some fruits of the intellectual garden that sprang up when I chose to give back what I learned even as I was learning it.
CHC Alumni Establish Nonprofit to Provide Education for Children in Kenya

The World Scholarship Initiative (http://worldscholarshipinitiative.org), a nonprofit organization started by recent Clark Honors College alumni Tom Bode ’09 and Katie Cobb ’09, is dedicated to offering young, bright students an opportunity to further their education. While serving as volunteer teachers at Saint Paul’s Primary School in Nakuru, Kenya, Tom and Katie were inspired by the plight of obviously bright students with limited educational opportunities. In Kenya, free education ends at the eighth grade, continuing beyond that requires tuition payments. Prior to the establishment of the World Scholarship Initiative, many of brightest students at Saint Paul’s Primary School had only a limited opportunity for further schooling. However, with the Saint Paul’s Academic Achievement Scholarship, awarded through the World Scholarship Initiative, bright students receive four years of additional schooling at a well-regarded boarding secondary school. (The World Scholarship Initiative is a registered nonprofit corporation with the State of Oregon that has received 501c3 tax-exempt status from the IRS. Katie and Tom, along with CHC alum Tony Mecum, serve on the board of directors of the organization and direct its fundraising, publicity, and operations).

Tom, an economics major, volunteered at Saint Paul’s Primary School for a year, teaching seventh-grade math. He is currently a student at the Georgetown University School of Law in Washington, D.C. Katie, a biology major, volunteered at the Provincial General Hospital in Nakuru, Kenya, and also taught at Saint Paul’s Primary School. She is currently a student at George Washington Public Health School in Washington, D.C.

Providing an education for these students will make a large difference in their communities. Research shows that when girls in developing countries receive a secondary education, it has positive effects for the rest of their lives: they are healthier, their own children are more likely to receive an education, and they contribute to the economy and development of their community. These scholarships make a difference in the lives of the people in the community by providing an education to high-performing students.

Through their experience, Tom and Katie observed that living in Kenya can be difficult because there are so many people living on the edges of society, where only a few dollars can make a significant difference. As Tom observed, “We came to realize that the key is to focus on what we can do—the difference we are making—rather than becoming overwhelmed by the full magnitude of the poverty, which no single person can change.”

One of the advantages that the World Scholarship Initiative has over the larger, better known NGOs is the personal touch it provides. Tom has met and been in the classroom with all of the sponsored students; he can vouch for their intellect and drive. The organization is entirely volunteer-run, and with the board of directors (three of the four are CHC graduates) paying all administrative costs, 100 percent of donations go straight to paying for students’ tuition and the banking fees. Tom and Katie know everyone involved in the U.S. and in Kenya, so there is no chance for money to go astray, as it often does in international aid organizations.

Tom and Katie are in contact with the students regularly. One of the most rewarding parts of this experience has been to watch the students grow in their self-confidence and maturity as they expand their understanding of what is possible in their lives. One student, Triza, has gone from a very shy girl to being very outspoken. Even the way she stands in pictures has changed!

The Kenyan school year runs from January to November. In January 2013, the World Scholarship Initiative sponsored three students, all girls: Villitracia, Peris, and Triza. In January 2014, two more students were sponsored, also from Saint Paul’s Primary School: Paul and Gidraf. All of the sponsored students are doing well: at the start of their second year, two of the three girls were ranked in the top 10 percent of their 110-person class.
Editor’s Note: During the 2013–14 academic year, students in the Clark Honors College had the opportunity to enroll in courses taught by three emeriti who together have more than 100 years of teaching, scholarship, and academic accomplishments. James Earl, professor emeritus of English, joined the University of Oregon in 1987. Sander Goldberg, currently a CHC professor of practice, relocated to Eugene in early 2013 from UCLA, where he taught as a distinguished professor of classics since 1985. Barbara Mossberg, a CHC professor of practice, began her academic career at the UO in 1976, achieving tenure and winning the Ersted Award for Distinguished Teaching before assuming a number of senior scholarly and administrative positions at institutions nationwide and internationally. She recently rejoined her “home community” with her family. Here are their individual perspectives on “giving back.”

The University of Oregon's giving to me began 38 years ago. I was a traditional scholar as an assistant professor in UO's English department. I think we each secretly agree with Emily Dickinson, “I’m nobody!” But in a transformational learning community, we call upon each other for what seems to be wholly improbable great expectations of what we each have to contribute. Oregon’s leadership put me on the road, literally, to make the case for what is at stake in the humanities, the liberal arts, and the university’s role in our state. It swept this elbow-patch English professor off-road in academic journeys and glorious shenanigans across higher-education worlds.

Faculty colleagues and administrators got me out, on the page and stage, in new and vulnerable ways, to try to make a difference for how higher education is understood and practiced. Speaking to diverse groups around the state led in turn to being a Mellon fellow at the Aspen Institute, a Danforth associate, and a senior Fulbright as the Bicentennial Chair of American Studies at the University of Helsinki. Working on interdisciplinary and international curriculum with schools and governments led to representing Oregon in a federal appointment as the US scholar in residence for the US Department of State, official cultural diplomacy lecturing in more than 20 countries, and serving as senior fellow for the American Council on Education on educational leadership—what, how, when, and why to educate for the next century. I founded my own educational consulting firm, Via International, and walked the talk in several academic leadership roles, including president of Goddard College for four years, and held a Senior Fulbright Distinguished Lectureship in Eastern and Western Europe. In the US, I have been able to work with regional and local theaters, as dramaturge, board member, performer, and playwright, with Sierra Club lecturing at Yosemite, and with a city as poet in residence. I founded and host a weekly hour radio show called The Poetry Slowdown—“the news we need ‘without which men die miserably every day.” Blogs, newspaper columns, flash mobs, poetry slams, adult education programs, radio—all these joyous ways to engage our civic consciousness and conscience originated at the UO.

My leadership practice and scholarship are based on a concept of giving. I have had a career and opportunities to serve, because of leadership, its vision extending a trust. And that leadership gift is what I am conscious of bringing back by way of teaching, of returning to Oregon a conviction of education’s power to invoke whom people are, of why it matters that they give and why their learning is so needed by us. I want to encourage our students’ belief of what is possible, making learning an agency of courage and confidence to engage in our world.

So now, as Oregon once again plays this generous, generative, imaginatively regenerative role in my own development, giving me the chance to share whatever I’ve learned on this journey so far, I feel truly like Odysseus, home in my Ithaca—not Homer’s version as much as Tennyson’s “push[ing] off” to “smite the sounding furrows . . . Come my friends, tis not too late to seek a newer world!” There are yet new worlds to explore through teaching today’s students, and I am starting afresh, still figuring it out.

That is the gift to me, still learning, still nervous, still sweating it. For me, it has always been about teaching, a gift to oneself surely. What actually is giving about teaching? Perhaps in learning’s magic mirror our students can see themselves as part of natural and cultural systems and history: connected vitally to something larger than themselves, encouraged, hopeful, and optimistic about their own roles in society, and what they have to contribute—that universal desire to serve, to give back, to be needed, that all of us have. Of all the wonderful opportunities to work with leaders in service of a better world, the best is being a professor—and yes, that is with leaders! I strive through teaching to invoke this leader, this hero, this inner epic life that is each student.

To serve in the ethos of the Clark Honors College, with a sense of what is at stake in each student’s learning as activist global engagement, is not only honor—it is gift: it is getting back to work right where I started, a chance to help launch our earnest and amazing students on their own glorious adventures.

Barbara Mossberg

continued on next page
Whenever I teach in the honors college, I am the beneficiary of a class of really wonderful students who don’t need to be convinced that this is worth doing. I chose the topic for my honors college course this year, Wisdom Literature, because I love the books. It is one thing to read a book and like it, or love it, quite another to read it and then enter into a discourse, into a discourse community, into a dialogue with other people who read the same book but read it differently. The book you’re reading, then, is helping you form human bonds, and your human bonds are feeding back into your reading of the book. So it’s a win-win-win.

I love talking about the books I love with people who have read them. Teaching gives me the opportunity to actually create a community of people who’ve just read this book! If I do my job well, when the students come into the classroom having read the book the night before, they want to talk about it with somebody; and what do you know, here’s a whole bunch of people who have just read the same thing! So you start sharing your impressions, and by the end of the hour you can take those first impressions and raise them to a level where the conversation becomes surprising and exciting. I’ll come back and do that anytime!

Teachers give back automatically. I’m still thankful for the education I received. In high school, I had an English teacher who made all the difference to me, and I had wonderful English teachers as a freshman in college, and in graduate school. So English was waiting for me; it seemed natural to me to follow the path that they laid out. My teachers put themselves out for me, and when I walk into a classroom I’m giving back. In high school one day, a friend and I were walking past our English teacher’s house, and she invited us in. We talked for half an hour or so, and when I left she gave me a book off her shelf, one of Albert Camus’ journals. I still have that book. That’s what my teachers did for me, and what I hope, from time to time, I’ve done for my students.

James Earl

Sander M. Goldberg
Dialogue, Diversity, Design: Combining an Honors College Education with the Arts

“So, what are the references for the animated film you have completed for your senior project?”

I was a nontraditional honors college student: I was pursuing a degree in fine arts. The professors were not sure what to do with me. I wrote, drew, and filmed a short animated film for my senior project. The idea came to me on one of those rare snowy days in Eugene. I saw a huge oak branch fall on Summit Street. At the same time, I could hear the joyful voices of bundled up kids taking advantage of a slippery hill. Didn’t they know that this old tree has suffered?

“Well,” I replied, “I was caught between enjoying a beautiful and rare winter day, and grieving for a gorgeous old oak tree. I came to realize that one event can cause joy and pain.” Unfortunately, my advisor was focused on a traditional dissertation mindset: a thesis always builds on the work of others.

Dave Foster, then head of the UO art department, taught one of the colloquium courses offered by the Clark Honors College in the early 1980s. Dave expertly guided discussions that explored challenging ideas, and forced metacognition. We typically spent more time in dialogue than in the studio. The “craft” of the arts took a back seat to original ideas that solved a problem or illuminated humanity.

My fellow students were brilliant in recalling facts, synthesizing ideas, analyzing text, debating opinions, and summarizing complex ideas. I took a certain amount of glee in watching them struggle in Dave’s class. They had little practice developing original designs or opening themselves up to their own sensory experiences. In the arts, personal experiences are valued. Original ideas are prized. Design works. Metacognition is the norm.

In order to satisfy my thesis advisor, I did come up with a reference for my film: The Giving Tree, a children’s picture book. The old oak tree was the genesis of my thesis project, I. Cycle, an animated film.

I just completed my 21st year as a school principal in Oregon. My education in the CHC, paired with my experiences in the arts, prepared me perfectly for my vocation. I could not ask for finer professors than those in the Clark Honors College. They had expertise and passion for their field. Small class size ensured that the professor knew each student and could assist along the way. The colloquium courses provided diversity of thought that is critical for all students and demonstrated that other types of thinking are valued, valid, and applicable.

The duality of my college experience has been critical to my success. My honors college background prepared me to read and think critically on the work of others. I can effectively summarize, synthesize, and analyze research and strategies. My arts background prepared me to apply the research: reflecting on how ideas are best shared, designing instructional strategies, and providing motivating follow-up.

I have the best job in the world, and I am grateful to the CHC for providing me a very unique education.

Tom Ettel ’84, MA ’87
Principal
Kennedy Elementary School, Medford, Oregon
Two stories written by Henry Alley, professor emeritus of literature, have been published: “The Creature from the Black Lagoon Contract” in Wilde Magazine and “To Come Home To” in Chelsea Station. In February, he attended Patricia Henley’s Moveable Feasts Fiction Writing Workshop in Seattle, Washington.

"Piers Plowman: Text and Context," an essay written by Louise Bishop, associate professor of literature, has appeared in Studies in Medieval and Renaissance Teaching, volume 21, number 1 (Spring 2014, pages 27–36). She entered the university’s ranks of retired faculty members after presenting a paper at the New Chaucer Society Congress in Reykjavik, Iceland, in July. Like her retired colleagues Henry Alley, Joseph Fracchia, and Frances Cogan, she will continue to teach a couple of classes each year for the CHC because, as she says, “teaching is the best part of a faculty member’s job.”

Mark Carey, associate professor of history, was named associate dean of the honors college in Spring 2014. In addition to his extensive service to the college, Carey has also recently published several articles. He coedited (with Philip Garone) an afterword to a collection of scholarship (to be published as Vita and “Rhetoric’s Effects, the 20th Century: Chaïm Perelman, Double Fidélité, and the Pre-Holocaust Roots of the New Rhetoric Project” (Jewish Rhetorics, edited by Michael Bernard-Donals and Janice Fernheimer, Hanover, New Hampshire: Brandeis University Press, 2014) and “Rhetoric’s Effects, the Vita Activa, and the Rhetorical Turn in the 20th Century” (Rhetorics Effects: Past, Present, and Future, edited by Amos Kiewe and Davis Houck, Carbondale: University of South Carolina Press, 2015).

Professor Frank serves as the faculty supervisor for the forensics program (intercollegiate debate and individual events speaking). This year, the program finished fifth at the national debating championship and senior Liz Fetherston was awarded the title of top speaker. Professor of Practice Sander Goldberg’s commentary on Terence’s Roman comedy Hecyra (The Mother-in-Law) was published by Cambridge University Press in December 2013. He also has two articles in the prepublication stage: “The Future of Antiquity,” an essay on the role of commentators in classical scholarship (to be published as an afterword to a collection of studies of commentators to be published by Oxford early in 2015), and “Seeing Plays the Roman Way,” a study of Roman theater spaces in the Bulletin of the Institute of Classical Studies (London). In addition, he is working on a study of early Roman satire and an edition of the fragmentary works of the early Roman poet Ennius for the Loeb Classical Library. Goldberg also serves as editor in chief of the Oxford Classical Dictionary, fifth edition, and is busy preparing to launch a major online reference work.

Ocean Howell, assistant professor of history, is planning a trip to the San Francisco
Bay Area to conduct research on urban planning during the immediate post-WWII period. In June, he was quoted in an article, “Antihomeless Spikes Are Just the Latest in ‘Defensive Urban Architecture,’” which appeared in the Guardian, a UK newspaper. In the article, Howell observed that “architectural deterrents to skateboarding and sleeping are interesting because—when noticed—they draw attention to the way that managers of spaces are always designing for specific subjects of the population. . . . When we talk about the ‘public,’ we’re never actually talking about ‘everyone.’” The article can be read in its entirety at www.theguardian.com/cities/2014/jun/12/anti-homeless-spikes-latest-defensive-urban-architecture.

Vera Keller, assistant professor of history, has been selected as one of 20 scholars nationally for a three-year fellowship in critical bibliography funded by the Andrew W. Mellon Foundation. The 20 Rare Book School—Mellon Fellows were chosen from a highly competitive field of applicants, representing many of the outstanding institutions of higher learning in the United States. The fellows will receive advanced, intensive training in the analysis of textual artifacts. Led by a distinguished faculty drawn from the bibliographical community and professionals in allied fields, fellows will attend annual research-oriented seminars at the Rare Book School at the University of Virginia and at major special collections libraries nationwide. Fellows will receive stipends to support research-related travel to special collections, and additional funds to host academic symposia at their home institutions. Keller’s first trip to the Rare Books School in Virginia took place at the end of May. In June, she presented at the Newberry Library in Chicago at a symposium, “Reading Time,” celebrating the fifth anniversary of the Newberry’s 18th-century studies seminar.

Earlier this spring, Barbara Mossberg, Professor of Practice, presented two talks: “Leadership as Reflection,” part of the UO’s Holden Center Leadership Lounge Talks, and “Shakespeare’s The Tempest” at the Oregon Shakespeare Festival. In May, she presented “The Global Roots of Autochthonousity: Over the Mantle, Over the Shoulder, Overheard—Writers Wave the Flags of Their Faves Walking the Global Talk” at the 15th biennial Maple Leaf and Eagle Conference on North American Studies: North America in the World, and the World in North America, held at the University of Helsinki, Finland. As the former Bicentennial Chair of American Studies, University of Helsinki, she also chaired a panel on art, and was recognized at the Helsinki City Hall in a special Fulbright alumni program as inaugural Senior Fulbright Distinguished Lecturer. On the poetry front, Mossberg’s chapbook Fat Lady Flying was a semifinalist in the Sunken Garden Poetry Prize. Her live weekly hour radio show The Poetry Slow Down is podcast at BarbaraMossberg.com, and regularly features Eugene and Oregon poets. She also contributed five poems to the spring roundup Campus Creature Census representing UO literal and figurative creatures. In June, she attended the invitational roundtable for the American Council on Education, “Moving the Needle Call to Purpose Strategy Session,” in Arlington, Virginia, to advance national women’s leadership. She was named to the founding Editorial Board of Leadership and the Humanities with the International Leadership Association. She was elected to vice president of the board of the Emily Dickinson International Society, which she helped found, and is chair of the 2015 conference.

Abigail Owen, postdoctoral teaching fellow, traveled to Washington state in March to present her work on a thousand-year-old environmental engineering text: Al-Karaji’s instruction manual on how to find groundwater. She presented at the Columbia History of Science Group at Friday Harbor Labs with her research collaborator, Heather Sweetser, instructor of Arabic at the University of Oregon.

This summer, Roxann Prazniak, associate professor of history, presented a paper at Hebrew University. The conference, “Mobility, Empire, and Cross-Cultural Contacts in Mongol Eurasia,” looks at new directions in the study of the Mongol Empire. Recent interest in Silk Road history continues to evolve as China, Russia, and Germany launch plans to establish a “New Silk Roads” infrastructure as a component of their coordinated global economic strategies. Prazniak’s paper for a panel on “Artistic Media on the Move” examines a unique hand scroll painted for Mongol princess Sengge Ragi (1283–1331) by Chinese artist Wang Zhenpeng (c. 1275–1330) on the unusual subject of Mahaprajapati Nursing the Infant Buddha. The paper is a look at how Eurasian positional-ity affects reconfigurations of visual culture during this period. The conference is sponsored by the European Research Council, the Israel Science Foundation, and Hebrew University of Jerusalem. After the conference, Prazniak travelled to eastern Turkey to scope out historical sites for research and teaching. Her recent publication, “Ilkhanid Buddhism. Traces of a Passage in Eurasian History,” appeared in Contemporary Studies in Society and History (56:3, July 2014).

Daniel Rosenberg, professor of history, spent 2013–14 as a Marta Sutton Weeks Fellow at the Stanford Humanities Center. He traveled extensively, including trips to speak in the Program in Science and Technology Studies at MIT, Columbia University, the Centre for Cultural Research at Griffith University in Brisbane, Australia, and the Max Planck Institute for the History of Science in Berlin, Germany. He was awarded a Berlin Prize from the American Academy in Berlin and will spend fall 2014 abroad.


continued on page 73
In the fall of 2012, then CHC associate dean Daniel Rosenberg and PathwayOregon director Carla Harcleroad began the Clark Honors College PathwayOregon Mentorship Program. Its two goals were simple and powerful: to help incoming PathwayOregon freshmen make successful transitions to the honors college and the university, and to facilitate a supportive and welcoming student community in the CHC. The UO’s PathwayOregon program provides comprehensive financial, academic, and personal support to admitted lower-income Oregonians. New PathwayOregon students in the Clark Honors College offered us a wonderful opportunity to pilot a mentorship program within the CHC.

The first year of the mentorship program was very successful. During the year, ten volunteer sophomore, junior, and senior CHC PathwayOregon students mentored more than twenty incoming freshmen. Activities included lunches for mentors and mentees, dinner with Professor Rosenberg, and an end-of-term lunch.

During 2013–14, the program expanded. Two student coordinators, David Swanson and K. J. Johnson, prepared and delivered a presentation on the importance of the mentorship program to their peers, encouraging them to participate. Through their efforts, 18 students became mentors, many of whom were themselves mentored during their first year at the UO.

More than 40 mentors and mentees attended the first event of 2013–14, which featured food, games, prizes, and lots of laughter. Additional activities this year included lunches for mentors and mentees, a fall term dinner and academic advising event with Carla Harcleroad and Jeff Ransford from PathwayOregon and the honors college faculty, and an end-of-term dinner.

We are now preparing for fall 2014. David Swanson is returning as a student coordinator for 2014–15, joined by Eva Bertoglio. We extend our thanks and congratulations to K. J. Johnson, who begins law school at William and Mary in the fall. David and Eva just recently presented to fellow CHC PathwayOregon students, underscoring the value of continued growth and development of the mentorship program, and challenging them with the goal of having at least 20 student mentors. We are off to another great start for the coming year, and look forward to new options for fall 2014!

On May 15, Professor Ann Blair of Harvard University visited campus as the culminating event of the inaugural year of the Oregon Rare Books Initiative (ORBI). ORBI is a new research interest group funded by the Clark Honors College, the Oregon Humanities Center, and the Department of Romance Languages. Blair, an eminent book and intellectual historian specializing in Europe of the 16th and 17th centuries, is the Henry Charles Lea Professor of History at Harvard and the recipient of many distinguished awards (the MacArthur, the Guggenheim, and the Harvard College Professorship—the highest distinction for undergraduate teaching at Harvard). Her publications include seminal works in the history of science and, most recently, Too Much to Know: Managing Scholarly Information before the Modern Age (2010), a study of the feeling of “information overload” and the
development of tools of information management in the first age of print.

Blair gave her lecture about her next book in the Browsing Room of Knight Library. Drawing examples from across many centuries and countries, Blair shed light on the hidden life of amanuenses—intellectual aides of more famous writers and scholars—including scribes, think tanks, students (who lodged with and worked for faculty members), and both female and male members of the scholar’s household. Authors often hid the intellectual labor of these many individuals in order to develop a persona of the heroic, lonely genius. As is the tradition of ORBI, Blair’s talk was accompanied by pertinent rare volumes brought by staff members of Special Collections for the public to explore in person.

Blair’s lecture was preceded by a lunch and freewheeling conversation with honors college undergraduates in Chapman Hall, and by a faculty workshop in Special Collections. The latter drew on Blair’s expertise in information management and on the rich manuscript and print collections in Knight Library. Participants explored scientific manuscripts, deluxe Renaissance editions of the classics, student textbooks, Bibles and much more spanning the 14th through the 18th centuries. What at first often appear to be scribbles and doodles in the margins were revealed, under Blair’s guidance, to be the varied techniques of information retrieval which developed along with print, from different forms of note-taking and “highlighting” to the development of pagination and indices.

Ann Blair signing books in the Knight Library Browsing Room.

Ann Blair Visit

Burgess 56. Decretals of Gregory IX (Basel: Froben, 1494). What looks like a doodle of a funny face is in fact one of the many inventive ways 15th-century readers navigated the page and reminded themselves of where to find important information.


Kelly Sutherland, assistant professor of biology, attended the biannual Ocean Sciences Meeting in Honolulu, Hawaii, in February, where she presented a talk titled “Ambient Fluid Motions Influence Swimming and Feeding by the Ctenophore Mnemiopsis leidyi.” In April, Sutherland travelled to Villefranche-sur-mer to study particle selectivity of marine filter feeders with colleagues from the Villefranche Oceanographic Laboratory and Ruppin Academic Center in Israel. This summer she is conducting fieldwork at Friday Harbor Labs in Washington to study how fluid motion influences predation by small jellyfish. She recently received funding from Oregon Sea Grant and as well as the UO Office of Research, Innovation, and Graduate Education for a project investigating the distribution and predation potential of jellyfish at biological hot spots off the Oregon coast. CHC students will be participating in both projects this summer.

Kelly Sutherland, assistant professor of biology, attended the biannual Ocean Sciences Meeting in Honolulu, Hawaii, in February, where she presented a talk titled “Ambient Fluid Motions Influence Swimming and Feeding by the Ctenophore Mnemiopsis leidyi.” In April, Sutherland travelled to Villefranche-sur-mer to study particle selectivity of marine filter feeders with colleagues from the Villefranche Oceanographic Laboratory and Ruppin Academic Center in Israel. This summer she is conducting fieldwork at Friday Harbor Labs in Washington to study how fluid motion influences predation by small jellyfish. She recently received funding from Oregon Sea Grant and as well as the UO Office of Research, Innovation, and Graduate Education for a project investigating the distribution and predation potential of jellyfish at biological hot spots off the Oregon coast. CHC students will be participating in both projects this summer.
The Long Road to Wisdom

I am relatively new to the Clark Honors College. While I am enjoying my first unseasonably warm spring in Eugene, you sit here today after several years of hard work, having gone above and beyond the demands placed on you by your professors, your peers, your families, and the University of Oregon. You have explored far-flung foreign cities, pulled all-nighters, gained friends and mentors for life. You, the class of 2014, are the most diverse and accomplished class to graduate from the Clark Honors College, and I want to congratulate all of you on that achievement. You are now in possession of a coveted, hard-won, and rather expensive liberal arts degree, and where you go from here is up to you. So before I pass the spotlight to your peers, I want to take a moment to remind you of the value of your liberal arts education.

As you may know I am an archaeologist, who, in a few weeks, will be taking some of our Clark Honors College students to study abroad on Easter Island. The native inhabitants call their island Rapa Nui, a tiny speck in the South Pacific famous for its stone statues, or moai, that have stood for centuries. Much of my work has revolved around the mysteries of Rapa Nui: why were so many of these statues created, and what is the story of the people who created them? I have spent much of my career attempting to find answers to these questions.

You may be wondering now why an archaeologist who spends much of his time researching Rapa Nui became the dean of the oldest four-year honors college in the country. To answer that, I will need to tell you why I champion a liberal arts education.

It’s a truth today that most college graduates will pursue multiple careers over their lifetime; in fact, the most recent numbers from the Bureau of Labor Statistics shows that the average length of time anyone spends at a given job is 4.4 years. If you do the math, that adds up to quite a few different possible careers over the next 40 years! While you are in college, there is a great deal of focus on your major, and while it is important to gain specialized knowledge, your major far from defines what you will do the rest of your life. Whether you have concentrated in art history, business, or biology, the classes you have taken here won’t guarantee you a job. What you gain from a liberal arts education, however, are skills you can take with you anywhere: the techniques involved in writing and oration, the context of mastering a second language.

Derek Bok, a president emeritus of Harvard, stated that students enter college with “ignorant certainty”: certain that they know everything or, if not, that there is one straightforward answer to any given problem. He goes on to hope that, as graduating seniors, students exit full of “intelligent confusion.” They realize the world is an impossibly complex place, and only the naïve among them expect answers that are black and white. The Clark Honors College encourages questioning and being skeptical by championing a diversity of viewpoints, with passionate discussion and debate inside and outside of the classroom. Our focus strengthens each student’s ability to defend their ideas, whether during their physics thesis or short story assignment.

Another benefit of a liberal arts education lies in the emphasis we place on teamwork. We value diverse thoughts, opinions, and experiences. The opportunity to learn with students different than each other gives our students interpersonal skills that make you ideal leaders who I know one day will be running nonprofits, boardrooms, laboratories, and your own classrooms. As archeologists, it is natural for us to have our students work alongside us, participating in our fieldwork and research. I believe in the importance of experiential learning, which the Clark Honors College successfully exemplifies. When our students are engaged, working with their professors side by side, we all have the adventure of learning together.

Last, but not least, I hope your time at the Clark Honors College has given you a sense of morality: that the CHC has helped build a sense of character that will make you not only intelligent, confident, and successful, but also compassionate citizens of the world. You are prepared for any number of careers, and no matter how many times you change jobs, remember the skills you were taught here: to be an independent thinker and researcher, to discover for yourselves, instead of taking answers for granted.

When I first traveled to Rapa Nui to conduct archaeological research, I expected to help confirm the widely accepted story of how the island’s inhabitants hastened their own destruction by deforesting the island, triggering war, famine, and cultural collapse. Instead, I found evidence that just didn’t fit the popular narrative. As I looked more closely at data from earlier archaeological excavations and at some similar work on other Pacific islands, I realized that much of what was claimed about Rapa Nui’s prehistory was mere speculation. I went on to discover that the downfall of the Rapanui people was actually a consequence of coming into contact with Europeans, with their newly introduced diseases, frequent invading and enslavement of the native people. It was near genocide, not “ecocide” that caused the demise of the Rapanui.
If I had never traveled to the island and conducted research for myself, I would have carried on believing the accepted scholarship that others had proposed.

Author Barbara Kingsolver said that “wisdom is like frequent-flyer miles or scar tissue; if it does accumulate, that happens by accident while you’re trying to do something else.” You can’t go out searching for wisdom, but it finds you, as you work, as you learn, as you become someone more interesting than you imagined. Don’t trust other people’s word for answers, go out and find the evidence for yourself. You are a creative, talented, and hard-working group of people; develop your own compass, and trust it. Take care. Work hard. Be curious. Strive toward greatness, and settle for happiness. Don’t forget the people who helped you out along the way. Take risks, dare to fail, remember the first person through the wall always gets hurt.

I’m sure you’ve been told that life is a long road—and it is—but if you fill it with your work, your energy, your passion, it will be a rewarding one.

Terry L. Hunt, Dean
Clark Honors College
Mark Twain once said, “When I was a boy of 14, my father was so ignorant I could hardly stand to have the old man around. But when I got to be 21, I was astonished at how much the old man had learned in seven years.” Although I have never had the singular experience of being a boy of 14, let alone the privilege of being Mark Twain, today I feel we can all appreciate this sentiment: that ignorance often converts itself to knowledge when we are not paying attention.

Today, we gather to honor the accomplishments, intellectual and otherwise, of our graduates’ college careers. We have accomplished remarkable things—we have sweated over thesis pages, cried and laughed and done things we perhaps shouldn’t have in hindsight, but seemed like such a good idea at the time. We have marathoned movies, and discovered the culinary difference between microwaving and using a real stovetop. All these things, these new experiences, monumentalize the aspects of college that perhaps don’t formally relate to college learning, but nonetheless contribute to that learning as a process. In the midst of our newfound expertise, though, I would like us to take a moment and think about something that has motivated all these accomplishments—academic, practical, and everything in between. I would like to talk about ignorance.

I think one of the hardest things we can admit today is our own ignorance. There is a stigma in our society where to admit that you don’t know is to make a case for your inferiority. “Art hath an enemy called ignorance,” as Ben Jonson put it. Isn’t that why we were all told to go to college? To prove we were not aligned with the ignorant masses? I know I felt like a college degree was proof that I was worthy of the title “educated.” I wanted to prove how smart I was, and be validated for it. I’m certain many of us graduating seniors felt worthy of the title “educated.” I wanted to prove how smart I was, and have the rant masses? I know I felt like a college degree was proof that I was told to go to college? To prove we were not aligned with the igno-

But in the years we have spent battling ignorance, proving to ourselves that we are better informed, I believe we all have felt humbled at one time or another by the sheer amount of knowledge we have yet to master. I know this was my experience. When I came to college, I knew very little about the state of the world, and even less about the real efforts that go into running a business or city. It took years of my friends beating me over the head with things that were not in my intellectual comfort zone for me to understand a small part of their college experience. And I loved them all the more for it. The education process became, for me as for many people, a process of converting ignorance to knowledge by way of curiosity. Today I feel so much smaller because I know comparatively so little. I am the 21-year-old Twain, seeing the world for the first time as larger than my current understanding. Fortunately, my smallness is my proof that I am still growing. Rather than imposing ignorance on others, I can own my own, and that has kept me honest. Of course I have learned things in my four years here, as all of us graduates have. I am a more educated person, a more conscious creature in this world. I can look back on freshman year Maggie and feel proud of all she will absorb. But for all my deeper knowledge, I approach the notion of education with more humility than I did at 19.

Today, I stand amongst a group of outstanding students with bodies of work I can’t often pronounce, let alone comprehend at first glance. For example, thesis topic: “Site Fidelity and Homing Behavior of the Intertidal Stichaeidae, Xiphius atropurpureus (Black Prickleback).” If you know what that means right now, you know more than I do. All of us should take a moment to appreciate the knowledge around us and perhaps feel a little more ignorant for it. Why discuss this now? Because ignorance, in spite of the social stigma, fuels our curiosity and makes us better thinkers, students, and people. Becoming more aware of what we do not understand, we perpetuate the learning process not from a perspective of privilege but as similarly incomplete minds, still hoping to comprehend the world a little better.

This is the ultimate lesson we as Clark Honors College students have learned—that ignorance is not the enemy. It is only the kindling for human inquisitiveness, a fuel we will never lose as long as we are conscious of it. We should never be ashamed of not knowing or not understanding—only of passing up an opportunity to learn.

Debating in and out of the classroom, that basic act of talking to each other, is an admission of our mutual imperfections. Some of the most fulfilling educational experiences of my four years have been listening to my fellow students talk over the major issues of their classes, their theses, or even just current events. We all have something to learn, and have learned as much from each other as from our instructors. We are all stronger intellects than when we began, and we will all continue to grow beyond the bounds of our current ignorance. Because of this, we will never let what we do not know define us. Rather, we will accept our education here as the foundation for a life of expanding intellectual horizons. I hope we never stop learning, and never forget the value of our own ignorance. Congratulations, class of 2014. In the words of Winston Churchill, “This is not the end, it is not even perhaps the beginning of the end. But it is perhaps the end of the beginning.”
Garrett, president of the CHC Student Association 2013–14, is a double major in Political Science and Classics.

Commencement Speech given by Garrett West, Class of 2014

President Gottfredson, Dean Hunt, Honored Professors, Guests, Friends, Family, My Fellow Graduates,

Vivat nostra societas,
Vivant studiosi;
Crescat una veritas
Floreat fraternitas
Patriae prosperitas.

That is what four long years of studying at the University of Oregon has gotten me—it is the culmination of my education! The ability to offer profound, elegant, and universal statements about our society and our community—statements that I can say, but that no one but myself and maybe Julius Caesar would understand. That is, I spent these past four years paying tuition to learn Latin, an ancient, dead language that has absolutely no marketable value at all. Believe me, I’ve checked.

All of us, myself included, have spent at least some of our time here at the UO studying the most valuable aspects of human culture: history, literature, philosophy, folklore, and yes, things like dead languages. And perhaps some of us might be regretting taking all those classes in the liberal arts right now. Maybe something like business or economics would have been better-suited for getting something like a job, a paycheck. . . .

But not to worry, humanities majors, you were an honors college student, and our faculty and administration foresaw this event! They had backup plans in place to improve your chances of getting a real job out of college. Indeed, they wanted to make sure we took more classes than just Feminist Science Fiction. You think I’m joking—I’m not, that was an actual honors college course.

And so, they required us to take a total of four math and science courses to get our degrees—something that I have been assured (by many professors and people with PhDs) are necessary for a 21st-century education and especially a 21st-century job—that those courses will help “in the real world.” However, looking back, some of us may not have realized why we were supposed to take all these different kinds of courses, that each and every class offered us knowledge that might help us once we left Eugene. And if you didn’t realize the point of those courses, maybe you didn’t exactly do as the faculty had intended for you to do.

For example, as a good student of the liberal arts, I managed to use a history course to substitute for physics credit and pushed my math class off to the last term of my senior year. It was the intensely challenging and extremely informative Computer and Information Science 110. At the same time, while many people shunned science classes, many others argued over the honors college’s liberal arts curriculum. Over the last few years I have heard from several people that the honors college needs to require more and more science and math courses for its students—that by making students take these, it shall grow better, smarter, and more successful graduates. And I, who have always avoided biology and chemistry classes, would often look on in utter horror as some professors would nod along in agreement to these claims.

But, now that we’re graduating, it’s time to let you all in on the honors college’s super-secret reasoning for why they required us to take those other classes that had absolutely no real-world value whatsoever. You see, they didn’t really expect you to learn literature in your Honors College Literature sequence. Honestly, they really didn’t. The entire reason they made us take such courses was to keep us entertained, to keep us interested, so that they could scheme and plot to teach us other things behind our backs!

You see, they knew that we would never use half of the things we studied here. They knew that we’d forget most of it the moment we walked out the classroom door, and most of the remainder the moment we walk outside this building today. Knowing this, they taught us something far more important, far more valuable to our lives than reciting Shakespeare or understanding discrete maths. Our honors college professors taught us how to communicate with others.

Yes! That’s it! In our honors college classes, every discussion you’ve had, every essay you ever wrote was actually a lesson on how to talk to each other, on how to formulate arguments and present evidence. They encouraged us to think and to imagine things, and then how to communicate it to other people. That’s why we stayed up late at night writing papers, talked in classes, wrote theses. That was the entire point of Professor Cogani’s classes, of Professor Fracchia’s, of Professor Bishop’s. They know that you have brilliant ideas and wonderful dreams and that you just needed the tools to tell other people, and that once you learned these things, you could make the world a better place.

You now can translate what you are thinking, you can interpret the jumbled thoughts of philosophers, poets, biologists, and mathematicians into a language that other people can understand. That is what our honors college, our university has given to us. Remember that—be thankful that you can take incoherent words and make them real.

Et Alma Mater floreat,
Quae nos educavit;
Caros et commil-iones,
Dissitas in regiones
Sparsos, congregavit

And may our Alma Mater thrive,
A fountain of education;
Friends and colleagues, wherever you are,
Whether near or from afar,
Heed her welcome.

Friends, Family, My Fellow Graduates,
So, if you spent all your time learning something you're never going to use, you're panicked trying to find a job with a degree in history, I want to let you know: it's all going to be okay. You have real knowledge, real abilities. You can adapt and communicate to the world.

On behalf of the Robert D. Clark Honors College Class of 2014, I want to express our thanks to all those who helped get us here, who helped us traverse a massive hurdle in our lives.

Thank you to our former Dean, Professor Frank.
Thank you to our current Dean, Professor Hunt.
Thank you to the staff and all our beloved professors.
Thank you to our parents, our families, and our friends.

We couldn't have done it without you and we wouldn't be going anywhere without you.
Classmates, you should know that the journey ahead will be difficult. The path is uncertain. But you have the tools to make it and to be successful. Bona fortuna, good luck!
Save the Dates!

September 23, 2014
Clark Honors College New Student Orientation

September 28, 2014
UO Convocation

September 29, 2014
Fall term classes begin

October 17–19, 2014
Fall Family Weekend and 100th Anniversary of Homecoming