

April 30, 1976  
#16 of 1976

SUNDAY - May 2

Saturday, May 1, Christopher Newport College presents  
CNC

# CNC Community CHRONICLE



dies solis

MONDAY - May 3

8:15 - Budget Committee  
Noon - Nominations Committee

Final Examinations (5/3-5/11)

Noon - Chairmen - Arts & Letters Div.



dies lunae

TUESDAY - May 4



dies martis

WEDNESDAY - May 5

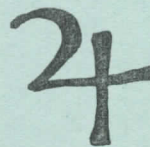


dies mercurii

THURSDAY - May 6

10:00 - President's Administrative Council

12:30 - Curriculum Committee - CC229



dies jovis

FRIDAY - May 7

Faculty Theology Group (Noon)

Noon - FEC

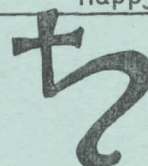
Noon - Chairmen & Coord., Div. of  
Ed. and Comm. - W223



dies veneris

Happy Birthday Mario Mazzarella!

SATURDAY - May 8



dies saturni

Happy Birthday Bob Wildblood!



### DEAN'S ANNOUNCEMENT

I am pleased to announce that our application for a chapter of the Alpha Chi at Christopher Newport College has been unanimously approved by the National Council. The chapter will be known as the Virginia Zeta Chapter of Alpha Chi and will have the official chapter number of 163. Additional information concerning the Alpha Chi Honor Society will be reported in a future issue of the CNC Community Chronicle.

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### Requirements for Dean's List

At its meeting of March 24, 1976, the Committee on Academic Status recommended that the following criteria be used in determining which students will qualify for the Dean's List:

- (1) The student should be full-time (enrolled in 12 hours or more);
- (2) The student should earn no grade below "C"; and
- (3) The student's semester grade point average should be at least 3.25.

The criteria currently in effect are based upon quality points in such a way as to require a considerably higher academic performance from the full-time student who takes 12 hours than from the full-time student who takes 15 hours. The new criteria are based upon full-time status (whether the student is enrolled in 12 or 15 hours). The new guidelines will become effective in the fall.

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### Virginia Academy of Science

During the past several years, CNC faculty members have participated in the program of the Virginia Academy of Science to give talks, demonstrations, or assistance to teachers at high schools within a 100-mile radius of the College. No honorarium is involved, but the College provides travel expenses for those faculty members who participate.

The Virginia Academy of Science requests an updated list of faculty members who wish to participate in the program during the coming academic year. Faculty members who are interested should submit their names and lecture topics or areas of expertise to the Dean's office by Monday, May 10.

Participation in this program helps to give CNC greater visibility in the area. Your cooperation in this project is greatly appreciated.

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### FACULTY NEWS

BILL WINTER attended a Workshop on April 23-24, sponsored by the National Association of Schools of Public Affairs and Administration in Washington, D.C. At this Workshop, Bill investigated a number of projects relating to possible developments in the Political Science Department relating to the utilization of community resources in teaching and research, articulation of academic programs with community needs, field experience education, part-time faculty selection, integration, and evaluation, inter-university faculty and curriculum exchange, week-end courses and intensive semesters, and part-time study problems.

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DORIS REPPEN was elected Secretary-Treasurer of the Virginia Chapter of the American Association of Teachers of Spanish and Portuguese at its semiannual meeting held on the Campus of The College of William and Mary, April 23-24, 1976.

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RUTH KERNODLE will be representing CNC at the State Conference on Gerontology for Educators at Madison College, May 2-5.

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LAURA MILEY represented the College at the inaugural ceremonies for Dr. Norman Dale Fintel as President of Roanoke College, Salem, Virginia, on April 23, 1976.

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MARVIN BROWN conducted a three-hour seminar for the Virginia Commonwealth University's College of Education. He discussed his research concerning individualized instruction with faculty and graduate students. Marvin served on the Peninsula Retail Merchants Association and Peninsula Sales and Marketing Executives Scholarship Committees again this year. While CNC retailing students are competing in national marketing competition, Chicago, April 30-May 6th, Marvin will be conducting a national fashion merchandising study at Carson, Perie and Scott Department Store. A professor from Colorado State University and Marvin will be working with executives in the store's Sales Promotion and Merchandising Divisions.

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SUSAN ST. ONGE participated in a panel discussion in the Women in Literature Section of the MFLAV conference held on April 23-24 at William and Mary. She was elected as secretary of the section for the academic year 1976-77 and will automatically become Chairman of the group in 1977-78.

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DICK GUTHRIE was elected to the newly-created position of Secretary (as distinct from the former position of Secretary-Treasurer) of the Virginia Chapter of the American Association Teachers of French at its semi-annual meeting held on the campus of William and Mary, April 23-24.

Recently, at the request of the Yorktown Bicentennial Commission Dick translated into German the film script to accompany "On the Road to Yorktown" which he recorded at the WYVA studios. The purpose of this undertaking is to provide translations into as many languages as possible so that foreign visitors may view the film while hearing the narration in their own language from cassette players they will carry into the theatre.

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WALTER KNORR's article "Doctorow and Kleist: 'Kohlhaas' in Ragtime" will appear in the Summer issue of Modern Fiction Studies. He was elected First Vice President of the Virginia Chapter of the American Association of Teachers of German at its meeting on April 24, 1976, at the College of William and Mary. Walter also has been invited to conduct a workshop and to participate in a panel discussion on individualizing and specializing intermediate and advanced foreign language courses in a small-college context at the Summer Seminar of the Association of Departments of Foreign Languages to be held June 14-18 at Wayne State University.

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### NOTICES

The topic of this week's seminar in Biology is "Carcinogens and Mutagens in the Environment." The lecture will be given at 4:00 P.M. in G45. The speaker is Professor of Zoology and Director of the Institute of Genetics at Montana State University.

Inasmuch as the seminar was arranged more than a month ago, the Dean has informed me that, out of deference to our speaker, any faculty member who wishes to do so should feel free to leave the faculty meeting in time to attend the seminar.

Aletha Markusen  
Convener of the Seminar Series

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### Information for Undergraduate Summer Programs

Information about Policies and Procedures for Summer Programs for 1976 and 1977 for undergraduate and minority students may be found in the CNC Library.

Applications for the program may also be obtained in the Library.

Requests may be made at the Circulation Desk.

Lora Friedman, AA Coordinator

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# From the Faculty File

"N. Y. Times, April 26, 1976."

Florence Miller, a New York City guidance counselor and writer, claims in no great seriousness to have found carbons of these letters in a desk purchased in a thrift shop in Blenheim, Ohio.

Plaza del Sol 16  
Majorca, Espana

Dear Dirk,

Your recent letter was somewhat puzzling. You can't be serious when you call Blenheim University undergraduates "illiterate" or describe them as lacking basic research skills.

And certainly you aren't serious when you write: "I wonder if the study of history will survive at Blenheim." Of course, it will. History is not, after all, some questionable affair like psychology or anthropology. History is Herodotus, Xenophon, Caesar, Gibbon, Spengler. My God, man. I still thrill to say those names aloud. You may not believe this but on rainy days, I wish I were 10 years younger and back at Blenheim, inspiring a new generation of students.

Yours,  
Charles  
Creative Associates  
454 Sixth Avenue  
New York, N.Y.

Dear Uncle Dirk,

Yes, you've got a problem. No, it's not insoluble. All you need is an image. History has had no image since Toynbee died. What to do? Easy. Make an image. History is NOW. History LIVES. History is FUN.

For starters, T-shirts and bumper stickers. You can sell them at the co-op, on the library steps and in the head shops. You know—"HISTORY, HER-story, OUR-story" or "Wanna make HISTORY tonight?" or "Machiavelli for Secretary of State" or "Rosetta Stone" or "Don't blame me. I voted for Al Smith."

Get out of the classroom. Sponsor a charter flight. Ten days, nine nights, complimentary cocktail and flight bag. Great moments in history off the beaten track. Agincourt, Canossa, Wittenberg, Elba, Schleswig-Holstein, Brest-Litovsk, Potsdam. Throw in dinner and show at the Crazy Horse in Paris. You'll be overbooked.

Get out where the people are. Capture the impulse buyer. Offer dynamic mini-modules at the shopping center. Try topics like "The anchorman and the electoral process," "Political passion:

Warren G. Harding" or "Interior decorator's history: inside Mount Vernon, Monticello, Hyde Park and Camp David."

You might also think of tying in with a local restaurant to offer a food-and-film seminar. You could show "The Life of Zola," eat coq au vin and lecture on the Dreyfus affair. Or watch "For Whom the Bell Tolls" with arroz con pollo and a talik on Spain in the 30's. "Gone With the Wind" might go nice with chicken and ribs and an evening of Civil War lectures. "The Godfather" is a natural with chicken cacciatore and a talk on America: the melting pot.

These are just a few rough ideas we can talk about when I get back from Nepal. Ciao.

Your affectionate nephew,  
Jason

Ridge Hall  
Blenheim University  
Blenheim, Ohio

Dear Dr. Broadmoor,

I would like to have an appointment with you to discuss my paper that you returned to me today. When can I see you? I am very upset about my mark. That mark was unfair and I can prove it. I read two papers that you gave A to and they weren't any better than mine was. I want to give you a fair chance to prove that you are fair to all your students, not just affirmative-action students. Is Tuesday at 1:30 alright with you?

Respectfully,  
GEORGE MAJOR  
Hist. 324 J

38 Willow Vale Drive  
Blenheim, Ohio

Sheriff Harold Bray  
1600 Arapahoe Street  
Golden, Colorado 80419

Dear Sir:

I am applying for the position of deputy sheriff, as advertised in "Jobs in Philosophy." Although my doctorate is in history, not philosophy, I believe that I am well qualified and strongly motivated.

I will be glad to fly to Golden for an interview at your convenience and, should you hire me, I can start immediately. I look forward to your response.

Very truly yours,  
DIRK BROADMOOR, PH.D.  
Chairman  
Dept. of History  
Blenheim University

# Teaching 'Old Way' Rated Best

LONDON (UPI) — One of modern education's most cherished ideas took a knock Sunday with research showing children learn more when taught the old-fashioned way.

A team of researchers, admittedly biased toward free-form "progressive" education, tested children in 871 British schools, comparing those taught by traditional methods with those taught the progressive way.

They found children in old-fashioned schools:

- Spurred the equivalent of three to four months ahead in reading ability.
- Gained four to five months' ability in mathematics.
- Ended three to four months ahead of "progressive" pupils in English.

Even in creative writing and imaginative use of language, where "progressive" schools were thought to have a clear lead, traditional pupils came out best, said researcher Dr. Neville Bennett.

Bennett, a 37-year-old research lecturer in education, is from Lancaster University, which does not train teachers and thus presumably has no axe to grind.

In "Teaching Styles and Pupil Progress," being published today, Neville said his own leaning at first was toward "progressive" teaching.

He defines this as highly informal classes where children choose what they want to do, talk and move about as they wish and form groups as they wish. "Divisions between subjects are fluid and teachers disapprove of tests and homework," he wrote.

Traditional schools, by contrast, identify each subject separately. Teachers speak to the whole class, there is little movement or talk and plenty of tests.

Neville's five-man team distinguished 12 grades of teaching between these extremes. In their four-year study they tested children at the start and end of one school year.

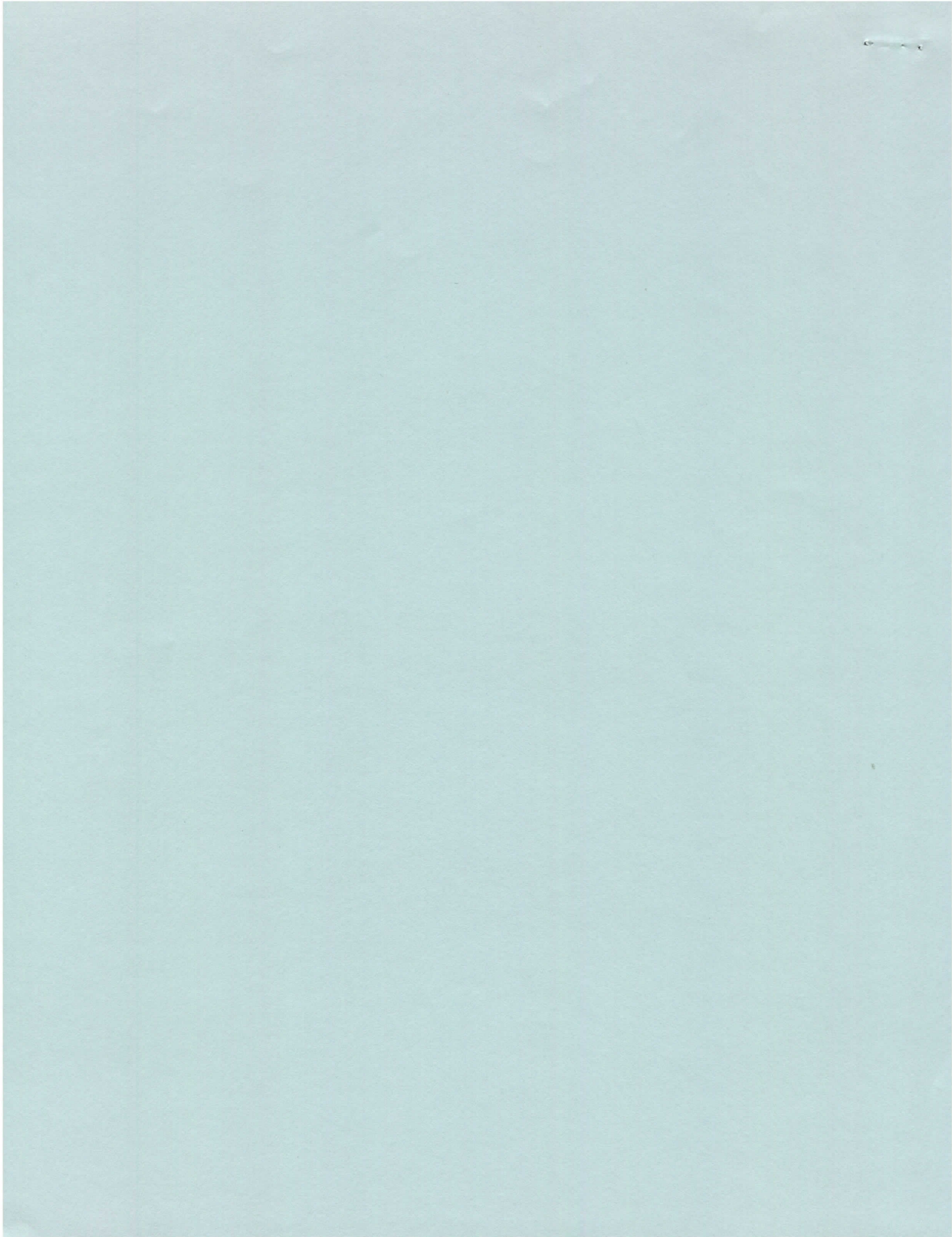
In every case and every category, they found, children taught the old-fashioned way came out best.

Neville concluded that traditionally-taught students do better because they work harder. They were "seen to be at work" four times more often.

"Creativity and formal grammar often seem to be incompatible objectives," Neville said. "But from this evidence formal and 'mixed' teachers

Submitted  
by Jane  
Chambers





## COMMITTEE REPORTS

### Faculty Advisory Committee

#### Guidelines and Policy on College Support of Faculty Professional Development

Objectives of the faculty development program are, in accordance with the mission of CNC, to improve instructional effectiveness and to encourage professional development in academic areas, thus in turn making a contribution to the overall College community.

#### Categories and priorities of the Faculty Development program:

1. Instructional improvement and professional development. Projects to be supported in this category are those designed to develop teaching effectiveness and to pursue academic research and/or writing. This category includes traditional academic research, additional training in one's major area, extending expertise in one's academic field, and pedagogical development. It is recognized that academic research and teaching effectiveness are not mutually exclusive and that a single project may well relate to both these areas. Priority will be given to those applicants who have not previously received a Faculty Development Grant.
2. Dissertation Grant. This grant is available to faculty members who have demonstrated their competence and commitment to CNC, who have completed all requirements for the terminal degree except the dissertation, and whom the department believes will meet the demands of its curriculum and discipline both currently and in anticipation of evolutionary trends. Such departmental endorsement does not constitute a binding obligation or commitment by the department or the College to a future positive decision on tenure.

#### Categories of dissertation grants:

- a. \$2,500 for the academic year to enable a faculty member to spend one academic year away from CNC working full-time toward completing the dissertation. The grant is non-renewable; only one such grant will be made to a faculty member.

- or -

- b. \$1,000 for dissertation work during the summer. A faculty member is eligible for two summer dissertation grants.

Faculty members applying for a dissertation grant must choose either "a" or "b." No one will be eligible for both. A faculty member holding a dissertation grant must not teach either at CNC or elsewhere during the duration of the grant.

Once the dissertation grant has been awarded, the recipient may spend the money at his own discretion. However, no separate or additional applications should be made for such items as dissertation typing expenses, graduation fees, tuition fees, travel to meet with advisers, telephone calls, or travel for defense of the dissertation.

#### Procedures:

A faculty member applying for a grant should do so on the appropriate form for



the category, available from Chairman of FAC and Office of Dean of Academic Affairs. Submit completed application form to the Faculty Advisory Committee, the Department, and the Dean of Academic Affairs. The Department's recommendation--positive, negative, or mixed--is an important part of the screening process. The entire Department should meet and participate in forming the recommendation. The department chairman should forward directly to the FAC a letter representing departmental opinion on the merit and validity of the project by the published deadline.

The application will be reviewed by the FAC and a recommendation for approval or rejection will be forwarded to the Dean of Academic Affairs accompanied by reasons in the event of a negative recommendation. Faculty members applying for grants will be notified of the FAC meeting date and should be prepared to appear at the meeting to answer questions of clarification regarding the project.

Each recipient of a Faculty Development Grant is required to submit a written report on the progress of the project or research at the end of the grant period to the Dean of Academic Affairs with copies to the academic department and to the Faculty Advisory Committee.

Areas of low priority: seminars, symposia, and CPA updating. The area of Retraining is excluded from the categories of Faculty Development Grants. Retraining is in the realm of overall College needs and policies; faculty members interested in Retraining should consult the Dean of Academic Affairs directly.

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The Faculty Advisory Committee has been informed by the Administration that there is no money available for Faculty Development Grants for fiscal 1976-77 at this time. Hopefully, there will be some Development Grant money available in the fall after the College's financial position clarifies with fall registration. At that time, faculty members will be able to apply for reimbursement for Faculty Development projects undertaken during the summer of 1976.