

# CNC Community CHRONICLE

November 7, 1975  
#27 of 1975

SUNDAY - Nov. 9

  
dies solis

MONDAY - Nov. 10

8:00 P.M., CC Theatre, Norfolk  
Camerata  
2:15 P.M., Budget Committee  
Conference Room  
Noon - Soc. & Beh. Sciences Div.  
Noon - Arts & Letters Div.

  
dies lunae

TUESDAY - Nov. 11

  
dies martis

WEDNESDAY - Nov. 12

2:30 - Chairmen, Ed. & Commu.  
Div.  
3:00 - Academic Council

  
dies mercurii

THURSDAY - Nov. 13  
10:00 - President's  
Ad. Council

  
dies jovis

FRIDAY - Nov. 14


9:00 - Ed. & Comm. Div.  
3:00 - Faculty Meeting - N125

Instructor's Book Orders/Spring-  
submitted to Bookstore  
(Deadline).

Noon - FEC - Conf. Room.

  
dies veneris

SATURDAY - Nov. 15

  
dies saturni

Wm. Walker Concert (Met. Opera  
Baritone) CC Theatre, 8:00 P.M.

## DEAN'S ANNOUNCEMENTS

### New Faculty Positions

An announcement will be made on Friday, November 14, at the Faculty meeting concerning the new and replacement faculty positions that will be authorized for the 1976-77 academic year.

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### Chronicle Format

Faculty response to the CNC Community Chronicle was generally quite positive. There were also clear indications that more brevity is preferred. Many welcomed continued publications of short articles of academic interest. A majority stated their interest in brief position papers, and a relatively large number of these expressed a willingness to contribute one. Mike Staman has offered a paper that he recently wrote as a first contribution. Others are welcomed and encouraged.

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### November Faculty Meeting

The November Faculty meeting will be held at 3:00 P.M. on Friday, November 14, in N-125. The agenda for the meeting is as follows:

- I. Approval of the Minutes of the October Faculty Meeting.
- II. Committee Reports
  - A. Academic Status Committee - Dr. Booker
  - B. Admissions Committee - Mr. Guthrie
  - C. Curriculum Committee - Dr. Pugh
  - D. Degrees Committee - Dr. Wise
  - E. Faculty Advisory Committee - Dr. Bostick
  - F. Faculty Evaluation Committee - Dr. Millar
  - G. Nominations Committee - Mr. Morgan
  - H. Ad Hoc Committee Reports, if any.
- III. Announcements (Dean Musial).
- IV. New Business; if any.
- V. Adjourn.

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### DEFINITION OF THE MONTH

Conservative--A statesman who is enamored of existing evils, as distinguished from the liberal, who wishes to replace them with others!

Ambrose Bierce

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## NOTICES

### CNC Concert Series

The Department of Fine and Performing Arts has announced a series of monthly concerts to be held in the Campus Center. The intent is to provide a variety of music to faculty, students, and friends of CNC, featuring the best of local and regional talent as well as the CNC chorus. Opening the series on Monday, November 10, will be the Norfolk Camerata, a vocal group under the direction of James Hines, which specializes in music written before 1650. This concert will feature music from France and Italy. Other concerts in the series will include Chris Kypros, pianist, a Juilliard graduate; Thomas Warburton, pianist, from the graduate faculty of the University of North Carolina at Chapel Hill; and Christopher Vadala, flautist, clarinetist, and saxaphonist, from the faculty of Hampton Institute. Faculty, staff, and students can obtain season tickets for the six concerts for \$3.00.

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### French Club

The CNC French Club, in conjunction with the Cercle francais de la péninsule, (a club composed of French natives who reside on the Peninsula) is presenting "un jour theatral" in the Campus Center Theater Wednesday, November 12 from 11 to 3.

At 11 A.M., there will be a showing of the film "Le portrait de Molière" (in English subtitles) highlighting the plays and philosophy of Molière. Portions of Le Misanthrope, Tartuffe, Le Bourgeois Gentilhomme and other Molière plays are performed in the film. The film also contains a brief discussion of the development of the theater in seventeenth-century France.

At 1 P.M., the CNC Players will give a special performance of Caligula, after which they will discuss their roles and answer questions from the audience.

Invitations have been issued to all area high school and college French classes.

Faculty and students of CNC are cordially invited to attend.

Dick Guthrie

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### Season Tickets for Captains Home Basketball Games

Coach Vaughan announces that the faculty-staff season ticket, which admits the whole family, will again go on sale for \$7.50. This year there will be twelve home games.

Members of the Alpha Kappa Psi business fraternity will contact you and make this bargain available. First home game is against Emory & Henry College on November 28th.

Admission to each game is \$2.00 for adults and \$1.00 for other than CNC students.

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### Program of the United Nations Association of the Peninsula

The United Nations Association of the Peninsula will present a forum series for the 1975-76 season on four topics of international significance. Co-sponsoring the forum will be local organizations with special interests in each topic.

All meetings will be held at the Campus Center of Christopher Newport College at

8:00 P.M., on the first Mondays of December, February, March, and April. Season tickets at \$4.00 or individual admission at \$1.50 will be available at the door on the meeting nights, or from Mr. Harvey Williams, President of the Peninsula Chapter of the United Nations Association. Mr. Williams can be reached at Christopher Newport College.

The forum meetings are scheduled as follows:

December 1

Dr. James D. Lawrence, Head of the Environmental Quality Office, NASA, will speak on "Resource Technology in an Era of Interdependence." Co-sponsor is the Recycling our Trash organization (ROT).

February 2

Mr. Cor Sprangers of Volvo will speak on "An Appraisal of International Trade." Co-sponsor is the Virginia Port Authority.

March 1

Dr. Walter Williams, of the Law School faculty at William and Mary College, will speak on "The 1975 World Law Conference: Intangible Infrastructure for World Peace."

April 5

Ambassador Charles Yost, member of the Brookings Institution, will speak on "New Dimensions in Decision-Making." Co-sponsor is the League of Women Voters of Hampton and Newport News.

-- Harvey Williams

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FACULTY NEWS

PROFESSOR COLONNA gave a speech entitled "The Oil Crisis and Its Affect On the Housing Industry." This speech was given to the Peninsula Realtors Association October meeting.

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ST.ELMO NAUMAN appeared on the "Midday" Show, WVEC (Channel 13), Monday, November 3. Dr. Nauman spoke on the topic of his most recent book, Exorcism: an Anthology, which was published in 1974.

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## POSITION PAPER

### Anybody Want To Buy A Scholar?

By

Mike Staman

There are those who would like to debase the process of education through elimination of all "nonrelevant" material from the educational environment. Decisions tend to be based upon a rationale of the creation of a product for a marketplace tending to look increasingly toward a specialization of skills.

That is to say, if you can't sell it, it must be of no value. Anybody want to buy a scholar?

There is a certain quality in education which must (by definition of being educated) be an end unto itself. There is nothing wrong with knowledge for the sake of knowledge, and there is a place for history, the languages, and mathematics in our curriculums which must not be lost.

This treatise is not an attempt to equate scholarship with a liberal education. However while neither is requisite for the other it is fairly obvious that a functional relationship can exist between the two. Authorities are easy to find, as are liberally enlightened individuals, while scholars represent a species which could conceivably become extinct. A liberal education could certainly serve as a basis for the development of scholars.

The pressure building nationally for the installation of relevancy into the educational process or the requirement for the structuring of education in order to provide a meaningful set of skills for the educated tends to generate the mentality which seeks to depreciate our more traditional educational values. Does anybody know what scholarship is? Can we put scholarship in the framework of producers and consumers or in the framework of intellectuals and anti-intellectuals? Is it apartheid? There is an advertisement which has appeared on the national media recently and which has probably become a cliché. It usually begins or ends with the phrase "A mind is a terrible thing to waste...." I sometimes wonder whether we as educators in our insistence upon molding and categorizing, and shaping and squeezing into niches do not by that very process begin to waste the minds which we have been charged with the responsibility for enriching.

If you can't count it, it must not be any good. You can't sell a scholar.

Scholarship stimulates scholarship, or intellectualism stimulates intellectualism, I don't know which. In the sense that unwise breeding tends to cause a decline in the quality of the species, a gradual deterioration of scholarly ways tends to cause a corresponding gradual deterioration of scholarly stimulation with a resultant cyclical degeneration yielding the obvious end.

# CAPTAIN JOHN SMITH LIBRARY

Capt. John Smith Library

Christopher Newport College

Holiday and Exam Hours

Fall Semester 1975

Regular Hours

Mon.-Thur.      8:00am - 10:30pm  
 Friday            8:00am - 5:00pm  
 Saturday        9:00am - 3:00pm  
 Sunday           1:00pm - 8:00pm

Regular hours are observed where  
 hours are not indicated

## NOVEMBER

Sun	Mon	Tue	Wed	Thur	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23 30 1 to 8 pm	24	25	26	27 Thanks- giving Closed	28 8 to 5	29 9 am- 3 pm

## DECEMBER

Sun	Mon	Tue	Wed	Thur	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12 8am- 10:30pm	13 8am- 5pm
14 1 to 8pm	15	16	17	18	19 8am- 5pm	20 9 - 3
21 Closed	22 8 - 5	23 8 - 5	24 ←--- Closed	25 Christ- mas	26	27
28 ←--- Closed	29	30	31 →			

## JANUARY

Sun	Mon	Tue	Wed	Thur	Fri	Sat
				1 New Years ←--- Closed	2	3
4 Closed	5 ←--- 8 am	6 to	7 5 pm	8 5 pm	9 →	10 Closed
11 Closed	12 ←--- 8am	13 to	14 5 pm	15 →	16	17 Closed
18 Closed	19 Resume Regular Hours	20	21	22	23	24
25	26	27	28	29	30	31

# EDUCATION: "To say that education's ethics compare favorably... is not sufficient reason to give it a passing grade."

by Fred M. Hechinger

To be asked about the state of morality in education recalls the anecdote about the man who, asked by a passing acquaintance, "How's your wife?" replied: "Compared with what?" Compared with morality in other areas—in politics, business, or law, for example—education's condition seems admirable. One can only guess why this should be so. Because the two major corrupting forces, other perhaps than sex, are power and money, education's relative chastity may spring from the fact that it is signally lacking in both. Absence of temptation is virtue's strongest ally.

To say that education's ethics compare favorably with those of other aspects of contemporary America, however, is not sufficient reason to give it a passing grade. An argument may even be made that education, like the priesthood, ought to be judged by more demanding yardsticks, if there is to be any hope for society's purification.

The most common charge leveled against education—schools as well as colleges—is that it has failed to *teach* morality. Are not virtually all the world's crooks the schools' graduates? In up-to-date terms, what did the law schools teach all those lawyers afflicted with Watergate morality? A predictable reflex reaction to those questions has already given rise to demands by bar associations that law schools be required to institute mandated courses in legal ethics.

IN GENERAL, these arguments and cures seem simplistic to me. It is far better for bar associations to prove their concern by policing the profession in a manner that says loud and clear that immorality does not pay. Hortatory teaching about morality is not likely to improve the nation's moral values any more than teaching about sex has notably improved sexual ethics.

More effective instruction, at all levels, in constitutional law might serve morality better than increased stress on morality itself.

If, as I believe, education depends in large measure on the example set by those responsible for the enterprise—the teachers and administrators—then the moral problems in education ought to be diagnosed by way of a hard look at how educators behave, what they stress, what

they ignore, and how their own professed values match their way of professional life.

The University of Pittsburgh recently issued faculty "Guidelines on Academic Integrity," which include the requirements "to meet classes when scheduled"; to prepare adequately for those classes; and to "give appropriate recognition to contributions made by students to research, publication, service, or other activities." In other words, the faculty is told not to steal the students' time and accomplishments.

The fact that such a code is needed suggests that some serious lapses do exist in faculty ethics. In part, they may merely be the result, unavoidable in any human enterprise, of ordinary laziness. A more likely cause, however, is the tendency among some teachers to become too engrossed in their own interests—either as legitimate researchers in their fields or, which is more damaging to academic ethics, as independent entrepreneurs, in the pursuit of grants and glory.

The affluent years, when academia's talents were in short supply, were attended by an increasing neglect of teaching as the basic campus function. In such an atmosphere ethical standards slip. Students become aware that some much-published professors reap the fruits of some of their best students' unacknowledged services. Inevitably, some students respond by charting their own shortcuts. The problem may be aggravated by the fact that the academic community actually resembles the hierarchy of a military post, with a rigid and publicly known structure of ranks and privileges, from students (privates) to full professors (four-star generals). Such a system easily becomes preoccupied with the traditional "bucking for promotion" at the expense of ethical niceties.

Although it is hard to quantify the actual increase in student plagiarism, the rapid growth of the ghost-writing industry suggests that such theft has been substantial. What is particularly significant, however, is that editorial criticisms of the practice usually are answered with self-righteous rationalizations: to wit, many teachers under the gun to publish or perish also submit ghosted work; or, Why should students be penalized for what "everybody is doing"—does not everyone, from the executive suite to the White House, rely on stables of ghosts?

Even if the comparisons were less shaky, the answer to such questions should clearly be that whatever may have come to be the mores of business and politics, the nature of scholarship cannot safely be changed or manipulated. It is a measure of the eroding ethics of education that such categorical answers are only infrequently given. Last year, to cite a disconcerting example, two students at a prestigious university were found to have submitted, quite independently of each other, a little-known piece of published scholarship as their own senior theses. The coincidence of their unwitting choice of the same plagiarized material had led to their discovery. But when the department chairman recommended against allowing the offenders to graduate with their class and asked instead that they be made to prove themselves by repeating the course the following semester, the institution's administrative machinery went into high gear—not to punish the violators but to overrule the chairman.

The incident is cited not to plead for stiff-necked rigidity but rather to raise a basic question: how to combat a growing uncertainty about the meaning and the necessity of quality controls—quality of ethics as much as of performance? Egalitarianism is being increasingly misinterpreted to mean that to judge or criticize is to abridge the right to strive for success on terms of equality. The fact that in many schools the failing grade has been abolished and replaced by an unrecorded "no credit" is a symptom of this effort to make success an inalienable right.

Some argue that the reluctance to level with students about their deficiencies stems from the days when failure in college might have condemned an undergraduate to die in Vietnam; but like the promise that federal support of health, education, and welfare would be bolstered by a "peace dividend" after the war's end, any implied promise of an integrity dividend seems to have evaporated, too.

STILL, all those observations may be peripheral. The more serious crisis in education's moral state of mind appears to have its source in a loss of self-confidence, a sense of emptiness at the core. For some two decades, the universities reacted largely to external voices. They

responded to demands, without paying sufficient attention to the mastery of their own destiny. Sometimes, the demands came from government or industry, and though they often were entirely legitimate and the results were beneficial to the nation as well as to those who made them, the ultimate effect was nevertheless a declining sense of purpose.

Academia learned to dance to well-heeled non-academic pipers' tunes. It would be wrong to suggest that this was an entirely new departure. Quite the contrary: American schools and colleges have always, quite properly and in ad-

mirable contrast to the isolated and elitist European tradition, served the changing needs of society. What came to be different was that the pipers were vastly more affluent, more seductive, and increasingly more difficult to resist when their tune clashed with the academic harmony. When private universities began to rely on the federal government for half of their budgets, the capacity to opt for independence was in jeopardy.

How much that independence has been weakened became evident during the student revolt which began in 1964 at Berkeley. The students may have sensed the weakness of their opposition, but even the most optimistic rebels were surprised at the ease with which they attained the institution's surrender.

It would serve no valid purpose now to rehash the issues or to determine where the rebels were right or wrong. Suffice it to recall that august bodies of professors and administrators who had long insisted that they controlled—that they indeed *were*—the universities, abandoned their positions without as much as a rational argument. They dropped academic requirements; they often agreed to give credit for work that bore only the most tenuous relationship to the institution's purpose and expertise.

This is not to suggest that many of the students' demands were without justification or that the proper answer to the rebellion would have been blindly to defend the status quo on the barricades under the banner "my courses, right or wrong!" Yet the wild rush to surrender

says little for the Establishment's inner conviction that it understood its own values. One can, for example, argue the case for or against the presence of the Reserve Officers Training Corps on a university campus; but it is difficult to look with respect on institutions that, having banished the ROTC in response to student demands, are quietly inviting the corps back, without as much as an effort to come to grips with the moral issues involved in either action.

THESE OBSERVATIONS from a safe distance outside the academy may seem unduly harsh. They may appear unfair because they focus on what after all is merely education's reflection of a society that views accommodation and consen-

sus less as an expedient than as a virtue. In truth, education's ethics more often than not merely mirror society's social climate. It may therefore appear unreasonable to expect more of the Ivory Tower than of the White House. Yet such expectations are also essential to the peace of mind of those who have not abandoned their love affair with education or turned their backs on Jefferson's conviction that democracy depends on the integrity of an educational system capable of producing an aristocracy of talent. □

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*Fred M. Hechinger is co-author, with his wife, Grace, of *Growing Up in America, a social history of America viewed through the perspective of education*, published by McGraw-Hill.*

Submitted by Dr. Vinod Maniyar

## GRANTS AND FELLOWSHIPS

### National Science Foundation

Small College Faculty Engaged in Research at Larger Institutions - This program includes scientists and social scientists as research associates in National Science Foundation-funded projects at larger institutions. No formal guidelines; arrangements usually takes six months. Brief description is available from Leonard Gardner, Special Assistant, Directorate for Mathematical Physical and Engineering Sciences, National Science Foundation, Washington, D.C. 20550.

### National Institute of Mental Health

Small Grants Program - \$5,000 grants for younger investigator and researchers at small colleges who need resources for preliminary research explorations. Applications processed as soon as possible; no formal deadlines; about five months from submissions to award; requests for summer support must be made by February 1, 1976.

### Smithsonian Institution

Bicentennial contest for Students and Adults - Three categories: essays of no more than 3,500 words by those under 18; by adults; and film or tape-recorded entries up to 15 minutes in length. \$100,000 will be awarded to the 55 best proposals. Deadline: January 31, 1976.

### Exxon Education Foundation

Funds for Research and Development - For projects that promise to lead to wide improvement in instruction, administration or physical facilities utilization in higher education, as follows:

Instruction - Methodology; the curriculum and related programs.

Administration - Academic and other activities; methods of securing and administering revenue.

Physical facilities - use or design of academic structures; use of land. Amount not exceeding \$100,000.

Deadline for preliminary proposals is December 1, 1975; March 1, 1976, and June 1, 1976. Ask Dean Musial if you are interested in proposal outline information.

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## COMMITTEE REPORTS

### Report from the Faculty Senate of Virginia (FSV)

The fall meeting of the FSV was held on October 18 at Virginia State College in Petersburg. This report summarizes briefly major topics of discussion; further information of the meeting will be available with the minutes, to be circulated in about two weeks and in a newsletter forthcoming. Both will be available for perusal by any faculty member on request and additional copies of the newsletter may be obtained through the undersigned.

There were three schools not previously represented present at this meeting, among them The College of William and Mary and Thomas Nelson Community College, both of which sent observers for the first time (both observers agreed to attend the spring meeting, the first to help decide on membership, the latter already agreeing to recommend this to his colleagues). This leaves only one major university, University of Virginia, as yet unrepresented; contacts by this Senator with University of Virginia Faculty Senate representatives gives encouragement that there will be representation at the spring meeting, to be held at V.P.I. With the inclusion of all major colleges and universities, the ability of the Faculty Senate to project faculty concerns will be further strengthened.

The Senate passed a sick leave policy recommendation. Copies of the proposal will be forwarded to the Advisory Committee and the Administration for preliminary consideration. Upon completion of the total policy, to include maternity-paternity leave and disability leave provisions, a recommendation will be sent from the Senate to each institution throughout the State. Material furnished at this time is subject to minor revision to accommodate features of the other two parts of the proposal.

A resolution was passed unanimously expressing disapproval of the appointment of Dr. Dana Hammel to the presidency of the Southern Association at a time when the Community College system, which he directs, is under censure from the national A.A.U.P. The censure is the result of his removing unilaterally and furtively the existing tenure option for faculty members in the Community College system and for the substitution of a term contract system with renewal provisions that do not provide adequate protection against capricious or malevolent administrative decisions. Also of concern are the essentially limitless reasons for which a professor may be dismissed and for which non-renewal decisions may be made. This entire question will be before the Committee on Academic Freedom and Tenure during the coming year. A copy of the resolution appears in the Chronicle as an action item for faculty consideration.

The major report at the meeting was from the Committee on Academic Freedom and Tenure. (As Vice President of the Senate, I am Chairman of this Committee.) So far this year we have been engaged in the tenure study negotiations with the State Council staff; have begun investigations concerning two alleged violations of academic freedom, both major proportions, and have cooperated with the A.A.U.P. State Conference in opposing the granting of credit at the community colleges for work taught in the high schools by high school teachers. I have also met with Sam Willey about tenure; attended meetings of the State Council of Higher Education for Virginia (SCHEV) and introduced a resolution at the Senate meeting which, after modification, was passed unanimously.

(FSV Report - continued)

That the President of the Faculty Senate of Virginia or his delegate be appointed as a participating observer at meetings of the State Council of Higher Education.

The purpose is to give some opportunity for a representative of the faculty in specific, but the colleges in general, to contribute special expertise to the discussions. At present, information transmitted to the SCHEV members is at best third-hand and, although the staff has made many contributions in favor of the colleges, their position is not that of the independent, directly-involved faculty member. Since the proposal does not call for a voting status, or even membership on the Council, no change in the legislative authorization of the Council is involved. Former Council Chairman Mel Miller indicated to this visitor at the June, 1975, meeting that input from someone not on the Council or its staff would be possible (though the proposal was not greeted with enthusiasm). Mr. Wilkinson, current Chairman, stated that input would have to go through the staff. This obviates the possibility of useful contribution during the debate, hence the proposal.

At the Senate meeting, it was agreed that all major resolutions would be taken to the senates of the colleges (or to the faculties, if faculty senates did not operate) for support. Therefore, at the November Faculty meeting I shall ask for a motion of support for participatory observer role for the President of the Faculty Senate or his delegate. (The President of the Faculty Senate is Dr. John Rilling, Department of History, University of Richmond.)

The resolution concerning the chairman of the State Board of Community Colleges, Dr. Hamel, follows:

RESOLVED: The Faculty Senate of Virginia deplores the inauguration of Dana Hamel as President of the Southern Association of Colleges and Secondary Schools while he has been chairman of a community college system under censure by the American Association of University Professors for violations of academic due process.

Lawrence J. Sacks