


CNC Community CHRONICLE



dies solis

December 6, 1974
No. 29 of 1974

SUNDAY
Dec. 8

Christmas Concert
CNC College Choir
8:00 P.M. - CC Theatre

MONDAY
Dec. 9



dies lunae

TUESDAY
Dec. 10



dies martis

FEC - 9:15-11:00
Conference Room

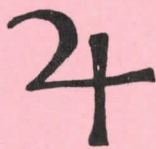
WEDNESDAY
Dec. 11



dies mercurii

3:00-6:00 Happy Hour
Faculty & Staff
Conference Room - Student
Center

THURSDAY
Dec. 12



dies jovis

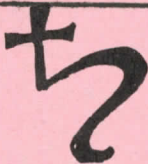
FRIDAY
Dec. 13



dies veneris

Faculty Meeting
3:00 P.M. - N125

SATURDAY
Dec. 14



dies saturni

COMMITTEE REPORTS

Committee on Academic Status

At its November 15 meeting, the Committee on Academic Status agreed to accept and recommend to the Faculty the following policy regarding confidentiality of student records:

Upon request to and approval by the Registrar, faculty and staff may examine a student's record. Only the President, the Registrar, the academic Deans, and the Dean of Students will have access to a student's permanent file, unless written permission is given by the student involved for others to examine his or her permanent file; all such data will be held in confidentiality. The verbal and math College Board Scores will be indicated on the student's permanent record card.

In addition, the Committee on Academic Status decided to submit the following proposal concerning grades for repeated courses to the Faculty for consideration:

A course in which a grade of C, D, or F has been earned may be retaken. In order to retake a course in which a grade of C has been made, the student must receive approval of the Dean of Academic Affairs. A form for such a request is available in the Office of the Registrar. A course in which a grade of F or D has been made may be retaken with the permission of the student's adviser. In each instance, the original grades, grade points, and any credits earned will stand as recorded on the permanent record, but the new grade and grade points also will be entered. The higher grade with its credits and grade points will be counted toward the degree. Credits earned for the course may be counted only once toward the degree.

The cumulative grade point average will be determined in cases of a retaken course by including only hours carried and grade points earned in the repeated enrollments in the course.

Required or distribution courses in which an F has been earned may be repeated no more than twice (for a total of no more than three enrollments). Other courses in which an F has been earned may be repeated only once (no more than two enrollments).

Please give these proposals your full consideration and be prepared to vote on them at the next Faculty meeting.

DEAN'S ANNOUNCEMENTS

The next faculty meeting will be in N125 at 3:00 P.M. on Friday, December 13. The agenda for the meeting is as follows:

Agenda

- I. Approval of Minutes.
- II. Discussion of CNC Chronicle reports or announcements.
- III. Old Business.
 1. Proposal for Faculty Social Committee (Professor Morgan).
 2. Endorsement of Division Coordinator Job Description.
- IV. New Business.
 1. Faculty Committee to Formulate RIF Policy.
 2. Revision of Class-Cut Policy.
 3. Temporary and Restricted Faculty Appointments.
- V. Adjourn.

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Division Elections

Two divisions already have held elections for division coordinator. The division of Arts and Letters has elected Professor Walter Knorr. The division of Social and Behavioral Sciences has elected Professor Ruth Kernodle. Professors Knorr and Kernodle will represent their divisions on the ad hoc Academic Budget Committee.

Other faculty members who have been chosen as temporary representatives of their division to serve on the ABC are Professor James Hubbard (Education and Communications), Professor Don Riley (Business and Economics) and Professors Ken Chang and Jean Pugh (co-representatives of Natural and Quantative Sciences).

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I.B.M. Study Secretarial Services

Christopher Newport College has asked representatives of the I.B.M. Corporation to conduct a study to determine how our system of administrative and faculty secretarial support can be improved. Graham Pillow has been asked to serve as the CNC representative for the preliminary stage of the I.B.M. study. If you have any particular interests concerning specific secretarial needs or services, I encourage you to communicate them in writing to Mr. Pillow.

FACULTY NEWS

Congratulations to Bob and Betsy Doane on the birth of their son, Taylor Dale, born November 22.

NOTICES

Christmas Concert

The Christopher Newport College Choir, under the direction of Mary M. Thompson, will present a concert of Christmas music on Sunday, December 8, at 8:00 P.M. in the Christopher Newport College Campus Center Theatre.

Works to be presented include Christmas anthems by William Billings, an eighteenth-century American composer; compositions by Martin Shaw and Peter Warlock, twentieth-century English composers; and traditional Christmas carols.

Soloists are Ann Czarnecki, Patricia Bentley, Yay Stokes, Riki Murphy, and Glenn Van Metre. The accompanist for the choir is Glenn Van Metre.

The public is cordially invited to attend. Faculty, students, and staff of the College will be admitted free, and there will be an admission charge of fifty cents to anyone else.

Mary M. Thompson

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Campus Center Holiday Hours

The Campus Center and cafeteria will maintain their regular hours of operation through December 20, 1974.

For the period from December 21 thru January 19, the Campus Center will be closed on all Saturdays and Sundays. It will be closed while the College is closed: December 25 thru January 1. On the remaining weekdays from December 23 thru January 17, the Campus Center will be open from 8:00 A.M. to 4:00 P.M. The Campus Center will be open for the Sunday Movies only on January 5, January 12, and January 19 at 2:00 P.M. and 7:30 P.M.

The cafeteria will be closed from December 21 thru January 12. Beginning Monday, January 13th, the cafeteria will be open 8:00 A.M. to 4:00 P.M.

The Campus Center and cafeteria will resume their regular schedule on January 20, 1975 at 7:00 A.M. and 7:30 A.M. respectively.

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LAST DAY OF CLASSES

As indicated in the revised calendar published in the supplement to the College catalogue, the last day for both day and night classes for the Fall Semester will be Thursday, December 12.

R. J. Edwards

OF ACADEMIC INTEREST

The Many Faces of Faculty Development

By Steven R. Phillips

Dr. Phillips is Assistant Professor of English in the Humanities Division at Alfred University, Alfred, N.Y.

No longer able to rely on massive infusions of state and federal money for new programs, no longer able to count on an expanding and highly mobile faculty for new and stimulating ideas about teaching, colleges and universities are more and more turning to faculty development as the only way to improve the level of teaching and learning on their campuses. With increased accountability being demanded by parents, alumni, and legislators, with a rapidly developing buyer's market in which students have more freedom than ever to seek out meaningful learning experiences, programs which focus on the effectiveness of the individual faculty member in the classroom are becoming increasingly attractive. Yet such programs can have profound implications for the entire institution, for administrators as well as for faculty.

First, what is faculty development? It is not necessarily smaller--or larger--classes; it is not necessarily the use of educational technology such as cassettes, tape-recorders, and closed-circuit television; it is certainly not more sabbaticals,

leaves of absence and research grants. During the affluent sixties, each of these approaches to improving college teaching was tried, either in isolation or in various combinations, but the widespread student dissatisfaction with the nature of higher education in that same affluent decade indicates that those efforts had little success. Small classes, for instance, require rather sophisticated skills in small group leadership and a knowledge of group dynamics which most instructors lack. Instead of being used as an opportunity for developing those skills, small classes were often seen as a chance for less preparation and more research. Large classes, on the other hand, require complex management skills that, again, most college faculty lack.

But what then is faculty development? Put quite simply, faculty development is an attempt to improve the performance and effectiveness of the individual faculty member in a variety of teaching situations. Faculty development is eclectic, drawing on the skills of the psychologist, the professional educator, the technician and even the humanist; it is also multi-dimensional, embracing a wide range of strategies and approaches.

Three areas to consider

The faculty development program instituted by the College Center of the Finger Lakes for its four member schools--Alfred University, Cazenovia College, Elmira College and Hartwick College--is based on the fundamental assumption that a faculty member is a teacher, a member of an organization, and an individual. Any attempt at instructional change that focuses merely on the role of the faculty member as an instructor and neglects the implications of instruction on his or her other roles can, at best, be only minimally successful. This intimate relationship between these three areas of the instructional, the personal and the organizational needs some closer attention.

Faculty development assumes that the faculty member's primary job is to teach, and it is this level that receives the greatest and certainly the initial emphasis. Faculty development not only attempts to help instructors improve their performance with such traditional teaching strategies as lectures and class discussions, but it also introduces them to a number of alternate strategies which may be useful in various situations. Small group techniques such as role playing, buzz groups, learning cells and interviewing are discussed and demonstrated, as are such large group techniques as self-paced instruction, modular instruction and simulations. Yet as faculty members begin to develop competence and assurance in the implementation of alternate teaching strategies, two things often take place: they begin to re-examine their roles as teachers, sometimes with profound personal implications, and they also begin to discover something about the organization of which they are a part. To help the faculty member with these issues, faculty development also provides training in personal and organizational areas.

As is the case with most professionals, a faculty member's sense of himself as a teacher is very closely related to his sense of himself as a person. Traditionally, the faculty member has been seen as an authority, and his major function has been to dispense information about his field. He (or she) was, in short, The Professor. But as this subject-matter specialist explores the dynamics of small groups in an attempt to open up more effective dialogue between himself and his students--and even between students themselves--he begins to learn something about personal interaction and about his impact on other people; in short, he begins to explore a new and more personal role for himself as teacher. On the other hand, in an attempt to deal more effectively with large classes, he begins to learn something about the management of large and complex groups; in short, he begins to become a facilitator. Both these new experiences can be threatening, and consequently faculty development provides structured time for the faculty member to consider his role as a teacher and as a person.

Yet the faculty member is also a member of an organization. He functions on departmental, college and university committees, and often his success at an institution will be determined as much, if not more, by his success in these activities as by his teaching skills. A full-scale faculty development program, therefore, attempts to help the faculty member in his role as a member of an organization by introducing him to some of the fundamentals of organizational development and to the concepts of decision-making, conflict-management, and problem-solving. A fuller understanding of the organization of which he is a part can help the faculty member to become a more useful and effective member of that organization.

There are two ways of implementing a faculty development program. First, an institution or a consortium can obtain the services of external consultants who will develop a series of workshops for selected members of the faculty. This can be done either on the campuses of each institution or off-campus, perhaps in conjunction with faculty members from other colleges. For example, during the summer of 1974 the College Center of the Finger Lakes began offerings such a program with a week-long workshop attended by faculty from Boston College, St. Lawrence University and the University of Vermont. On the other hand, individual colleges can establish on their own campuses educational consulting services or teaching institutes on their own campuses, which can provide training and research services on a day-to-day basis for their own faculties. These two approaches can, of course, be combined into a comprehensive program of internal training and external consultation.

Widespread effects

What, finally, are the implications of faculty development for college and university administrators? There are several, and they are of various degrees of magnitude.

First, as the faculty member explores alternate ways of teaching, his conception both of himself as a teacher and of the teaching process itself may change. He may begin seeking new curricular and organizational structures to support his new vision. He may be less satisfied with teaching the same old courses in the same old curriculum, and this dissatisfaction, and the impact it may have on departmental and divisional organizations, may need to be reckoned with.

Second, the faculty member may rediscover--or perhaps even discover for the first time--the joys of effective and successful teaching, and as he becomes more and more committed to his life in the classroom, he may discover that the time he has available for research becomes less and less. Such committed teaching, accompanied by reduced research, may encourage some institutions to reconsider the relative value they assign to teaching and research.

Third, as the faculty member gains confidence in his new role he may begin to experiment in his classroom; he may begin to learn through taking risks. Innovation and risk taking are often supported by college administrations as long as those innovations are immediately and highly successful; administrators may need to learn that for teachers, as well as for themselves, risk taking can mean failure--but that failure can itself be a learning experience. Repeated failure is of course not risk taking but suicide. Yet the administrator should be prepared to accept a certain amount of failure as the faculty member grows into his new role.

Fourth, some educational innovations may clog up the mechanics of the organization, as in the case of the faculty member who chooses to convert one of his traditional courses to the form of modular instruction known as the Keller plan. Now the Keller plan makes two assumptions about learning: a) students learn at different times and at different paces, and b) every normal student in the college classroom is capable of achieving 90% to 100% mastery of the material in undergraduate courses. If the instructor commits himself to these two concepts of self-paced instruction and a high level of mastery, he may at the end of the semester discover that half his students have earned A's in the course, but that the other half of the students have not yet completed the course. How will the dean or registrar react to the grade list of, say, a large section of introductory psychology that shows 100 or more A's and

about the same number of incompletes? As learning becomes individualized and personalized, some of the more impersonal and bureaucratic norms of the organization may need careful re-examination.

There is, finally, a fifth implication of faculty development for the college or university administrator: he may find himself becoming involved in the program. As more and more faculty on an individual campus become enthusiastic about teaching, they may soon discover that their enthusiasm begins to bump up against the indifference or lack of understanding of their department chairmen and deans. Sooner or later, those administrators, and even vice-presidents and presidents, may be invited to faculty development workshops. When this happens, administrators themselves may begin to go through the same process of development as their faculty; they themselves may begin to acquire new skills in organizational development and interpersonal communication; they may begin to learn more about their own organization and about their roles in that organization.

Perhaps the most profound implication of faculty development for any college or university is that it may become a program of development for the entire institution. Administrators, without whose support no wide reaching program will be successful, need to give careful consideration to the implications such a program might have for their institutions.

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Majors of Students - Fall 1974

The following is a tabulation of the major fields of interest of currently enrolled students:

<u>Major</u>	<u>Full-Time Students</u>	<u>Part-Time Students</u>
Accounting	29	36
Anthropology	1	1
Architecture	1	0
Art	2	0
Arts & Science	1	1
Biology	72	39
Dentistry	2	1
Forestry	1	1
Horticulture	1	0
Medicine	6	4
Medical Technology	1	3
Veterinary Medicine	1	0
Business	145	149
Marketing	1	3
Retailing	19	11
Chemistry	4	7
Communications	5	2
Dental Hygiene	1	0
Economics	5	2
Education	6	25
Elem. Education	84	48
Spec. Education	1	1
Kindergarten	1	0
Engineering	5	8
English	61	31
Finance	7	3
Foreign Languages	13	7
French	3	1
German	3	3
Spanish	3	3

<u>Major</u>	<u>Full-Time Students</u>	<u>Part-Time Students</u>
Government	46	40
Law Enforcement	17	14
Urban Management	3	0
History	53	34
Home Economics	1	1
Journalism	4	2
Law	9	1
Library Science	1	1
Mathematics	27	10
M.I.S.	25	21
Music	1	3
Nursing	7	72
Pharmacy	2	0
Philosophy	3	4
Physical Education	28	8
Physical Therapy	1	1
Physics	0	2
Psychology	56	56
Sociology	73	32
Social Studies	0	1
Social Work	13	3
Urban Studies	6	3
Undecided	106'	279
Unclassified - no major	359	

GRANTS AND FELLOWSHIPS

NATO Awards

A limited number of advanced research fellowships will be offered for 1975-76 to candidates from member states. The closing date for receiving applications is January 6, 1975. Faculty members interested in further details should contact Walter Knorr, Campus Fulbright Adviser.

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NDEA VI International Studies Program

The undergraduate program, entitled Strengthening International Dimensions of Undergraduate Education, provides up to \$30,000 for a one-year program to develop new courses, revise courses, faculty retooling, library purchases, and some administrative expenses. Grants will cover the academic year 1975-76 with the probability of a one year extension. Deadline: December 27, 1974

National Science Foundation - Ethical and Human Value Implications of Science and Technology Program

A detailed announcement concerning this program has been sent to the Sponsored Programs representatives in departments. Information is also available in the Sponsored Programs office. Proposals may be submitted at any time.

National Science Foundation - Research Program Solicitation

NSF is inviting academic institutions and state and local governments to submit research proposals for a program to "evaluate the effects of regulation on economic productivity and other aspects of performance, and to provide an analysis that will

enable legislators and regulatory bodies to increase their overall effectiveness and equity of regulation." Copies of the solicitation are available from NSF, Contract Processing Section, Room 223, 1800 G St., N.W., Washington, D.C. 20550. Proposals must be submitted by February 19, 1975.

National Research Council - Postdoctoral Research Associateships
Deadline reminder: January 15, 1975.

National Humanities Institute

The first of several humanities institutes was established in New Haven, Conn., in May 1974 by the National Endowment for the Humanities. The purpose of these institutes is to "encourage excellence in teaching and to promote serious interdisciplinary attention to central issues in the humanities by bringing into residence a year at a time a number of distinguished senior Fellows and promising junior Fellows for intensive discussion and curriculum planning."

The Institute at Yale, directed by Maynard Mack, will make appointments of Senior Fellows and accept nominations for Junior Fellows for the academic year 1976-1977 during the period January 1 - February 15, 1975. Nominations for the latter are made by the Dean of the Faculty of Arts and Sciences.

Detailed description of the Yale Institute program is being sent immediately to the Sponsored Programs representatives in each humanities department. Information is also available in the Sponsored Programs office.

Metropolitan Life Insurance Company Educational Grants

This newly announced program will award grants to colleges and universities which "develop programs for improving cooperation and understanding between businessmen, educators, and students." Approximately 10 individual grants will be awarded annually ranging from a minimum of \$2500 to a maximum of \$15,000. The 1975 competition will be limited to schools in the Middle States plus accredited institutions in the State of Virginia. Deadline: January 31, 1975. Information concerning the program is available in the office of Stan Brown, Director for Corporate Relations.

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Fulbright-Hays Foreign Scholars

Approximately 500 senior lecturers and research scholars from 69 foreign countries representing a wide range of disciplines are scheduled to arrive in the United States during 1974-75 under the sponsorship of the Fulbright-Hays program, the Council for International Exchange of Scholars announced recently. The scholars are listed, with brief biographical data, in the 1974-75 DIRECTORY OF VISITING LECTURERS AND RESEARCH SCHOLARS, just off the press and now available free of charge on request to the Council.

The numbers of scholars in the different disciplines are as follows: medical sciences, 65; biological sciences, 61; chemistry, 47; physics, 26; engineering, 32; animal and plant sciences, 23; mathematics, 20; earth sciences, 6. There are 195 in the humanities, social sciences and education, 48 of whom are in language and literature.

During their stay in the U.S., many of the foreign visitors will be available for lectures or attendance at special conferences, providing they can arrange for brief absences from teaching or research assignments at their American host institutions. Institutions and individuals interested in further information about any of the scholars listed in the Directory or desiring additional copies of the publication may write or telephone the Council for International Exchange of Scholars, 2101 Constitution Avenue, N.W., Washington, D.C. 20418 (Area Code 202 389-6647).

1975-1976

NORTH ATLANTIC TREATY ORGANIZATION RESEARCH FELLOWSHIPS

ON TOPICS RELEVANT TO THE NORTH ATLANTIC ALLIANCE

Closing Date of Application: January 6, 1975

NATO Awards:

A limited number of advanced research fellowships will be offered for 1975-1976 to candidates from member states including Belgium, Canada, Denmark, France, Federal Republic of Germany, Greece, Iceland, Italy, Luxembourg, Netherlands, Norway, Portugal, Turkey, United Kingdom, and United States.

COMMITTEE REPORTS

The Admissions Committee would like to recommend that the by-law concerning the Admissions Committee chairman be changed to conform to all other elected committee chairmanships. It is recommended that the phrase (acting as chairman and as a voting member) be deleted.

Ruth Mulliken

LIBRARY NEWS

Capt. John Smith Library
December 2, 1974

SERVICE	Sept.	Oct.	Nov.	% Increase to date for 3 month period
Circulation 1973 1974	2,759 4,097	3,785 4,766	3,703 5,185	37.09%
A. V. Equipment 1973 1974	66 220	166 262	60 220	140%
Xeroxing 1973 1974	14,268 19,639	17,245 20,600	15,952 14,295	14.89%

NOVEMBER 1974

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
24	25	26	27	28 Thanks giving CLOSED	29 8am - 5pm	30 9am - 3pm

Capt. John Smith Libr
Christopher Newport Co

Holiday Hours

Except where indicate
Library will be open
regular hours:

Mon. - Thur. 8am -

Friday 8am -

Sat. 9am -

Sun. 1 - 8

DECEMBER 1974

Sun	Mon	Tue	Wed	Thur	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13 8am - 10:30	14 8am - 6pm
15 1-8pm	16 E	17 X	18 A	19 M S.	20 8am - 10:30	21 8am - 6pm
22 CLOSED	23 8am - 5pm	24 CLOSED	25 CLOSED	26 CLOSED	27 CLOSED	28 CLOSED
29 CLOSED	30 CLOSED	31 CLOSED				

JANUARY 1975

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

December 1974

Cultural Events on the Peninsula
prepared by the Peninsula Arts Council

T

through Dec. 31 • 12-5 P.M., Tues.-Sun. • Christmas Craft Show • Peninsula Arts Assoc. Gallery
10207 Warwick Blvd. NN

rough Jan. 3 • 12-5 P.M., Tues.-Sun. • Christmas Show, "The Object Makers" • 20th Century
Gallery, 100 Henry St., Wmsbg.

c. 1 - Dec. 16 • 9-4 P.M. Mon.-Fri., The Houses of Today • Andrews Hall Gallery
and Great Architecture for the Sixties Wm. & Mary Col

THEATRE

c. 2-7 • 8-15 P.M. • "Medea", Hampton Institute Players • Little Theatre, Armstrong Hall
Hampton Institute *

c. 3-7 • 8:00 P.M. • "Odd Couple", Peninsula Community • Christopher Newport College
Theatre Campus Center Theatre *

c. 5,6,7 • 8:30 P.M. • "Outward Bound", Williamsburg Players • Hilton 1776, Wmsbg. *

c. 6-8 • 8:15 P.M. • Premiere Theatre production of original one • Phi Beta Kappa Hall
act plays by Lab Theatre of Wm & Mary Wm. & Mary College

c. 11-14 • 8:15 P.M. • "The Beggar's Opera" • Phi Beta Kappa Hall, College of Wm &

c. 14,15 • 2 P.M., 4 P.M. • "A Christmas Gift for Children" • Peninsula Comm. Theatre
by the Rainbow Players Marshall Ave. *

MUSIC

c. 8 • 7:15 P.M. • Hampton Institute Choir, Christmas Concert • Ogden Hall, H. I.

c. 8 • 4:00 P.M. - Wmsbg. Madrigal Singers • Campus Center Ballroom, Wm. & Mary, Silver
donation at door

c. 9,10 • 8:15 P.M. - "The Messiah", Pen. Choral Society • Christopher Newport Campus Th

c. 17-19 • 8:15 P.M. • Choir and Chorus Recital • Phi Beta Kappa Hall, Wm. & Mary College

c. 19 • 8:00 P.M. • U.S. Continental Army Band Annual Christmas Concert • Ft. Monroe Post
(wind ensemble) Theatre

c. 21 • 11 A.M.-noon - Chapman String Ensemble • First Presbyterian Church, Hpt., party
following for members, parents, alumni

TUES

c. 5 • 6:30 P.M. • "Current Archaeology in Virginia" • Ft. Eustis Officer's Club
Ft. Eustis Historical and Archaeological Call Miss La Pointe,
Assn. - Col. (Ret.) Howard McCord 878-3496 for reservations

CELLANY

c. 4 • 10 A.M.-5 P.M. • Holiday Homes Tour sponsored by • Reception center for tour
Council of Garden Clubs start is Garden Center, 8216 Orcutt Ave. *

c. 7 • 11:00 A.M. - 2:00 P.M. • Christmas Bazaar (crafts by Girl Scouts of Wmsbg.)
Bruton Parish House, Wmsbg.

LMS

- c. 3 - 7:30 P.M. Newport News Library Film Series — Grissom Branch
4 - noon "Kitty Hawk to Paris: The Heroic — Main Street
5 - noon Years" — West Avenue
- c. 5 - 7:45 P.M. - "East Side Story - Bahamas" — Campus Center Ballroom
Audubon Wildlife Film Series Wm. & Mary College *
- c. 6 - 8:00 P.M. - "Some Like It Hot" — Hampton City Hall Council Chambers #
- c. 10 - 7:30 P.M. Newport News Library Film Series — Grissom Branch
11 - noon "Film Firsts" — Main Street
12 - noon — West Avenue
- c. 17 - 7:30 P.M. - "A Salute to American Theatre" — Grissom Branch
18 - noon "Will Rogers" — Main Street
19 - noon — West Avenue
- c. 20 - 8 P.M. - "A Star is Born" #sponsored by the Charles H. Taylor — Hpt. City Hall
Library and Hampton Assoc. for Arts & Humanities Council Chamber
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NCE

- c. 14 - 8:00 P.M. — "The Nutcracker" Sponsored by the Hpt Rds. — Benj. Symes Jr. High, F
15 - 3:00 P.M. — Civic Ballet — Ferguson H. S., NN
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GOING

- n, Tues, Wed. - 9 A.M. - 5 P.M. - figurehead restoration - Mariners Museum NN *
- n - Sat - 8:30 - 4:30 P.M. - tours — NASA/Langley Research
Sun - noon - 4:30 P.M. Center
-



next to listing indicates an admission charge. Call the Arts Council office (826-6066) for further information. If you want an event listed in the Jan. calendar, We must have the information before December 10.

THE ARTS COUNCIL HOPES YOU HAVE A HAPPY HOLIDAY!