



CHRISTOPHER
NEWPORT
COLLEGE

October 24
#30 of 1986

THE CHRONICLE

1985-86 Academic Year

Monday
October 27

Tuesday
October 28

Wednesday
October 29

Fall Series of Lunchchats - Noon - Banquet Room of Christopher's
Dr. Harold Cones (Biology): "An Ecologist Looks at Central American
Political Unrest"

Thursday
October 30

Friday
October 31

2:30 P.M. - Ad Hoc Committee on Student Assessment - Business Conference
Room

Saturday
November 1

Sunday
November 2

OFFICIAL ANNOUNCEMENTS

November Faculty Meeting

The Instructional Faculty will meet at 3:00 p.m., Friday, November 14, 1986, in A-105. Committee chairmen and individual faculty members who wish to place items of business on the agenda for consideration at this meeting must submit the substance of such items to this office no later than noon, Wednesday, November 5, 1986. It would be helpful to all concerned if all committee reports to be presented at this meeting were submitted for publication by this deadline as well. The agenda will be published in the Chronicle of November 7, 1986.

-- Vice President for Academic Affairs

NEWS & GENERAL INFORMATION

Hampton Roads Health & Fitness Center Memberships

The new Hampton Roads Health and Fitness Center, an affiliate of Hampton General Hospital, is offering corporate memberships to Christopher Newport College faculty and staff at \$30.40 per month and a full waiver of the \$100.00 initiation fee. For additional information, contact the Hampton Roads Health and Fitness Center at 727-7638 or visit the Center at the corner of Magruder Boulevard and Butler Farm Road near Thomas Nelson Community College.

-- Submitted by Dr. Donna J. Scheeter

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Annual Fund Raising Event

The American Cancer Society will hold its annual fund raising event "The Great American Smokeout Run." The run will be a 5K (3.1 miles) and will be held at Mariners Museum on November 22, 1986 at 10:00 a.m. Robert H. Cummings of the LSPE Department is serving as chairman of this event. He needs volunteers and runners. For more information call Bob at extension 7027.

--Submitted by Dr. Robert Cummings

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Honors Program Lunchchats

Dr. Harold Cones, Professor of Biology, will present the second of this semester's Lunchchats on Wednesday, October 29, at noon in the Banquet Room of Christopher's.

Dr. Cones' subject will be "An Ecologist Looks at Central American Political Unrest."

All interested students, faculty, and staff are invited to attend and bring lunch. The program will be informal, with plenty of time for discussion.

The Lunchchats are sponsored by the Honors Program.

-- Jay Paul, Honors Council

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Norma Brown's Address

Norma Brown, Assistant Director of Continuing Education and Administrative Assistant to the Presidential Search Committee, is expected to have surgery the week of October 27. In the Office of Continuing Education (7158) we will have information on her progress since Vince is often outside with the track team and hard to reach by telephone. Her address is:

8 East Nursing Unit
Clinical Center, Building 10
National Institutes of Health
Bethesda, Maryland 20205

-- Agnes Braganza

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National Faculty Exchange

Time is running out for applications to be processed for the National Faculty Exchange. Applications are due at the NFE Central Office by November 13 for exchanges for the 1987-88 academic year. Interested faculty are urged to contact me as soon as possible. Some possibilities may exist for staff persons as well, and such persons might wish to discuss the prospects with the Director of Personnel.

-- Asst., VPAA

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United Way Campaign

As of October 22, we reached 62% of our "hoped for" goal. The campaign will be coming to a close on November 7. So for those of you who have not yet contributed, please consider the good your dollars can do and send your pledge or contribution to Bob Fellowes in Accounting and Finance.

-- Bob Fellowes, Campaign Chairman

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Professor Gowin's Visit

The Ad Hoc Committee on Student Assessment wishes to announce that we have arranged for a special visitor who will come to CNC on November 17-18 to advise us on the matters with which we are concerned. D. Bob Gowin is Professor of Foundations of Education at Cornell University, and is a philosopher in orientation. Among his many publications are Educating (Cornell University Press, 1981), Appraising Educational Research (Prentice Hall, 1974) and Learning How to Learn (Cambridge University Press, 1984). He has been an innovator, developing the knowledge Vee diagram (as illustrated in LEARNING HOW TO LEARN), and has won numerous awards, such as Outstanding Educator in America in 1975.

This event should have a special significance for all faculty inasmuch as Dr. Gowin will address important educational issues: Can students be taught how to think so that they can take responsibility for their learning? How can such "learning how to learn" be fostered as well as assessed?

Please mark your calendars. Details of Dr. Gowin's agenda will be published in the Chronicle prior to his arrival.

-- Dennis R. Ridley, Chairman, Ad Hoc
Committee on Student Assessment

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Menu for Week of October 27 - 31

MONDAY, OCTOBER 27th

Liver & Onions
Breaded Flounder
Clam Strips
Lasagna
Roast Beef & Gravy

Sweet Potatoot Pudding
Mashed Potatoes
Lima Beans
Corn O'Brien
Buttered Potatoes
Cherry Cobbler

"Variety

TUESDAY, OCTOBER 28th

Chicken & Dumplings
Veal Parmesan
Stuffed Shells
Hamburger Steak
Chili Bean Soup

Oriental Vegetables
Peach Cobbler
Rice Pilaf
Peas
Macaroni & Cheese

OF

WEDNESDAY, OCTOBER 29th

Taco Salads
Fried Chicken
Hot Dogs & Saukeraut
Ham Quicke
Stuffed Peppers

Broccoli with cheese sauce
Cabbage
Mashed Potatoes
Green Beans
Apple Cobbler

DESSERTS

THURSDAY, OCTOBER 30th

"CHEF'S CHOICE"

EACH

FRIDAY, OCTOBER 31st

"CHEF'S CHOICE"

DAY"

-- Food Services Operations

FACULTY/STAFF/STUDENT NEWS

In recent weeks Betty Anglin took figure workshops with well-known watercolorist Robert Wood and New York Artist Camilla Fallon. Betty also judged the Poquoson Seafood Festival Art Show September 27.

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Meritt W. Stark Jr. will attend the Conference "Not for Children Only" sponsored by the Tidewater Area Children's Librarians, Hampton Public School Librarians and the Young Adult Round Table of the Virginia Library Association, on Saturday, October 25, 1986 in Hampton.

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On Saturday, October 18, Jane Chambers attended the annual conference of The Victorians Institute, held on the William and Mary campus. The theme of the conference was Religion and Literature in Victorian England. Papers on Newman, Hopkins, Pater, Gosse, the Brontës, G. Eliot, and C. Rossetti were read and discussed.

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Jim Hines and Clyde Brockett attended the fall meeting of the Southeast Chapter of the American Musicological Society in Chapel Hill, North Carolina.

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Four CNC music majors performed for the Medley of the Arts in Coliseum Mall last Saturday. Those who performed were Sandra Fox, Jeannette Rainey, Lora Colby, and Bob Jones. The honorarium received will be placed in the Music Scholarship Endowment Fund.

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Dr. Dick Guthrie presented a paper, "The Influence of Voltaire's Zaïre on Lessing's Nathan der Weise: Intentional or Coincidental," at the annual meeting of the Mountain Interstate Foreign Language Conference held at Wake Forest University in Winston-Salem, N.C., Oct. 10-12.

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Wendell Barbour made a presentation on the state legislative activities of the Virginia Library Association at the "Champagne Brunch with the Legislative Bunch: A Legislative Workshop" at the Southeastern Library Association Conference in Atlanta, GA on October 15, 1986.

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Jennilou Grotevant was the program speaker for the Hampton Roads Science Fiction Association, October 22nd. Her topic was "Intellectual Freedom, Censorship, and Banned Books.

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The Saint Play in Medieval Europe (1986) contains a paper by C. W. Brockett. Information for this publication was gained with the aid of a Faculty Development Grant.

COMMITTEE INFORMATION & FACULTY BUSINESS

Curriculum Committee - To All Faculty New Course Proposals for Next Year's Catalog

The next meeting of the Curriculum Committee will be on Monday, November 10 at 3:15 in McMurran 202. If there are any global or new courses that you want us to approve to be included in the next catalog, please send Glenn Weber your proposals by Monday, November 3. Hopefully our recommendations can be acted on by the Faculty at the December meeting and will still be able to be included in next year's catalog.

-- Glenn Weber, Chairman

CORRESPONDENCE SUBMITTED FOR PUBLICATION

Remarks by Mills E. Godwin, Jr.
Former Governor of Virginia
CNC, October 22, 1986, Twelve O'clock Noon

Christopher Newport College is an appropriate setting for a review of Virginia's program of higher education, for this college has experienced, within our time, the trauma and the elation of having moved successfully through each step of the process of becoming a senior institution. As a legislator and as Governor, I have followed closely the growth of Virginia's higher education system and have sought to encourage its further development during the decades of the '60s and the '70s.

My concern always was to provide an opportunity for Virginia's citizens to get the training they needed and to develop the skills they already had in order to improve themselves in-

dividually and to contribute to the economic base of the Commonwealth.

We all can remember the time and effort that was required to establish Christopher Newport in 1961 as a two-year branch of the College of William and Mary and then in 1977 as a separate four-year institution. My good friend Lewis McMurren (for whom McMurren Hall is appropriately named) is rightly known as the Father of this institution, for without his tireless energies, there probably would be no college here today.

Christopher Newport represents a response to a need which had been developing for some time. It had become evident that Virginia's population base increasingly was becoming concentrated in four regions (Northern Virginia, Richmond, the Tidewater Peninsula, and Roanoke) and that our major institutions of higher education were outside these urban areas. How the State responded to this problem -- how it increased citizen access to higher education and also maintained the autonomy of its individual institutions -- is a fascinating study.

The Higher Education Crisis of the 1960s

In the early 1960s, Virginia's population was increasing slightly faster than that of the entire country. In 1964, Virginia was estimated to have 2.29% of the total population of the country. Concurrently, the Commonwealth was projected to have 2.35% of the nation's college-age population (that is, those students 18 to 21 years of age). Based on the national total of personal income and housing units, as well as on a number of other economic indicators, the Commonwealth was thought to have slightly less than 2% of the total economic strength of the United States. Given the population and economic indicators, therefore, Virginia could have been expected to carry about 2% of the total national load in higher education.

But the Commonwealth fell considerably below that level on most measures of its service in higher education. On financial support of higher education, the several measures showed an average standing at about 1.7 or 1.8 percent of the national total. College enrollments in all institutions of higher education in Virginia were at 1.54 percent of the national total in the Fall of 1964. In that year, the colleges and universities in Virginia produced 1.65 percent of the bachelor degrees awarded in the country as a whole, only 0.93 percent of the master's degrees, and only 0.78 percent of the doctoral degrees.

For Virginia to have enrolled 2 percent of the national total of students attending college in the Fall of 1964, facilities would have had to be in place for an increase of 25,000 students, approximately doubling the enrollment of the four largest institutions in the State at that time.

Sensing the need to move quickly to avoid the crisis which obviously was about to occur in higher education in Virginia, the 1964 Session of the General Assembly, in Senate Joint Resolution 30, made provision for the appointment of a higher education study commission to undertake "a comprehensive study and review of higher education to be used as a basis for effective long-range planning as to objectives, needs and resources of public and private higher education in the Commonwealth of Virginia." The Resolution also called on the commission to recommend to the Governor and General Assembly "procedures whereby off-campus, branches, divisions, colleges as well as vocational and technical schools might be consolidated into a statewide system of comprehensive community colleges which offer post-high school education for terminal vocational and technical training, and for college transfer programs of not more than two years duration." Twenty outstanding individuals, including several legislators, were appointed to the commission, chaired by Senator Lloyd C. Bird of Chesterfield County.

In December of 1965, the commission, which became known as the "Bird Commission," completed its report recommending that the Virginia General Assembly establish a community college system as well as make other modifications in the structure of Virginia higher education. On the basis of the commission's recommendations, the 1966 General Assembly developed the statewide system of comprehensive community colleges and re-constituted the State Board of Technical Education to become the State Board for Community Colleges. More important to our discussion today, the commission's report also laid the ground-work for eventually converting George Mason University, Christopher Newport College, and Norfolk State University into independent senior institutions and for merging Richmond Professional Institute and the Medical College of Virginia into a single institution. In addition, the commission blessed the future separation of Mary Washington College from the University of Virginia and established the principle that most of Virginia's institutions should become co-educational.

Following the Bird Commission's report and the actions of the 1966 General Assembly, higher education appropriations increased significantly, largely through the passage of a State sales tax. Within three years, the voters approved the first Bond Issue for the construction of higher education facilities.

The Bird Commission report is remembered primarily for its establishment of Virginia's community college system. However, the report was also significant in beginning the movement to meet the needs of Virginia's citizens in the urban areas. It emphasized the need for a senior institution as well as a community college in Northern Virginia and a four-year state-supported college on the northside of the Hampton Roads.

Both George Mason in Northern Virginia and Christopher Newport in Newport News were at the time two-year colleges. George Mason was a branch of the University of Virginia, while Christopher Newport was a branch of the College of William and Mary. With regard to Christopher Newport, the Bird Commission report cited the continuing large demand for part-time attendance by personnel of the military bases north of the Hampton Roads and noted the need for a "service-type college, without highly selective admission policies, with curriculums broadly developed to serve the needs of its area. Emphasis should be on the undergraduate programs," the report indicated.

The report noted that Christopher Newport College, as a four-year institution, "would be a distinctively urban university, attuned to the needs of a great industrial and commercial center, rather than a college of the traditional liberal arts type..."

The report recommended the merger of the Medical College of Virginia and Richmond Professional Institute in order to take care of the educational needs of the Richmond metropolitan area. It also called for the independence of Virginia State's branch at Norfolk as soon as the institution could sustain itself. The commission was less than enthusiastic in recommending the establishment of a four-year institution in the Roanoke area. Already there was much concern about the competition between the University of Virginia's Extension Center and Roanoke College. As a result, the commission did not offer a recommendation on the establishment of a four-year institution there, but noted that the problem of possible competition between Roanoke College and a prospective state-controlled four-year college "is one to be faced when a decision must be made...."

Planning the Future Development of the System: Access and Autonomy

In 1967, following General Assembly action endorsing the Bird Commission report and implementing most of its provisions, the State Council of Higher Education published the first master plan for higher education in the Commonwealth. It was intended as a ten-year guide for future development. The plan was an important initial step for the Commonwealth, for it marked the first time that concrete goals, and recommendations for implementing them, were formalized and widely circulated.

Virginia, as was true in other states, had not always looked ahead to plan the development of a coordinated system of higher education that provides access to students, on the one hand, and maintains institutions' central autonomy on the other. A coordinating board helps to maintain that delicate balance.

The State Council was created in 1956 in anticipation of the baby boom. The Council, which initially was purely advisory to the Governor and the General Assembly, undertook as one of its first tasks the development of enrollment projections for approximately the next 20 years. The Council was established to act as an advocate of the needs of public higher education. The Council also was set up to ensure that as the growth and development of a coordinated system took place, there would be no unnecessary duplication of programs or facilities.

The Bird Commission recommended strengthening the Council, in particular to allow it to carry out its statutory but unimplemented mandate to review the budget requests of the state-supported institutions. Unfortunately, the Bird Commission's recommendation was not fully implemented until 1974 when the General Assembly made some significant decisions about the future structure of higher education. It mandated the Council to develop and then revise and update a statewide master plan every two years. The Council issued a new plan shortly thereafter.

The 1967 Virginia Plan put forth as its first goal "To provide appropriate opportunities in higher education for all youth who can benefit therefrom." Inherent in this goal was the recognition that the boundaries of knowledge and the educational demands of society were expanding at greatly accelerated rates and a further recognition of the necessity to encourage

all youth to consider the need for higher education in terms of their abilities and interests. The spirit of this goal was continued in the 1974 Virginia Plan, which adopted as its first goal the assurance of an opportunity for full and equal access to higher education by all citizens in the Commonwealth.

The implications of this goal were far-reaching. First, it implicitly recognized that not all high school graduates should be expected to pursue the usual collegiate degree program or even to attempt non-collegiate postsecondary work. But it emphatically insisted that an opportunity to undertake the form of postsecondary education most appropriate to an individual student's interests and abilities should be made available.

The goal also implied that once access to the educational system had been obtained, participation in the system should not be hindered on the basis of any artificial barriers. Finally, the goal encouraged participation in higher education by all citizens of the Commonwealth. This continues to be the primary goal of the Virginia system of higher education. It is, in my judgment, one of the twin pillars of higher education in Virginia.

The second pillar is the autonomy of the individual institutions. The essential diversity which characterizes Virginia's higher education community must be maintained, again in order to give the people of Virginia the greatest possible number of options in choosing appropriate forms of postsecondary education. This means not only that the state-supported institutions should retain their individual distinctiveness, but also that private institutions should be encouraged in their efforts to remain vigorous and viable.

In 1974, the General Assembly concluded that institutional autonomy, particularly over management decisions, should be preserved. The coordinating board concept, embodied by the State Council of Higher Education, works best for Virginia, given the diversity of institutions and their rich history and traditions. I know of almost no one in Virginia who favors converting the present Council into a governing board that would manage the affairs of all of Virginia's public institutions, though there may be opportunities to improve the coordination of the system through slight modifications in the current responsibilities of the Council of Higher Education. But I believe the 1974 General Assembly settled the question of whether Virginia's institutions should remain autonomous.

Planning the Development of the Urban Institutions

Each new revision of the Virginia Plan since 1974 has recognized the emerging role of Virginia's urban universities. The 1979 plan, in particular, focused on the urban universities and called for them to define carefully their future missions.

As any observer of Virginia's higher education system knows, there has been considerable growth among the Commonwealth's major urban institutions. The growth is not just in enrollments; it also is in the breadth of academic degree programs offered by the institutions and equally importantly, in the extent of their public service.

Most large metropolitan centers in the South have urban universities and colleges that were either created in response to the enrollment growth of the 1960s or given a significant boost by that growth. A major issue facing higher education in Virginia today continues to be that of properly defining the mission of the urban institutions within the system of higher education.

The mission of the urban university has typically been defined as including (1) access to undergraduate education for the urban population, including minority students; (2) graduate and professional education, largely part-time, for the urban population in general; and (3) response to the public service and research needs associated with the various problems of densely populated areas. All three components of the urban institution mission warrant careful consideration, although planning for graduate and professional education is the most critical today.

The reasons for the rapid development of Virginia's urban institutions are, of course, not hard to come by. Their development is the result of the pattern of population growth in the Commonwealth. As the population in the four major growth areas increases, so do the citizens' demands for increased services from the State, including access to higher education opportunities.

The characteristics of the population in urban areas are changing. For example, a new type of student is found there. These students (often older citizens who want to take one or two courses part-time) place heavy demands for educational opportunities upon the colleges

and universities to which they commute. The institutions, in turn, usually are able to command strong regional political support. The emergence of the urban colleges and universities in Virginia is a reflection of the fact that there are more of these non-traditional students in the four major urban areas of the Commonwealth than there are elsewhere and that these students demand to be served.

Consequently, it is critical that the State's resources be distributed in a fair and equitable manner. The State neither has an obligation, nor can afford, to duplicate educational services in order to make virtually all the same services available within commuting distance of Virginia's citizens. The key is to make certain that each of Virginia's urban colleges and universities develops a particular emphasis uniquely suited to the urban area in which the institution is located.

To date, Virginia has maintained reasonably good differentiation among its urban institutions. Virginia Commonwealth University is distinctive for its emphasis on health and fine arts; Norfolk State for its pure and applied social science and commitment to the underprivileged; Old Dominion for its marine sciences, engineering, and the applied sciences, especially as they relate to health. George Mason University is recognized for its emphasis on public affairs and administration and its emerging strength in information science, while Christopher Newport is known for its successful blend of the liberal arts and sciences with career preparation at the undergraduate level and for its service to members of the military and their families.

Cooperation among the urban institutions in the Tidewater area is critically important. The urban colleges and universities face common problems and have common understandings of the densely populated areas they serve. The opportunity is there for close cooperation, sharing academic resources whenever possible, seeking to make the unique academic strengths of each institution available to all who need them.

Today, the urban colleges and universities can meet most of the higher education needs of the urban areas. The public administrators, business men and women, and teachers can get almost every educational service they need from their local urban college or university. These circumstances would appear to justify the comprehensive flagship universities limiting their activities in the urban areas to only the most highly specialized programs, those with costs too high to warrant duplication and for which there is a relatively low or short-term demand. The television network now in use for graduate engineering offers further alternatives.

Finally, care must be taken to avoid ruinous competition between senior institutions and community colleges for the common pool of students. Otherwise, there may come a time when some plan of apportioning institutional enrollments in the urban areas will become necessary.

The role of the urban college and university is an exciting phenomenon in Virginia higher education. The growth of the urban institutions should be recognized as distinctively changing the profile of higher education in Virginia. With proper planning, the change can add new dimensions to what is already a strong and diverse system of colleges and universities in the Commonwealth.

Conclusion

There were 78,041 students attending college in Virginia in the Fall of 1964. About one-third of them attended private institutions. The Council of Higher Education's projections of future enrollments at that time indicated that the number of students would approximately double by 1975. The Bird Commission predicted in 1965 that the rate of expansion in enrollments would continue until at least 1980. The Commission's estimate indicated that in 1980, about 182,000 students should be attending colleges and universities in Virginia. By a less conservative estimate, the number was projected to go as high as 223,000 by that time.

As it turned out, the more optimistic demographers were closer to being accurate. In 1980 Virginia's public and private institutions actually enrolled 285,915 students. But Virginia would not have been prepared to accommodate such a large number of students if it had not examined higher education in 1965. The Bird Commission determined future trends and laid the groundwork to make certain that facilities and programs were in place to accommodate Virginia's baby boom students who wanted to attend college. Because of its work, the Commission strongly influenced the course of higher education in Virginia to the present day. The Commission's report, therefore, is a testament to Virginians who recognized a critical need and acted to meet it. We owe much to the vision and work of those legislators and individuals who began the requisite planning process.