

Archives

CNC Community CHRONICLE

February 21, 1975
No. 5 of 1975

Sunday - Feb. 23



dies solis

Monday - Feb. 24

4:00 - Reception for Mr.
Pillow - Bd. Room, CC



dies lunae

2:00 - Division Coordinators
Conf. Room

Wednesday - Feb. 26



dies martis

Tuesday - Feb. 25

FEB 2:15-5:00 - Conf. Room.

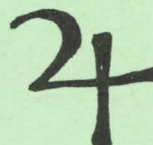


dies mercurii

Friday - Feb. 28

10:30-12:00 - Dean's Ad. Council

3:00 - Faculty Meeting - N125



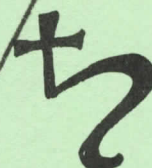
dies jovis

Thursday - Feb. 27

10-12 - Pres. Council



dies veneris



dies saturni

Saturday - March 1



DEAN'S ANNOUNCEMENTS

Faculty Meeting

The special Faculty Meeting that was held on February 14, 1975, adjourned informally after having lost a quorum at 5:30 P.M. In order to complete the business of this special Faculty Meeting, and to take up items of business related to the Degrees Committee, the Academic Status Committee, and the Nominations Committee, another special Faculty Meeting will be held at 3:00 P.M. on Friday, February 28, in N125. The agenda for this meeting appears below.

Agenda

- I. Approval of minutes of February 7 and February 14 faculty meetings.
- II. Faculty Evaluation Committee Report, continued (Dr. Squires).
- III. Election of Faculty Committee on Merit (Ms. I. Simmons).
- IV. Academic Status Committee Proposal (Dr. Bankes).
- V. Degrees Committee Proposal (Dr. Wise).
- VI. Adjourn.

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Faculty Lounge

The President's Advisory Council voted unanimously to designate the small dining room opposite the Cafeteria in the Campus Center as a Faculty Lounge between the hours of 11:30 and 2:30 Monday through Friday. It is hoped that this facility will enable more faculty members to see more of one another on an informal basis. The resolution, which takes effect immediately, carries the understanding that if faculty use does not warrant continuation of this restricted use, the room will revert to its previous uses between 11:30 and 2:30. It also is understood that special events may, upon occasion, preempt the use of the lounge during the restricted hours.

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Academic Credentials

Professor Harwood has requested that all faculty members check the accuracy of current College Catalogue and Catalogue Supplement listings of their academic credentials. I would appreciate your cooperation in calling to Mr. Harwood's attention any inaccuracies or omissions.

OF ACADEMIC INTEREST

Philosophy Lecture

A. Hilary Armstrong, visiting Professor of Classics and Philosophy at Dalhousie University, Halifax, Nova Scotia, Canada, will speak at Christopher Newport College in the Campus Center Theatre, Wednesday (February 26) at 12:00 Noon.

Mr. Armstrong's lecture is the second in the 1974-75 Hampton Roads Franklin J. Matchette Lectures sponsored jointly by the Department of Philosophy of Hampton Institute, Christopher Newport College, Virginia Wesleyan College, Norfolk State College, and Old Dominion University in cooperation with Tidewater Community College and Thomas Nelson Community College with funds supplied by the Franklin J. Matchette Foundation.

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CNC Course in Transactional Analysis

Mr. Jim L. Rierson of Human Development Research Group, began teaching an introductory course in Transactional Analysis on Thursday, February 20, 1975. The course will end Thursday, April 10, 1975. The course focuses on (1) structural analysis, the analysis of individual personality; (2) transactional analysis, the analysis of how people interact with one another; (3) game analysis, the analysis of a series of transactions with an ulterior purpose; and (4) script analysis, the analysis of life dramas that are consciously or unconsciously acted out.

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CNC Parent Effectiveness Training Workshops

Mr. Michele Diana of the Virginia School at Hampton, began Parent Effectiveness Training Workshops on Saturday, March 1, 1975. The workshops will conclude on Saturday, April 26, 1975. The workshops are arranged around such topics as "How to listen so Children Will Share Problems," "How to talk so Kids Will Respect Your Needs," "Ways to Prevent and Change Unacceptable Behavior," and "The No-Lose Method of Parent-Child Interaction."

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The following statement was made by Ron Persky, President CNC/AAUP, to the membership. The faculty as a whole may be interested in his views. As we move from 35% tenure to nearly 65% in two years (or sooner), there is no doubt tenure will be a hotly discussed topic--both on the level of criteria and on the individual faculty member level.

TENURE - CNC

Tenure at CNC is in a state of inbetweenness. In the pre "Promotion, Tenure, and Merit Increase" document era (March, 1973), tenure was something that had no definition. It was granted from somewhere in the administrative hierarchy. With decisions concerning rank, pay, and tenure, there was a certain mystique about who made the decisions, how they were made, and what criteria were used. There was, at the same time, no understanding as to just how one initiated requests for tenure. Did the department chairman, by his own initiative, suggest to the administrative body that someone in his department should be considered for tenure? Or was it up to the person himself? Whatever, no one really knew how or when or by what criteria. Each year announcements at contract time were issued by the administration stating promotional and tenure decisions. It was generally agreed that getting tenure was a good thing but just why wasn't clear.

After the "Promotion, Tenure, and Merit Increase" document some of the above mysteries were solved. With peer evaluation, there is no question about who initiates the request. Neither is there any question about the channels of decision. But what does tenure mean? What criteria are used by those who either recommend or make the decision?

First, what does tenure mean? What distinction is there between those with tenure and those without it? Has a person with tenure demonstrated a commitment to the school or proven a certain dedication to the profession? Everyone knows tenure carries with it some privileges. Does it also carry with it some responsibilities previously not there? The term is simply not defined well enough to be able to answer these questions. Today, at CNC, tenure, in almost all cases, means that you have put in your required time.

Secondly, what criteria are used to recommend and decide. The answer to this is that there are simply no criteria. To be sure, if one were put on the spot, he would, be he faculty or administrator, use some very noble and high sounding phrases to describe

what a person must demonstrate in order to be conferred tenure. But if all (or almost all) who put in their time are conferred, what difference does it make how noble you describe the qualifications. Surely, if you expect to become a member, you will embellish lavishly the title. Least the point is lost, there are no school wide criteria for judging tenure qualifications. Each department describes its own criteria and the decision usually follows departmental recommendations.

In the past, tenure was pretty much synonymous with academic freedom. Today that still carries validity. A person with tenure probably feels more secure in speaking his mind. No doubt in the past tenure offered some job security. In the 50's through the mid 60's this aspect did not take on the importance that it does today. Today the job security that goes with tenure means that when reduction in force is necessary tenured persons are the last to go. It also means that when for some other reason a tenured contract is to be terminated the burden of showing just cause is placed upon the body suggesting termination.

So where does that leave us today? Presently CNC is 35% tenured. This percentage gives to those who have it an artificial feeling of being a part of an elite group and to those who do not have it a secure feeling that if they hurry they have a good chance of becoming part of that same group. It might be pointed out that at this time people who are near the tenure door have no real interest in changing anything. They may give lip service but one could rightfully suspect any real commitment.

But the percentage of tenured is rapidly increasing. We will go from 35% into the ranges of 55%, 65%, and 80% in the next three years. There is no question that in the near future criteria for tenure will be better defined. There has already been suggested a school wide tenure board. Whether or not quotas will be imposed I do not know. But quotas will be increasingly a subject of discussion.

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A Case of Hypochondria

Our inventive, up-to-the-minute, wealthy democracy makes new tests of the human spirit. Our very instruments of education, of information and of "progress" make it harder every day for us to keep our bearings in the larger universe, in the stream of history and the whole world of peoples who feel strong ties to their past. A new price of our American standard of living is our imprisonment in the present.

That imprisonment tempts us to a morbid preoccupation with ourselves, and so induces hypochondria. That, the dictionary tells us, is "an abnormal condition characterized by a depressed emotional state and imaginary ill health; excessive worry or talk about one's health." We think we are the beginning and the end of the world. And as a result we get our nation and our lives, our strengths and our ailments, quite out of focus.

We will not be on the way to curing our national hypochondria unless we first accept the unfashionable possibility that many of our national ills are imaginary and that others may not be as serious as we imagine. Unless we begin to believe that we won't be dead before morning, we may not be up to the daily tasks of a healthy life.

We are overwhelmed by the instant moment--headlined in this morning's newspaper and flashed on this hour's newscast. As a result we can't see the whole real world around us. We don't see the actual condition of our long-lived body-national. And so we can't see clearly whatever may be the real ailments from which we actually suffer.

In a word, we have lost our sense of history. In our schools, the story of our nation has been displaced by "social studies"--which is the study of what ails us. In our churches the effort to see man sub specie aeternitatis has been displaced by the "social gospel"--which is the polemic against the supposed special evils of our

time. Our book publishers and literary reviewers no longer seek the timeless and the durable, but spend most of their efforts in fruitless search for a la mode "social commentary"--which they pray won't be out of date when the issue goes to press in two weeks or when the manuscript becomes a book in six months. Our merchandizers frantically devise their 1970 1/2 models (when will the 1970 3/4's arrive?) which will cease to be voguish when their sequels appear three months hence. Neither our classroom lessons nor our sermons nor our books nor the things we live with nor the houses we live in are any longer strong ties to our past. We have become a nation of short-term doomsayers.

Without the materials of historical comparison, having lost our traditional respect for the wisdom of ancestors and the culture of kindred nations, we are left with nothing but abstractions, nothing but baseless utopias to compare ourselves with. No wonder, then, that so many of our distraught citizens libel us as the worst nation in the world, or the bane of human history. For we have wandered out of history. And all in the name of virtue and social conscience!

The best antidote, then, against ruthless absolutes and simple-minded utopias has been American history itself. But that history becomes more and more inaccessible when the technology and institutions of our time imprison us in the present. How can we escape the prison?

First, we must awaken our desire to escape. To do this we must abandon the prevalent belief in the superior wisdom of the ignorant. Unless we give up the voguish reverence for youth and for the "culturally deprived," unless we cease to look to the vulgar community as arbiters of our schools, of our art and literature, and of all our culture, we will never have the will to de-provincialize our minds. We must make every effort to reverse the trend in our schools and colleges--to move away from the "relevant" and toward the cosmopolitanizing, the humanizing and the unfamiliar. Education is learning what you didn't even know you didn't know.

When we allow ourselves to be imprisoned in the present, to be obsessed by the "relevant," we show too little respect for ourselves and our possibilities. We assume that we can properly judge our capacities by the peculiar tests of our own day. But we must look into the whole Historical Catalogue of man's possibilities. To be really persuaded that things can be otherwise, we must see how and when and why they have actually been otherwise.

To revive our sense of history is surely no panacea for current ills. But it surely is a palliative. It may help us discover what is now curable, may help us define the timetable of the possible, and so help us become something that we are not. If history cannot give us panaceas, it is the best possible cure of the yen for panaceas. And the only proven antidote for utopianism.

"The voice of the intellect," observed Sigmund Freud (who did not underestimate the role of the irrational) in 1928, "is a soft one, but it does not rest until it has gained a hearing. Ultimately, after endlessly repeated rebuffs, it succeeds. This is one of the few points in which one may be optimistic about the future of mankind." Beneath the strident voice of the present we must try to hear the insistent whisper of reason. It does not sound "with it." It speaks only to the attentive listener. It speaks a language always unfamiliar and often archaic. It speaks the language of all past times and places, which is the language of history.

Excerpted from article in Newsweek, July 6, 1970, by Daniel Boorstin, Director of National Museum of Science and Technology.

Submitted by Jim Morris

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• College's English Professor Claims:
Half of High Schools' Top Graduates
Are Only Semi-Literate

America's high schools are doing so badly at teaching English that even their top graduates are just "semi-literate."

"It's enough to make a grown man weep," says Prof. Everett L. Jones of the University of California at Los Angeles.

He revealed that half of UCLA's 3,900 new students last fall had to take a remedial reading and writing course called Subject A--referred to on campus as "bonehead" or "dumbbell English."

The revelation becomes even more shocking, said Prof. Jones, when you take into account the fact that UCLA won't admit anyone who didn't graduate in the top 12% of his high school class.

"Don't think the problem is unique to UCLA, either," he said. "It's the same all over the country.

"We don't expect freshmen to write perfect compositions, of course. But fully half of our incoming students are just semi-literate. It's agonizing."

Prof. Jones, who's in charge of remedial English at UCLA, quoted examples of sentences the new students wrote on their entrance exams:

."I going to due my best to be an engineer."

."People who comes from a particular social group should learn to educate themselves."

.And from a transfer student: "My frist two years in college and away from home seem to have change my hole way of acting."

Prof. Jones, the author of 15 books on language, balmes much of the semi-literacy on "do your own thing" thinking in high schools.

"Classes in composition have been replaced by things like 'Senior Problems' and 'Expressing Yourself Through Dance.'

"Personally," he groused, "I'd rather the students were taught to express themselves through the Queen's English."

From: National Enquirer

Submitted by Burnam MacLeod

FACULTY NEWS

On February 17, 1975, Prof. James Moore spoke to the Brandise University Women's Club of Newport News on "Congressional Dynamics."

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Marshall Booker appeared on the "Dick Lamb Show," WTAR-TV (Channel 3), Thursday (February 20) between 9:00 A.M. and 10:00 A.M. Mr. Lamb interviewed Dr. Booker on the topic of "Current Economic Conditions."

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Mary M. Thompson took students to Longwood College on February 17, 1975 for a Contemporary Music Symposium with Daniel Pinkham as guest composer. Those attending were especially interested in this event since the CNC Choir will be performing a work by Pinkham in their spring concert.

On February 28, members of the CNC Choir and Mrs. Thompson will perform at the Rehabilitation Center at Riverside Hospital.

NOTICES

The State Council of Higher Education for Virginia is seeking to employ persons to fill two vacant positions, effective March 1, 1975. They are:

Coordinator, Academic Programs
Financial Planner/Analyst.

Copies of job descriptions for these two positions are available in the office of the Director of Personnel. The deadline date for receiving applications for these positions is April 1, 1975.

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Important Reminders From the Media Section of the Library

Faculty Members

Please remember that audio-visual equipment housed in the Media Section of the Library is reserved through Linda Becker, the Library Media Assistant, and that equipment which belongs to your academic department must be reserved through your departmental secretary.

We need to have your reservations for equipment at least two or more days before the date it is to be used in order to assure that we can supply the equipment you need and to make arrangements to have it delivered.

Thank you for your cooperation.

Faculty Members and Students

The Educational Media (A-V) Materials Center of the Newport News School System has called to our attention that a problem exists concerning the borrowing of audio-visual materials. Please contact me for the correct procedure before attempting to obtain materials from this source.

They have indicated that individuals attempting to borrow software by unorthodox methods will be met with refusal.

Linda Becker
Ext. 267 or 262

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The Business Manager requests that all department chairmen, or whomever they designate, be responsible for submitting the time sheets for the students employed by their department. These time sheets must be in the Business Office no later than the last working day of the month.

Prompt submission by one person in each department is necessary to insure timely receipt of payroll checks.

Business Manager

GRANTS & FELLOWSHIPS

Virginia Foundation for the Humanities & Public Policy: Public Humanities Programs

Proposed programs focused primarily on public policy issues related to the theme, "Values Re-Valued: The Individual and Community In A Changing Commonwealth."

The Virginia Foundation sponsors projects which study and raise questions about the relationship between man and society, and about the values and responsibilities of man as a citizen. Projects should explore issues of collective interest to citizens, issues which affect or determine the rights of citizens. The program must directly and centrally involve professional teachers and scholars in the humanities in all phases of its development and should promote a humanistic approach to and context for understanding of the issues; the program must be directed primarily to an out-of-school adult audience and should involve representatives of the intended audience in all phases of its development; the program must include discussion and exchange of ideas and perspectives among humanists and the public as an educational experience that fosters understanding, attempts to clarify issues and alternatives, and encourages the participants to come to their own conclusions.

Further details and applications for this grant are available in the Dean's office. Application deadline is March 1, 1975.

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HEW Policy Research Studies

- a. Income Maintenance and Employment. Overall research objective is to provide a better understanding of the causes of low incomes from private employment; to ascertain the effects of existing or proposed income maintenance and employment-related assistance programs; and to suggest program modifications or new initiatives which will contribute to increased self-sufficiency and reduced dependency among low income families and individuals.
- b. Health. Overall research priority concerns the availability and utilization of health services among low income populations, including organizational arrangement of service systems for financing care; arrangements for reimbursement for services rendered; funding of facility construction and modernization; psychological factors influencing utilization; and levels of governmental responsibility.
- c. Other Human Services. Overall research objective is intended to provide linkages among a variety of programs which affect the disadvantaged.
- d. Basic Research and Statistical Data. Overall research objective is to increase fundamental understanding of the nature and causes of poverty and inequality and to provide for improved data collection, analysis, and utilization of statistical data on policy-relevant economic, social, health, and demographic phenomena.

Deadline: April 15, 1975; applications available.

COMMITTEE REPORTS

Faculty Evaluation Committee

In those instances where a tenured faculty member chooses not to be evaluated, please submit a statement to the FEC indicating agreement of all concerned. Please be certain that this statement is signed and dated.

JoAnne Squires

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Degrees Committee

At its January 14 meeting, the Committee on Degrees voted to recommend to the Faculty that no student may be allowed to change from "Credit" to "Audit" after the official date for dropping classes without a grade penalty. According to current College policy, a student may change from "Credit" to "Audit" until the last day of classes provided he is passing the course. In addition, the Committee recommends that a senior taking a course on a "Pass-Fail" basis declare his intention to do so by the official date for dropping classes without grade penalty.

Please give this proposal your consideration so that you may be prepared to discuss it at the Faculty meeting on February 28.

Spencer Wise, Chairman
Committee on Degrees
