

CNC Community CHRONICLE

September 19, 1975

#20 of 1975

file copy

SUNDAY - Sept. 21



dies solis

MONDAY - Sept. 22

Chairmen - Div. of Ed. & Comm.

Noon

Chairmen - Social & Behavioral Science

Div. - Noon

Budget Committee - 2:00 P.M.



dies lunae

TUESDAY - Sept. 23



dies martis

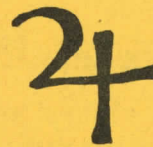
WEDNESDAY - Sept. 24



dies mercurii

THURSDAY - Sept. 25

10:00 - President's Ad. Council



dies jovis

FRIDAY - Sept. 26

Div. of Bus. & Econ.



dies veneris

SATURDAY - Sept. 27



dies saturni

DEAN'S ANNOUNCEMENTS

All Is Well in San Diego

Jim and Olive Moore have reported a safe trip to San Diego, and have asked to extend their best regards to the entire CNC community. Can you believe that they haven't had a spare minute since their arrival in California on August 13? There are some 400 majors in the criminal justice administration program that Jim is directing. He is also teaching an evening class of 65 students, and directing some 40 interns. The Moore's send the following descriptions with the observation from afar that the definitions accurately describe the situation at CNC. (Maybe this time they have gone too far!) You may want to send Jim and Olive a note at the School of Public Administration and Urban Studies, San Diego State University, San Diego, California 92182.

THE DEAN

Leaps tall buildings in a single bound
is more powerful than a locomotive,
is faster than a speeding bullet,
walks on water,
gives policy to God.

THE DEPARTMENT HEAD

Leaps short buildings in a single bound,
is more powerful than a switch engine,
is just as fast as a speeding bullet,
walks on water if sea is calm,
talks with God.

PROFESSOR

Leaps short buildings with a running start and favorable winds,
is almost as powerful as a switch engine,
is faster than a speeding BB,
walks on water in an indoor swimming pool,
talks with God if special request is approved.

ASSOCIATE PROFESSOR

Barely clears a quonset hut,
loses tug of war with locomotive,
can fire a speeding bullet,
swims well,
is occasionally addressed by God.

ASSISTANT PROFESSOR

Makes high marks on the walls when trying to leap tall buildings,
is run over by a locomotive,
can sometimes handle a gun without inflicting self-injury,
treads water,
talks to animals.

INSTRUCTOR

Climbs the walls continually,
rides the rails,
plays Russian Roulette,
walks on thin ice,
prays a lot.

GRADUATE STUDENT

Runs into buildings,
recognizes locomotives two out of three times,
is not issued ammunition,
can stay afloat with a life jacket,
talks to walls.

UNDERGRADUATE STUDENT

Falls over a doorstep when trying to enter building,
says "Look at the choo-choo!"
wets himself with a water pistol,
plays in mud puddles,
mumbles to himself.

DEPARTMENT SECRETARY

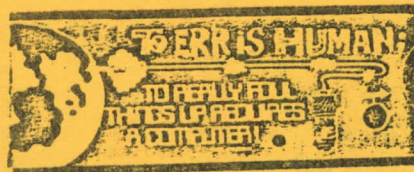
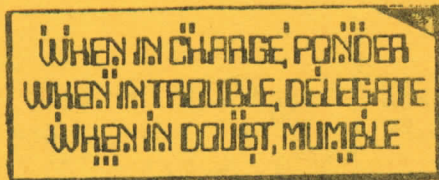
Lifts buildings and walks under them,
kicks locomotives off the tracks,
catches speeding bullets in her teeth and eats them,
freezes water with a single glance,
She is God.

NOTICES

Please note that the extensions for Dr. Maniyar and Mary Ann Swindlehurst were reversed in the Campus Directory. The correct extension for Mrs. Swindlehurst is 7055; the correct extension for Dr. Maniyar is 7067.

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The Faculty Theology group invites interested members of the CNC faculty to attend its Theology discussion meetings as announced in the Chronicle.



More the merrier in Committee Game

By PATRICIA McCORMACK
UPI Education Editor

And, now, here's The Committee Game — invented by Halas L. Jackim, professor of education at the State University of New York College at Oswego.

It's just in time for all brave souls ready to throw themselves into committees around college or the schoolhouse in the new academic year.

Jackim's game, based on 23 years of infiltrating committees, should help all school committee members — from PTA to school board, lunch room, field trip and what-not.

In the Chronicle of Higher Education, he tells about rules, etiquette and the scoring system.

The purpose of a committee, as he sees it: "To prevent the development of significant decisions; to delay or diffuse an issue by making it unrecognizable."

The thing about etiquette is just remember to "show disgust for any act aimed at achieving a speedy discharge of a committee's mission."

Also: "Resist all attempts to delegate individual responsibility. Rather, insist on committee action for every little bit of committee business."

From five to 15 may play the committee game; the greater the number, the more confusion.

Some excerpts from the Jackim scoring system:

— 5 points for converting the obvious meaning of a statement into something different by approaching it from a creative oblique angle.

— 5 points for forgetting an earlier decision and bringing it up for renewed discussion.

— 10 points for throwing in a new term, preferably from a foreign language.

— 10 points for injecting an irrelevant issue.

— 5 points for canonizing the need for student participation.

— 5 points for citing a study, book, or other authority and quickly changing the subject before being questioned about it.

— 5 points for gesticulating with glasses, pipe or pen.

— 5 points for telling the group that it has a communication problem.

— 5 points for taking twice as long as needed to say something.

— 15 points for phrasing a statement in such a way that a player opposed to it fails to recognize it and votes for it.

— 25 points for wearing down the opposition to the point where it will vote for anything simply to adjourn the meeting.

P.S.: Jackim says players can be disqualified if they persist in their effort to clarify the committee's goals.

-- Name withheld by request.



FACULTY NEWS

MARSHALL BOOKER appeared on the "Tidewater A.M." Show, on Tuesday, September 17. Dr. Booker's topic was "The Economy Today."

* * * * *

ST. ELMO NAUMAN appeared on the "Conversation" show of WVEC RADIO-AM (1490), on Thursday, September 18, and will appear on WVHR RADIO-FM (101) on Sunday, September 21, at 7:30 P.M. Mr. Bob Wells will conduct the interviews with Dr. Nauman. The topic will be "Apparent Urge for Exorcism."

* * * * *

PROFESSOR H. MARSHALL BOOKER AND PROFESSOR CARL M. COLONNA WERE PROGRAM PARTICIPANTS

at the Atlantic Economic Conference at George Mason University on September 11 - 13. Carl was a discussant on a paper entitled "Aggregate Supply, Inflation and Macroeconomic Policy." Marshall was a discussant on a paper entitled "An Essay on Walrasian Finance." The remarks of Professors Colonna and Booker will be published in the Atlantic Economic Journal in November.



THE DANFORTH FOUNDATION ASSOCIATE PROGRAM NOMINATIONS FOR 1975-1976

PURPOSE

The Associate Program seeks to recognize and encourage effective teaching and to foster activities which humanize teaching and learning for members of campus communities. It recognizes that learning includes the development of sensitivities and values, personal enrichment, and the cultivation of awareness and commitment to the broader community.

The Program offers distinctive opportunities for inter-disciplinary and inter-institutional activities among faculty who share concerns for students as persons, and for values in education and in society. This network allows faculty to work collectively as well as individually with some of the issues facing educational institutions today.

ELIGIBILITY

Danforth Associates are college and university faculty (spouses are also Associates) who have a serious commitment to undergraduate teaching. The major criterion for selection is that the person be a dedicated teacher-scholar who attempts to integrate a concern for students, a concern for values, and an awareness of contemporary educational issues and their relation to society overall.

SELECTION

Nominations are solicited from students, faculty, administrators, and other Associates. A Liaison Officer and an Advisory Committee in each of the sixteen Program regions throughout the country assist in informing faculty about the Program. A national Advisory Council selects approximately three hundred Associates each year. Persons selected are notified during the spring, and their appointments begin June 1. An emphasis is placed on encouraging the nomination and selection of women and minorities.

CONFERENCES

Appointment is for a six-year term. During this period, an Associate is invited to three conferences with lodging and hospitality provided by the Foundation. The conferences are biennial and are held within the sixteen regions. Conferences are related to the Associates' roles as faculty, educators, and citizens, and are designed to develop their effectiveness as teachers and to strengthen their efforts to humanize the educational process. Conference activities deal with the basic theme of the Foundation in higher education: teaching and learning in a democratic society.

FOR FURTHER INFORMATION AND NOMINATION FORMS

Address: Danforth Associate Program
The Danforth Foundation
222 South Central Avenue
St. Louis, Missouri 63105

September, 1975

CAN'T ANYONE HERE SPEAK ENGLISH?

"The Americans," Walt Whitman wrote in the 1850's, "are going to be the most fluent and melodious-voiced people in the world, and the most perfect users of words." The line was more hopeful than prophetic. Today, many believe that the American language has lost not only its melody but a lot of its meaning. Schoolchildren and even college students often seem disastrously ignorant of words; they stare, uncomprehending, at simple declarative English. Leon Botstein, president of New York's Bard College, says with glum hyperbole: "The English language is dying, because it is not taught." Others believe that the language is taught badly and learned badly because American culture is awash with clichés, officialese, political bilge, the surreal boobspeak of advertising ("Mr. Whipple, please don't squeeze the cortex") and the sludge of academic writing. It would be no wonder if children exposed to such discourse grew up with at least an unconscious hostility to language itself.

Much of the current concern about language is only a pedant's despair. Some of the preoccupation masks a cynical delight in the absurdities that people are capable of perpetrating with words. No one worries very much about the schoolmarm's strictures against "ain't" and "it's me." Connoisseurs savor genuine follies, like those of the new priests of thanatology, who describe dying as "terminal living," or the Secretary of Health, Education and Welfare who explained a \$61.7 million cut in social services as "advance downward adjustments." But whatever mirth there may be in these and other buffooneries, euphemisms, pomposities, tautologies, evasions and rococolies, they are also signals of a new brainlessness in public language that coincides with a frightening ineptitude for reading and writing among the young.

Some linguistic purists wrongly fear slang and neologisms; these are the life signs of a language, its breath on the mirror. The danger now is something that seems new and ominous: an indifference to language, a devaluation that leaves it bloodless and zombie-like. It is as if language had ceased to be important, to be worthy of attention. Television undoubtedly has something to do with that. With its chaotic parade of images, TV makes language subordinate, merely a part of the general noise. It has certainly subverted the idea of reading as entertainment. A recent study by A. C. Nielsen Co. found that Americans watch a numbing average of 3.8 hours of TV per day.

Part of the devaluation of language results from a feeling that somehow it is no longer effective. Samuel Johnson's society pinned its faith on language; Americans attach theirs to technology. It is not words that put men on the moon, that command technology's powerful surprises. Man does not ascend to heaven by prayer, the aspiration of language, but by the complex rockets and computer codes of NASA.

The indifference to language is also a result of Viet Nam and Watergate. An accumulation of lies inevitably corrupts the language in which the lies are told. After an American bombing raid in Cambodia, a U.S. Air Force colonel complained to reporters: "You always write it's bombing, bombing, bombing. It's not bombing! It's air support." The classic of the war, of course, came from the American officer who explained: "It was necessary to destroy the village in order to save." In Nixon's White House, concealing information became "containment." "I was wrong" or "I lied" became "I misspoke myself." And so on. Abuse of power is usually attended by abuse of language. Viet Nam and Watergate, along with later revelation about the FBI and CIA, have encouraged a cynical, almost conspiratorial view that public words are intended to conceal, not to transmit, the truth.

Recently an informal group of linguistic vigilantes has risen up to ridicule American abuses and to warn, in terms alternately playful and despairing, that a culture so heedless of its language is headed toward a state of corrupt, Orwellian gibberish. These writers have found a responsive audience; people obsessed with good English almost enjoy the feeling that they belong to an embattled cult. NBC Commentator Edwin Newman's Strictly Speaking, a catalogue of ugly Americanisms and verbal atrocities, was 26 weeks on the bestseller lists. A Pulitzer prizewinning writer, Jean Stafford, has been

conducting a crusade of sorts against what she sees as the encroaching barbarism of inexact and fraudulent language.

Works by other writers in the past few months have reflected this fascination with language, but have delved deeper into the mysterious origins of words. In After Babel, Critic George Steiner uses the problems of translation to discuss the diversity of human tongues and the linguistic theories that account for them. (Unlike many of the critics, he finds American English now in "a state of acquisitive brilliance but also of instability.") Novelist Walker Percy, in a book of essays called The Message in the Bottle, splendidly analyzes the sheer strangeness of language as a phenomenon--an exchange of mental fire that obeys no physical laws but has its origins in some miraculous gift of comprehension and self-awareness, a gift as spontaneous and awesome as Helen Keller's discovering the physical fact of water and the word for water at the same moment. Such reflections reach back to the edges of silence, to a cabalistic cherishing of words--the beginning of speech being the event that marked the first step in the hominids' progress toward Shakespeare. But most of the debate about language now occurs at the opposite end of history, in today's atmosphere of verbal saturation.

America's vocabularies, both public and private, are being corrupted in part by a curious style of bombast intended to invest even the most banal ideas with importance. Discussing his institution's money troubles, a university president promises: "We will divert the force of this fiscal stress into leverage energy and pry important budgetary considerations and control out of our fiscal and administrative procedures." This is a W. C. Fields new-speak, the earnestly pseudoprecise diction beloved of bureaucrats, who imagine that its blind impregnability will give their ideas some authoritative heft. In fact, it only confirms the Confucian maxim: "If language is incorrect, then what is said is not meant. If what is said is not meant, then what ought to be done remains undone."

Police prose is a burlesque of the administrative: "I apprehended the alleged perpetrator." (In a bar, the cop would say, "I collared this creep.") Eventually, all officialese takes on a mindless life of its own, the words combining and recombining according to some notion in the bureaucratic inner ear of how public language ought to sound, regardless (or irregardless, as they say) of what it means. This is an aerosol English, released by pushing a button. Writer Jimmy Breslin describes what is perhaps the ultimate in this prose: a policeman, testifying in a homicide case, refers to "the alleged victim."

A television weatherman solemnly predicts "rain tonight in some official areas." A restaurant advertises itself as "a great tradition since 1973." Wardens call solitary confinement cells "adjustment centers" or, worse, "meditation rooms." A letter from Dartmouth College describes a report on higher education financing as "containing arresting conclusions of almost watershed quality." Howard Cosell, a sports commentator with a gift for yahoo erudition, says of a quarterback: "I am impressed by the continuity of his physical presence."

All professions have their jargon, but the language of academics, especially those in the social sciences, seems to lead farther and farther into forests of meaninglessness. An article in the Journal of Educational Psychology declared: "Both the black and white teachers studied emitted few reinforcements and those emitted tended to be traditional (distant reinforcers), although most teachers stated a preference for proximity reinforcers (material rewards and close personal contact)." It is Humpty Dumpty's gospel: "Impenetrability, that's what I say!"

Feminism--which gave America the sledgehammer phrase "male chauvinist pig"--may eventually succeed in neutralizing gender in language, but the linguistic changes it has

proposed often have a tinny, doctrinaire sound. Novelist Anne Roiphe, an otherwise intelligent writer, recently referred in all seriousness to her daughter's playing "cowpersons and Indians"--history amended for ideology. A letter to the editor of Ms. suggested that the gender suffixes be eliminated and be replaced by "peep"--thus, cowpeep, policepeep, chairpeep and presumably even peepslaughter. (It cannot be helped that manhole would become peephole.) In a letter to the director of the Center for Women in Medicine at the Medical College of Pennsylvania, the president of the National Organization for Women wrote: "What we are about is moving from androcentric values and behaviors to androgynous or better yet (for consciousness-raising) gyandrous health care and societal values. In the process, the health occupations must be desexi-grated..."

It takes no schoolmaster's prissiness to recognize that in various major and minor ways, the American language is being brutalized. The National Council of Churches speaks of "education/conscientization programs," and an overwrought prelate writes of "the worship explosion." Gurus practice a kind of Kahlil Gibran-speak--soft, aching, moon-shine words with a nimbus of profundity about them. The use of words as hand grenades ("Off the pig!" and "Burn, baby, burn") has diminished since the '60's. But many people have retreated into a laid-back doze of speech ("Ya know...like...that's heavy...") that is incapable of bearing any meaning weightier than a sigh.

Many of the stupidities committed with language are ludicrous rather than sinister. A California executive tells a business meeting: "When you see all these other people getting the ax, it makes you gun-shy." Incredulous becomes incredible. Almost everyone misuses the word hopefully ("Hopefully the language will improve"). Decimate has come to mean total destruction rather than a reduction by one-tenth. To which everyone responds: "I could care less."

If the state of reading and writing among the young is any indication, the use of language is going to get worse. Says Travis Trittschuh, professor of English at Detroit's Wayne State University: "Writing is not the most important way to communicating in the '70's. Students see multimillionaires who speak haltingly and write abominably, and they realize that writing no longer has prestige."

Michael Shugrue, dean of the college at Richmond College of the City University of New York, says that the role of college English teachers has shifted from introducing "growing numbers of young adults to literacy, to reading and writing and even speaking." It is not only the minorities, the poor, the Spanish-speaking young who are having trouble; the same pattern is evident among the white middle class.

Examples can be found across the nation:

- Last year the Association of American Publishers' guide to reading textbooks, a guide intended for college freshmen, had to be rewritten for a ninth-grade reading level.

- The City University of New York spent \$15 million last year on remedial English courses. Many of the students enrolling under an open-admissions policy are reading below the ninth-grade level.

- In 1957, the average verbal score on the national Scholastic Aptitude Tests was 473 (on a scale from 200 to 800). In 1973, the average was down 33 points, to 440.

- More than one-third of the students who want to become journalism majors in their junior year at the University of Wisconsin did not meet minimum admissions standards in grammar, spelling, punctuation and word usage. At the University of North Carolina's journalism school, 39% of the students flunked the basic

spelling test.

The problem is compounded when racial sensitivities are involved. Should teachers try to enforce the prescriptive rule of standard American English on black children who have learned a dialect at home that is quite different, that is "incorrect" by the standard rules? Ghetto students are often faced with the choice of accepting the teacher's standards or retaining those of family and friends. Says William Smith, associate professor at Boston University's School of Education: "If a child is told the way he speaks is ignorant, he has only two options: ridicule or silence."

The problem is that the language learned at home and in the streets can be crippling in America if the black child--or the Puerto Rican raised on Spanish, the Jewish child raised on Yiddish--does not also learn the standard English that is the currency of opportunity. J. Mitchell Morse, a professor of English at Temple University, writes vehemently: "To the extent that the establishment depends on the inarticulacy of the governed, good writing is inherently subversive...Black English, the shuffling speech of slavery, serves the purposes of white racism." Of course, there is angry argument over whether black dialect is "the shuffling speech of slavery."

Too much may have been made of the "linguistic separatism" that supposedly divides blacks and whites. As with some other black-white questions, it can be as much a matter of economic class as of race. Rural poor whites have trouble with standard English just as some poor blacks do. Says Jean Stafford: "I feel about black English as I do about Yiddish. Theirs is a lingua franca that they are free to use among one another, but if they are not making themselves understood to those outside their group, then they can expect nothing but misinterpretation. There has to be an official language, an acceptable language."

Some argue that the decline in English standards results from the increase of mass education and from open-admissions programs--although to argue against ever widening opportunity of education is to confront one of the most cherished goals of the American ideal. In any case, teachers all along the line must play a frantic kind of catch-up. Colleges blame high school teachers for sending them students who cannot read or write properly; high school teachers blame the schools below; and, with reason, nearly everybody blames the families from which the children come.

In too many American schools, teachers are overworked and overwhelmed. They are lucky if they can give ten minutes to correcting a student's paper. Some teachers doggedly diagram sentences in the hope that the structure of language will sink in and provide a foundation. Others forget about structures and trust that reading literature will ensure, perhaps by osmosis, a better grasp of the language--although the definition of literature now has often descended from Shakespeare and Conrad to Woody Allen and Kurt Vonnegut.

There are those who consider the current breast-beating over language too pessimistic. Marshall McLuhan believes it to be "absolute nonsense"--but then McLuhan is the man who once said: "Most clear writing is a sign that there is no exploration going on. Clear prose indicates an absence of thought." By McLuhan's analysis: "In the radio age, the parameters of the classroom can no longer contain the English language. The sophistication outside the classroom exceeds that of the classroom."

Says Harry Levin, professor of comparative literature at Harvard: "Language changes. The more it is used, the more it is abused. English was a very permissive language to begin with. Shakespeare, for example, had the advantage of writing when there were no grammars." Some believe that the current outrage over abused English reflects snobberies of class and power. Says Columbia University Sociologist Herbert Gans: "Language is a power tool. I'm not sure if it isn't just the elite who have had power who are worrying

over the loss of influence."

But the fact that language is an instrument of power--whatever the current doubts about its effectiveness--should make Americans more attentive to it, not less. To a great extent, a people's language is its civilization, the collective storage system of a tribe. Alexander Solzhenitsyn, who knows something of the totalitarian uses of language, has said that he studies the words in his Russian dictionary "as if they were precious stones, each so precious that I would not exchange one for another." Another Russian exile, Vladimir Nabokov, has the same curator's love of words.

It may be that in an energetic, profligate culture like America's, language seems as disposable as ballpoint pens or beer cans. That throwaway mentality may account for some of the negligence. The argument is not between changes, linguistic innovation, new combinations on the one hand, and priggish correctness on the other. It is between meaning and meaninglessness. When language is reduced, so is civilization. George Orwell understood that "the smaller the area of choice [of words], the smaller the temptation to take thought."

In a magnificent tirade in Anthony Burgess's novel The Clockwork Testament or Enderby's End, the poet Enderby rails at his dullard "creative writing" class: "All that's going to save your immortal soul, maaaaan, if you have one, is words...Sooner or later you're all going to jail...All you'll have is language, the great conserver...Compose in your head. The time will come when you won't even be allowed a stub of pencil and the back of an envelope." There is perhaps too much doomsday in that advice, but anyone watching the world now may want to think hypothetically of stashing away in his survival kit, along with the dried foods and bottled water, a copy of the Shorter Oxford English Dictionary.

From: Time, August 25, 1975

Submitted by W. Stephen Sanderlin, Jr.

* * * * *

Lane Unveils Bills Planned On Colleges
By Charles Cox, Times-Dispatch Education
Writer

Legislation to restrict admission to the community colleges to men and women with the ability and motivation to complete their programs will be introduced at the next session of the General Assembly, says Del. Edward E. Lane, D-Richmond.

Lane, chairman of the Joint Legislative Audit and Review Commission, also said the House Senate commission will introduce another measure aiming to require all 15 four-year colleges in the state system to give full academic credit to those taking courses in the 23 two-year community colleges.

Some but not all of the senior institutions already give full transfer credit for courses taken in the community colleges. These institutions refusing such credits have been roundly criticized by the State Council of Higher Education.

Lane promised in March that spending controls on the growing community colleges would be tightened considerably as a result of a legislative audit that uncovered sloppy business practices throughout the two-year system.

The auditors criticized as costly an "open" admissions policy that admits anyone who is 18 or a high school graduate or who shows promise of benefiting from enrollment. Many faculty members thought many of their students lacked necessary academic skills to do required work, the auditors reported. The results, they said, are dropout rates that are too high and graduation rates that are too low.

Denying the misspending and mismanagement charges in April, Chancellor Dana B. Hamel of the Virginia Community College System, charged in turn that the legislative watchdog agency failed to understand "the community college philosophy and purpose."

The schools' "philosophy," asserted Hamel, "as set forth by the policies of the state board and implemented by the staff...is in accord with legislative intent...the system is being developed as intended...by the legislature."

Lane, in a speech prepared for delivery today in South Carolina, notes that while the community colleges were "designed to increase accessibility to higher education for all [Virginia] students it is necessary for the VCCS to establish and apply educational program admission standards consistent with the skills and aptitudes necessary for program completion.

"Apparently the wording of the original legislation [passed by the General Assembly in 1966] was not precise on this point and led to a broad interpretation by the VCCS."

One resolution to be introduced to the 1976 session is intended "to clarify legislative intent," according to Lane.

Backers of open admissions and "accessibility" broad enough to admit very high-risk students argue that "late bloomers" ought to have a "second chance. Critics, who sometimes admit that is an admirable aim, are prone to say that Virginia may not be able to afford unrestricted opportunity for all who think they would like to try college.

Lane said audits of state agencies by legislative watchdog agencies such as the commission are essential if state lawmakers are to be certain that "legislative objectives are being met, the public interest is being served...and that there is strict accountability for public resources."

His remarks were prepared for delivery to the Southern Legislative Conference of the Council of State Governments, meeting at Hilton Head, S.C.

The joint commission's community college audit, winner of the 1975 Governmental Research Association's prize for "Most Distinguished Research," will be followed up in detail by the House-Senate commission, Lane promised.

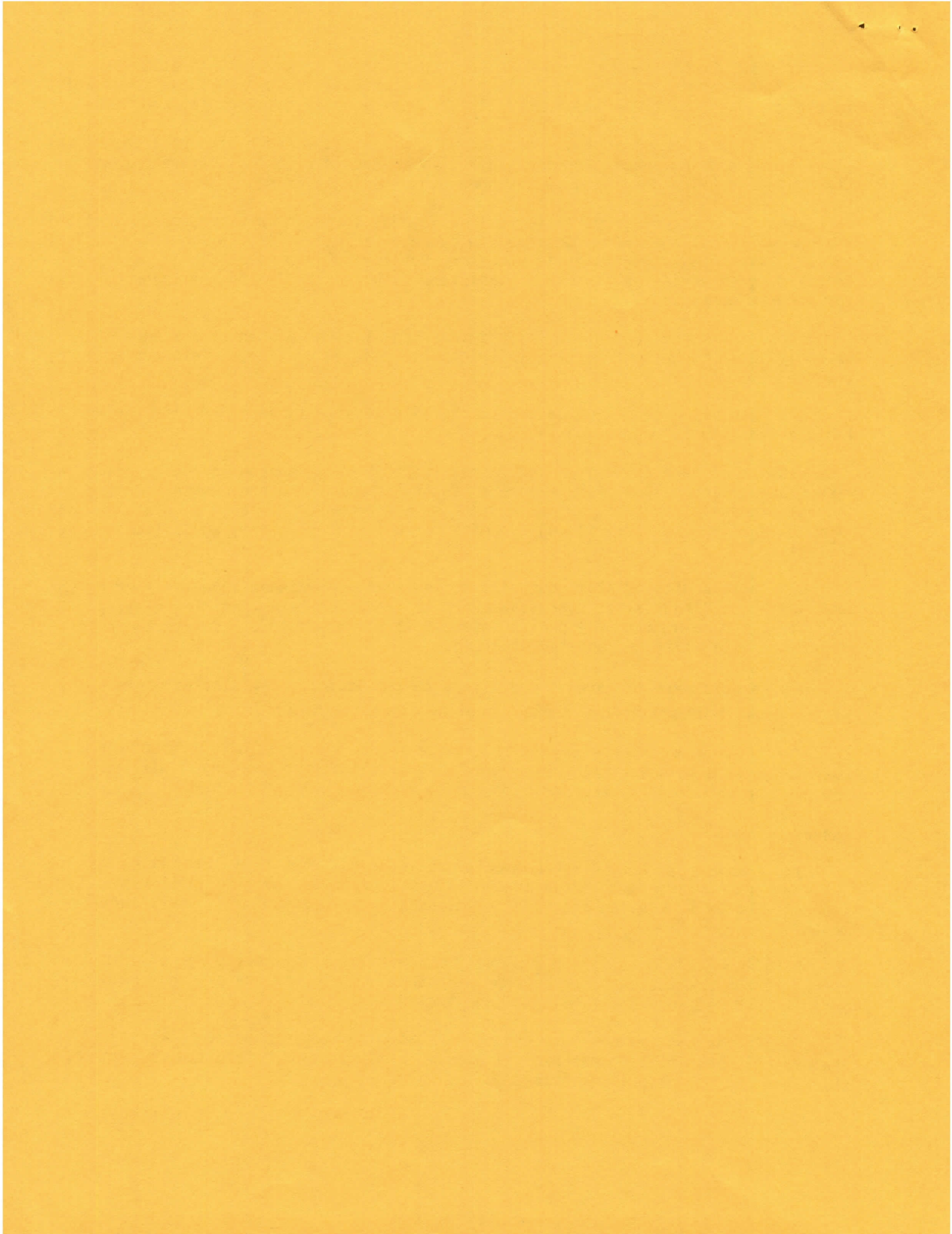
Unneeded Funds

The commission charged the community colleges got more than \$10 million in unneeded appropriations by inflating enrollment forecasts, by mis-classifying students and by scheduling thousands of classes with uneconomically small enrollments.

Both the state council and community college board "are being required to report to the commission and to appropriate state agencies on the progress being made" to correct such shortcomings, Lane stated.

"JLARC reviews are not intended to be academic exercises but to directly affect the effectiveness of the governmental agency being reviewed," said the chairman of the House Appropriations Committee.

From: Richmond Times Dispatch
9/3/75



COMMITTEE REPORTS

From the Secretaries of the Faculty

Several reports and announcements were made at the September 12, 1975 meeting of the Faculty. Those who made these reports and announcements were asked to submit ~~written~~ copies to us if they wished written dissemination to the faculty. These reports and announcements have not been edited.

From the President:

Enrollment, 1st Semester, 1975-76

Students	2,940
FTE	1,846

Instruction - Regular Session (002)

<u>Object</u>	<u>1974-75(act.)</u>	<u>1975-76(Pro.)</u>
Salary - classified	\$ 48,537	\$ 56,884
Salary - T & R	1,414,937	1,583,587
Wages	2,753	3,000
Wages - Students	13,302	15,750
Gen. Repair	1,398	3,500
Professional Services	3,391	4,250
Travel	13,985	24,000
Communication	28,985	29,700
Printing	6,648	20,000
Data Processing	41,836	47,600
Other (So. Assoc/Regal.)	19,741	19,700
Office Supplies	6,588	8,500
Med. & lab. supplies	10,055	12,500
Bldg. Materials	50	500
Ed. & Rec. Supplies	5,729	5,000
Office Equipment	15,020	4,500
Educational Equipment	18,198	44,968

Rent (Xerox/Computer)	4,430	9,600
Misc.	<u>4,852</u>	<u>7,644</u>
Total	\$1,660,435	\$1,901,183

Operating Budget
1975-76

Revenues

Special Funds	\$1,344,770
General Funds	1,960,240
Less reversion	<u>(92,120)</u>
Total	\$3,212,890

Expenditures

General Admin, Student Services	\$ 563,887
Instruction - Regular Session (002)	1,901,183
Instruction - Summer Session	181,570
Organized Activities	29,451
Instruction - Off Campus	31,254
Library	261,003
Physical Plant	228,704
Public Service	<u>15,838</u>
	\$3,212,890

Bob Collins and Gail Kowarski
Secretaries of the Faculty